

Presupposition Practice

In the following sentences, please distinguish between presuppositions and unwarranted assumptions. Put a 'P' or an 'A' next to each one:

1. "I'm not sure whether or not I should stop fiddling my expenses."

- A. He has expenses
- B. He doesn't like his job
- C. He currently fiddles his expenses
- D. He is an indecisive character

2. "I don't see why I can't do it. All my colleagues are doing it!"

- A. She feels that management is treating her unfairly
- B. She wants to be accepted by her colleagues
- C. Her colleagues do something she is not currently doing
- D. Because her colleagues are doing it, she wants to do it too.

3. "If I don't learn how to assert myself, I won't get promoted"

- A. He blames himself for his lack of promotion
- B. He doesn't know how to communicate with his superiors
- C. He wants to learn new ways of communicating
- D. His promotion depends on how assertive he is

What is presupposed in these sentences?

1. "The evil that men do lives after them."

2. "I will have to throw him out."

3. "If the government had acted sooner, the crisis would not have been as severe."

4. "The attitude of the staff is a great advert for our management style."

5. "Nobody noticed the elephant in the room."

6. "Stop looking at your watch."

7. "Interestingly, you've not done what I told you."

8. "Either she cooks dinner or I will."

9. "First the floods came, then the locusts."

Decision Destroyer

As you begin becoming more aware of presuppositions, here we have a couple of exercises for you to 'try'. The aim here is for you to practice getting comfortable with some of your new powers.

The Decision Destroyer, credits to John Overdurf.

Useful for regret, decisions, or reactions that are past oriented. Decision is a nominalisation. It's a noun but really it's a verb frozen in time. What we want to do is turn it from its noun form, (decision), back into it's verb form (deciding).

1. Enter rapport, improve rapport and pace the problem as it is.
2. Ask "Where were you when you were deciding that?"
3. Then Ask "...and just before that where were you?"
4. Then ask "Notice how many options you have NOW."
5. (optional) "...and could you look forward to a time in the future, similar to that time in the past.....and notice how much better you feel NOW.... in light of the options you had... NOW.

Anticipation Builder

Useful for states associated with future performance in a specific context. Useful for someone who is unsure of how they will perform and particularly where worry may get in the way of a successful outcome. I did this recently for a Muay Thai fighter who was concerned about the fear he had.

1. Enter rapport, improve rapport and pace the problem as it is.
2. Ask "Where will you be when you're imagining you wouldn't be feeling as well as you could.....successfully..... Having completed it?"
3. Then ask ".....and after that, where will you be, having successfully completed it?"
4. Then ask "....NOW....notice how much better that feels, NOW."
5. Then ask "Can you find a similar time in the future, that had it been in the past.....you could only look forward to the next time... this time... that you'll successfully complete it?"

While using this process my fighter got confused but due to high rapport and body language, he stayed with it. He felt the emotional states with having won the fight, celebrating, and started to feel more of that whenever we spoke about the fight.

Note: If or when patterns create confusion, as you will learn, this is often a point where we as coach continue and install suggestions or questions to lead them to imagining successful processes and results. Remember if one can see themselves completing something successfully, even in their imagination, it will increase their performance. It worked for Michael Jordan with his basketball and Napoleon Hill. It has worked for millions of athletes. It can work for you.

Reality Construction

Reality is made up of two things,

Things (Objects/Nouns/Nominalisations)

&

Relationships (Relating/Verbs/Comparison/CauseEffect)

In the previous exercise, Decision destroyer we turned a Nominalisation into a Verb.

In Anticipation builder we a future relationship, being successful in future, back to the present.

When people experience being stuck in a problem, the thing and relationship are fixed in a stuck kind of way. All we have to do start loosening the grip by chunking up, down or sideways, on either the thing or the relationship.

Remember, All you are is Change!

“So thinking is prior to language. What language contributes is to firm up certain particular ways of seeing the world and give fixity to them. This has its good side, and its bad. It aids consistency of reference over time and space. But it can also exert a restrictive force on what and how we think. It represents a more fixed version of the world: it shapes, rather than grounds, our thinking.”

— Iain McGilchrist

Deep Structure and Surface Structure

This is a model, developed by the linguistics guru Noam Chomsky, of how what we think is translated into what we say. We never say the whole of what we are thinking - apart from anything else it would take too long, and much of it would be irrelevant to what we want to say.

A speaker has an idea of what he wishes to say - the 'deep structure'. The words he says - the 'surface structure' - cannot fully represent everything that the speaker means - it would take too long. Every time we speak, we unconsciously do three things to the deep structure we have in mind:

1. We select only some of the information available in the deep structure and leave out or **delete** the rest.
2. We simplify what we want to say, which results in some **distortion** to the meaning.
3. We **generalise** - leaving out exceptions and qualifiers that are irrelevant.

When we hear the surface structure sentence, we have to apply our deletions, distortions and generalisations to fill in the gaps to make our deep structure.

The **real** deep structure is made up of images and feelings that cannot be precisely expressed in words.

The surface structure - the words that someone uses - contain clues both to the deep structure of what they mean and to the model of the world in which that deep structure is set and generated from.

The **Meta Model** is a way of recovering the deleted, distorted and generalised information in both the deep structure of what a person is saying - and in the person's model of the world. It reminds us to be aware of our distortions, deletions and generalisations and not to apply them automatically.

Meta Model

PATTERNS	EXAMPLES	RESPONSES
DISTORTIONS		
1. Mind Reading	"You must think I'm stupid" "He wants to humiliate me"	How do you know...?
2. Lost Performative (a value judgement presented as a fact)	"She's beautiful" "It's selfish to go for what you want"	Who says? By what standard do you judge...?
3. Cause-effect (A » B)	"He makes me angry" "Work bores me"	How does this cause that?
4. Complex Equivalence (A = B or A means B)	"She never smiles at me, she doesn't like me"	How does that mean...?
5. Presuppositions	"Would you rather wash up or tidy your room first?"	Who says/how to do you know...?
GENERALISATIONS		
6. Universal Quantifiers (all, always, never, everyone, no-one...)	"Everyone says so" "Things never go right for me" "Dogs are vicious"	Everyone? Has there ever been a time when...? What, <i>all</i> dogs?
7. Modal Operators a) Necessity (must, should, have to, need to...) b) Possibility (can't, it's impossible...)	"I mustn't say that to him" "It is necessary to do this" "I can't stay now"	What would happen if you did? or (for Possibility only) "What stops you?"
DELETIONS		
8. Nominalisations Processes that have been turned into things	"I'm in a bad relationship"	Who are you relating to? How are you relating badly?
9. Unspecified Verbs	"Peter made things OK again"	How (specifically)...?
10. Simple Deletions	"I am unhappy"	About what?
11. Comparative Deletions	"It's better this way" "I handled that badly"	Compared with what?
12. Unspecified Referential Index Where it's not clear what's being referred to	"They don't listen to me" "It's a matter of opinion" "Some people will never get this"	Who or what (specifically)...?

Considerations For Using The Meta Model

Use the Meta Model as an inner guide for *following* what a person is saying to you and recognising the thought patterns that show up in their language, with the option to ask a question where that would be useful.

The Meta Model is often presented as a set of 'violations' and the 'challenges' to use on them. Aggressive questioning can come across as very confrontational.

You have at least two purposes in using the Meta Model:

- a) to recover lost information
- b) to help the client loosen up their model of the world

Ask the questions which are most relevant to these ends.

You can use the Meta Model to:

- Clarify your thought processes and communication
- Check your understanding of what another person is saying
- Help other people to become aware of their mental maps, unconscious beliefs and thought processes
- Help them to solve problems by reconnecting their thoughts with sensory experience and identifying gaps in their thinking
- Overcoming objections. In business and all kinds of relationships, clients generally express objections that are incomplete.

E.g. 'This product is expensive' By using the Meta model, we recover the missing information, such as '*expensive compared to what?*' now with a more complete objection we could further seek to challenge the objection, or we could recover even

more information. 'Expensive compared to our last' 'Well I'm glad you said that and how long did your last last?' 'We had it for 3 years' 'Ok great. That is less but now it's not working, ours is more expensive in the short term but if you had bought ours it comes with a 5-year guarantee so you wouldn't have this problem now and it would be far cheaper in future ...'

Timing and pauses are also great for business.

'Your product is too expensive' 'What if it wasn't (pause briefly)you could be right (pause briefly) what if it's not (pause briefly)'

The pauses are momentary silences but you continue before they speak, they have to consider the answers and then you continue as if, they have. This loosens their thinking subtly.

Meta Model Practice

Generate three or four sentences that are examples of each of the Meta Model patterns. Only do the **Examples** at this stage, not the **Responses**.

Distortions

Mind Reading	
Examples	Responses
1.	
2.	
3.	
4.	

Lost Performatives (Judgements)	
Examples	Responses
1.	
2.	
3.	
4.	

Cause-Effect

Examples

Responses

1.

2.

3.

4.

Complex Equivalence

Examples

Responses

1.

2.

3.

4.

Generalisations

Universal Quantifiers	
Examples	Responses
1.	
2.	
3.	
4.	

Modal Operators of Necessity	
Examples	Responses
1.	
2.	
3.	
4.	

Modal Operators of Possibility	
Examples	Responses
1.	
2.	
3.	
4.	

Deletions

Nominalisations

Examples

Responses

1.

2.

3.

4.

Unspecified Verbs

Examples

Responses

1.

2.

3.

4.

Simple Deletions

Examples

Responses

1.

2.

3.

4.

Complex Deletions

Examples

Responses

1.

2.

3.

4.

Loss of Referential Index

Examples

Responses

1.

2.

3.

4.

The Meta Model Compared to The Milton Model

The Meta Model	The Milton Model
Chunks language down, becoming more specific	Chunks language up, becoming less specific
Moves from deep structure to surface structure by challenging deletions, distortions and generalisations	Moves from surface structure to deep structure by generating deletions, distortions and generalisations
Concerned with bringing experience and meaning into consciousness	Concerned with unconscious resources
Deals with the results of a transderivational search	Provokes a transderivational search
Deals with precise means	Deals with general understandings
Accesses conscious understanding	Accesses unconscious understanding

The Milton Model: Hypnotic Language Patterns

Distortions

1. Mind Reads

Speaking as if you know the thoughts or feelings of another without explaining how you know.

"I know that you are wondering how to use this" "You may be wondering..."

2. Lost Performatives (Judgements)

Value judgments where the performer of the value judgment is not mentioned ("lost").

"And it's OK to feel a bit confused at this point..."

3. Cause & Effect

Where it is stated or implied that one thing causes another.

Examples:

- A makes B happen
- If... then...
- As you... then you...
- While you...., your competition will...

"Because you're now so relaxed, you can accept positive suggestions""When you breathe out, all the tension will leave your body"

4. Complex Equivalence

Where two things that are not the same are equated, or one is taken as implying the other "That means..." or "Time is money"

5. Presuppositions

Things, which have to be assumed true for the sentence to be understood.

"...and 10 is where you're going to be when you've solved the problem" (Presupposition: you're going to solve the problem)

"When you've told me what you need, we'll be clearer about how I can help" (Presuppositions: you're going to tell me what you need, and there is some way that I can help)

Generalisations

6. **Universal Quantifiers**

Words such as "all, every, always, never, everyone" makes universal generalisations.

"Every breath takes you deeper into a trance"

"All the things you are learning..."

"Every 'no' brings you closer to a 'yes'"

7. **Modal Operators**

Words that imply possibility or necessity, and which (necessity) imply rules.

"And you can enjoy your new learnings"

"A person has to let things go some time"

"We're going to have to invest sooner or later"

Deletions

8. **Nominalisations**

Processes (usually but not always verbs) which have been 'frozen' and turned into nouns. Abstract concepts that we talk about as if they were things.

"You will receive a notification of our decision in due course"

"I'm pleased with your performance"

9. **Unspecified Verbs**

A verb that does not tell you what happened in a sensory-specific way.

"You're growing in many new ways"

"Continue to relax and slow down, and learn new things"

"Just get out there and sell!"

10. **Unspecified referential index**

A noun or pronoun that doesn't refer to a particular thing in the realworld (i.e. it has no 'referential index').

"People can learn easily when they relax""This is an enjoyable experience"

"Certain memories can surprise and delight you"

11. Simple deletions

Part of the information is missing, so the listener has to fill in the gaps from their own experiences and map of the world.

"You may be curious"

"Remember a time when you were spoken to pleasantly"

12. Comparative Deletions (Unspecified Comparison)

The sentence does not specify what something is being compared to.

"Things are better all-around"

"This is a more competitive product"

Pacing

13. Pacing Current Experience

Where the client's experience (verifiable, external) is described in a way that is undeniable (often followed by a cause-effect pattern, a complex equivalence, or a simple suggestion).

"We're sitting here, in this meeting, and we're aware of how time's getting on, and we all want to reach a decision that works for everyone..." (the last bit is a suggestion - they might not have been paying attention)

14. Simple conjunction

Joining pacing statements and suggestions with 'and' to make them flow more smoothly (see example above)

14. Utilisation

Using any client comments or other incidental events and linking them to suggestions.

"The sound of people talking outside can remind you how quiet it is in here as you relax"

Employee: "I don't think I'm ready to lead the team"

You: "That's right, you don't **think** you're ready to lead - and that's just what will keep you from getting overconfident and arrogant and proves you're the right person"

Boss: "We're not ready for it"

You: "I agree - **we're** not ready" (implying that the competition is)

16. **Truisms**

Undeniable generalisations.

"Sooner or later you have to take a break"

"Most people work more effectively when they have ways of recharging their energy"

Useful for reframing suggestions or requests: "So would it be OK to experiment with taking a short break every 90 minutes, and monitor the results you get?"

Indirect Suggestions

18. **Ambiguity**

a. Phonological:

"Hear", "Here" "Here the sound of my voice begins to take you deeper"

"Coke refreshes you like no other can"

"You'll have heard all you need to buy/buy now"

b. Syntactic:

Where the function (syntactic) of a word cannot be immediately determined from the immediate context.

i. Verb+ing and put in front of a noun:

"I don't like micro-managing managers"

ii. Nominalisations that work as a verb or a noun:

"The respect of her manager", "the journey of a lifetime"

iii. 'Headline ambiguities' - make sure you don't commit one of these by mistake! "Squad helps dog bite victim"

c. Scope:

Where it cannot be determined by linguistic context how much is applied to that sentence by some other portion of the sentence. "Speaking to you as a business professional..."

"The dedicated staff and leadership..."

"Be aware that you're sitting here able to listen to the sound of my voice and go into a deep trance"

d. Punctuation:

"Only you can decide... now... that you've got all the information, it's up to you."

19. Embedded Suggestion/Commands/Questions

The desired message is included in a larger sentence structure. They are often marked out using 'analogue marking' - a change of voice tone, a pause, looking at the person differently while making the suggestion.

"I don't know how soon you'll **begin to feel better**"

"When **you're ready to go ahead**, perhaps you can **give me a call**"

"Notice what factors tell you when **it's time to buy**"

20 Conversational Postulates

A yes/no question containing a suggestion.

"Do you think you can relax even deeper now?" A question syntax with command, tonality can be very powerful.

21. Extended Quotes

The listener eventually loses track of where they are in the story and who is being talked to or about so they apply it to themselves.

"I learned about this pattern from my original NLP teacher Amy, who told me about the impact it had had on her when she first heard it from Tad James in California at the beginning of the nineties. Tad was telling his class a story about when he was an apprentice to Richard Bandler. Richard told him that he was teaching a class in Denver in 1983, and one of the students told him that Milton Erickson could just say to someone **"Allow your unconscious mind to give you whatever you most need right now because your unconscious mind has all the resources you will ever need"** - and it would."

22. Switching Referential Index

Changing the subject of a sentence halfway through.

"I was quite nervous when I first started presenting, but I found that you relax as soon as you get into it."

"If you're expecting a bit of a tussle over this one, just take a moment to review the issues and I'm sure we can go into it in a positive frame of mind."

23. Negative Suggestions/Commands

Suggestions that logically are negatives but create an internal representation, which the unconscious acts on as a positive suggestion.

"Don't buy until you're ready"

"I wouldn't want you to take this unless it's the right thing for you"

"I'm not saying that these shares are always going to go up in value".

24. Negative Tag Questions

Questions tagged onto the end of a sentence to displace opposition.

"You've dealt with similar challenges before, haven't you?"

"I think we're ready to go, aren't we?"

25. Selection Restriction Violations

Qualities or actions attributed to something that could not by its nature possess them. Two things about this:

- a. The unconscious mind will apply these qualities or actions to itself, finding nowhere else to put them logically.
- b. This appeal to "animism" – the primitive idea that every object has a mind – is the way a child thinks. Hence, it has a regressive effect.

"The whole room is enjoying this"

"My car didn't want to start this morning"

"This system enjoys a lot of advantages over the competition"

Intonation Patterns

IN THE ENGLISH LANGUAGE

The arrows indicate the tone of voice used in the sentence.

In English, these tonalities give a particular meaning to sentences delivered in them. You can regard them as tonal anchors:

W → **W** ↗ **W.** = Question

W → **W** → **W.** = Statement

W → **W** ↘ **W.** = Command

You can also form a sentence in a syntactic pattern in the form of a question, statement or command while using any of these tonalities.

You can also use any of these tonalities in delivering a specific word or phrase within a sentence.

You could deliver a sentence that on paper would be a question, but when spoken becomes a command:

"When will you have the information you need to *go ahead with the order?*"

"Could you *pass me* the salt" (Is it a question or a command?)

(Italics, in this case, indicate a subtle 'command tonality' Emphasis.)

Constructing a Metaphor

We use metaphor when we understand or experience one kind of thing in terms of something else. Metaphors are fundamental to the way we think. Words can be metaphors. One of the common distortions experienced in psychedelics is finding metaphors in metaphors. Or an endless loop of metaphors in something as small as a glimmer of light.

In our normal day to day state, we barely recognise how many metaphors we use. Even 'We' can be a metaphor in more ways than one first thinks.

It's very hard to talk without metaphors and we often use spatial metaphors such as: "looking forward to", "I've put it behind me", "further on down the track", "we're coming up to Christmas", "moving on" and so on.

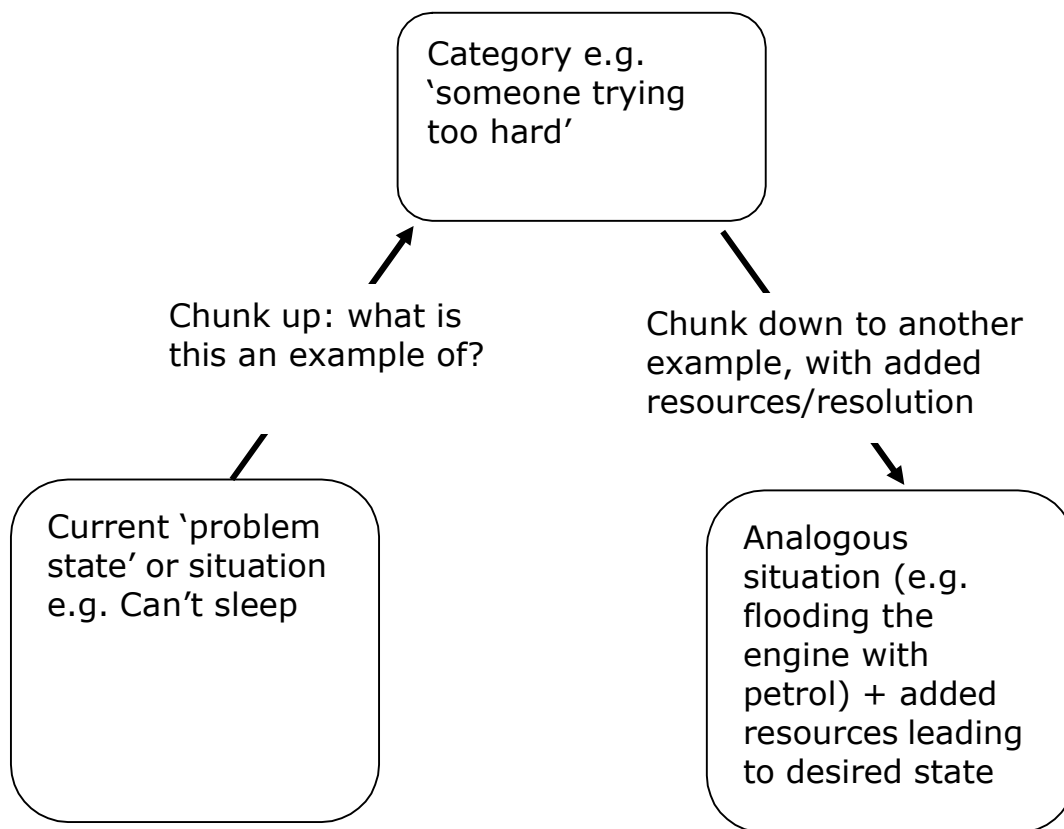
We use metaphors all the time to talk about common experiences, often without even being aware that we are using them. "Life is a journey", "goals are destinations", and "difficulties are like obstacles in the road".

Recently while couples coaching, the woman was like a sail, wanting to go with the flows of life, while the man was like an anchor. We were able to discuss the relationship indirectly and differently discussing how a good sail can harness the breeze but to really jump into the water and swim, better make sure you have a good anchor doing what anchors do best!

The best metaphors can be the ones the clients bring forward. If you can catch and use their metaphors. If you introduce your own, it won't be as powerful. If the metaphors are 'isomorphic', you can change the men to women and women to men, perhaps make them animals or objects, it will be harder for people's conscious to recognise the story could be about them, however their unconscious will search for relevancy and make the story relevant to them. Metaphors can be used in and out of trance. To guide people into trance. Conversationally, indirectly or directly. They can install strategies, collapse anchors, reframe meanings and so much more. Yes, they can be excellent for public speakers, parents, relationships and the stories we tell ourselves about ourselves.

Generating an Isomorphic metaphor

This is the very 'big picture' structure of how to generate a metaphor:



The basic steps to generate a metaphor for helping someone to resolve a problem or have more choices are as follows:

1. Identify the present situation or issue, and the desired state or outcome:

Present state

Complex issue, hard to understand



Desired state

A simple image that everyone can make sense of and remember

Problem



Solution

Unhelpful emotion in an audience e.g. suspicion

Helpful emotion e.g. curiosity

No choices



Choices available

2. Notice the significant people/places/things in the situation, and the relationships between them.
3. Keeping the desired state in mind, chunk up from the present state to a category: What is this situation/issue an example of?
4. Chunk down from there: What is another example of this category of situation or issue that includes the possibility of ending up in the desired state? Find analogies for the significant people/places/things and the relationships between them. In the more technical NLP Language, the metaphor should be 'isomorphic' with the real situation; which in simplified terms means, the structure of the relationships between the elements, and the logic of the whole, should be the same, but the content could be quite different.

For example, John Grinder uses the example of coaching a business owner who is engaged in a dispute with a former business partner over the ownership of a business. All of the business guy's energy is going into the dispute, and he's neglecting all sorts of other opportunities that would make him more money. Therefore, in Grinder's example, you might use a story about two hummingbirds fighting over a flower, while taking no notice of all the other flowers all around them.

Notice that you don't resolve the story for them - you don't talk about the two hummingbirds making up, or one of them flying away and getting loads more nectar from the other flowers. The possibilities are there, and you leave it to the person's unconscious mind to find the best possibilities for them - which may include some choice, action or idea that you hadn't thought of.

Ideally, the metaphor will appeal to the values or interests of the listener, to keep them engaged. So the hummingbird metaphor will work best with someone who is interested in ornithology, or who is looking forward to a tropical holiday.

5. Tell the story (or mention the metaphor if it's a short one) and notice the response you get. You can anchor problem states and resources within the story using voice tone, facial expression or even touch. Memorable images within the story can become anchors for resources.

When you are just coming up with a metaphor to help someone understand a complex situation, rather than for coaching or therapy purposes, you can simplify this process a bit - just ask yourself "What is this situation like?" This question leads you to chunk sideways - your unconscious mind will handle the 'chunking up' and 'chunking down to another example' steps, and you will know if you have a good example if it feels right.

Metaphors don't have to be longwinded - as little as one word in the right place may evoke a symbol with a wealth of meaning attached. "Kinda like two humming birds fighting over a flower and missing all the other flowers".

Finally, before you use your metaphor on an audience, especially in a set-piece presentation or speech, put yourself in the shoes of the audience and listen to it from their point of view. Is there any other way that it could be taken? This will help you to avoid unintended reactions and unexpected laughs.

Early NLP contributor David Gordon has an excellent DVD series and book on constructing Metaphors. Joseph Campbell, is also an excellent reference and deeper dive into Metaphors.

State Elicitation And Anchoring

Anchoring

Definition:

"Any time a person is in an associated, intense state, if at the peak of that experience, a specific stimulus is applied, then the two will be linked neurologically."

When this happens, the state is 'anchored' to the stimulus.

Anchoring can assist you in gaining access to past resource states and linking those past resources to the present and the future. Anchors are all around us however we largely respond to them unconsciously without even 'blinking an eye'.

Examples of common anchors:

Visual: Logos, celebrities, religious symbols, typefaces, facial expressions, the weather, stop signs, gestures.

Auditory: Words, names, voice tonality, jingles, accents, ringtones, music, the sound of familiar voices, engines, yawns.

Kinesthetic: Clothing, exercise, a certain kind of touch, warmth.

Taste: Vinegar, garlic, lemon, chocolate, peppermint, cough medicine.

Smell: Chip shop, newly mown grass, curry, baking bread, coffee, smoke, school, hospitals.

You can practice and use anchors better in your life simply becoming more aware and than engineering them to suit your outcomes. Replacing certain drugs like caffeine or nicotine with music! Using hot/cold packs instead of pain relief medicine.

How To Set An Anchor

The five steps to Anchoring:

1. **Elicit** a powerful desired state.
2. **Anchor**: provide a specific stimulus as the state changes (see chart below).
3. **Revert** the person's state to the baseline.
4. **Test** the anchor. Anchoring process may need to be repeated several times if the states are not intense enough however if strong enough the first time, once can be enough (just like a trauma).
5. **Honour** the anchor. It may need practice and strengthening. (Early days had this as EARS)

Mnemonic:

EARTH

Your keys to remember to unlock successful Anchoring:

- The **Intensity** of the experience. Get the intensity high 'double it!'
- The **Timing** of the Anchor.
- The **Uniqueness** of the Anchor.
- The **Replicatableness** of the Anchor.
- **Number** of times (repetition can substitute for intensity. Trauma can be very intense and can leave negative anchors for decades after just one occurrence).

Mnemonic:

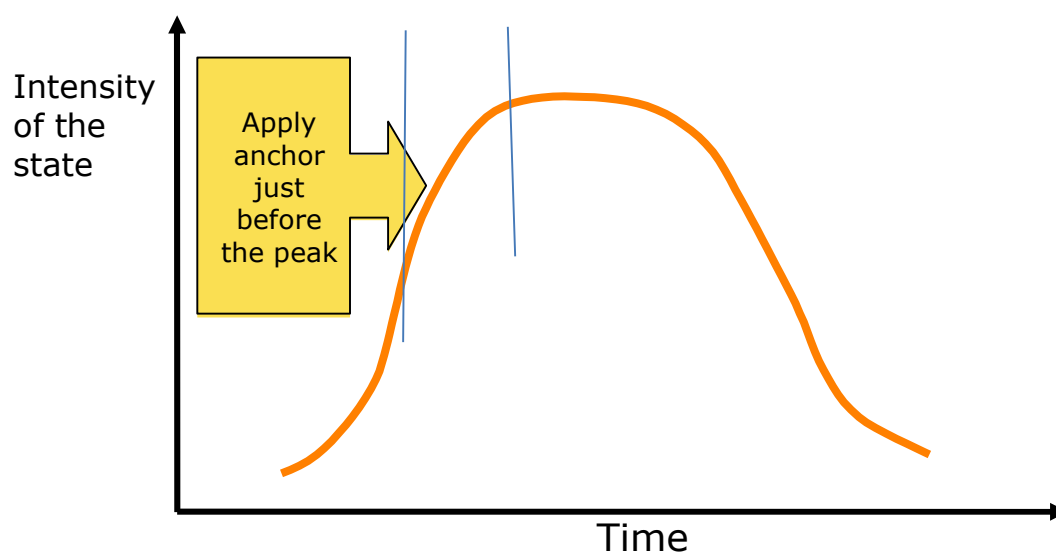
I-TURN

Timing:

Fire the Anchor and release it just before the peak intensity.

We want to anchor the RISING intensity. At the peak it is no longer raising. Just after the peak it's declining so if we try to anchor that it will not be as effective or it will collapse on itself.

An example is laughter, the anchor is the joke, the state of laughter comes moments later.



Choosing States To Anchor

The best time to anchor a state is when it's happening naturally. The next best option is to relive or revivify a memory from the past and have the client associated into that memory (remember associated generally intensifies emotion).

While working as a coach, I found some people really having troubles accessing some states like 'love' or 'deep love'. If you can't get that quality of state, the client may need coaching to access the state. They may have to imagine what that state could be like. For example, "lets use our imagination and get a feel for what deep love could feel like". Using our imagination like this could be seen as using the 'Act As If Frame' a valuable and often under utilised frame.

When choosing positive states to collapse a negative anchor (taught later), it's the quality not 'power' that is important. One could say, high-energy states as they collapse negative anchors better than "calmness" or "peaceful" like states and that may be correct, or not... it's important to note, it's the quality.

To stack anchors, elicit several states and anchor them to the same stimulus. The state chosen for a particular stacked anchor can be the same or different, as long as they are compatible. For example, excitement, anticipation, joy may be compatible, but excitement and sadness wouldn't be.

Anchoring, State Elicitation Script

If you are in rapport with someone and go into a state, they will follow you there. You can even go further into the state than you want them to!

1. In Rapport with client. Asking "What is it like when you feel (Desired State)?"
(Pracitioners are often taught to ask, "Can you remember a time?" but this can be answered "No, I don't know" or could send the client into a irrelevant story or set of stories looking.)
2. "When do you feel like that?" Or, "when would you feel like that?" Or, "if you were to imagine feeling that" (can help if it's a state they can't remember)
3. "Pick a specific time..." (Meta-Model, get specific)
4. "As you go back to that time now ... go right into that time, float down into your body... What are you seeing? What are you hearing? What are you feeling? Turn those feelings of up even higher. Double it."
5. Calibration is key. Maintain rapport and it helps if you enter a similar state first (lead by example). Watch for the increasing state.
6. Fire the desired stimulus which will become the Anchor. It's important it is fired as its coming up to the most intense moment of the state. The stimulus may be held for 5-15 seconds. The Stimulus could be any of the representation systems (VAKOG).
7. Break State.
8. Test the stimulus and calibrate.
9. The stimulus may become an anchor on the first attempt. Much like a trauma. Or steps 4 to 8 may need to be repeated several times. It should never take more than 5 cycles unless 'stacking' different states ontop of an anchor such as the Circle of Excellence.

The Circle Of Excellence

This is a great process for accessing a combination of resourceful states such as confidence, resilience, power, when you need them.

1. In Rapport with client, identify an upcoming situation that you want to go well, but don't feel as confident about as you would like to. Also, identify how you would like to feel in that situation -your state of excellence that will enable you to perform better.
2. Let go of that upcoming situation. Set up a 'circle of excellence' on the floor. What colour is it? How big? You'll need it big enough to step into, so hula-hoop size is good.
3. Access the excellent state and associate it with the circle:
 - a. What does it feel like when you are in that state?
 - b. Relive a time when you were in that state.
 - c. As soon as you start to feel that state, step into the circle.
 - d. Turn the state up even more. (Anchors the state to the circle)
4. Repeat step 3 with 2 or 3 more useful states. Anchoring them all to the circle and on top of each other (a stack)
5. Test by stepping back into the circle. The excellent state should return.
6. Think of your future situation (dissociated) where you want to have that excellent state.
7. Future pacing:
 - a. In that situation, what signs will let you know it's time to have these resources available?
 - b. Step into the circle as soon as you start to access the "problem" state again.
 - c. Notice what happens – the problem state should only appear briefly and lead directly to the excellent state.

Note: you can make different circles. Perhaps gold for excellence, red for deeply loved, connected and patient.

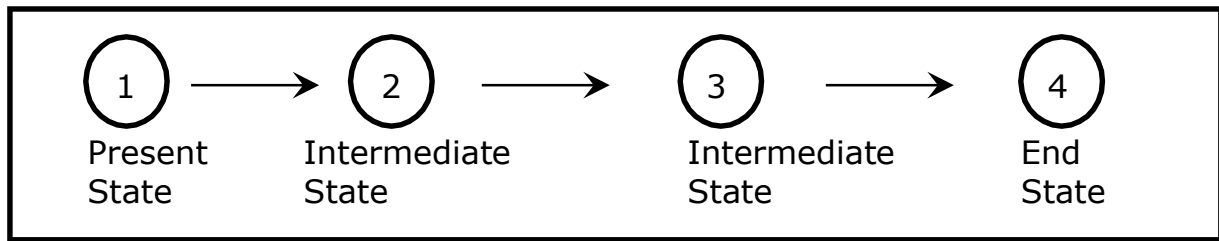
Collapse Anchors

1. In Rapport with client deciding on which negative state is to be collapsed or 'blown out'.
2. Set the frame (i.e. explain what you're going to do, ask for the client's permission to touch them if you're going to use kinesthetic anchors).
3. Decide on which positive/resource state is needed to blow out the negative state. You can ask the client! The quality of this state is more important than it's 'power'.
4. Get into the specific positive state you're eliciting.
5. Make sure that the client is fully and intensely in the state to be anchored.
6. Anchor the positive state (go on to stack more positive states if you need to). You can ask the client "Is that strong enough to get rid of the negative state?"
7. Break state before you elicit the negative state.
8. Elicit and anchor the negative state (only elicit the negative state as far as you need to anchor it, no need to magnify it, we just want to get it out so we can access that state).
9. Fire both anchors at the same time and hold - the client will probably show various physiological changes (e.g. flushing, breathing changes, and asymmetry of posture).
10. When the integration is complete, typically 5-20 seconds (you may notice the client returns to a moresymmetrical and composed posture) release the negative anchor.
11. Hold the positive anchor for 5 more seconds and then release.
12. Test (fire the negative anchor, ask them how they feel about that old state) and Future-pace: "What will happen next time you're in that situation?"

Chaining Anchors

Use chaining when the desired/resource state is significantly different from the present state. It's also useful to set up a way of 'automatically' getting out of, for example, a 'stuck' state.

1. Identify the problem state.
2. Decide on the desired end state.
3. Decide on up to 3 intermediate states to get from the problem state to the desired state. (More than 3 possible but remember to keep changes simple)
4. Elicit and anchor each state separately, beginning with the problem state. So you're going to need separate anchor points for each one. Test them as you go, and break state after each one - especially the last one.
5. Condition in the links between the anchors in the chain. Fire off anchor #1 and notice the response. When that peaks, fire off #2 and let go of #1. When #2 peaks, fire off #3, and so on. You can repeat the sequence a couple of times to condition it in some more.
6. Test by firing anchor #1 (only). The client should move through the intermediate states and end up in the desired state. If they don't move through the states, repeat the conditioning sequence as needed.
7. Ask the client "How do you feel about <whatever name they used for the problem state> now?" Pay attention to their non-verbal reactions rather than what they say.
8. Future pace: "What's going to happen next time you're in that kind of situation?" Again, pay attention to the non-verbal response, and you're also looking for a congruent verbal response.



Notes:

All intermediate states should be 'dynamic' high-energy states - especially the first one.

The first intermediate state can be mildly 'negative' - e.g. impatience.

A profound chain to install can be how to handle challenges. Often when people are faced with challenges that they are unable to conquer, they experience overwhelm. That can be seen as a Chain. They are unable to get their desired result, they say to themselves, 'I'm not good enough', they feel they are not good enough, they say 'I'm never going to be good enough', they feel even more not good enough, or overwhelm.

Instead, what if we installed a Chain like:

Trigger – unsuccess at goal.

Step back with a state of 'slowing down'. State of grounded. State of connecting with oneself. State of curiosity. State of empowerment.

With this new Chain, the client (excellent for children and teens too) will have the response of slowing down, grounding, connecting with self, getting curious, getting empowered, ending with empowered so they have the choice to go again or step back. Rather than overwhelm.

I hope you can also see that this becomes a very resourceful Strategy.

Anchoring Practice

1. Make a list of the visual, auditory, kinesthetic, and olfactory and gustatory anchors in your life. Use associated recall for resource anchors, dissociated review for unpleasant anchors. When could you use some of the already existing resource anchors, in ways you haven't been doing up to now?
2. Notice anchors used by other people. Include anchors they are using deliberately, and ones they are setting off without realising it.
3. Set a relaxation anchor for yourself in multiple modalities. Go into a relaxed state, and as you feel yourself relaxing, say the word 'relax' to yourself in a calm intonation, use a special touch or gesture, and see an image that you associate with relaxation. When you're ready, come back to full alertness, and test it. When could you use this anchor?
4. Set an 'uptime anchor'. Remember, uptime is when you are paying attention to what is going on around you - so this state is essential to getting results in NLP. Go into full attention and set your uptime anchor for each sensory channel separately. Then engage with all the channels simultaneously and set your anchor again. Keep on doing this until you are satisfied that it works. In what situations could you use that?
5. Covertly set a visual anchor. When you're engaged in conversation with someone, and they get into a very positive or resourceful state - either spontaneously or because you've conversationally amplified it for them - an anchor that state with a covert visual anchor. This would be some natural-seeming gesture like adopting a particular body position, a gesture, or a facial expression. Test it when they are back in a neutral state. When could you use that?

You can also experiment with voice tone anchoring, with using a particular word or phrase, and with appropriate kinaesthetic anchors like a mock punch on the arm or a hand on the shoulder - whatever is appropriate to your relationship with that person. Notice the results you get, and think about the possibilities for using these anchors.

Strategies

Definition:

"A specific syntax of external and internal experience that consistently produces a specific outcome."

Strategies are like the 'programs' we use to run our neuro-linguistic 'computer', and the results we get are like the outputs of those programs.

Easy analogy: a strategy is the person's "recipe" for achieving a particular outcome - for getting from the present state to the desired state. Change the ingredients or the steps, and you get a different result.

What we can do with strategies

Elicitation: discover a person's strategy for achieving a particular outcome.

Utilization: feeding back information to the person in the sequence that suits their strategy, e.g. utilizing a person's buying strategy in sales.

Change: changing a strategy to make it better at achieving the desired outcome.

Installation: installing a new strategy if the person doesn't have one for that desired outcome.

Modelling: we can model other people's effective strategies to learn a skill for our benefit or to teach others.

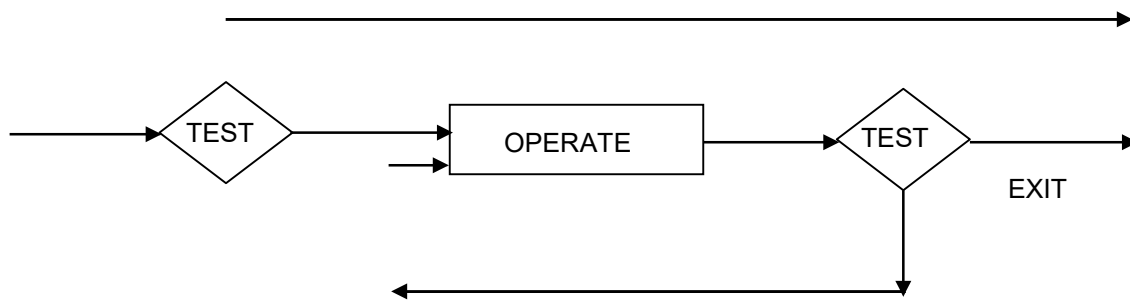
Types of strategies

We have strategies for everything we do. We have strategies for things we are good at, and also for our problems - and everything in between.

We have strategies for: Wealth, Spending, Buying, Motivation, Procrastination, Fun, Love, Illness, Decisions, Exercise, Boredom, Relaxation, Self-control, Anger, Stress, Learning, Spelling, Communicating, Creativity, Reassurance ...

and everything else we do.

T.O.T.E. Model Of Strategies



- The first **Test** is a cue or **trigger** that begins the strategy. Essentially, "Have we achieved our goal yet?"
- The **Operation** is a series of steps (remembering, constructing or operating on internal representations, external sensing, or actions) aiming to get closer to the goal.
- The operation may have other strategies nested within it. Systems within systems.
- The second **Test** is a comparison of some results of the Operation with the criteria established by the first test to find out if we are at our goal yet. The two things compared must be represented in the same representationsystem.
- The **Exit** depends on the results of the second Test. If there is a match (goal achieved), the strategy exits. This chunk of activity is now complete.
- If there is a mismatch (goal not achieved), the strategy loops round and repeats the Operation.

The T.O.T.E. (Test, Operate, Test, Exit) model comes from *plans and the Structure of Behavior* published in 1960 by George Miller, Eugene Galanter and Karl H Pribram.

A simple metaphor could be, I have an emotion, (Test) I don't like it therefore I want to change it. I do something (Operate). Then I check in, do I feel better than before (Test). If so I can move on (Exit). If not, I do another thing (Operate) Test again, and Exit once I have a sufficient result.

Strategy Elements

The steps within a strategy are external or internal representations - V, A, K, O, G, and internal dialogue or Auditory Digital.

Each of the sensory elements can be external - taking in information from the outside world - or internal. So we could have Visual External - seeing something. If we have a Visual Internal representation, that could be constructed (imagining what something would look like) or remembered. In addition, the same would be true for each of the other senses.

The other aspect of each element that we're interested in is its submodalities because the intensity of the submodalities will influence how effective the strategy is. In a motivation strategy, for example, a big, bright, colourful visual of the desired result would be much more motivating than a small, grey, still, picture. If there's an internal dialogue step if the tone is too critical it may have a demotivating effect.

By the way, if one of the steps is taking physical action, like swinging an axe or trying on some clothes, we'd generally class that as Kinaesthetic External or K^e.

Steps In Eliciting Strategies

First Test: How do they know when to start running the strategy? What starts it off?

Operate – What is the sequence? What is the representational system of each step, and what are the submodalities?

Second Test – How do they know if they have succeeded? What tells them they have to go round again?

Exit – When do they stop running the strategy?

Procedure:

1. Get into rapport and set the frame, as much as you need to.
2. Get the person associated into a time when they were doing the strategy: due to state-dependent memory, you may need to ask questions like "What is it like when you X?" or "How do you X?" to get them to the point where they can remember a specific time.
3. Get the first test, and the steps in the Operate stage. So you ask "What's the very first thing that makes you X?" or "What tells you to start Xing?" Keep asking, "Then what happens?" until the strategy loops round or exits.

Key Points in Eliciting A Strategy

- **Rapport** is essential – otherwise, the person may rapidly get frustrated with what seems like repetitive questions.
- **The TOTE structure:** keep it in mind to guide your questions.
- **Unconscious competence:** the person will not be consciously aware of the detail of how they do something. This is true for problems as much as for abilities. So:
 - **They need to be associated** with a specific time when they used the strategy.
 - **Observe non-verbal cues** including **eye patterns** as they go through the strategy – this is where most of the information is.
 - **Expect the answer "I don't know"** because consciously, they don't.
- **Don't ask "why"** unless you want information about their beliefs and values. We are usually more interested in when and where they do the strategy, how they do it, and what they do.
- **Go for process** rather than content – otherwise, you may end up getting bogged down in irrelevant detail
- **Follow the strategy in your mind:** this will give you clues as to what information you don't have yet.
- **Feed their strategy back to them** to check you have it right.
- **Backtrack** as many times as you need to be sure you have the strategy correctly.

NLP Strategy Notation

Representational Systems

V = Visual (Pictures)
A = Auditory (Sounds)
K = Kinaesthetic (Feelings)
O = Olfactory (Smells)
G = Gustatory (Tastes)

Superscripts

r = remembered
c = constructed
i = internal
e = external

Subscripts

t = tonal
d = digital

Combined

V^r = Visual Remembered	V^e = Visual External
A^r = Auditory Remembered	A^c = Auditory Constructed
A^r_t = Auditory Tonal Remembered	A_d = Internal Dialogue
K^r = Remembered Feelings	K^e = Tactile Sensations

Syntactic Symbols:

→	= Leads to
/	= Comparison
→/→	= Synaesthesia
→ m	= Meta Response (i.e. emotional)
→ p	= Polarity Response
—	= Simultaneous but not interfering

Examples:

Sequence: $V^e \rightarrow A^r \rightarrow K^i$

Test: V^e / V^r

Simultaneous remembered picture + feeling: $\longrightarrow V^r \quad K$

Saying one thing & feeling the opposite: $A_d \not\longrightarrow K^i$

Saying something to yourself about something you've tasted:

$G \xrightarrow{m} A_d$

Inputting Visual & $\underline{V^e}$

Auditory Simultaneously A^e

Utilising Strategies

So, you've elicited someone's strategy. Now, what can you do with it? The first thing you could do is utilise it. If you've elicited the decision-making strategy that someone goes through when they are buying something, what that tells you is the order in which they like to gather information.

So if you're selling cars, if you find out how a customer bought their last car, in the course of chatting with them, then as long as they liked that last car you would aim to **guide them through the same strategy** to buy one of yours.

If you find that they liked the look of the car, read up about it, then came into the showroom to see it up close and had a test drive that gave them a good feeling about the car, you wouldn't give them the brochure and a load of technical information and then send them away. They've already gathered as much of that info as they need - what they want now is to get their hands on the car for a test drive. **Make it easy for them to reach their decision by giving them the information in the way that suits their strategy.**

If you give them the information in any other order, it jars with their strategy and makes it harder for them to decide, plus the experience will feel wrong to them, making it more likely that they will bailout.

The car still has to meet their criteria, but you've made it easier for them to decide they want it. It's the same principle for motivation strategies, learning strategies, and any other strategy.

Changing Strategies

Design Principles

1. Follow the TOTE model.
2. Keep it simple - the change should be as small as possible to get the result. Larger changes are more likely to lead to unforeseen side-effects (bear ecology in mind).
3. Intervene at a point before the strategy goes wrong - it's easier to prevent problems than to try to clear them up after they've happened.
4. Use all three of the main rep systems (V, A - tonal or digital - and K). Different rep systems are good for tracking different kinds of information.
5. Change any elements that put the person into a sub-optimal state.
6. Make sure there is an exit after a certain period of several times around the loop.

Ways of changing strategies

- Rehearsal with eye accessing cues
- Dissociated state rehearsal
- Reframing - e.g. "It takes 20 no's to get to a yes, so each 'no' is a step closer to the yes"
- Submodality changes
- Metaphor - tell a story that guides the listener through a series of steps analogous to the steps of the revised strategy
- Use a chain of anchors to install a new step or remove an existing one

Design and Install a New Strategy from Scratch

All of the above plus:

- Use your strategy if it works well (and is appropriate for that person).
- Model a good strategy from someone else.
- Make one up.

Note. For coaches, use and get used to using a variety of design and install approaches. Mentors may get away with using their own strategy and installing directly over and over again but many people (particularly the ICF International Coaching Federation) see coaching as essentially pulling the best strategy out of the clients model of the world not from your world. Coaches working in specific niches may well have a collection of 'optimal' 'tried and tested' strategies.

Representational Systems

Characteristics

Direct representations contain the most information - so you're always going to get more information about a painting by having a picture of it rather than a feeling about it.

Digital descriptions are secondary experience - "a picture is worth a thousand words".

Auditory digital is useful for:

- Planning
- Putting labels on experience
- Summarising
- Making sense of things

Auditory tonal can add emotional impact to internal dialogue or sound, and motivate or demotivate accordingly.

Visual is the fastest system and can contain a huge amount of information in an instant. It can allow you literally to see the big picture or zoom in on details. Moving pictures are better than still pictures for seeing consequences and predicting what could happen in the future.

Visual is useful for making decisions because you can compare two or more options as pictures. This would be very hard to do with words, feeling or sounds.

Auditory processing, whether tonal or digital, is sequential - one word or note follows another - so it's slower than visual.

Kinesthetic is slower still and has more inertia. Trying to change a feeling without using visual or auditory systems is like turning a tanker round.

Emotions, or 'Kinaesthetic Meta' as they are sometimes known in the NLP jargon, are the main way that we evaluate the experience. Unlike the primary kinesthetic sensations of proprioception (knowing where each part of your body is to others), balance, and touch, are responses to internal or external events as processed through our mental filters and

can be a response to remembered or constructed representations in other modalities as well as to primary experience.

You can change or create emotional responses through anchoring, submodality shifts, or reframes.

Motivation Strategies

People are motivated either away from something they don't like or towards something they like. Sometimes referred to as Pain / Pleasure. Towards and away from or mixed strategies can all work with motivation.

Away from motivation is undirected ("away" can be any direction) and it runs out quickly, as soon as you get far enough away from what you're escaping. Away from motivational strategies need to be focused on the negative consequences of not completing rather than just getting away from the starting point.

Away from motivation is inevitably stressful, because you are carrying around your mental image of what you want to get away from.

If you have a mixed strategy, "away from" motivation can be great for giving you the kick you need to get going - but it should be followed by towards motivation to carry through to completion.

If you're changing a motivation strategy, always do an ecology check before removing away from elements, as there are some things that people should move away from.

More insights for motivation strategies that work:

- Focus on the result, rather than the slog of getting there. Or focus on the slog and completely reframe the slog.
- To deal with overwhelm or inertia, chunk the tasks down until they are easy to do.
- Motivation follows action, rather than the other way round – get started and the motivation will come! Hence we often ask, what is the next small step.
- Intrinsic and extrinsic goals, with clear end results or clear processes help profoundly.

Example of a good motivation strategy

V^C of the result (with vivid submodalities) -> Ad "Won't it be great when this is finished!" -> positive K (motivation) and starting the task.

In Teaching Excellence by Dr Richard Bandler (Co-Creator of NLP) and Kate Benson released in 2018 and in many of Dr Bandler's live trainings he often emphasises starting with a positive K. Start with the belief that you can do it. Be it a picture of a great result, positive self talk or just a inner knowing. This is excellent to teach at the start of almost any strategy.

For further study on Motivation, the forementioned book is excellent for all teachers. For coaches, Mihaly Csikszentmihalyi's highly accredited and respected book Flow is also very well worthy and a must read for any personal growth or NLP enthusiast. Elements of Flow and the latest of Dr Bandler's work are present in our live / virtual NLP Courses and mp3 recordings available to students.

Buying Strategies

Buying strategies have four components:

- Motivation strategy - how you become motivated to buy something
- Decision strategy - investigating and selecting from the available options
- Convincer strategy - how you know that this item is the right one to buy
- Reassurance strategy - how you know that you've made a good purchase so you don't suffer from 'buyer's remorse'.

Typical Problems in Decision Strategies

1. Not enough options - an 'exclusive or' mindset. "It's got to be either this or that."
2. Too many options - the strategy keeps generating options with no way to exit.
3. Some rep systems missing from the representation of options, so relevant information is not present (e.g. deciding what to eat based on just a visual representation).
4. Not using visuals for comparing options.
5. Not going external to get relevant sensory information or check for changed circumstances, so decisions are based on outdated information.
6. No representations of consequences, so no ecology check. Moving pictures are better at representing consequences than still ones.
7. Evaluation problems:
 - Inappropriate or non prioritised criteria for the decision.
 - Clashing values - leads to a dilemma or serial incongruity.
 - Don't know when to exit because the K in the decision making strategy is not strong enough.

Elements in the Convincer Strategy

The Convincer Strategy is about how you convince yourself that something is true - for example, that an item or service is worth buying. It may be called up more than once in the overall buying strategy - the person may use it to decide if an item deserves to be one of the alternatives that the Decision strategy chooses between, and maybe again once the best item has been chosen to make sure it's worth buying.

There are two elements to the Convincer Strategy, both of which are examples of Meta Programs (the content-free filters we use to sort information), which we cover in full in the Master Practitioner course.

Convincer Channel (also known as Convincer Representation Filter)

What representation system do you need your information in to make a decision?

Typical elicitation question: *How do you know that a product is worth buying?*

- a) See - they have to see it
- b) Hear (something about it)
- c) Read (something about it)
- d) Do - do something or try it out

Convincer Mode (also known as 'Convincer Demonstration Filter' or just 'Convincer Strategy')

What do you do with the information that you've gathered to be convinced about it? How many times does something need to be demonstrated for you to be convinced?

Example of question to elicit: *How many times does a colleague have to demonstrate competence to you before you are convinced?*

- a) Automatic (competence assumed from the start, gives the benefit of the doubt)

- b) Number of times (most usually 3)
- c) Period of time
- d) Consistent (never completely convinced)

This is important in self-confidence – how do you know you are good at something?

Spelling Strategies

NLP Spelling Strategy

Robert Dilts modelled several good spellers of English and found that all of them used a common strategy. If you're a 'natural' good speller, you'll probably find that this is the strategy you've unconsciously used.

This is how to teach yourself the strategy:

1. Have the correct spelling of the word you want to learn written on a card, in lower case. It helps if you understand what the word means and the kind of context where it would be used.
2. Start with a good feeling - think of something that makes you feel good, or use an anchor.
3. Move the card up into your visual remembered area, so your eyes follow it up, staying aware of the good feeling.
4. Take the card away and notice that you can still see the word in your mind's eye, in that visual remembered position.
5. Bring the card back to the Vr position and notice that it's the same as the word you're seeing. Take it away, and continue to be aware of the good feeling.
6. Now write the letters you are seeing in your mind's eye. Check with the image in your Visual remembered any time you need to.
7. Decide if the word you've written is spelt correctly, noticing the feeling that tells you if it's right or wrong.
8. Check it against the card, correcting any letters that you need to. If it isn't the same as the card, repeat the process.
9. When you have the word spelt right, you will be able to spell the word back out loud by checking with the image in your mind's eye.

The strategy itself, that you will eventually be running unconsciously if you aren't already, goes simply V^r (remembering the image of the correct spelling) and get an immediate positive feeling of familiarity - and exit the strategy. If the feeling is uncomfortable, you would look the word up or go through the steps of learning the strategy that we've just outlined.

Notice that this strategy will only help you spell words that you've seen before - so how good a speller you are depends on what you read.

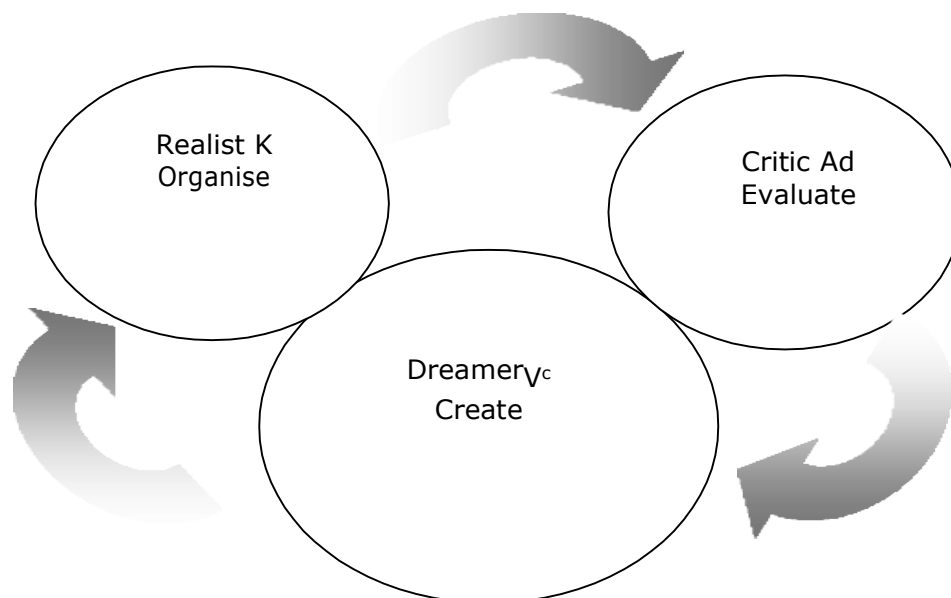
Spelling strategies that don't work well for English

- **Starting with a bad feeling** - maybe they've been ridiculed at school for their spelling. As we know, a strong negative K can reduce someone's abilities and temporarily drop their IQ several points.
- **Using a phonetic strategy**, sounding the word out to work out how to spell it. This would work OK in a language where the rules are very nearly perfectly consistent, such as Spanish. Nevertheless, English has words derived from all sorts of different languages with different rules. Even 'phonetic' isn't spelt with an 'f'.
- **Using Visual Construct to 'make up' the spelling.** This could work if you can identify what language group the word originates from and the rules that go with it - but it could still give a wrong result.

The “Disney Strategy” For Creativity

1. Select the problem you are going to deal with. Select three places to stand: one for the “Dreamer”, one for “Realist” and one for the “Critic”. Effectively anchoring each space to start the process.
2. Think of a time when you were creative. Step into the Dreamer space and relive that time. You might want to look up to Visual Constructed. Form a visual construction (dissociated) of the most attractive compelling possibilities. At this point, there are no stupid ideas - everything is valuable. Thank your unconscious mind for its creativity.
3. Break state and step into the “Realist” space. Remember a time when you put a plan into action elegantly and effectively; when you were going to do it no matter what and determined to find the best ways to make it work. Be associated in the dream - what do you need to do to make it work? What would you do if you knew you couldn’t fail? What resources would you need? Where would you make it happen? Gather all the necessary information.
4. Break state and step into the “Critic” space. A critic is not a cynical old parent, that is not very useful. Make the Critic more like a wise old owl that can see the flaws, see things that could go wrong, things you might have missed but wants protect you and see you living a good life. Ultimately all 3 spaces including the critic want you to succeed but success is different for each of them.
5. Break state. Now all states and spaces are anchored go around the circle again. Firstly to the Dreamer space, incorporating your learnings from the other two positions. Perhaps dreaming up solutions. ReDreaming. Recycle through the positions over and over.
6. Often our clients may take over and continue in their own time, however they generally need encouragement and your enthusiasm to start. Done at a really good level, these roles may start to naturally work together. They may even collapse old anchors as the client embraces the Critic, Realist and Dreamer in them in a new way.

7. Once satisfactory outcomes are achieved in all places step into the attractive, compelling possibility and experience it fully as if it is happening. Step back out of it, (optionally put it in your future timeline), and make it happen!
8. Support the process and repeat. This process may start to become automatic, like installing a 'Creativity Strategy'



New Behaviour Generator

Use this exercise when you want to:

- rehearse for a forthcoming event
 - learn from 'failures' and develop more effective behaviour for the future
 - install a new strategy
1. Describe a behaviour you would like to be able to do, or how you would like to be able to do something better. Start from a belief and internal dialogue of 'I can do this'.
 2. Using Eye Accessing, look into Ad area, ask yourself what would you look like if you've already achieved my outcome.
 3. Go into V^C and create a movie of yourself doing the new behaviour the way you want. Add sound so that you see and hear yourself. Adjust the movie until you are satisfied with the new behaviour.
 4. Step into the 'movie' and check how this feels (K). If sufficient exit here.
 5. If not, make any further adjustments you need to until you feel the way you want. We can do this like a cycle. Look into the AD area asking what do we need, what is missing, or what else. Identify what is needed and go into V^C create the movie of yourself now doing the new behaviour with those extra resources or changes. Check on how it feels (K) Continue. Once it feels sufficient exit.
 6. Future pace extensively – see yourself using the new behaviour in 3 or more opportunities in the future (V^C) to generalise the new ability out.

New Behaviour Generator Refinements

Use a role model: In steps 2 and 3 you can use a 'role model' who you know can do the desired behaviour well. Run a movie of that person performing the behaviour (Step 2) and then 'become' that person in Step 3. Then repeat Steps 2 and 3 with yourself in the movie, making any changes you need to.

Use resources from your past: if you have dealt with similar situations well in the past, see yourself doing that (V^r) and then transfer that skill into the new situation (V^c).

Chunk the behaviour down: if you need to, chunk the desired behaviour down into smaller steps and run through Steps 2 and 3 on each.

Use a timeline: lay a timeline out on the floor. See yourself enjoying the results of the desired behaviour and place this goal on the timeline. Step into it, get the good feelings, and notice the steps and any new behaviours associated with them leading up to the successful achievement of this goal.

Step off the timeline and notice where each new behaviour step is on the timeline. Repeat Steps 2 and 3 for each new behaviour. Finally walk up the timeline from now, associating into each step, until you reach your goal. Store your goal and the new behaviours associated with it wherever feels right for you.

Create alternatives: at Step 2 ask your unconscious mind to create at least 3 options for new behaviours. Try out each and select the most appropriate.

Frames And Reframing

Frames

A 'frame' in NLP is used to refer to a way of looking at things

- roughly equivalent to 'frame of reference' in everyday English.

A particular frame determines what we focus our attention on

(the things that are 'inside' the frame) and what we ignore

(everything else that is 'outside' the frame) for as long as we use it.

Another way of looking at frames in NLP is as lenses that magnify certain information that we are interested in and filter out other information.

There are several generally recognised frames in NLP that have been adopted because they are useful in getting results in particular contexts.

How we frame events or actions

- the contexts against which we set them

- will determine what they mean to us, the information that we consider, and how we feel about the situation.

Here are some frames commonly referred to in NLP:

Outcome Frame

This is about evaluating events in the light of the outcomes you have set. These outcomes should of course be well-formed (use the 'SYDER' model). This gives you a firm basis to evaluate each event: does it help you to achieve your desired outcome or take you further from it?

Ecology Frame

What is the effect of the event or action on the larger systems of which we are a part: family, team, organisation, community, or the planet as a whole? Does it respect your integrity as a human being, and the integrity of others involved? If you feel incongruent about a proposed action, this is usually a sign that you need to pay attention to ecology.

'As If' Frame

What would happen if some element of the situation were different? This is a way of exploring possibilities for creative

problem-solving.

"What would Richard Bandler do in this situation?"

"Where will we be six months from now, and how did we get here?"

"What's the worst thing that could happen, and how would we handle it?"

This is the basis of contingency planning, computer systems testing, and science fiction.

You can also use the 'As If' frame with a group to get them into the same frame of mind as if they had already achieved the outcome, by asking them what the outcome will look like, what they will see/hear/feel, what effects will it have, etc. This will help them to believe in the outcome and feel more motivated to act.

Backtrack Frame

In the backtrack frame, you recapitulate what has been said using the other person's keywords and tonalities. This checks agreement and understanding of what has been said helps to build rapport and is useful to welcome new people to a meeting. It is also very useful to backtrack to the last point of agreement when a meeting is stuck.

Relevancy Frame

If a participant in a meeting speaks or acts in a way that is irrelevant to the agenda or the desired outcome, the question "how is that relevant?" can be used to bring the meeting back on track.

Contrast Frame

Two uses of the contrast frame:

- Contrasting the desired outcome with the present situation or an alternative. This puts the outcome in more perspective and makes more choices available.
- In selling and persuasion, you can contrast one choice with another to put your favoured choice in a better light. For example, showing a very expensive item first will make the next item feel better value - even if it is still quite high priced. Similarly, if you are asking your team members to

take some action, it will feel easier to them if contrasted with something much more arduous.

Open Frame

Using an 'Open Frame' on a course or in a meeting or presentation provides an opportunity to ask any questions or provide any comments about the topic or subject area under discussion. E.g. on an NLP training course 'Is there anything whatsoever you want to ask about NLP?'

Appreciative Frame

Not part of 'traditional' NLP but worth knowing about. To use the Appreciative Frame, look at any problem, situation or outcome in terms of what is currently working well, and what you are grateful for. This allows re-access resources and seeds of solutions that might be forgotten, raises morale and gives a sounder platform for moving towards your current outcome.

The "Agreement Frame"

Everyone sees things from a different perspectives. Expressing a different perspective can easily lead to disagreement or even into conflict if not carefully managed, especially if the other person's opinions have a lot of emotion attached to them.

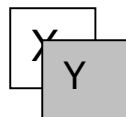
Often when people disagree with someone, they use the word "**but**" to preface their own viewpoint. "But" has the effect of negating or erasing the internal representation of what that has been said before it. People may feel disregarded, disrespected and angry for having their "truth" negated. If you want to express your viewpoint while acknowledging another person's right to hold a different view, you can use the "agreement frame" which uses "**and**" in place of "but". Agreeing with them AND adding to it, or redirecting rather than using a 'Disagreement Frame'.

Start with agreement, respect, appreciation, or even like (all forms of pacing) before leading to a different perspective. (Pacing and leading)

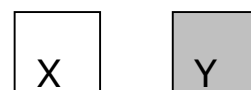
1. "**I agree** with you, this is, **and** have you considered that it could also appear like this..."
2. "**I respect** your honesty in saying that, **and** you may want to be aware of this different viewpoint"
3. "**I appreciate** you sharing that, it's not always easy to express things like that and I know you will respect other people may have a different view."

Note the different internal representations of "but" and "and":

"X but Y"



"X and Y"



Reframing

"It is not so much what happens to you as to how you think about what happens." - Epictetus, AD 55 – AD 135

All meaning is context-dependent. Meanings are a combination of 'content' in a 'context'. Events or behaviours aren't "good or bad" without a context. A fire is perfectly good in a fireplace.

Context Reframe

"I'm too X" -or- "She's too Y"

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

Ask yourself; "What contexts would this behaviour or quality be valuable or useful in?"

Pick the best one - i.e. the one that will appeal best to some value that the person holds at least as strong as the value(s) powering the problem judgement.

A friend in an angry voice says: "My child is too stubborn"
You could reply: *"I hope your child is stubborn enough to follow her good instincts when she gets to her teens."*
Another reply could be?.....

A friend who is worried about changing jobs says "I'm afraid"
You could reply: *"A friend of mine just paid \$200 to jump out of a plane. You get to feel the fear and conquer it for free"*
Another reply could be?.....

A friend is frustrated and says "I can't sell this thing"
You could reply: *"What have you learned so far?"* (changing the context from selling to learning.)
Another reply could be?.....

Content Reframe

"Whenever 'X' happens, I respond 'Y'."

Ask yourself, "What else could 'X' mean?" or "What hasn't this person noticed (in this context) that will bring about a different meaning, and change the response?" or simply "How else could I describe the same situation?"

Again, the reframe that works will appeal to some value that the person holds at least as strong as the one(s) powering the problem response.

A friend in a sad voice says: "My partner keeps holding me back"
You could reply: "*What if they are holding you back because they love you?*"

Another reply could be?.....

A colleague says: "My boss is so mad at me"

You could reply: "*Is he mad at you or is he getting pressure from his boss?*"

Another reply could be?.....

Motivate Community Super Easy Reframes

As a coach and trainer one thing I teach explicitly to almost all my clients and students is to put time and/or space constraints around negative or unresourceful thoughts and comments.

As a friend, father, family member, I do the same but more implicitly or indirectly by asking them to clarify with more specificity.

When you find yourself saying "I can't do x" simply add a time constraint like "Yet" or "right now" to it. I teach this explicitly to clients but to family I'll ask them "what do you mean, you can't... do you mean you don't know how to yet? Or do you need more time? Or is it this particular ... right here that has you challenged?"

"I can't teach x" *"Do you mean you can't teach x in that room? To those students? In that time frame? In that setting?"*

In NLP we have a term Generalisation, or generalising. Just learning this once is information. Practicing NLP at home, at work, with yourself, allows the mind to generalise the changes out further. And who wouldn't want positive learnings and positive states to generalise out. We generally want resourceful learnings to generalise out. A problem is when unresourceful learnings or states generalise out. Such as when someone experiences disheartened at work, yet they start to feel disheartened about themselves, then their family, loved ones etc etc. Hence putting time and space constraints around unresourceful states is a wonderful strategy we can all install and if you go onto Masters, you will find yourself installing this in yourself and others with ease.

NStep Reframe

Presupposition: all behaviour has benefits and a positive intention. The more choices we have, the better results we can get.

1. **Identify behaviour or symptom "X"** that the client wants more choices about.
2. **Set up the signal.** Ask the client, "I'd like to address your unconscious mind directly about this behaviour X. Would it be OK for the unconscious mind to communicate directly by giving a signal?" Or (in trance) use ideomotor signals.

Get a Yes/No signal. If yes, thank the unconscious mind and go on. If not, thank the unconscious mind for communicating and reassure it that we are only trying to get some information to help it have more choices, then coach or negotiate with the unconscious as to why or how to continue.

3. **Discover the positive intention.** Ask the unconscious mind what the positive intention of the behaviour is. The client doesn't have to know this consciously - the purpose here is to separate behaviour from intention.

Thank the unconscious mind for positive intention, whether known or not, and make sure the client begins to sincerely appreciate this.

4. **Generate alternatives.** Ask the unconscious mind "Would it be OK to have more choices in this situation?" Ask the creative aspect of the unconscious mind to generate at least **three** alternatives to behaviour X that would satisfy the positive intention). These new choices can be on an unconscious level — ask the unconscious mind to give the client a signal when it has generated these new alternatives.

Thank the unconscious mind.

5. **Future pace.** Ask the unconscious mind to fully imagine trying out each new choice in the type of situation where previously it would have done behaviour X. For each one, ask: "Are you willing to use this choice instead of behaviour X?" Get the Yes/no signal. If **yes**, thank the unconscious mind and go on. If **no**, put a time limit on request (e.g. 2 weeks) to try out the alternatives to find out if they are effective and available. If still

no, repeat step 4 to generate some more alternatives. Thank the unconscious mind.

6. **Ecology and congruence check.** Ask the client to check with the whole unconscious mind to make sure it is completely comfortable and accepts the entire process and the alternatives. If yes, thank the unconscious mind. If there is an objection, go back to step 3 and discover the positive intention of not allowing this to happen. Go on to ask the unconscious mind if it will take responsibility for trying the new behaviours out.

Types of Signal

The yes/no signal could be a visible indication – a finger twitch or kneejerk – or something internal to the client. If internal, ask what image, sound/word, or sensation was the client aware of when asking that question? (Ask the unconscious mind to increase that image, sound, sensation if the answer is yes; decrease if the answer is no.)

Alternative Methods of NStep Reframe

The NStep Reframe as originally developed assumed there was a **part** responsible for the problem behaviour, and communicated with that rather than the unconscious mind as a whole. The danger is that you could end up installing parts that were not there previously. On the basis that wholeness is better than fragmentation, it's better to deal with the unconscious mind as a whole.

Where there is a dissociated part you can run the NStep Reframe with that.

The NStep Reframe works very well in trance, as you can use ideomotor signals (such as raising a finger) to establish communication with the unconscious. The process works partly through 'Fracination'. As the client dips in and out of trance, and then the client dips in and out more with saying thank you to their unconscious. This 'Fracination' allows the client to establish deeper connection within.

The beauty of the NStep Reframe is that it is content-free; you,

the practitioner, don't need to know the content of the problem. Even the client's conscious mind doesn't need to know where the problem came from.

Note: The main purpose of a NStep Reframe is to establish a link between the conscious and unconscious minds and to install in the person a belief that all parts are allies — potential teachers and friends.

The process was developed by Co-Creator of NLP, Dr John Grinder - or more precisely, as he tells the story in the book *Whispering In The Wind*, by his unconsciousmind.

2022 Update: One Master Trainer highlights that step 4 should be to generate a far greater number like 20 alternative behaviours. The unconscious being able to hold far more information will be more utilized to come up with such a high number. Having just 2 or 3 alternative behaviours can easily result in the clients conscious rather than unconscious solutions. Since the secondary gains are unconscious, it's the unconscious that should be coming up with solutions.

Parts Integration

This is useful, if not essential, where the client indicates that they are incongruent about something. They might say:

"Part of me wants to and part of me doesn't"

"I'm in two minds about it"

"On the one hand I want this, on the other hand, I want something different"

It's important to be in physical rapport with the client throughout the process. In step 5 you can lead the client by beginning to imperceptibly move your hands together.

1. Identify the conflict and the parts involved. Have the Part which represents the unwanted state or behaviour come out on one hand first.
2. Elicit the "Opposite Number" or the "Flip Side of the Coin" to come out on the other hand. (Make sure that the Client has a V-A-K image of each part).
3. With each part, get its positive intention and chunk up as far as you can: "What is the highest purpose of that?" until it won't go any higher. They should both arrive at the same highest purpose.
4. Ask "Do they realise they both want the same thing?" and "Do they realise they were once part of a greater whole?"
5. Have the client allowing them to communicate with each other. The client doesn't need to be consciously aware of the content of what they are saying. Ask, "I wonder what's about to happen between those two hands?"
6. If the hands don't start to move together spontaneously, suggest that they will move together only as quickly as the two parts are prepared to work together...reach out to each other...embrace...merge...
7. Leave enough time for this to happen - the client is in trance at this point.
8. Ask the client to take the integrated part inside and take as

long as they need to re-integrate with the rest of them, all the way through their body.

This process can be done hundreds of different ways.

This process can be used with any number of parts in conflict.

The process in the example given focuses on using two opposing Parts as it is fundamentally most common. Human nature includes things/relationships etc, and the absence or negation of them.

People can explore and play with integrating other opposing aspects in our personality. For example: Introverted vs Extroverted, Future orientated vs Past orientated, Ego Drive vs Inner Guidance, Expressive vs Inhibited, Leading vs Following.

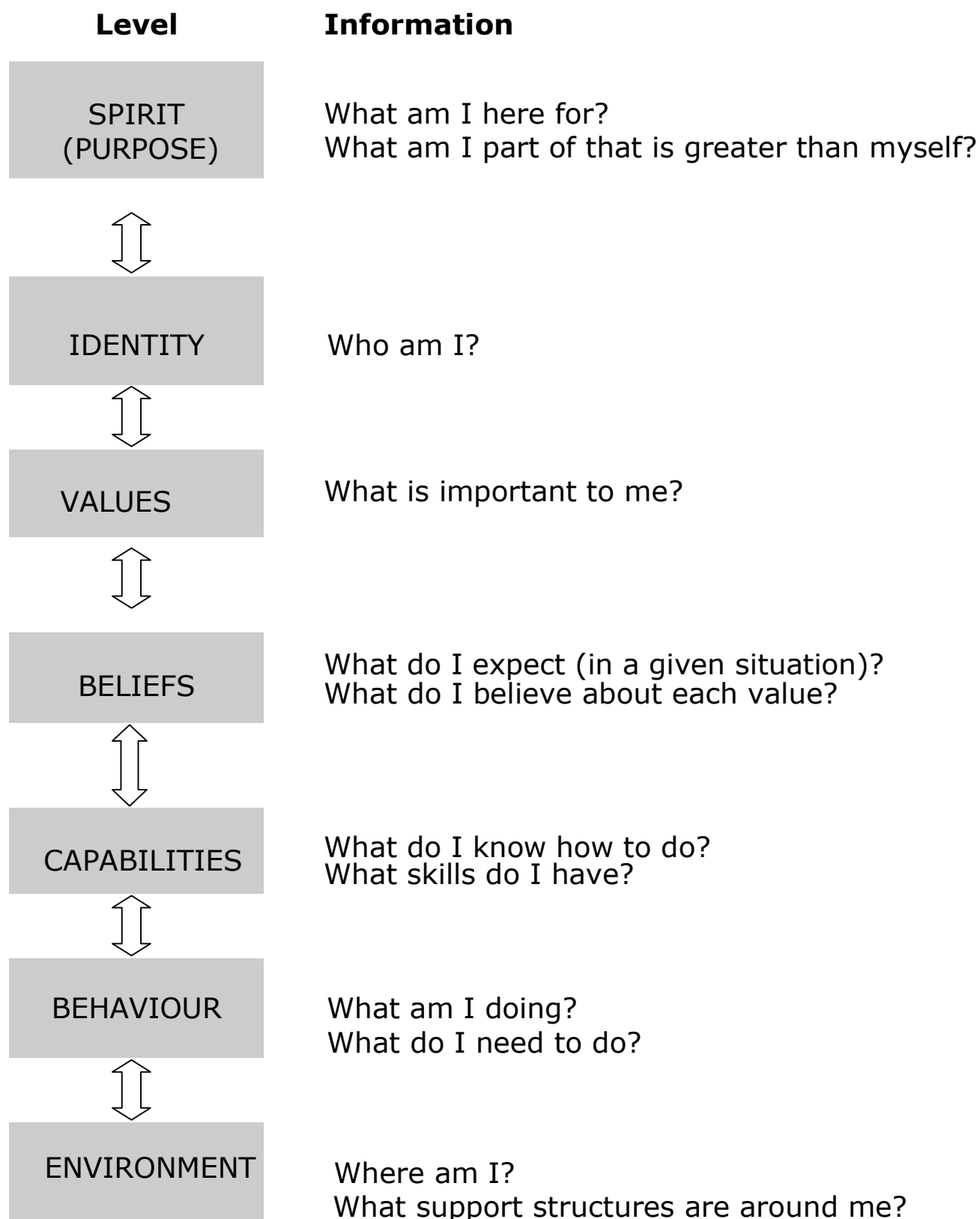
Another way I like is to have each Part spatially anchored on the ground. Virginia Satir would often use chairs. Rather than two Parts on our palms, place them out on chairs.

With a significant new life direction or when there are many 'complicated pathways', you could have many different parts spatially anchored in a circle around the client, and allow the client to explore the higher intention and values of each Part.

The process can be done in an uptime state or hypnotically. Part of the process can be done in other processes. Time Line Therapy can be seen as a Parts Integration process. In our Master Practitioner we do Advanced Parts work which often sees people experiencing deep life transformations after a session.

In opposition to the concept of 'Parts Integration' we have keeping parts separate but aligning or organising them. 'The Walt Disney Strategy' (also covered in this manual) is a NLP Process in which 3 Parts or 'archetypes' which often conflict stay as parts but in a sequence. These remain as parts but aligned to support each other. Like one part getting the idea, the second part being realistic about how to create it, the third part providing a birds eye view and feedback.

Neuro Logical Levels



This is a useful model for understanding change in a person, a team or organisation. You can examine any problem or proposed change in terms of these different levels. Generally speaking, higher levels have more 'leverage' than lower levels, and to permanently solve a problem, you generally have to make changes at least one level higher than the level that symptoms show up.

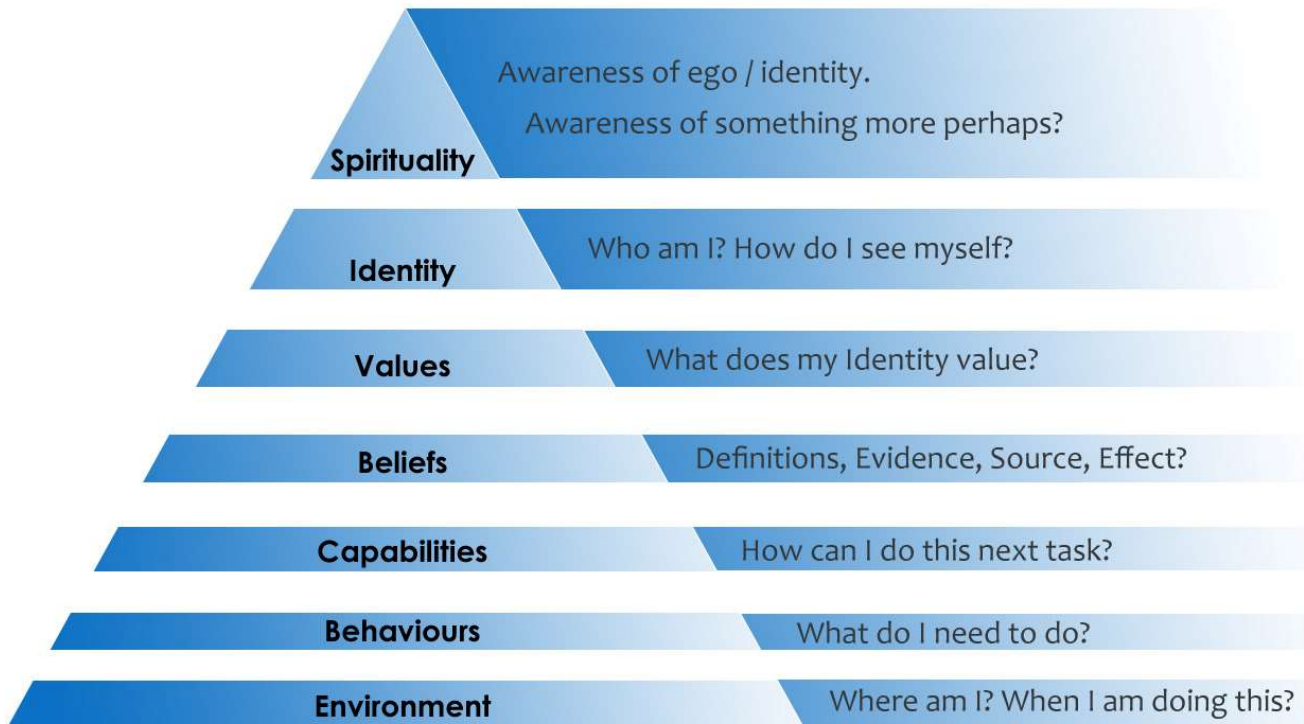
Note: this model was developed by early contributor to NLP, Robert Dilts. The model has been heavily criticised by many in the NLP community such as John Grinder however while I (Adrian Cahill) trained with John in 2019, along with room mate, Dr Daniel Bondi we discussed at great length the purpose and legitimacy of Neuro Logical Levels. It is according to John, the purpose and way you chunk up and down logical levels is up to the intentions/ideas of the creator or user of the model. One can chunk down on car and get to brands of cars, or one could easily chunk down to styles of cars, or a child may chunk down to the colours of cars. There for chunking down on 'Existence' could be 'Spirituality' and if you get into spirituality, then your getting into the content, rather than the process.

Although it may not fit in with NLP on some levels, as Trainers / Coaches / Consultants it is very useful. Therefore like many coaching schools, we teach this model.

Also note, values and beliefs are on different levels. As a coach this is an important distinction many people using this miss out. I would encourage you to print this out and keep on wall to connect to while coaching.

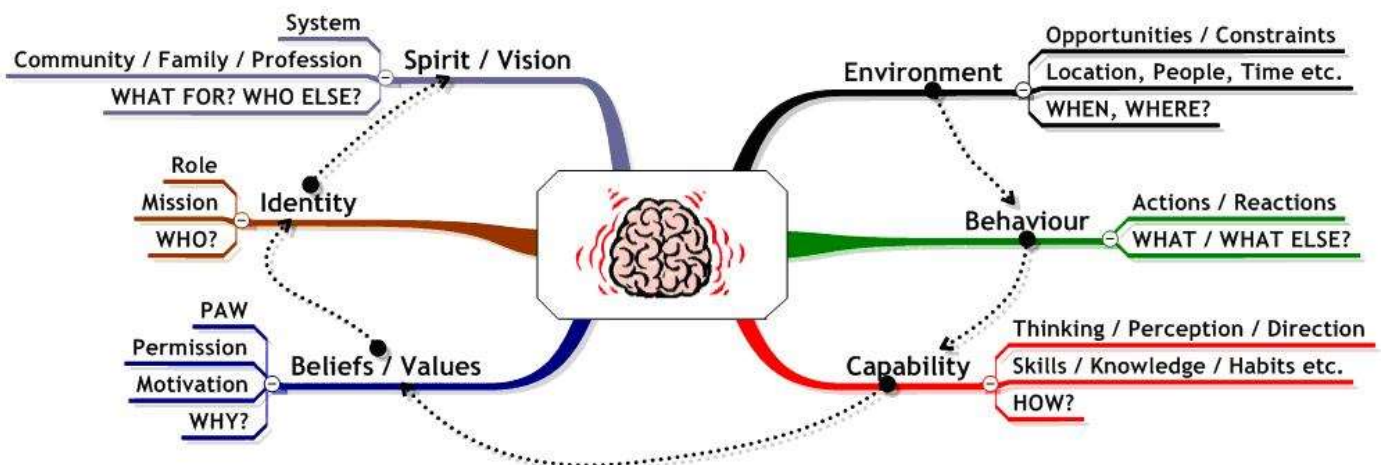
Keep in mind, 'the map is not the territory'. No one is walking around with values, or an identity in their head, they are metaphors.

Neurological Levels



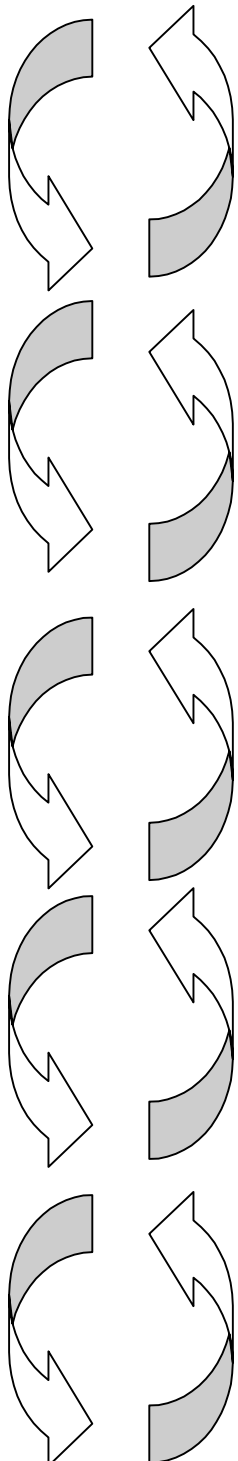
Presented & Expanded by:
Adrian Cahill

NEUROLOGICAL LEVELS

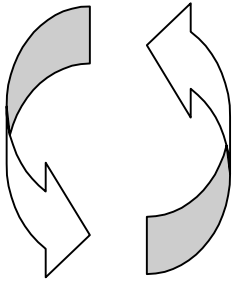


Levels of Change in Teams

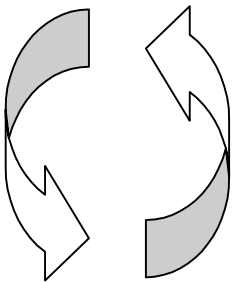
Each level should support those above it – if the team's behaviour contradicts the stated mission, which one are team members and customers going to believe?



Purpose	<p>What greater purpose (end goal) does the team or organisation contribute to?</p> <p>What larger systems is it part of and how does it contribute to them?</p>
Identity & Mission	<p>What is the identity of the team or organisation, and how strong is it?</p> <p>How unified is it?</p> <p>What is its stated/unstated mission?</p>
Values & Beliefs	<p>What stated/unstated values/norms does the team organisation subscribe to?</p> <p>What stated/unstated assumptions does it operate from in practice?</p> <p>What mechanisms allow these assumptions to be updated by experience?</p>
Capabilities	<p>What skills are needed to fulfil the mission and stated values of the team?</p> <p>What skills needs does it have?</p> <p>What skills do its members have that the team is not yet tapping into?</p> <p>How does the team learn?</p>



Behaviour	How closely do the actions of the team reflect its values and mission in practice: <ul style="list-style-type: none">- within the team- outside the team, to customers, suppliers, other parts of the organisation? What should it do more/less of?
Environment	How well does the physical environment of the team enable it to fulfil its mission? What resource needs does it have? What external constraints does it face?



Perceptual Positions

Looking at Things from Different Viewpoints

If you look at something from several different viewpoints, you can gain extra information which gives you a basis for making wiser choices. You can look at any interaction with another person from three different view points. 1st, 2nd and 3rd person. We learn to do this naturally in life however we don't really do it well.

Sometimes people habitually experience things from one position and miss out on the other information available.

If you always see things from your point of view, you may appear selfish to others, and you won't understand how other people feel, or anticipate the consequences of your actions.

If you see things only from the other person's point of view, you become a 'doormat' because you neglect your feelings and interests. Other people will treat you accordingly.

If you always take a detached overview, you will not be in touch with your feelings and will have no understanding of others. You may appear 'cold' and lacking in humanity to other people.

True Wisdom comes from having the flexibility to move through the different positions and gather high quality information cleanly (without cross contaminating positions).

1. First Position (Self). Your viewpoint. This is a good position to be in for being in touch with your feelings and standing up for your interests.

- Seeing the Other at eye level.
- Seeing from your own eyeballs.
- Hearing from listening points in your own ears.
- Hearing sounds emanating from the mouth and throat of the other.
- Hearing your own voice (if speaking).
- Internal dialogue is in the first person (I think, want etc.) and is located in your voice box (larynx).
- Your own feelings are identified (sensation and proprioception)

2. Second Position (Other). The other person's viewpoint. If you put yourself in the other person's shoes, you are more likely to understand how they see you and what their feelings and motivations are. This is extra information that you can't get if you stay stuck in your own viewpoint (of course, this 'mind reading' can only ever be speculation - you can't know for sure what another person is thinking, although people often behave as if they can)

- Seeing yourself from the position of the other at eye level.
- You are seeing yourself through the other's eyes.
- You are hearing yourself through the other's ears.
- Wearing the other's physiology (posture and gestures).

3. Third Position (Observer). A detached observer's viewpoint. This is good for detaching yourself from the emotions, beliefs, thinking of others in a situation and gaining a dispassionate overview. From this position you can observe the interactions between yourself and others as a whole system. You can see how you respond when they do something, and vice versa.

- Visually perceiving Self and Other roughly equal distance both from each other and from the observer.
- Self, Other and Observer are at eye level with each other or standing on the same level to accommodate differences in height.
- Self and Other are at the same depth from Observer.
- Seeing is from the observer's own eyeballs in Observer position.
- Hearing from listening points in observer's own ears in Observer position.
- Hearing, sounds are emanating from the mouths and throats of the Self in first position and the other in second position.
- Internal dialogue is spoken in the third person (he or she is doing X) with reference both to the Self in first position and the other in second position. Internal dialogue is located in the Observer's voice box (larynx).
- Feelings of detachment, balance, and possibly curiosity and interest are appropriate for the Observer in third position.

The keys to effective movement and use of perceptual positions is to NOT move directly between 1st and 2nd. We often learn to do this, and it's taught around the world to 'see things through the other persons eyes' yet in doing so directly we actually contaminate the perspective. When we shift people rarely shift perspective cleanly. We bring residue with us into the new perspectives. **For example:**

From 1st to 2nd, we may bring something like our judgement into 2nd and see from their eyes but with the judgement from our original 1st.

From 2nd to 1st, we may bring the others beliefs back into our 1st. Hence we need to go through a proper full 3rd position. Just like we should wash our hands when cooking with raw meat. Most people may skip that step, but we know a good hand wash or 3rd position will significantly increase our gathering of quality information.

For this reason as well, we may have a 3rd on 3rd. Or Robert Dilts who may have used a 4th, 5th, 6th. These additional positions could all be seen as attempts to get a cleaner 3rd position. 4th, 5th, 6th or 3rd on 3rd are all still a 3rd or unattached observer position.

When clients get stuck in a position or problem, especially if the coach gets stuck there too, the physiology of coach & clients often feels heavy. At these points one can invite a short walk or to move around the room, effectively 'shaking it off'.

Virginia Satir would often utilize spare chairs to move people or parts if they got stuck. In life and executive coaching, I'll often have clients stand up behind their chair or to the side and ask them "What does that person in that chair need to know?"

Through language, spatial positioning and effective processes we can create separate clean perceptual positions and even train our clients to do the process on themselves outside coaching sessions.

Additional Perceptual Position Notes:

1. This is an EXCELLENT Model to teach clients. If you find yourself coaching a team, or a couple, it's excellent to teach them to as it pre-teaches additional skills, such as a break state, to dissociate, and that more quality information can always be learned.
2. You can practice this on yourself. You can also consider reviewing vital points during the day where you made key decisions.
3. Students often ask if these positions are associated or dissociated. A fundamental flaw here is 'Associated compared to what?' In all 3 positions we are associated into a position, 1st 2nd or 3rd. In each we are associated into that position and we are detached or dissociated from the other positions. Therefore we access these positions sequentially rather than simultaneously.
4. One's conscious ability can not simultaneously track and extract valuable clean information from multiple positions. Utilising Perceptual positions, perhaps adding frames around each position one can come up with infinite new models. From 'The EMyth' 'Walt Disney Strategy' 'Judger/Persecutor/Victim', there is no limit to what models one can make.

Additional resources:

Aligned Perceptual Position, Connirae Andreas

Meta Programs

Meta Programs

What Are Meta Programs?

Meta Programs are one of the sets of filters we use to create our map of the world. They run 'in the background', so we are usually not consciously aware of them. They drive:

- what we pay attention to
- what we respond to
- what motivates us
- how we interact with the people around us
- the kind of language that will influence us

As the name implies, Meta Programs are at a different logical level to our other mental 'programs' such as strategies. They influence the type of information fed into our strategies, the goals we set for ourselves, the way we make decisions, and the motivation behind our strategies. Meta Programs is not in all NLP particularly New Code NLP training as it can be seen as a 'Content Model' rather than a 'Process Model' however it's incredibly useful so we include it.

History Of Meta Programs

The term 'metaprogramming' first appeared in John C Lilly's book *Programming and Metaprogramming in the Human Computer* (1968). Lilly presented the human nervous system as a biological computer, running 'programs' either hard-wired or learned. 'Metaprogramming' is changing the central control system so that we can learn more quickly and select more useful programs.

Dr Richard Bandler introduced meta programs to NLP in the late 70s as a way that people maintained coherency in their cognitive patterns.

Leslie Cameron-Bandler and others investigated further, using the Meta Model to identify a list of Meta Program patterns for use in therapy, which eventually grew to around 60. One of her students, Rodger Bailey, simplified the model into 14 patterns for use in a business context - the LAB Profile (Language and Behaviour patterns) as set out in Shelle Rose Charvet's excellent *Words That Change Minds*. A great book for applying NLP in Business.

James and Woodsmall's 'Time Line Therapy and The Basis Of Personality' presents a similar simplified set of patterns, and links them to Jungian personality characteristics as used in the Myers-Briggs Type Indicator.

Note: you will also see Meta programs written as 'metaprograms' or, in the UK, 'metaprogrammes' or Meta-programs', remember NLP is results or outcome focused.

What Meta Programs Are Not

- **A way of putting people into boxes** at the Identity level! They may be influenced by context and the person's emotional state.
- **Either/or** - instead, each meta program is like a spectrum and most people will be somewhere between the extreme ends
- **Absolute.** Meta programs are context-dependent - for example, people tend to be more detail-focused about subjects that interest them.

Six reasons why you should learn about Meta Programs

- **Achieving rapport:** Meta programs can be seen as part of rapport. People like people that are like them.
- **Self-awareness:** if you are aware of your own Meta program preferences, you will have a better idea about activities and career paths that allow you to play to your strengths.
- **Recruitment:** every job has an ideal Meta program profile. If you recruit people to match that profile, they will perform better in that role. You can even write job ads in a way that will attract the people you want, and put off the people that won't be suited to the job.
- **Influencing:** you can use language that suits people's Meta programs to influence them and communicate with them in the way that is easiest for them to understand.

- **Managing change:** describing changes in a way that is compatible with people's Meta program profiles will make it easier for them to accept and feel enthusiastic about changes, and avoid triggering knee-jerk resistance.
- **Sales:** you can help people to reach a buying decision by presenting them with information in the style and sequence that works for their Meta program filters.

Detecting Meta Programs

Depending on the specific Meta program, you can detect them from:

- The words that people use, the structure of their language patterns, and the way they talk
- The way they behave
- Their history, for example, how frequently they have changed jobs

Meta Programs in Business

Traditionally, Meta programs have been taught at the Master Practitioner level. This is to do with the fact that they were discovered later than the 'classic' NLP components like submodalities and anchoring, rather than saying anything about their complexity or level of difficulty.

Meta Programs are easy to understand, recognise and use - and too useful to leave out of a business-oriented course. This Practitioner course covers six of the most useful Meta programs for business, with tips on how to identify them, job roles that different patterns may suit, and advice on how to influence and manage them.

(See also the Convincer Channel and Convincer Mode in the Strategies Section - these are also classed as meta programs but it's more useful to cover them under buying strategies)

Towards/Away From

(Also known as 'Direction Filter' or 'Motivation Direction')

Are you motivated towards goals, targets, what you desire, or away from problems and difficulties?

Extreme 'Towards' people will be gung-ho and will overlook potential problems that can trip them up - think 'invasion of Iraq' or stock market booms.

People who are very 'Away-From' will be perceived as fault-finding and overly negative or cynical by their colleagues, and will lack direction unless given a problem to solve or a crisis to fix.

They also will run out of motivation the further away they get from what they wanted to avoid - so they might never lose that last 8 pounds, or get close to their professed goals but let them slide before they finally attain them.

Like all Meta programs, this one is context-dependent. You may find that someone is strongly 'Towards' or strongly 'Away-From' in almost all contexts that you ask about.

Identifying the Towards/Away From pattern

Ask "What do you want in a job?" (or car, or relationship, or house). This will start to give you the person's values. For each value, you can ask "Why is that important to you?"

The answers will be either towards, away-from, or a mixture. Some values may be more towards or away-from than others.

Keep asking "Why is that important to you?" - at least three times. The initial answer is likely to be coloured by the prevailing culture - e.g. in the US, you are likely to get a 'towards' answer - so you need to go a bit deeper to find the person's real pattern.

Towards

Language: talking about what they want, what they would like to see, what they can get, achieve, benefits.

Body language: nodding, gestures indicating the vision they are moving towards, 'inclusive' gestures

Away-From

Language: what to avoid, 'yes but', problems (including solving problems), pitfalls, avoiding, removing, "hang on a minute", comparative deletions, modal operators of impossibility, referring to target dates as 'deadlines'.

Body language: dismissive or 'warding off' gestures, shaking head

Look out for 'concealed away-forms' in language patterns - the away-from is not explicitly mentioned but it's there in the person's internal representations:

1. Comparative deletions e.g., "It's better to have money".
Better than what?
2. Modal operators of necessity e.g., "You've got to have money, haven't you?" What happens if you don't?

Job role examples

A "Towards" pattern is useful in visionary leaders, entrepreneurs, creatives, ideas people. It's often found in change agents, coaches, and NLP Practitioners.

An "Away-from" pattern is useful in health and safety officers, process control, proof-reading, maintenance engineers. Often found in medicine, pharmacy, solicitors, accountants, civil service.

Influencing and managing

Towards: this is what we can achieve, this is what it will get you, benefits, results, achievement, winning, advantages, what you can have, just think about it!

If you are an extreme 'Towards' person, you may want to look at the massive benefits of doing an occasional 'minesweeper' to make sure the route to your goals stays clear of potential problems.

Away-From: solve the problem, fix it, avoid, sort out, eliminate, this is what will happen unless we..., these will be the consequences if we don't do it.

If there are no immediate problems to motivate the Away-From person, ask them to look into the future to see the problems that will occur if they don't take action now.

Advertisements for cleaning products often use a lot of away-from imagery.

General/Specific

(also known as 'Chunk Size Filter' or 'Scope')

What level or chunk size of information are you comfortable with
- the big picture or the details?

This Meta program is about which levels of the 'Hierarchy of Ideas' the person is comfortable operating.

A person at the 'General' end of the spectrum will think in terms of abstract concepts and generalisations rather than specific details.

When faced with too much detail they will feel overwhelmed or bored.

A person at the 'Specific' end of the spectrum will feel more comfortable with facts, details and step-by-step sequences. Abstractions, and the big picture on their own, will feel vague and nebulous without more details and specific examples.

Identifying the General/Specific pattern

This pattern will come out in any general conversation. For example, you could ask the person what they are currently working on, or how their day has been.

The 'Specific' person's answer will be in the form of a step-by-step narrative with lots of specific detail. They will use many qualifiers (adjectives and adverbs). If you interrupt them, they may start at the beginning again or else re-start where they left off.

The 'General' person's answer will be shorter, in the form of a summary. It may not be in a temporal sequence but will aim to give you what the speaker sees as the most important aspects first. This may seem like a random order to the listener.

Job role examples

Generally, the higher level of abstraction a person can handle, the higher they can go in an organisational hierarchy (the upper ranks of the army are even called 'generals'). The ability to think strategically - in other words, to be able to work with high levels

of abstraction - is usually essential for board-level roles. Having said that, people need to be able to handle details to perform well at lower levels on their way up.

A detailed focus is needed for quality control, proofreading, health and safety, bookkeeping

A big picture focus is needed for leadership, creative roles, etc...

Influencing and managing

As with all the Meta programs, match where the person is on the spectrum to communicate with them. If you need a 'General' person to be more specific, or vice versa, start from where they are and use pacing and leading to help them move up or down the levels of abstraction.

General: give the big picture, the overview, 'the real issue is...', 'in a nutshell. Calibrate to notice if they are getting bored or overwhelmed with detail.

Specific: use examples and sequences (first..., second...), give detail, exactly, specifically, precisely. Calibrate to notice if they are looking lost or if what you're saying is going over their head.

Proposals and reports often contain an executive summary (for 'General' readers) and appendices with lots of detail and facts (for 'Specific' readers).

Proactive/Reactive

(Also known as 'Action Filter' or 'Motivation Level')

Do you take the initiative and leap into action, or do you prefer to analyse and wait for others?

'Proactive' people are self-starters and do not wait for others before they act. They are focused on achieving results and may upset others in their willingness to get there.

'Reactive' people won't act until they have analysed the situation, or until other people prod them into action. Other people may get frustrated with their apparent inactivity.

Identifying the Proactive/Reactive pattern

This pattern will appear in language structure and body language.

Proactive

Language: Short, direct sentences, often with a 'command' tonality on statements or even questions. Active verbs. Active verbs and verb patterns indicating an 'at cause' mentality. Expects to be listened to. A need to act.

Body language: Generally fast. Fidgety, pencil-tapping, won't sit still for long periods (you will notice this if you have a strongly 'Proactive' person in a meeting or training course).

Reactive

Language: Passive verbs, nominalisations, long sentences that tail off, verb patterns indicating an 'at effect' mentality (things happen to them, others 'make' them do things, many modal operators of necessity). Conditional words like 'might', 'could', 'would'. Can have 'question' tonality on statements. A need to understand.

Body language: Able to sit still for long periods. May seek lots of eye contact - as if looking to others for approval or checking that they are being listened to.

Job role examples

A Proactive pattern is useful for salespeople (outgoing sales),

businessowners, leaders, etc...

Proactive people need to be given things to do, otherwise, they become bored. If you are recruiting for a role needing a Proactive pattern, you can screen out 'reactive' by requiring applicants to phone.

Don't hire high Proactive people for jobs requiring diplomacy, or where consequences need thinking through.

A Reactive pattern is useful for support desk, customer service, research and analysis, jobs that include long periods of waiting around.

Reactive people need time to get their heads around a decision or to check how others feel about it. Don't hire them for roles requiring snap decisions.

Most job roles require a mixture of Proactive and Reactive.

Influencing and managing

Proactive: use words about getting stuff done. 'Just' (as in 'just do it'), make it happen, let's get on with it, jump in, you'll smash it. Or Richard Branson's motto: "Screw it, let's do it." Pace their belief that they make things happen.

If you need to restrain them from jumping straight in, you can say "Just before we...." - the 'just' indicates that the delay will only be very short.

Give Proactive people ways to use their energy. If selling to them, give them a way of taking action or getting results straight away.

If you have a strongly proactive person on a course or in a meeting, make sure the activities or meeting segments are short. Even one Proactive person can disrupt things for others if they get bored and fidgety.

Reactive: use words about considering. As you consider, you could, we might take as long as you need, circumstances are

right, this is what you've been waiting for, everyone's doing it.

Use Robert Cialdini's 'Social Proof' principle by giving examples of other people who have bought the product or are doing what you wanted them to do.

If you want them to act, use wording that implies that they have had a period in which to consider and analyze now that you've had a chance to think about it, no need to wait any longer.

Internal/External

(Also known as 'Frame of Reference Filter' or

'Motivation Source') This is about how much feedback

you consider you need.

The Internally Referenced person has internal standards that they use to assess how well they are doing, regardless of what anyone else says.

The Externally Referenced person actively needs feedback from others to stay motivated and confident that they are doing a good job.

Identifying the Internal/External pattern

This is a great interview question: simply ask "How do you know when you are doing a good job?"

Internal: 'I just know', 'I feel it', 'my experience tells me', 'I decide'. They will refer to their own internal 'evidence'.

External: 'My manager/customers/colleagues tell me'.

For people in between the two extremes, you will get a mixture of the two answers, plus reference to objective external evidence e.g. targets hit.

Job role examples

Internally referenced people are good in back-office positions and those that require independent decision-making: leadership roles, technical specialists, the professions, creative artists.

Externally referenced people are good in any front-line role: customer service, retail, travel, hospitality.

Usually people become more internally referenced as they spend time in a role and build up a 'database' of reference experiences to base their decisions on.

Ideally, a person in a new role, or coming onto a training course (such as an NLP Practitioner course) will start out externally referenced and gradually become more internally referenced over time. This enables them to take on information in the early stages and become confident in applying what they have learned as they become more experienced.

Influencing and managing

Internal: as you know, only you can decide, you may want to think about, this is just a suggestion, what do you want to have happen?

External: people are saying, research shows, they're not happy, this is what you could do, I've noticed that, the boss says.

Externally motivated people need frequent feedback. If they don't get any from their boss, they will become apprehensive as the annual appraisal gets nearer, because they literally will not know how they have been doing. If you are a strongly internally-referenced manager in charge of a strongly 'external' person, do whatever it takes to remember to give them more feedback than you would require yourself.

Externally-referenced people may take information or inquiries about the current state of some task as an instruction to do something about it, even if that's not what the inquirer intended.

Internally motivated people treat instructions from their manager as just more information; they will act as and when they see fit. Ideally, you will allow them to make their own decisions (or think they are making them, hence the use of influencing patterns such as 'only you can decide' - having set out the facts to point to a particular decision - and 'as you know' - before telling them something they don't know).

Find out what motivates the internally referenced person and see that they get it. Feedback will not have much impact on them.

If you have a strongly internally referenced person on a training course, you may have to arrange an experience that demonstrates to them that they don't already know everything there is to know about what they are supposed to be learning.

Sameness/Difference

(Also known as 'Relationship Filter' and 'Motivation Decision Factors')

This is about how people react to change and how often they need change. There are four main groupings along the spectrum from Sameness to Difference:

Sameness: these people like things to stay the same and dislike or actively resist disruption. According to Rodger Bailey's LAB Profile (the ,they will accept a major change every 10 years but only initiate change themselves (e.g. changing jobs) every 15 to 25 years.

Sameness with Exception: these people like things to stay the same, but with minor improvements or changes every so often. They like evolution rather than revolution. They need a major change every five to seven years.

Sameness with Exception and Difference: these people are comfortable with both large and small changes, as long as the major changes are no more frequent than three to four years.

Difference: these people switch jobs, roles or assignments very frequently. They flourish in rapidly changing environments and quickly become bored in the absence of change.

Identifying the Sameness/Difference pattern

The classic question to identify Sameness/Difference for a given context (remember that as with any Meta program, the degree of Sameness/Difference can change depending on the context), is:

"What is the relationship between your work this year and last year?" or "What is the relationship between this job/house/whatever and the previous one?"

You might get these typical answers from each of the four groupings in the pattern:

Sameness: will talk about similarities. "No change really - it's just the same as last year."

Sameness with Exception: will talk about similarities, but also mentions some changes, often as comparisons. "I'm still doing pretty much the same thing, but I've been given a bit more responsibility and a new team member has joined." They will talk about how they got from there to here.

Sameness with Exception and Difference: may mention major changes **and** similarities, as well as using comparisons. "It's changed quite a lot since the merger; we're still expanding, and we're getting better at responding to customer queries."

Difference: may not understand the question - "What do you mean, relationship?" Will talk about what is different and new. "It's completely changed - we're in a whole new ballgame." They will talk about how things are now, rather than how things have to be how they are.

Job role examples

Sameness: roles that don't change are increasingly rare in the modern economy. In the past, this pattern would have suited administrative or clerical roles; nowadays, people with a strong 'sameness' pattern are likely to be viewed by managers as impediments to necessary change. Working with traditional crafts or the backwaters of retail may be the last refuges of the 'sameness' person.

Sameness with Exception: this is by far the largest category (65% according to Rodger Bailey) - will be comfortable in a role that changes gradually, where they can build on what has gone before.

Sameness with Exception and Difference: as for Sameness with Exception, but with the occasional major change as well, in either job role or employer/location.

Difference: the classic 'Difference' person is the management consultant, who takes on a new assignment every six months to a year - and gets frustrated when people in the client

organisations don't embrace change enthusiastically!

Influencing and Managing

Sameness: as usual, continuity, reliable, similar, the same, tradition, heritage

Sameness with Exception: better, evolution, upgrade, development, improvement, the same except for...

Difference: revolutionary, new, paradigm shift, disruptor, unique, a whole new ballgame, totally different, new, game-changer

Sameness with Difference and Exception: use a combination of elements from the Sameness with Exception and the Difference patterns above.

To help Sameness and Sameness with Exception people to accept necessary changes, present the changes as small, evolutionary improvements that build on the best practice and successes of the past. The enthusiastic language of change advocates - "A revolution in how we do things! This is going to turn the whole business upside down!" - will not resonate with the majority of any workforce outside the high-tech sector.

Instead, you can find similarities and parallels between the new system and the old, and present it as the same with a few small enhancements, which will enable them to do what they've always done, but a bit easier and better.

Consider involving people in identifying which aspects of the current situation are working well and should be carried forward into the future to allay their fears of change (this is how the change method known as "Appreciative Inquiry" works).

When you are not able to give Difference-oriented people the substantive change they need to stay interested in, you can at least change things around by rearranging the office and moving desks every so often.

Options/Procedures

(Also known as 'Reason Filter' or 'Motivation Reason')

This is about how you prefer to do your work. Do you look for alternatives and new ways of doing things, or do you prefer to follow the established procedures? Do you prefer to create new things, or maintain existing ones?

Options people, as the name implies, prefer to keep their options open, sometimes to the point of being reluctant to commit to a decision in case they lose out. Procedures people like to have things settled and know where they stand. They like to complete and finish things.

Identifying the Options/Procedures pattern

Generally, the modal operators a person uses will give you a lot of their pattern. Options people use modal operators of possibility ("can", "could") while Procedures people use many modal operators of necessity ("must", "should", "ought", "need to").

A good question to elicit someone's Options/Procedures pattern is "Why did you choose your current job?" (or house, or car, or whatever context you're eliciting the pattern for).

The **Options** person will use many values in their explanation. They will talk about what they chose to do and why it was important to them.

The **Procedures** person will tell a story about **how** (rather than why) they came to be where they are. They talk about a sequence of events rather than choices and don't mention their values.

Someone on the midpoint of the scale may tell you a story about how they got there, but also include references to the values or reasons why they made the choices they did.

Job role examples

Procedures people like to have instructions to follow and

want to do things the right way. So they suit bureaucratic jobs, production environments, procedure-based areas of law like conveyancing, and professions like piloting where safety procedures are important.

Less obviously, salespeople need a strong dose of 'Procedures' because success in sales is very largely about following tried and tested procedures, repeatedly. Franchisees need to be Procedures-oriented because franchises are all about following the instructions in the franchise manual.

Options people are reluctant to follow established procedures - deep down they believe there is always a better way of doing things. They get bored before they reach completion.

They are good in roles where creativity is needed - designers and design engineers, management consultants, and entrepreneurs. They would much rather start their own business than buy a franchise.

Some jobs, such as training and teaching, need a balance of Options and Procedures - options to be able to adapt at the moment and come up with creative ways of teaching things, procedures to be able to stick to a successful format or follow statutory procedures where necessary.

Managers also need an Options/Procedures balance to be able to manage staff with either profile.

Influencing and managing

Options: improvements, possibilities, choice, reasons why, these are the options, a couple of alternatives

Find ways to allow **Options people** to exercise their creativity - get them to look at improvements to the procedure or create something new.

Procedures: follow the procedure, first... then... and finally..., the right way, do it by the book, *n* steps to..., process, methodology

Procedures people do well with clear guidelines where they get to complete the process. Procedures are not just step-by-step sequences - they can also incorporate decision points and loop-backs (as in the TOTEmodel). The Procedures person can cope with this, as long as the directions for what to do in a particular situation are clear.

The impact of this pattern on selling, in brief: Options people are interested in alternatives, possibilities, and **why** they should buy something; Procedures people are concerned with **how** to use the product or service, and with going through the right steps to buy it.

There is much more about all of these Meta programs and several others. Remember our favourite recommendation for learning more, Shelle Rose Charvet's "Words That Change Minds".

Further interesting study relevant to 2020-2023 changes, or 'Mass Psychosis' include:

The Asch conformity experiments, if and how individuals yielded to or defied a majority group and the effect of such influences on beliefs and opinions.

The Milgram experiments, individuals' obedience to authority figures. These experiments showed the majority of people surveyed would inflict pain on someone under direction from an authority and only a small percentage had the inner resources or desire to stop.

Timelines

Eliciting the Timeline

Everyone has their way of organising their memories. For most people, this will take the form of somekind of line, with the past at one end and the future at the other, and 'now' somewhere in between.

To elicit someone's timeline, just ask them to imagine time as a line with the past at one end and the future at the other, and ask them to point to where the past is.

Or ask them to think of a memory of some mundane thing that they do everyday (like cleaning their teeth); ask them

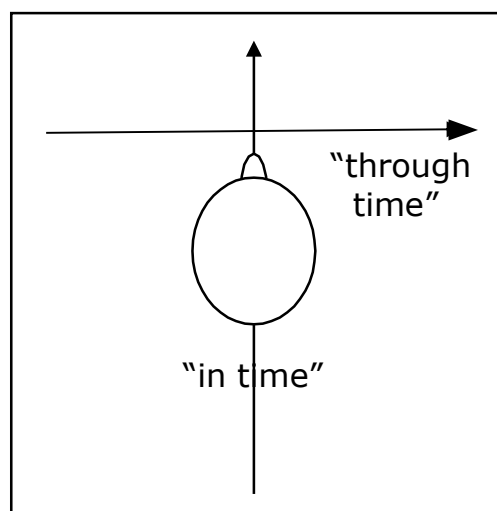
where are the memories dating from a year ago, a week ago, yesterday, tomorrow, next week, next year...? How do they know the difference if the content is the same? The chances are that most people will sort by location, but as ever, don't assume anything.

As always, take note of non-verbal analogue behaviour.

Not everyone naturally perceives time as a line. However, everyone *can* perceive time as a line, and it is useful to presuppose that it is a line for therapeutic or goal-setting techniques.

If the timeline goes through where the person is, this is called "in time". Generally, they will be 'at the moment', often prone to turning up late for appointments and finding it hard to plan or to imagine the future.

If the timeline passes in front of the person, so that "now" is a little way in front of them (usually about 18 inches in front), this is called "through time" (they are looking "through" the timeline



Typical Timeline Arrangements

as it's in front of them).

Generally, "through time" people are punctual, good at planning and timemanagement, but may find it hard to get into the moment.

Some people have more than one timeline. For example, they may be "through time" for work and "in time" for leisure.

“Test-Drive” the Timeline

Do this right after you’ve elicited the timeline. It’s just a confidence-building exercise:

1. Ask the client to close their eyes and float up above the timeline to a height at which they are completely comfortable. Or, they may want to stay where they are and let the timeline sink away below them - in either case, they can get some vertical distance between themselves and the timeline.

They must be associated with floating above the timeline rather than watching themselves. Get them to float even higher - way up high - and ask them to notice what happens as they do.

2. Ask them to turn towards the past and float a short distance in that direction.
3. Ask them to float a similarly short distance in the direction of the future.
4. Bring them back to above now and ask them to practice floating up a little and down a little and notice what happens as they do. Ask them to notice the difference between this experience and their everyday experience.
5. Get them to bring back everything they like about that sensation as they come back down to now, back into the room, and when their unconscious mind is ready to move on to the next stage they can open their eyes.
6. Say “Welcome back” (presupposes that they’ve been somewhere) and ask them what it was like - in particular, how did it compare with everyday experience. Most people will say they felt “calm” or “detached” - this is what we are looking for.

If someone finds it not easy straight away to float back towards the direction of the past, or forwards to the direction

of the future, usually getting them to float higher will allow them to get beyond whatever obstacle their mind has placed in their way.

Clearing Emotional Baggage

The Purpose of “Negative” Emotions

ANGER, SADNESS/HURT, FEAR, GUILT

Why do we have “negative” emotions at all? If there is something in your life that needs attention, you might feel one of these emotions as an appropriate response to what’s happening now. The emotion motivates you to do something about it.

It’s like the oil warning light in your car. You don’t ever want to see it come on, but if there was a genuine problem with the oil pressure, you’d want to see it light up. Once you’ve sorted out whatever you needed to attend to, the emotion can disappear. That’s how it’s supposed to work...

When we are carrying around emotional baggage from the past, it can get in the way of responding to what’s happening here and now. It’s as if you bought a second-hand car with a faulty oil light which occasionally came on at random. The first few times you might jump out and check the oil, then eventually you might ignore it (becoming **habituated** to the emotion). If there ever was a genuine problem with the oil pressure, you might miss it.

Maybe you know some people who overreact in certain situations or even to certain words. It’s as if a button had been pushed - and no one else, and perhaps even the individuals themselves, can understand why. They seem to be reacting out of all proportion to what is happening at the moment as if the full weight of all the times they’ve ever felt angry or sad in their lives is hitting them now. They are responding not to what is happening now, but to stuff that happened twenty or thirty years ago that they have still not dealt with.

The purpose of timeline work is not to turn you into a robot with no “negative” emotions at all. Rather, once you learn what you need to learn from significant emotional events in the past, the learning of which will allow you to let go of that emotional baggage, you are clear to respond to what is happening now authentically. You can feel whatever emotion is appropriate, take whatever action you need to, and let go of

the emotion when it has served its purpose. 'Negative' emotions at the moment, when not obscured by past baggage, motivate us and give us vital information that our conscious minds may have missed (see the excellent *The Gift of Fear* by Gavin de Becker).

Why You Have “Emotional Baggage”

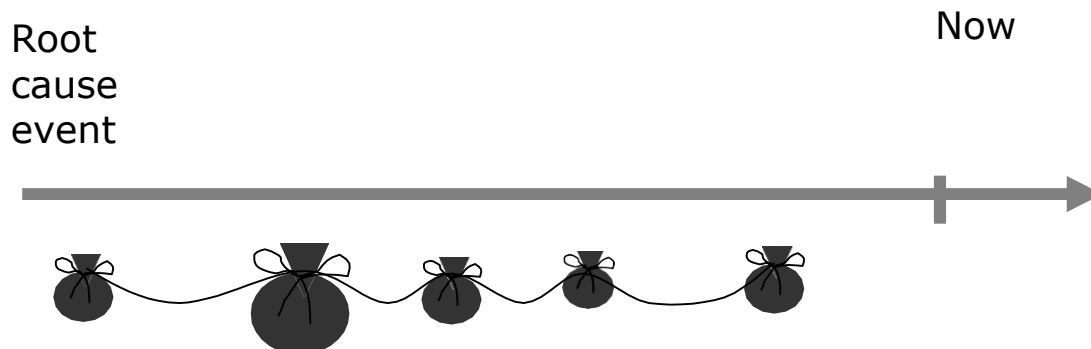
Your unconscious mind's prime directive is to protect you - not just from physical danger but from emotional damage as well. Sometimes an event happens which is so upsetting that you couldn't handle it, or which would leave you in physical danger if you were to fully experience it there and then. To protect you from such an event, the unconscious mind can suppress the memory of the event and the negative emotions around it as if it were stuffing it into a little black bag, tying the bag up tight and putting the bag on one side so you don't have to deal with the emotions there and then. Tad James calls this a **'Significant Emotional Event' (S.E.E.)**.

This is adaptive behaviour - if you had to go into downtime to work through negative emotions every time something upsetting happens you might put yourself at risk of physical harm (e.g. if you were in a burning building). So the unconscious mind is helping you to survive. But...

Every event, no matter how unpleasant, has potential positive learnings for you - even if it's only how to stop something like that from happening again. But while the event and the negative emotions are bagged up, they are not available for you to learn from.

There will be a whole string of little black bags (a **“gestalt”**) for each negative emotion - anger, sadness (or hurt), fear and guilt. Haven't you met people who keep making the same mistake - perhaps choosing violent or critical boyfriends again and again - and their friends can't understand why they keep repeating the same pattern - until perhaps one day they learn what they need to learn, realise what they have been doing, and stop making that mistake and interestingly they stop attracting that kind of man.

Sometimes there will be more than one negative emotion in an event - effectively two or more gestalts will cross in one S.E.E.



Notice that the root cause event is not necessarily the first or the most traumatic. All experience is subjective - a root cause event need not be anything that we, or even the client as an adult, would recognise as traumatic. It is most likely to be the first time that they learned something, and this is the 'root cause' or root of the issue. It's at this point they learned to 'avoid ALL dogs FOREVER'.

When supporting the client, or self, in going back to the 'root cause', 'most traumatic' or 'first time', a skilled coach can preframe, allow and support the unconscious to choose and present the relevant event. Coach can encourage them to go back further, and trust the unconscious to choose which S.E.E to work through. While working through S.E.E's objections may appear, objections may be other trauma, learning points, decisions, secondary gains. Often when people do these processes on themselves they get stuck or stop when hitting objections however these objections may need to be worked on just like the S.E.E.

To really transform one's life, consider how S.E.E. and objections, can become significant resources or energy centers of power, rather than problems.

Alternative Explanations for Emotional Baggage

'Metaphysical' explanation:

Those unresolved negative emotions tend to attract more emotions of the same type, so you get another Significant Emotional Event which again has to be suppressed into another little black bag. This is connected in your memory at some level, consciously or unconsciously, to the first or **root cause** event.

Neuropsychological explanation:

When we are scared or thrilled, memories are imprinted with particular vividness. The part of the brain called the **amygdala** scans incoming sensory impressions, comparing present experience with these vivid memories to decide "Is this something I fear? Is it something I hate?" If one key element matches, the amygdala instantly triggers the body into a crisis reaction. This match doesn't have to make logical sense - sensory input reaches the amygdala before it reaches the neocortex, the seat of the conscious mind.

As long as the match is close enough, the emotional reaction is triggered (see Joseph LeDoux, *The Emotional Brain*, or Daniel Goleman, *Emotional Intelligence*). So when the amygdala detects what it thinks is a similar situation to the root cause event, it interprets this as another Significant Emotional Event. This can even be triggered by talking about events or emotions, as in a counselling session.

(You can use either or both of these explanations, depending on the client's model of the world). In either case, the very first root cause event sets up the conditions for later Significant Emotional Events.

Letting Go of Emotional Baggage

Learning What You Need To Learn

Occasionally the unconscious mind will decide that you are ready to learn what needs to be learned from a significant emotional event and 'open the bag' up, making the memory available to the conscious mind for rationalisation and learning. When you learn what you need to learn from the memory, the unconscious mind can let go of the emotion so that it disappears easily and effortlessly. This happens naturally all the time - but you can wait a long time for it to happen by itself, especially when there are strong negative emotions involved.

This is where the timeline is useful. By floating above the timeline, you can learn from S.E.E.'s at the unconscious level without having to consciously re-experience them. All your conscious mind is doing is floating above a line.

Letting go of emotions is not the same as expressing them

Learning what you need to learn is not the same as expressing emotion - e.g. by beating up a cushion to release anger. People who do this may feel better for a while, but the anger is still there. NLP trainer John MacWhirter also points out that learning to hit a cushion when you are angry also gives the message "When you feel anger, hit out" to the unconscious mind.

Letting go of emotions is not the same as suppressing them

'Repressors', people who are so adept at buffering themselves from negative feelings that they are not even aware of the negativity, still show the signs of physiological arousal - sweating, rising blood pressure, racing heart - when confronted by 'distressing' imagery (research by Daniel Weinberger, quoted in Daniel Goleman, *Emotional Intelligence*). Cancer patients who deny their own emotions have slower recovery rates and weaker immune systems than those in touch with their emotions (research by Lydia Temoshok, quoted in Candace Pert, *Molecules of Emotion*).

Learning what you need to learn to let go of negative emotions is not the same as distancing yourself from the

emotions or covering them up. The key difference is in learning what you need to learn, unconsciously and consciously; this lets you **integrate and transcend** the negative emotions.

Whether you express or suppress emotions from the past, they are still there. Only when you learn what you need to learn do you truly let go of emotional baggage.

Learnings are not the same as emotional pain

The learnings are useful, the pain is not. To the extent that there is still emotional pain around any event or issue, you still have something to learn. When you learn what you need to learn, you come to terms with the event and let go of the negative emotion.

Clearing emotional baggage from the timeline

Note: for both the client's safety and yours, clear any emotional baggage of **Anger** before you clear other emotions such as sadness, fear and guilt.

Floating above the timeline

Floating above the timeline allows the client to dissociate from events and emotions in the present, or in particular memories. The higher the client floats, the more dissociated they will be. Since the unconscious mind sorts events by their location in the timeline, the client does not even need to consciously see or know what happened in the event - you can work with the location in the timeline that 'feels' right.

This dissociation makes it possible to work with problems that would cause abreaction or overwhelm if the client were to associate with them (e.g. by being made to talk about the problem).

For severe emotional baggage or traumatic events, set up resource anchors for the client first.

Take care with your language when asking the client to float back:

"Float up above the timeline, up to a height at which you are completely comfortable, and let me know when you're at that comfortable height.

Now turn towards the direction of the past and staying at that comfortable height, float back above the timeline infinitely quickly until you are floating high above the first event that caused this problem"

is preferable to:

"Float up and back into the past" - this wording could lead the client to reassociate into a past problem.

Interventions

Any NLP intervention can be done above the timeline. Two of the most useful are parts integration (where the client is incongruent about letting go of the emotion) or V/K dissociation (rewind technique or phobia cure) for traumatic memories.

It is possible to delete memories altogether, by scrambling them with the rewind technique or simply detaching them from the timeline. **This is not usually advisable**, as it leaves a gap in the person's memory, and deprives them of the opportunity of learning from that event.

Other interventions that you can use when floating high above a 'problem' event include:

- "Ask your unconscious mind to learn what it needs to learn from that event, the learning of which will allow you to **let go** of that negative emotion, and store the positive learnings from that event so they're always there for you any time you might need them in the future."
- Floating further back to a time before the earliest event in which the problem appeared (the event may change from this new perspective).
- Identifying resources from other events in the timeline, and applying them to the problem.
- Once the problem or negative emotion in that event has completely gone, the client can float forwards above the timeline only as quickly as their unconscious mind learns what it needs to learn from other events that the client has associated with that problem or emotion, storing the positive learnings from each, all the way back to now.

As the client's perception of the later events has been framed by their experience of the first one, they are usually able to clear the emotional baggage and get the learnings from the later events rapidly once the first or root cause event has been cleared.

- Alternatively, you can say "Notice how the change in that event ripples out along the timeline so that all the later events realign and re-evaluate in the light of that change." You can also use similar wording for future pacing changes.

Three things to check if the emotion (Problem or Decision) doesn't clear

If the negative emotion in an event doesn't clear straight away:

1. **Client may not be in significant rapport with you or their own minds.**

Perhaps the client has agreed for you to do the process, however they may be reluctant to really undergo the process. If this is the case, reestablish rapport, ensure they want to do the work for the right reasons. If anyone sees you because 'someone else' thinks they have a problem, ensure you establish significant reasons that come from them, not others.

2. **Make sure the client is in the right position:**

"Float higher up and further back, and get some distance between you and the event until the emotion disappears."

They should be about 15 minutes or so before the beginning of the root cause event (far enough back to be clear of it) and facing the future, so the event is below them and in front of them.

3. **Make sure the client is before the first event:**

"Is this the first event connected with that emotion, or is there an earlier one? Go back before the FIRST one."

4. **Make sure it's OK to let go of the emotion:**

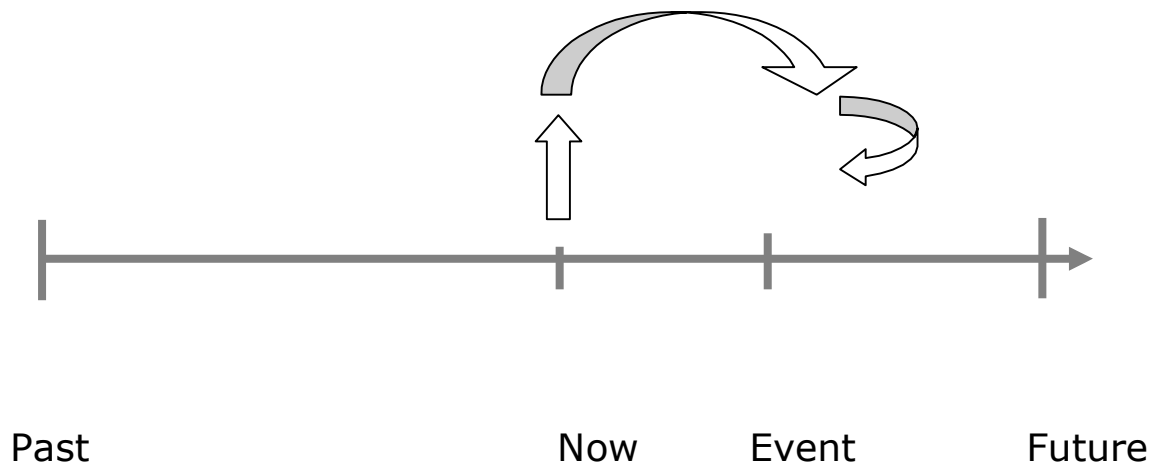
"Is it OK for your unconscious mind to **let go of that emotion now?**" (If no) "Just ask your unconscious mind what is your positive intention in not **letting go of the emotion now?** And what's the highest purpose of that? (chunk up until you get to something incompatible with or the opposite of the negative emotion, e.g. "So your unconscious mind was not letting go of sadness, er, so that you could be happy?")

If the unconscious mind still chooses not to let go of the emotion now, you can't force it. But you can make sure the client understands that the decision not to let go of the emotion now is a choice on their part -which is an empowering realisation for them.

Some related methods, such as Robert Dilts' "Re-Imprinting", have the client walk back along the timeline rather than floating above it. This method can increase the possibility that the client will re-associating into the problem state. If a client is uncomfortable with 'floating', you could add some useful dissociation by having them walk back parallel to their timeline, keeping some distance from the problem event(s).

Clearing Anxiety

This should reduce anxiety for any upcoming event! Elicit and 'test-drive' the timeline first.



1. "Float up above the timeline and into the future to 15 minutes after the successful completion of the event about which you thought you were anxious. Tell me when you're there."
2. "Good. Turn and look back towards now."
3. "Now, where's the anxiety?"
4. "Come back to now."
5. Test by thinking about the future event. Where is that anxiety now? Try to feel it - what happens?

TimeLine Re-Sourcing

1. Lay your timeline out on the floor.
2. Identify a 'problem' situation in the future – something you are not expecting to go well for which you wish you felt more resourceful.
3. Identify an occasion in the past when you felt resourceful in a way that would help in the future 'problem' situation. It can be a quite different context – the feelings you had when you serving an ace may be very helpful when you have a job interview.
4. Step on to your timeline and walk back to the time when you had that resourceful state. Step into it and relive it fully.
5. As you walk back to the present, bring the resourceful state with you. Do you still have it? Is it the right state for dealing with the future situation? (You can always go back and get more resources from other times)
6. Walk along the timeline to the future, only as quickly as you can keep your resources with you. Take the resources with you into the 'problem' state. Experience yourself dealing with the situation using the resources you have brought with you. (Check physiology for congruent resourceful state).
7. Go even further into the future (after the successful resolution of the 'problem' situation), turn around, and look back at yourself dealing resourcefully with the problem.
8. Come back to now and step off the timeline. Make sure you are satisfied you will deal resourcefully with the situation when it comes up. Collect up your timeline and put it away wherever you normally store it.

Note that this is another application of transferring resources that are available in one context and applying them to another context.

Values and Goal-Setting

Values

What are values?

- Values are *abstract concepts* making expressing them often subject to misinterpretation.
- We tend to express our values as verbs. (Love may be a value, yet it's a verb). Our values have feelings, perhaps memories, beliefs and more attached to them.
- They represent what is important to us - they motivate us.
- They are the criteria for determining whether our actions are "right" or "wrong".
- They are often expressed as a hierarchy with some being more important than others, however the hierarchy changes depending on many factors.
- They determine how we spend our time as we are often in the pursuit of fulfilling our values.
- The work of Robert Dilts (a major early Contributor to NLP) Neuro Logical Levels suggest values are part of our identity and our beliefs form around our values. (Master Practitioner will take this deeper)

1. Discovering Values for a given context

"What's important about.....?" Keep going until you get an abstract value: "What's important about <answer>?"

"What else is important?" and when they run out of answers ask: *"What else is important?"* to get the values they are less consciously aware of (often among the most important)

2. Prioritising Values

"If you could only have one of these values, which one would you have?"

"And if you could have one more, which one would you have?"

Rewrite the list of values in the order of importance - you may find that some of the values elicited in Step 1 are the same and have merged. A full and detailed understanding of the hierarchy of values is a very valuable process which could take anywhere from 30min to 3hours. In Tony Robbins flagship event, Date With Destiny, participants spend a half a day eliciting and reorganising values.

3. Towards/Away From Motivation

"Why is <value> important to you?"

The answer may come in terms of what you want ("because I love it") or in terms of what you don't want ("because if I don't have it, it will be terrible").

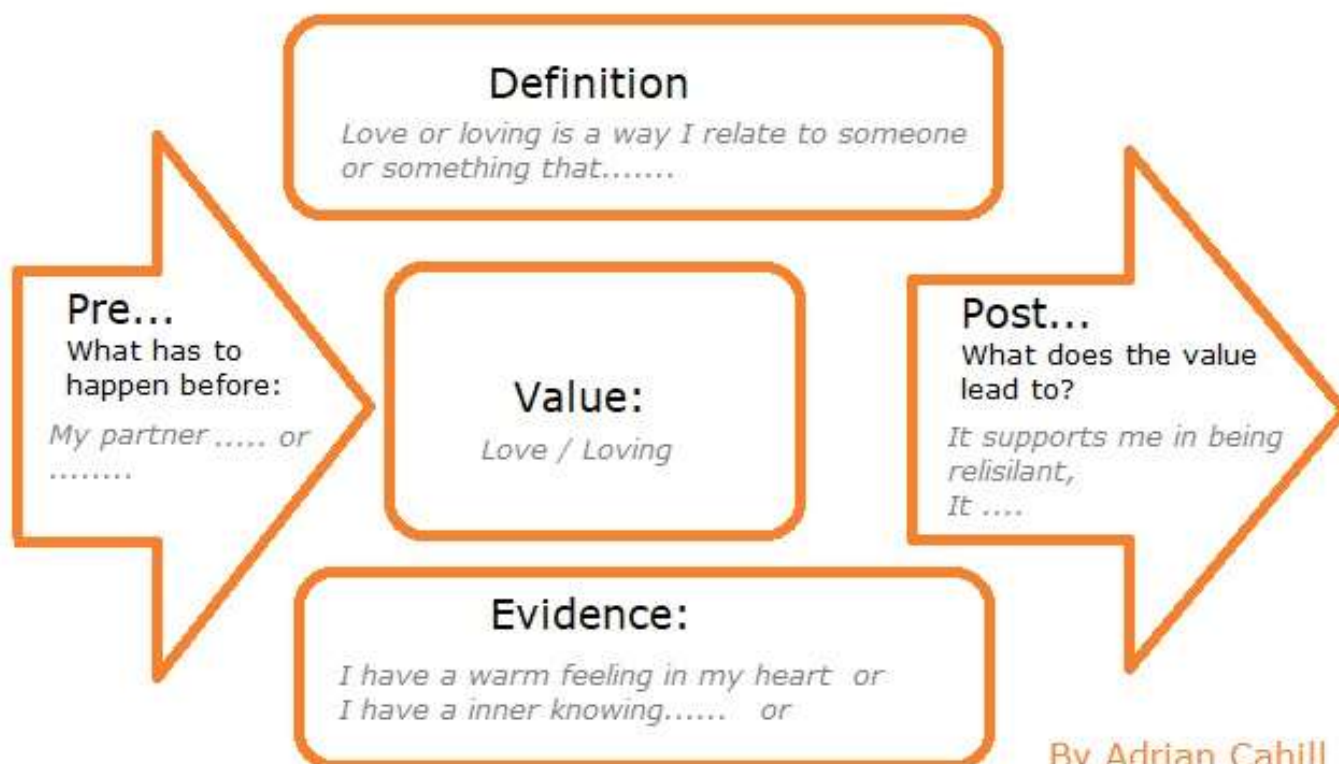
Watch out for 'concealed away froms' which come out as comparisons ("it's better to have money" – better than what?) or as "should's", "ought to's", "musts" etc.

4. Check for clashes

For each value, check that it 'goes with' each other value. They don't have to actively support each other, as long as they can coexist. A lot of Entrepreneurs have a high value for freedom. A problem here can exist as this value may include being flexible, being able to take holidays, being in charge of ones time. Yet customers may not appreciate being on the other end of this value.

Another example, wearing face masks for long periods of time deteriorating one's health so one does not catch a cold or flu.

The Structure of a Value

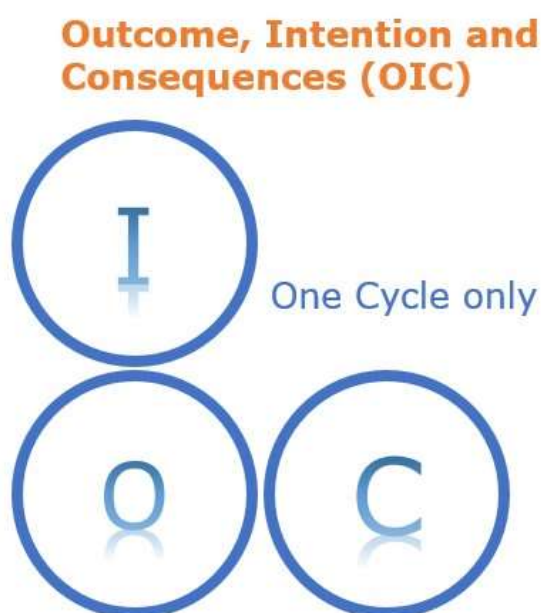


By Adrian Cahill
Original works from Robert Dilts

Outcome Intentions Consequences OIC

The OIC is a New Code NLP Process that Jules and Chris Collingwood modelled directly from observing John Grinder as he trained NLP Participants. John would use all elements of the process in various combinations when gathering information. It is a discovery process for attaining high quality information which serves multiple benefits from saving vast amount of energy and time, to having a far better life journey experience to setting far superior directions that matter on both conscious and unconscious levels.

1. Outcome. Start with associating into the desired outcome. 'Act As If' fully present in real time as if the goal or outcome was achieved. VAK. Allow time to fully embody this outcome, what it means and spatially anchor into this position.
2. Intentions. Invite the explorer to take a step back considering the intention, what do you want that outcome for? What does the outcome allow you feel or experience which you couldn't before? (This is not reasons or why's). Chunking up from Outcome to associating into the Intention.
3. Consequences, positive and negative. Invite the explorer to step back into the Outcome, (briefly reassociate) and then ask them to take a decent sized step either left or right into a third spatial space to represent and consider consequences. The explorer is now able to fully consider the consequences (far more deeply than just consciously or an ego view). Allow time and perhaps probe, 'Costs' 'lost opportunities' 'new opportunities' 'energy' 'relationships' 'what else could be a consequence'
4. Invite the explorer to step outside the space and view all the positions from a distance. Compare what matches and what doesn't. If the O I C support each other and are a close enough alignment, you can move on to Well Formed Outcomes. If not, continue with a deeper exploration of the 3 spaces or run a new cycle.
5. Additional Cycles. Leaving the original spatial spaces in their place, and stepping into the Intention. This Intention now become the



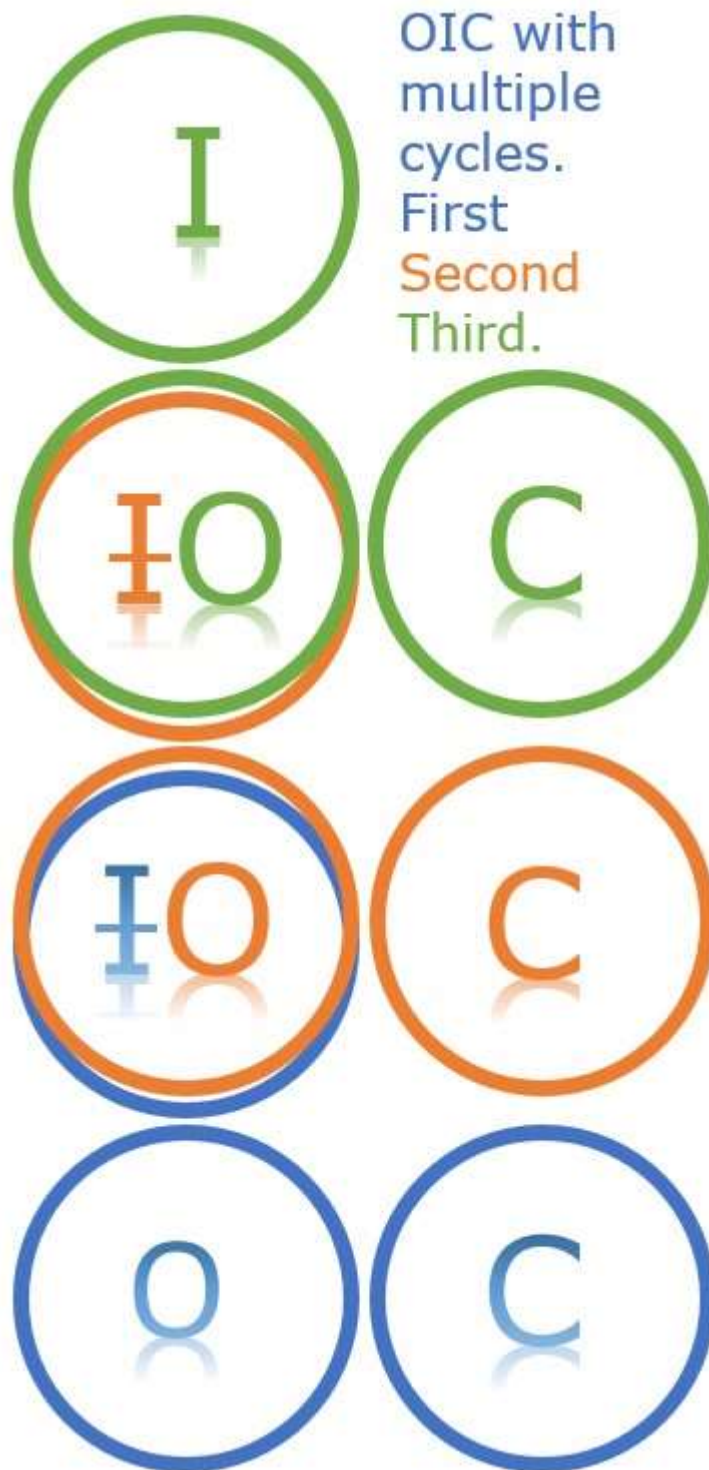
outcome for the next cycle. It could be labelled 'Outcome 2'. In the diagram it is orange. Nothing has changed, only the label of this space.

6. Invite the explorer to step back into 'Intention 2' considering the 'higher Intention' or chunking up for a even higher intention. When the intention is clear and meaningful, return to 'Outcome 2' then a new space for 'Consequences 2'.

7. In business settings, 1 to 3 cycles should be more than enough. In business the goals are generally for efficiency and it may not be ethical or congruent to search towards more 'meaning for life' type cycles. For life goals/direction more cycles can be welcomed and can turn the floor into a 'ladder of Intentions and Outcomes' that clients never forget. This diagram starts with the blue OIC, then orange, then green. It could go on further.

8. After completing sufficient cycles, if it is many, one would imagine it would be a significant 'high intention' or a 'core state'. It can be very useful to bring this highest intention into the 'lower logical level' as it would affect the 'framing' of each of the lower circles. Just by fully associating into the highest Intention, and then slowly bringing it down into each lower without any 'break states'.

9. Once complete, strongly consider doing a Well-Formed Outcome process to set up a achievable outcome.



Well-Formed Outcomes - "SYDER"

S - Stated positively

Always set goals in a positive sense.

That is, what do you want, rather than what you don't want.

Y - You own it

"What can you do to bring this about by your actions?"

"What do you need to do to achieve this goal?" Is it within your control or Aegis.

D – Defined in sensory-specific terms

- (a) "What date do you intend to have this outcome by?"
- (b) "Put yourself in the situation of having it. What do you see/hear/feel when you have it?" Make sure that your image of the goal is sensory-rich, vivid and compelling.

E – "Ecology" (Effects on every area of your life)

How does this affect all the other areas of your life. Is it ecological.

- (a) "What will happen when you have it?" "What won't happen when you have it?" "Are there any downsides to achieving it?"
- (b) "How would having this outcome affect each area of your life?" "Who else would be affected by you having this outcome?" "How would you having this outcome affect the planet?"
- (c) Congruence check:
"How do you feel about this goal?" "Do you want it 100%?"
"Does your energy increase when you think about it?" If not, adjust the goal until you feel enthusiastic about it!

R – Resources and Route

What resources do you have that will help you reach your goal?
What additional resources do you need?

It's much easier to work out how to get to your goal once you've got there!

Put yourself in the position of having achieved the goal. What had to be in place immediately before to allow your goal to happen?
And what had to be in place before that? Continue back to the very first step.

Floating a Goal Into Your Timeline

1. Ensure that your representation of the goal is clear and has energy. **Step back out of it** and put a frame around it.
2. Take hold of the frame. Be aware of your timeline and float up above it.
3. Float forward above the timeline into the future until you are above the date when your goal will be achieved.
4. Let go of your goal and let it float down to that point on the timeline. Let it bed itself into the timeline.
5. Notice as all the events leading back from your goal to now change and realign themselves to support your goal.
6. Notice any changes in the future timeline out beyond your goal.
7. Float back to above now and float back down to the present.
8. Notice what the first thing is that you have to do to achieve your goal - and do it!

Note: this process is good for:

- primarily visual people, people who need to close their eyes to visualise
- using with groups
- where there isn't room to lay the timeline out on the floor
- where you don't have so much time

With individuals, and where you have room, you can also use the 'Walking a Goal Into Your Future Timeline' process.

Walking a Goal Into Your Timeline

1. Lay your timeline on the floor, step onto now, facing the future.
2. Determine where in the future you want to have achieved your goal and establish where that is on the timeline.
3. Ensure that your representation of the goal is clear and has energy.
4. Carrying your goal walk towards the future and stop just before the appropriate point in your timeline.
5. Let the goal float down onto your timeline.
6. Step into the achieved goal and feel the experience of achieving it. Experience through all the senses (Visual, Kinaesthetic, Auditory, Taste and Smells).
7. Turn up the intensity.
8. Step beyond your goal and look back towards now.
 - What plans did you need to develop?
 - What skills did you need to develop?
 - What were all the things you needed to do?
 - Whose help did you need to call on?
 - Who did you look to model?
9. What advice would you give to the 'you' back at now?
10. Close your eyes and walk back to now, as you do that notice the events lining up to support you in achieving your goal.
11. Stand at now, take a few moments to reflect on how you feel about achieving that goal now.
12. What is the next small step you need to take now?

More Models and Applications

The 'Satir Categories'

Would you like to be able to speak on stage, or camera and be so engaging that the whole audience listens and absorbs your messages as full body experience, rather than just a message, or worse yet, having your audience checking their phone while your sharing a story?

While there are so many courses and training out there, I (Adrian Cahill) have rarely seen the Virginia Satir Categories taught. When I did my first official NLP Trainers Training with John Grinder, Co-Creator of NLP this was left out however I learned this on Tad James and John Overdurf's Trainers Training.

Virginia Satir had came up with 4 categories/personas which commonly came up in her family therapy work and clients. Virginia would use or created a 5th category/persona for handling the other 4. These became known as the Virginia Satir Categories. I'm sharing because it's very valuable for those that speak on the stage, or lead trainings. Special thanks to Aleksandra Scepovic for the graphics. Alexia is a HypnoTherapist in Croatia. Notice the facial expressions and well as body posture.

1. The Placater



The automatic response is to believe that everything is his or her fault. The Placater is always trying to please others and always apologising.

Defining posture: symmetrical open physiology, looking up at you, arms outstretched, palms upward and moving up

Language: qualifiers - only, even, just, a little; could, would; "I don't know"

2. The Blamer



Loud, tyrannical, finger-pointing - it's always someone else's fault. Harsh, shouting voice. Feels lonely inside.

Defining posture: In your face, leaning forward, pointing the finger at you

Language: universals - all, every, never; negative questions 'Why can't you ever listen? Violations - "You're always making me angry"

3. The Computer



Dry, cool, super-reasonable, take a detached view of everything. Stands rigidly, as if cut off from everything happening below the neck. The body is just a means to convey the brain from place to place. Often stands back with his arms folded or one hand raised to his chin. Can rationalise anything, retreating into abstractions to escape his feelings. Intellect is important to the Computer; feelings are not to be trusted.

Defining posture: rigid, leaning backwards

Language: Abstract words, passive voice, nominalisations; "There was an agreement" rather than "we agreed"

4. The Distracter



Always changing the subject, never answering a question directly, the Distracter feels ignored and will interrupt constantly to be noticed. Often has a repertoire of accents and funny voices - anything to avoid being serious or grown-up. **Defining posture:** angular, always moving, lopsided.

Identifying language: anything, as long as it's not relevant; "I don't know", "It's not my fault". Can cycle through elements of the other four categories.

5. The Leveller



Congruent, calm, solid, confident, authoritative.

Defining posture: symmetrical, upright, centred, hands moving downward, palms down and spreading.

Identifying language: "this is the way it is", "this is true".

The Leveller was often a bit of a goal. To have the client step out of the other positions and into the Leveller.

Additional resources on Satir Categories and their use on stage is available to students on request.

Dealing With 'Difficult' People

Models for Giving Feedback

A person's behaviour is not the person - accept the person, change the behaviour. Difficulty with feedback is most often due to people's natural tendencies to take what is said 'personally'. Remember the 'unconscious takes everything personally'. Therefore we have the main key, focus on, and make it explicit that it's a 'specific action'. Putting up a framework around the specific action to minimize the chance of it being generalised out further.

Second key. Constructive criticism is easier to take on board if it is accompanied by praise.

The 'Feedback Sandwich'

Frame the feedback between what they did well. This could be seen as 'Positive, Negative, Positive' making a sandwich.

Use the Agreement Frame

"Overall the presentation got the result it needed to, **and** I think it would have gone even better if you had taken a moment to centre yourself before you started."

If you use this model 'mechanically', people could end up expecting a criticism as soon as they hear part one. To prevent this, just give praise or positive feedback on its own whenever it's due.

A general rule, give praise publicly openly. Give anything that could be 'negative' privately. However when using the agreement frame and feedback sandwich, it's very likely you won't need to give any.

If you are on the receiving end of Criticism, remember they are talking about the behaviour from their limited viewpoint and consider the following on Learning from criticism.

Strategies For Learning From Criticism

1. The easy way:

When someone criticises you, do you accept it or keep it at arm's length to examine it first?

Accept praise and take it in uncritically.

Stop criticism at arm's length in your perceptual space and examine it before accepting it.

2. If heavily criticised, maintain centring and imagine an 'energy bubble' around you that deflects all criticism, stress and negative emotions. Take all criticisms as applying to the behaviour level only, no matter how they are phrased.

Later, when it's safe, examine the criticisms using steps 3 and/or 4 below.

3. Decide what 'Level of Change' you are going to take the criticism at -regardless of the level that the critic has aimed it at.

4. Take a detached view:

Dissociate from the 'other self' receiving the criticism (float up above). Keep the other-self in a resourceful state.

Run movies of what the critic is saying, and your experience of what happened, and compare them.

Learn what you need to learn and discard the rest.

Learning From 'Difficult' People

Behind every behaviour is a positive intention

It's fairly easy to accept that every person, no matter what they do or how obnoxious their behaviour seems, is acting from a positive intention towards themselves. This belief helps us to understand them and to let go of any anger or resentment we may feel towards them, as does imagining ourselves in their shoes.

But what would life be like if you believed that your aggressive patient, or nagging spouse, or a motorist who cuts you up, actually had a positive intention - not just for themselves, *but towards you*? Beliefs don't have to be true, they just have to be useful (of course, they may stop being useful if they consistently contradict your experience, or are so incompatible with 'shared reality' that they interfere with your rapport with the people around you).

What would life be like if you believed that the positive intention of the inconsiderate motorist was to help you to learn to be a calmer driver? Would you be more likely to feel better and be more in control of the situation if you had that belief?

What if your whole life was a 'virtual reality interactive training package'? So that everything that happened to you was designed to teach you something - if you don't learn what you need to learn from a challenge the first time, life will go on presenting you with that challenge in different forms until you do learn what needs to be learned and can move on to the next level/learning. Would that be a useful belief to help you to learn from the experience?

The Process:

1. Think of a person who does something that you don't like.
2. What is the positive intention behind their behaviour? Put yourself in their shoes and see things from their point of view (NB don't do this with seriously disturbed people). See yourself briefly through their eyes. What do you learn from this different viewpoint?
3. If that person's behaviour had a positive intention towards you behind it, what would that positive intention be? What positive lessons do you need to learn from your interaction with that person?

We often project qualities or characteristics we dislike onto another person. As you are responding to your internal representation of the person, rather than the person, guess where the annoying characteristic is? *Within you*. So it can be useful, if sometimes uncomfortable, to add a fourth step to the process:

4. Ask yourself: How am I like that person? When do I behave like that?

Meetings

Remember: Outcome, Sensory Acuity, Flexibility, Rapport

Preparation - "MODEM"

1. **Must we meet? Is the meeting necessary?**

Meetings, preparing for meetings, and travelling to and from meetings, take up a lot of time that often could be more productively spent elsewhere.

Considering meetings in the light of the "Managers vs Makers" distinction made by Paul Graham at paulgraham.com:

- Meetings fit well with someone on the "Manager's schedule" where the day is divided into one-hour intervals.
- "Makers" (programmers, technicians etc) need longer chunks of time to be productive. For them, a 10:30 meeting means switching work modes and breaks up the morning into chunks too small to do anything hard in.

('Managers vs makers schedule' distinction from Paul Graham at paulgraham.com)

Information updates can be handled by email or phone. Anything with an emotional impact needs a face to face meeting.

2. **Outcome: establish where you want to get to by the end of the meeting.**

"This is what I want to happen by the end of this meeting."

Evidence frame: What will you see/hear/feel as a result?
What will be measurably different?

Having an outcome for the meeting switches your focus from yourself to your desired outcome. This can make a huge difference if you have previously been unconfident in meetings.

3. **Decide what you will do for each contingency**

Explore what could happen and establish "if-then" options for what you will do if it does.

4. Establish who needs to be there, and agree the agenda

Discover their outcomes and get agreement on the agenda.

5. Meeting place

Make the environment conducive to the outcome you want - no interruptions.

Have the seating arrangements in a circle – so everyone can see each other's eyes.

To make sure that people concentrate and don't waste time, have the meeting standing up.

Opening the meeting - RASTA

6. Rapport

As people come in, greet them and establish rapport.

7. Sensory Acuity

Calibrate their physiology - you are looking for alert, responsive people. If someone appears to be in the grip of strong, negative emotion, this could disrupt their concentration or even the whole meeting if you don't deal with it.

You can ask them about it - they might, for example, have left their car on double yellow lines.

Throughout the meeting, use peripheral vision to regularly check what is happening.

8. State and agree the outcome and evidence procedure

"This is where we want to get to by the end of the meeting, and we will know when we've got there because..."

9. Time frame

Make sure everyone knows that the time that the meeting has to end. Ensure that everyone has time to say what they

need to.

10. Achievements: start with successes

With team meetings, use the "Appreciative Frame". A good way to get people into a better (and therefore more capable and creative) state is to ask "What successes and achievements have we had since we last met?"

This should be in the spirit of an invitation to contribute, rather than picking on individuals: "You! What have you achieved?"

During the meeting and closing - DRUBS

11. Detail: get the right level

Discuss ideas, objectives and responsibilities rather than every little detail of how someone is going to achieve them. If this needs to be discussed, it can be done outside the meeting.

Remember, the more you drill down into detail, the less interesting it gets for people not directly involved in that topic - and the more opportunities you have for people to disagree.

12. 'Relevancy Challenge': how to keep the meeting on track

Make the agenda and desired outcome explicit and put it up where people can see it.

If any participant goes off on a tangent, you can respectfully challenge: "Excuse me, how is this relevant to the agenda/outcome we agreed on?"

Pretty soon, just a nod or gesture to the agenda should be enough to bring people back on track.

13. Unproductive participants: how to deal with them

Two types of unproductive participants: someone who has switched off, and someone who is actively objecting and nitpicking.

If the person appears to have 'switched off', you need to

establish what's going on.

Are they worried about something outside the meeting?
Consider allowing them to deal with it (see step 7 above).

Are they thinking they shouldn't be there? Ideally, you would find this out beforehand. Consider letting them leave if they don't need to be there for the rest of the meeting, and their responsibilities and actions have already been established.

If this happens regularly, with more than one person, take it as evidence that your meetings are too long or that you are inviting the wrong people.

If the person is constantly raising objections (a mismatcher or polarity responder), give them the job of "devil's advocate". Ask them to make notes of any flaws or objections they notice, and allocate them some time at the end of the meeting to report back on these.

14. 'Backtrack Frame' to handle disagreement

If there's major disagreement or objection at any stage, interrupt and summarise what has been agreed up to now, starting from the beginning of the meeting and continuing up to the last point of agreement. Match the tonality of the objecter, leading them towards a calmer state.

This has the effect of a 'rewind' and is an opportunity to start over on the controversial area.

15. Summarise

At the end of the meeting, summarise what has been agreed, who is going to carry out each action and the completion date.

You could also do a mini-summary at the end of each stage.

Confirm the date for the next meeting and thank the participants.

Note: *MODEM, RASTA and DRUBS formats developed by Andy Smith.*

Negotiating - 123-XL

Preparation

1. **1st Position: What do you want?**

Before you go into a negotiation, it's vital to know your **ideal desired outcome**. This will give you the upper boundary of your negotiating position.

What is your **Best Alternative To A Negotiated Agreement (BATNA)** - what you could get without negotiating? This will give you the lower limit or walk away point of your negotiating position.

If the BATNA is better in every way than what you could get from negotiating, you don't need to enter into negotiation.

Chunk up to what is important to you about your desired outcome. Are these values shared by all the significant players on your side? If not, chunk up further to what unites you.

What other options could satisfy those values? Develop as many options as possible, to avoid being stuck in a single negotiating position.

2. **2nd Position: What does the other side want?**

Learn as much as you can about the other side. If you don't have reliable information, put yourself in their shoes and imagine how things look from their point of view.

What is their ideal desired outcome? What is their BATNA?

What are the **values behind their negotiating position**? Are these values shared by all their negotiating team? Are there divisions you could use?

What other negotiating positions could satisfy their values (the other side may not have thought of these yet)?

Anticipate possible objections to your proposals, and think of ways to reframe them out.

You will be updating this information and filling in any gaps within information you get during the negotiating process.

3. **3rd Position:**

Look at the positions of the two sides from an objective viewpoint, without attachment to the outcome.

From this perspective, **how important is it to maintain the relationship?** What would be the future consequences of maintaining, strengthening, or dissolving the relationship? What would be the potential gains and losses?

If the relationship is worth maintaining, what would be the best outcome for the relationship? (**win/win/win**)

What **areas of agreement** exist?

What areas are still to be resolved? Plan how to discuss them.

People tend to go into negotiations regarding the other parties as adversaries, so employ a different frame: what would the situation look like if the two sides were **collaborating in finding a resolution?**

Negotiation

4. **EXchange**

Everything that happens in the actual negotiation is potentially useful information that you can use to update your knowledge of the other side's position.

- a. At the opening of the meeting, establish **rapport**.
- b. Make sure you are negotiating with the **right person** - one who can make a decision. Ask something along the lines of: "If we discuss this today and we decide that we can reach some sort of agreement, will you need to consult someone else to get their approval, or are you able to make that decision yourself today?" If the approval of another person is needed, you need that person to be present at the negotiation.
- c. **Explore** the outcomes and values behind their negotiating position by using an 'as if' frame: "If we were to arrive at

somesort of agreement, what would that look like?"

- d. Early on, establish the **areas of agreement**, and summarise any progress made up to this point. Emphasise shared interests and shared values.
- e. State the **areas to be resolved**.
- f. As areas of **disagreement or objections** come up during the negotiation process, probe for the outcomes and values behind them.
- g. Develop **win/win** options that dovetail the desired outcomes and values of both parties.
- h. Get agreement on the **best option**.
- i. **Close**: summarise the agreement and agree on an action plan.

Common tactical errors - and what to do instead.

1. Opening with your minimum acceptable position, or close to it.

This is a classic error of inexperienced 'amiable' negotiators, worried about being rejected. Remember, once you've gone down, you can't go back up again. Instead, open with your 'ideal' position.

2. Taking rejection personally.

They are rejecting or objecting to your proposal, or some part of it, not you as a human being. If you notice yourself having a pattern of being concerned about this, being clear about your desired outcome will help.

3. Not maintaining your state.

Excessive adrenalin produces the fight/flight/freeze response, which is not conducive to win/win outcomes. Fear and anger states reduce your ability to reframe, put things in perspective, develop new ideas, and absorb new information. Maintain a positive state by centring, peripheral vision, dissociating when necessary, and being kind to your body.

4. Losing rapport.

Examples would be using judgemental language about your opponents or their proposals - "This is a laughable offer" - or making accusations - "You're being obstructive."

Instead, use "I" language and talk about consequences and how you feel about them:

"A figure as low as that will not provide an incentive to invest, and I feel concerned about the long-term viability." Notice that statements about how you feel can't be contradicted.

Another example would be personalising language - so talk about "that offer" rather than "your offer" if you need to raise objections.

Also, explicitly label your suggestions and questions to help the other side see them as just that rather than a sneaky tactic: "Let me ask a question at this point"; "I'd like to offer a suggestion."

5. Framing the negotiation as a fight rather than a collaborative search for a solution

If you aim to crush your 'opponent', even if you succeed, the best you can expect is remorse, resentment, and revenge. The classic example Gregory Bateson gives in "Steps to an Ecology of Mind" is the Treaty of Versailles after the First World War, where the victorious Allied powers humiliated defeated Germany with a treaty so harsh that it created the conditions for the rise of Nazism and another world war within twenty years.

Instead, you can frame the negotiation as a shared search for solutions. You can ask for help in developing options for mutual gain, present several options for the other party to select from, or agree to standards for selecting an option.

If the other side presents unacceptable options or appears to be 'fighting dirty', it can help you to separate the positive intentions behind their behaviour from the behaviour itself. Just like you, they are doing the best they can. What can you do to make it possible for them to act more acceptably?

6. Negotiating with your team given the other team. If you

make divisions obvious, it's easy for the other team to exploit them. If you need more time, ask for a recess.

Other useful tactics

- **Anchor** any states that occur for later use.

Preframe your proposals with reason and explanation, rather than making the proposal and giving the reasons for it afterwards.
- **Give at most two strong reasons** for your proposal, rather than a whole list of reasons. The more reasons you give, the more opportunity the other side has to select the weakest reason and object to it.
- **One way of handling an objection is to ignore it** and act as if it never happened. If the other side doesn't raise it again, it was a tactic rather than a genuine objection.
- Use the '**Agreement Frame**': "I agree/respect/appreciate **and**..." rather than "but..."
- Test understanding and more importantly re-establish rapport by **paraphrasing** - "So you're concerned about our long-term commitment to the project?"
- Use the **Backtrack Frame** to summarise what's been agreed so far, stopping before any current sticking point.
- **Remind the other side of shared interests**, values and outcomes (chunking up for agreement).

After the negotiation

5. **Learn from what happened**

What went well? What will you do again next time? What will you do differently next time?

With anything that went wrong, "What do we need to learn from this?"

Where you have encountered unexpected objections, develop ways of pre-framing them out next time.

The 123-XL model developed by Andy Smith

Excellent books on negotiation:

Getting to Yes by Roger Fisher and William Ury (not an NLP book)
Influencing with Integrity by Genie Z Laborde – has a good chapter on negotiations.

Selling with NLP

There are two aspects to success in sales - one is the 'numbers game', which is about actually contacting the customer. Given a certain ratio of sales to several contacts, the more customers you contact, the more sales you make.

If you already have a proven sales model in place, work with it. Follow the steps (in a Procedural fashion) and you will get results. The key to success here is taking action, and there are various NLP tools you can use to manage your state and help you stay motivated:

- **Anchoring** to get yourself into a motivated state.
- **Pattern** to defuse any negative triggers that hinder you from getting started.
- **Reframing** to keep your motivation going (e.g. remembering that it takes a certain number of "nos" to get to a "yes", so each "no" is good because gets you closer to the next yes).
- **Reframing**, along with **Submodalities Belief Change**, can also help you to let go of limiting beliefs that get in the way of selling, or taking rejection personally.
- **Submodality** shifts to transform, defuse or eliminate altogether any critical internal dialogue.
- **Parts Integration** to increase your congruence about selling.
- **The Appreciative Frame** to help you remember, learn from, and build on your successes.
- **Modelling** to help you learn from sales superstars.
- **The New Behaviour Generator** to help you develop and take on new, more effective behaviours.

The other key factor in sales success is establishing a relationship with your customer, understanding their needs, and ensuring they consult with you at the right time, rather than from someone else who may just sell them their stuff without as much care and heart as you.

The CRAFT Model

Designed to give you a structure that helps you with sales. If you have your own proven sales model already in place, you can take the NLP tactics included in the CRAFT model and apply them to your process to turbocharge your results.

1. **C**redibility

Establish your credibility - congruence, state management, authority, command tonality.

Anticipate and pre-frame out potential objections (give credible examples that counter objections before the customer even thinks of them). Each time you hear a new objection, develop a frame for it to use next time.

Get to know your customer's sector so that you understand the terminology they use.

2. **R**apport

Establish rapport - responsiveness, understanding, friendliness, matching, positive body language/voice tone, and above all **pay attention to the customer.**

Notice what you can about the customer's values, and their preferred representational system.

3. **A**way-froms

Establish/discover the problems that the customer faces. In conventional (non-NLP) terms, this is where you get a better understanding of their needs.

By the end of this section and the previous one, you will want to have found out about:

- Something they bought that they are happy with, and how they bought it (this should give you their Convincer Channel, Convincer Strategy and their Reassurance Strategy). Anchor this so you can use the anchor later.
- Something they bought that turned out to be a bad purchase (anchor this so you can use it later)

- What their internal representation of success is, and what they want to avoid.
- Their values.

If your offering genuinely does not offer a solution to their problems, tell them honestly (this will enhance your credibility and strengthen your relationship for the future - the customer will see you as an adviser who has saved them from making a costly mistake) and move on to the next customer.

4. **Future Implications**

Explore/ emphasise what will happen if they don't make a change - you are aiming to ramp up the away-from motivation here. Go as far into the future as you need to in order to get them to realise the seriousness of their problems and the need to do something about them **now**.

5. **Towards your proposed solution**

Present your proposed solution. Use 'because' to give reasons to hit both towards and away-from values. Only present the benefits and features that are relevant to the customer's perceived needs.

You can **subtly** use the Reassurance anchor if they are considering buying your offering, and the 'Bad Purchase' anchor if they are considering the competition. The key word here is 'subtly'; in fact it may be best to let your unconscious mind handle this chore, which will happen anyway if you really believe your product is better than the competition's.

Important - bear in mind that being "caught" using any kind of NLP tactics that the customer sees as manipulative is an instant rapport and credibility killer. Even if buyers are not trained in NLP themselves (and an increasing number are), they will unconsciously pick up if you are not genuinely trying to help them solve their problems.

Note: I (Adrian) 100% believe if your underlying beliefs and psychology is sorted out and you believe in your products and have the CUSTOMERS best interest at mind, prepared to sacrifice your own financial goals or sales targets for the

clients, then sales will never be an issue. Objections will still be present. Preparing responses to the most common objections in advance could triumph over sales techniques.

My personal Coaching business is largely based on referrals. HOWEVER that is my current belief and you have far more resources in this manual than I had in my first YEARS as a NLP Practitioner

The most common objections to selling coaching:

1. Not understanding how it will work. When selling NLP or Coaching, many people are simply unfamiliar with what benefits they get and how it works. They don't need sales techniques. They may need to understand more about how it will work before starting.
2. *Time, I'm busy.....* Yes AND this coaching will save you so much time.
3. *Money,* Yes AND if you can't afford this coaching now, can you afford not to do it?
4. *My partner...* Yes AND if you must speak to your partner, may I ask what would you want to speak about?
5. *I need to think about it.....* Great. I would take some time to think about it too. Personally, any purchase over \$500 I sleep on. Unless its an investment. What specifically do you want to think more about? (Allowing clients time to think about it is optimal however if they back out due to fear, or lack of understanding.....)

Category and Scope (In Depth)

Ricard Bandler, John Grinder, Robert Dilts defines NLP as study of the structure of subjective experience. Subjective experience can be broken down further by using deliberate shifts between scope and/or category. Becoming more aware of this distinction can increase your success with all NLP, therapies and communication.

This distinction appears to first enter the NLP literature by Steve Andreas, (1935-2018) in 2006. Steve was editor/publisher for some of Carl Rogers and Fritz Pearls work, and all the original NLP books. Due to the timing, 2006, this has been left out of most NLP taught around the world. By finding and incorporating this distinction, you are giving yourself a significant advantage.

The following is combining my knowledge (Adrian) with the works of Steve Andreas.

Scope and *category* are fundamental processes that underlie every human experience. All of us, *all the time*, attend to a limited *scope* of experience, and then *categorize* it to create meaning and understanding. What we attend to, the *scope* of experience and the *categorization* process is part of the unconscious processing. Here we are making it conscious.

When we understand how we unconsciously attend to a **scope** of experience, immediately **categorize** it, and then respond to the **meaning** of this categorization, it opens up a world of alternative choices and options. When we don't like the meaning of an event, we can change the scope and/or category that we are attending to and it will naturally change its meaning.

When two people discuss an event, each of them is attending to a **scope** in space and time. A small scope of space and time can be very useful when you need to concentrate your attention on a particular experience, or solve a problem for which you have assembled all the resources you need. Often it will be useful to expand your scope to take in more information, so that you can discover how a given event relates to the other events in your life. Sticking to the same scope can increase rapport and trust allowing the speaker to feel understood. It's a fundamental building block of empathy.

As we stabilise a focus, include more or less in the scope, or even store it as a memory, categories come into play. Perhaps it gets categories as 'this event' 'that event' 'all ... events' 'a good event' 'events with x' 'x events' 'things that make me feel good'. Potential categories are endless. They could be bound together by events, times, places, people, evaluations and more. You could think of categories as bundles.

When we think of **categories** as bundles, we start to get **criteria**. **Criteria** are the *bindings or rules* that hold them together. Criteria are the *standards* or "*gatekeepers*" that determine whether an event belongs in a particular category or not, and this will vary greatly from person to person.

For instance, one person may focus more on a specific event, while another may focus more on a greater time or space and include more events, and another person could focus even more specifically on the parts of the original event.

One of infinite examples:

Person A – I was late getting to the office.

Person B responds – You're often late.

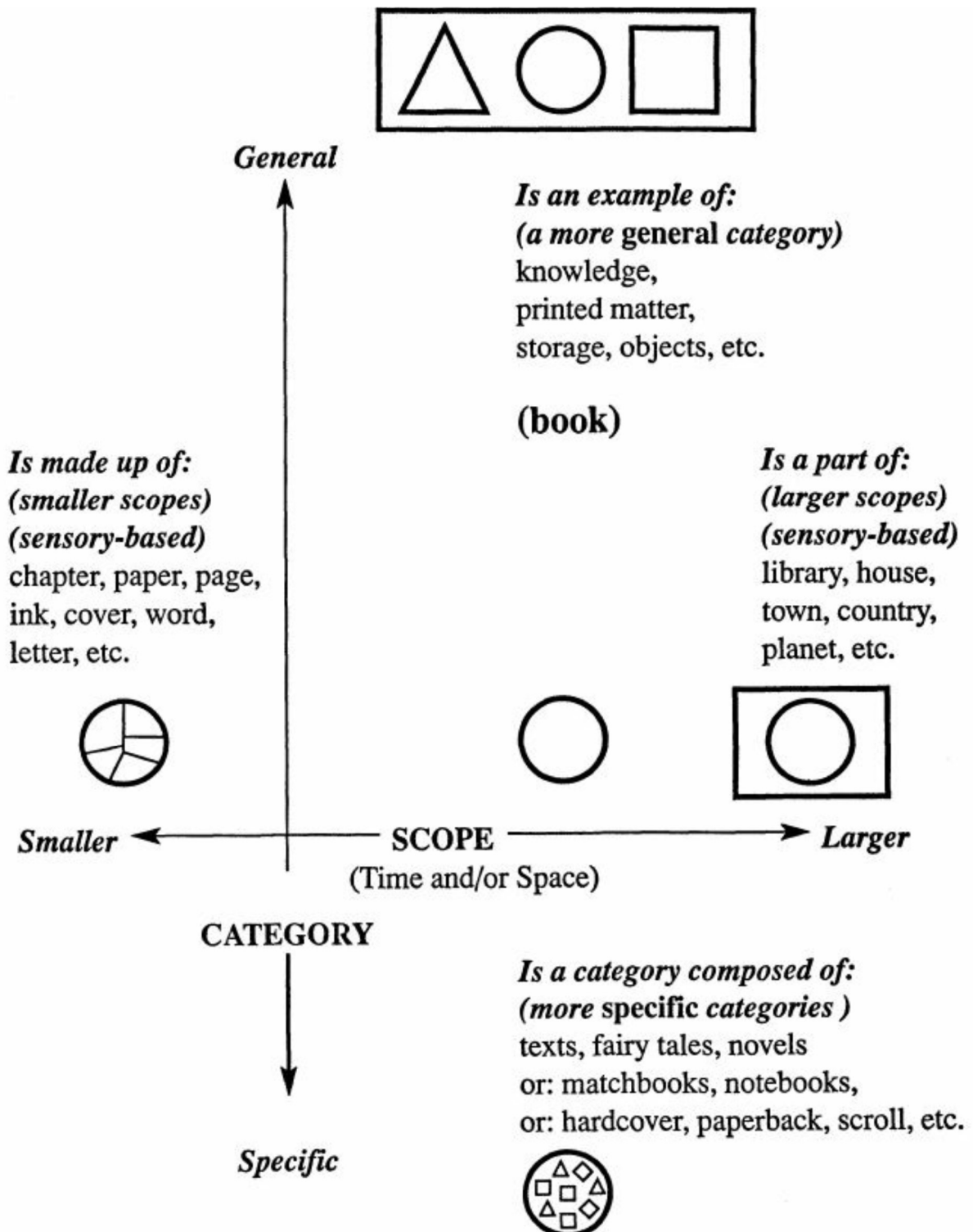
With traditional NLP understanding, person B has chunked up substantially on the behaviour to a category which implicitly includes many other scopes. Person A could rightfully be defensive and may leave work on time every day! If person B was to state, 'You're often late getting to work' it would elicit a different response. Just for a moment, imagine being Person A and trying on those two responses. Notice the difference in your kinaesthetic evaluation (feeling response). And then consider what could happen next.

In order to navigate through scope and categories we are using **chunking up** and **chunking down** questioning model in order to find more details, change awareness, and gain new perspectives. Gaining new perspective helps person to have new experience and allows changing the behavior. The following diagram represents scope and categories.

The major difficulty in distinguishing between scope and category is that since words refer to categories, it is very hard to use words to clearly indicate a specific sensory-based experience (the scope of an experience), rather than the entire category.

Change scope by asking questions about **parts**:
 "What is this a smaller part of?" elicits **larger** scopes.
 "What smaller parts is this made up of?" elicits **smaller** scopes.

Change category by asking questions about **examples**:
 "What is this an example of?" elicits **more general** categories.
 "What are examples of this?" elicits **more specific** categories.



When we ask questions, the words we use will influence whether the other person responds with a *scope* or *category* shift in their internal experience. When we ask, "What do you *like* about that outcome?" we usually get more sensory-based information about the outcome—an expansion of scope detail. If their response to the question continues with a sensory-based outcome, that will be useful in discovering more about the experience. Maintaining scope to learn about the experience. Perhaps anchoring, chaining anchors, eliciting a specific strategy. But it won't be helpful in understanding how they categorize it or assign meaning to it.

If we ask, "What is *important* to you about that outcome?" we are much more likely to get a response that indicates a more general *category* of experience, which will withdraw attention from the details of the experience itself. This will be very useful when we want to understand how someone categorizes, the criteria, rules, beliefs or assigns meaning. Perhaps framing, reframing, values, generalising change.

"Chunking" "Chunking up" and "chunking down" are very useful processes that have been used in the field of NLP for making changes in someone's experience. However, sometimes they have been used to describe a change in scope, and sometimes a change in category, without distinguishing between them.

Robert Dilts, one of the more widely respected authors in the field, yet junior to Steve Andreas and the creators. Robert perhaps unknowingly defined chunking down as a change in *scope*, but chunking up as a change in categorization:

Chunking down:

A "car" may be broken down into it's parts "tires," "engine," "brake system," "transmission".

Chunking up:

A "Car" is grouped with other examples like a car, being grouped with trains, boats and airplanes as "forms of transportation".

This commonly used example is faulty. In this example, chunking up and chunking down are different processes, rather than inverse processes. He has chunked down into scope by using 'it's parts'. But chunked up using 'other examples'.

Since the word "chunking" is so ambiguous, it will serve to use the term more effectively.

If we chunk down in scope to the smaller parts of the car, then we should chunk up to the larger parts of the car. The car is part of a SUV or Special E class, or Holden.

Or if we chunk up in category, the car is being extract example of transportation, we should perhaps chunk down with specific examples of transportation for a selected individual/s.

When hearing, reading or learning to chunk up or down, practitioners can enquire, on scope, or category? I would encourage you to do so to improve your learning even more.

In the development of any field, successively finer discriminations are made in order to deepen understanding, and make our methods more specific, appropriate, and effective. The fundamental difference between scope and category is a refinement that is long overdue but will make you more excellent now.

For you as a NLP enthusiast, it can be very helpful to know and remember:

- The distinction between scope and category came perhaps 2 decades after the start of NLP. NLP has and will continue to work without explicit awareness of it, yet would work more elegantly with.
- This distinction was made by one of the most highly skilled original NLP early contributors and can be considered a contribution to the NLP field.
- When studying NLP applications, consider determining if each step is scope or category specific. It's probably implicit & few authors mention it so consider adding "scope" or "category" to your manuals.

- Becoming more aware of the distinction between scope and category will increase your elegance and efficiency with communication.
- Unconscious competence and outright speed in attaining desirable results will come even sooner with conscious practice.
- For further study, all of the work published by the late Steve Andreas, in particularly "Six Blind Elephants Vol.1".

Modelling Overview

Modelling is the heart of NLP; all the techniques of NLP applications came originally from modelling people who were 'naturally' exceptionally good at something. Modelling deserves a course in it's own right. It will be covered more in advanced training or Master Practitioner, but you can still learn the basics now.

What is modelling?

Modelling is a different way of learning from conventional teaching and training methods. At the same time, it is something we are all familiar with, because it's similar in many aspects to the way we learned basic skills like walking and talking like children.

Richard Bandler and John Grinder found a way of eliciting and coding the expertise of people who are good at what they do - even the parts of their skills that the experts can't explain themselves, because they aren't consciously aware of it. The way they did this was by becoming intensely curious about how the person got their results and reproducing it in a method acting kind of way - 'becoming' that person as closely as they could.

So rather than just thinking 'that person's a genius', they asked "What are they doing that enables them to get their results?" Not just what the genius could tell you about what to do, but what they did, consciously and unconsciously.

How did they know when they were getting close to the way the genius did things? The results would tell them.

Once Richard and John could get similar results to the original, they started to refine their model. They would drop one piece of the behaviour at a time, to see what was the difference that made the difference.

The result of the process was a model of the skill reduced to its essentials, with everything inessential left out. This is what distinguishes a model from a carbon copy replica. This elegant, 'lean' model was something that could easily be

transferred to others so that they could improve their skills quickly.

Success in modelling starts with finding exemplars worth modelling:

1. Modelling is quite time-consuming, so their skill has to be something you are passionate about acquiring
2. Exemplars have been good at what they do - there's no point modelling mediocrity.

Two ways of Modelling

'Implicit' Modelling

1. 'Become' the person you are modelling. Adopt their physiology, breathing, micro-muscle movements. Practice 'being' them until you can get similar (or much improved) results.
2. Deliberately drop one piece of the behaviour at a time to see which are essential to getting results and which are 'idiosyncratic' to the person.
3. When the model is as simple as it can be without affecting the results, code it so it can be transferred to others. Check your understanding with the exemplar.

'Explicit' Modelling - the cognitive approach

1. Consciously elicit each component of the skill:
2. Physiology, breathing, micro-muscle movements
3. Strategy elicitation
4. Elicit the values that provide the motivation behind the skill, and the beliefs that enable the exemplar to do it.
5. Elicit relevant meta programs.
6. What feedback do they look for?
7. What for them makes the difference between a great example of using their skill and an example that's

merely OK.

8. Use the meta-model to 'denominalize' any unclear areas, and elicit the 'unconscious competence' of the exemplar.
9. When you can get similar (or much improved) results, deliberately drop one piece of the behaviour at a time to see which are essential to getting results and which are 'idiosyncratic' to the person.

You could compare the patterns common to multiple exemplars, or compare what you do and what the exemplar does, to make it easier to focus on the essential elements.

10. When the model is as simple as it can be without affecting the results, code it so it can be transferred to others.

Coaching and Coaching Models

What Is Coaching?

"Coaching is the art of facilitating the performance, learning and development of another."

- Myles Downey, *Effective Coaching*

"Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them."

- Sir John Whitmore, *Coaching for Performance*

"Coaching is more about asking the right questions than providing the answers"

- Perry Zeus and Suzanne Skiffington, *The Complete Guide To Coaching At Work*

The International Coaching Federation (ICF) is the world's largest organised body/authority for coaching. It defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

- Partnering
- Thought-provoking and creative process
- Inspires clients to maximize their personal and professional potential

As an NLP Practitioner, or preferably a Master Practitioner, you can rapidly learn and apply ICF Coaching Models often with just as much or more success with those whom have had only basic ICF training. You can also rapidly learn and apply Therapy, Counselling, Mentoring, Teaching, Leadership models and much more.

The Coaching Spectrum

DIRECTIVE

NON-DIRECTIVE

Telling client how to fix it

Helping clients come up with their solutions

Telling, installing new strategies

Facilitating, working with the unconscious to create and select new choices, creating the conditions for attention to refocus itself

Feedback - "This is what worked, this is what didn't"

Questions to focus attention on –
"What do you notice?"

Remedial

Generative

Generative, non-directive coaching will as a rule get better results. It also means that the coach does not have to be an expert performer or have specialist knowledge of the area in which the client is being coached.

Principles of Effective Coaching with NLP

- **Everyone has their unique map of what is reality and what is not reality.**

Everyone has their own set of beliefs, values, and expectations. Everyone interprets events in a slightly different way.

- **Mind and body are unique systems inside a bigger system (Holons inside Holons).**

Mind and body are so closely interconnected that it's more useful to think of them as one system than as two separate entities. People can achieve amazing things when their minds and body are in harmony.

- **All behaviour stem from a positive intention.**

Everything that people do makes sense given their unique map of the world.

- **I am in charge of my mind and therefore my results.**

We are all both the effect of outside influences, and the cause of things happening in the world. We will get better results and feel more empowered when we view things from the viewpoint of being 'at cause' – i.e. being proactive.

- **People are experts at getting the results they get.**

People work perfectly, they don't need 'fixing'. If they change what they are doing, they will get different results.

- **People have all the resources they need to get what they want.**

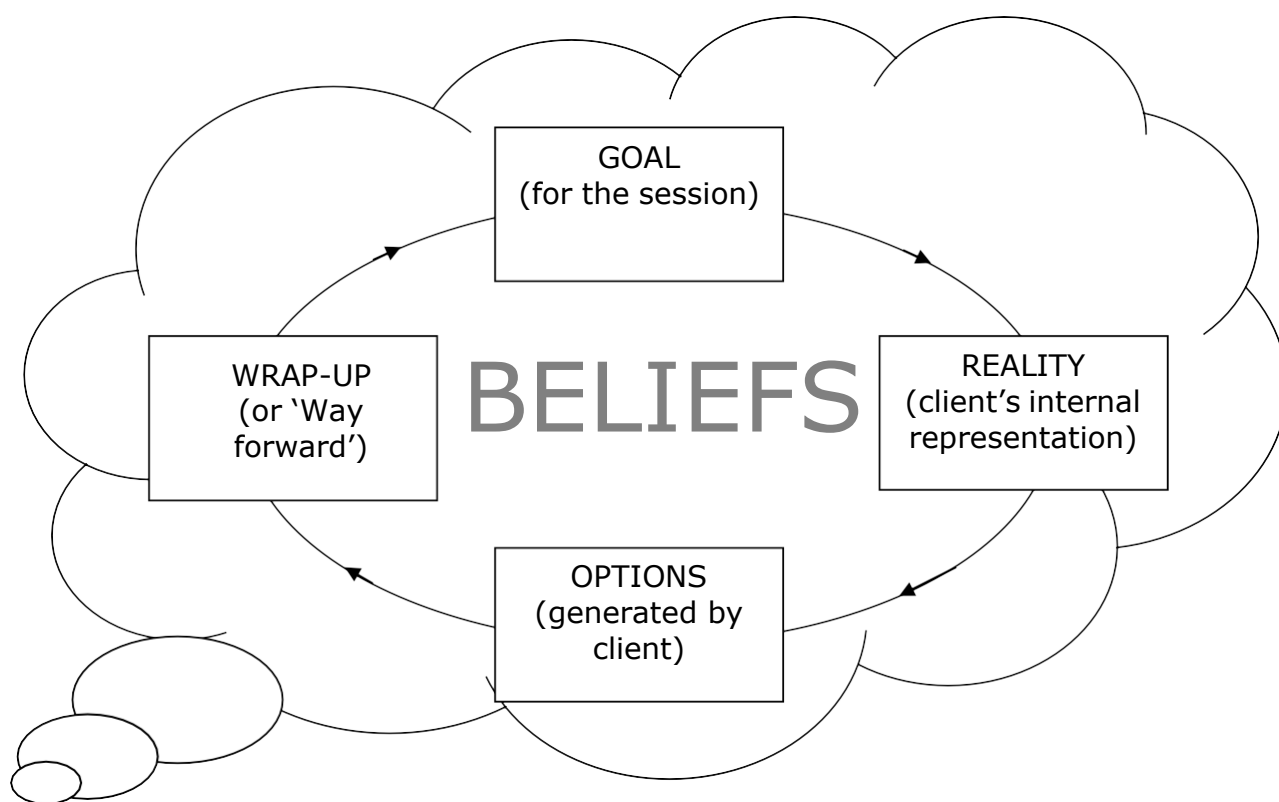
There are no unresourceful people, only unresourceful states they get into.

- **To communicate effectively, we have to start by meeting people on their map of the world.**

Since people interpret everything from their perspective, we can help them to make changes by working within that perspective. Once we have achieved rapport, we have some leverage to help them change their perspective.

The G.R.O.W. Model

The "G.R.O.W." model is probably the most widely used format in entry level professional coaching. NLP coaches make it far more powerful in so many ways. Rapport, calibration, representation systems, submodalities, conversational anchoring, metaphors, strategies and more. Another way is by recognising that each stage - the goals, reality, options generated and the will to choose an option and make it happen – are all heavily influenced around the clients values and **beliefs**.



Considerations for using the G.R.O.W. model

- The initial goal does not have to be well-formed – although it can be.
- The 'wrap-up' goals do have to be well-formed – they are actions to be carried out or things to be achieved.
- The 'reality will necessarily be the client's internal representation of reality – this can be probed or challenged with meta-model questions if necessary.
- The 'wrap-up' goals and actions must be something that the client can commit to 100% - the client should be impatient to finish the session to get on with them. If the client is incongruent about the actions, there is more work to be done – chunk down the actions into something more manageable, or modify the goals until they are something the client wants.
- The client should do most of the talking.

G.R.O.W. Model Questions

Goal Stage

- What do you want to use this session for?
- What is the most important thing going on for you right now?
- What would have to happen by the end of this session for you to feel that you have got the most from it?
- What do you want to achieve?
- What outcome do you want from this session?

Reality Stage

- What's going on?
- What is the context in which this happens?
- When does this happen?
- Who else is involved?
- Put yourself in their shoes – how do they see it?
- What's important to you about this?
- What are the critical variables here?
- plus any of the meta-model questions as appropriate

Options Stage

- What could you do?
- What might someone else do in this situation?
- How have you overcome similar situations in the past?
- What would have to be in place just before you achieve your desired outcome? And what would have to happen just before that? (and soon)
- Would you like some suggestions?
- Who do you know that has overcome a similar problem? How did they do it?
- How can you do that?
- What would happen if you did?
- What could go wrong? (especially for impulsive clients)
- Which of these options feels like the right one?

Wrap-Up

- What are your next steps?
- By when?
- Who else do you need to involve?
- How confident are you?
- How will you fit this in with your existing commitments?

The S.C.O.R.E. Model

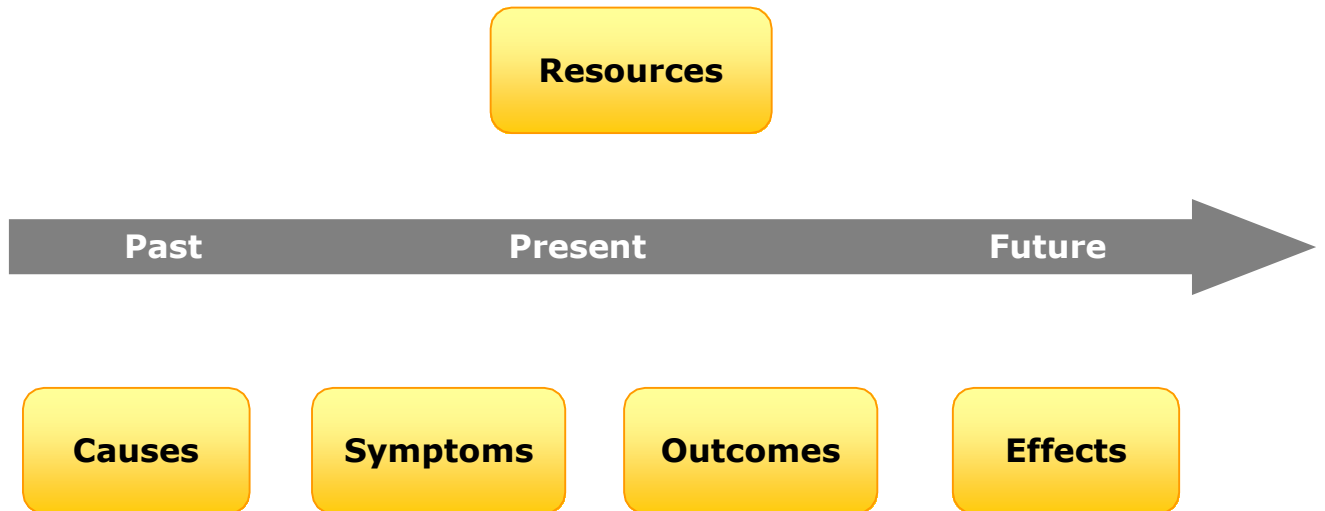
Origins

Robert Dilts states in the Encyclopedia of Systemic NLP and NLP New Coding that the S.C.O.R.E. model originated in 1987 when he and the Todd Epstein noticed that they were intuitively using a more effective method than their advanced NLP students for mapping out problems and designing interventions to get to solutions.

As they examined their problem-solving process to find how it differed from that of their students, they found that they were viewing any problem situation as having these five components:

- Symptoms** - these are the immediate signs that tell you there is a problem.
- Causes** - which may be the antecedent conditions that gave rise to the symptoms, the intentions behind behaviours giving rise to the problem, or current constraints.
- Outcome** - your desired result or goal, where you want to get to.
- Resources** - the qualities, capabilities, reserves and help that you can bring to bear on solving the problem. These can be past, present or future.
- Effects** - the longer term, systemic and higher-level results of the outcome.

You can arrange these elements on a timeline like this:



Sample questions to clarify each component

Symptoms:

- What's not working?
- What do you want to change?
- What are you telling yourself? What do you feel?

Causes:

- What are the underlying causes?
- What's stopping you from fixing this?
- Who or what is benefiting from not fixing this?
- What beliefs or memories are associated with this problem?

Outcomes:

- What do you want instead of the problem?
- Where do you want to get to?

Resources

- What skills/money/equipment/contacts do you have that will help you to solve your problem?
- Have you faced a problem like this before? How did you solve it?

Effects:

- What will it do for you/your team/your organisation/society for you to attain your goal?
- How will reach your outcome change things?
- What will you learn from it?

Generally, you would start with the **Symptoms**. After that, you can go in any direction. There is no set order or prescribed length of time to be spent in each component - let your interest and intuition, and your calibration of the client, guide you as to when to move to another component, and which one to move to.

Further study: "S.C.O.R.E. Model" in *The Encyclopedia of Systemic NLP* by Robert Dilts and Judith Delozier

Using the S.C.O.R.E. in practice - with individuals

To get the best from the S.C.O.R.E. it needs to be more than a left-brained paper-and-pen exercise. Instead, lay the timeline on the floor and mark out Causes, Symptoms, Outcomes and Effects as spaces along with it. Resources should be somewhere off the timeline.

The model will have more impact if the explorer physically steps into each location as they investigate it. This helps to physically associate the person into the state and frame of mind of each component of the model, making it easier to access all the information at each stage.

By walking through the sequence from Causes, through Symptoms and Outcomes to Effects, the explorer will begin to condition in a metaphorical sequence of moving from 'problem' to 'solution'. They can step off the timeline and gather what they need from the Resource location any time it feels right.

The 'Dancing S.C.O.R.E. Format' developed by Judith DeLozier takes this principle even deeper into the kinaesthetic realm, inviting the client to adopt the posture and movement that feels characteristic of each stage. By moving repeatedly through the sequence of postures from problem to solution, the client begins to internalise the direction of change 'in the muscle'.

A skilled NLP practitioner will be able to make the process more effective by anchoring the 'positive' stages (Resources, Outcomes and Effects) as appropriate. You could also use embedded suggestion/commands using a hypnotic tonality or downward intonation in your questions to help the client associate more fully into these stages.

Using the S.C.O.R.E. in practice - with teams

If a management team wants to assess where they are now, and where they want to get to - or indeed if they want to draw a line under past failures and set some new objectives - the S.C.O.R.E. model provides a ready-made format. It's best done with an independent facilitator who can guide the process without having an emotional stake in the content.

In my experience, most managers are not interested in the intricacies of NLP, but just want something that helps them to move forward. The S.C.O.R.E. model is well suited to the task because it is relatively jargon-free. You don't even have to make the concept of a timeline explicit - just arrange four flip charts in a line to represent Causes, Symptoms, Outcomes and Effects, with another flip off to one side for Resources, and you have an implicit timeline. As the team members move from one flip to another to record the information they get from each stage, they will unconsciously internalise the idea of progress along a timeline even if it's never explicitly mentioned.

How do you prevent a team problem-solving format that starts with examining 'symptoms' from turning into a morale-sapping complaint fest? Your introduction will set the tone for the rest of the session, so emphasise the desired result of clarifying the desired outcome and identifying the positive consequences. The more you know about the values of the team, the more you can encourage their 'towards' motivation. If it's a particularly 'away from' team, you can emphasise the consequences of **not** focusing on the desired outcomes and effects.

You can encourage a positive mindset before the session even starts, by asking participants in their invitation to come in with examples of what is already working well in the organisation or team.

Emotional Intelligence and NLP

Overview Of Emotional Intelligence

Definition: Emotional Intelligence is the ability to be aware of and manage your own emotions, and to recognise, understand, handle and inspire emotions in others.

History: "Intelligence quotient" (IQ) tests were designed early in the 20th Century to measure cognitive ability and intellect, which some people still think are the whole story on intelligence. The school system all over the world was geared toward valuing and developing these capacities.

In 1985 Howard Gardner challenged these assumptions in his book *Frames of Mind*, setting out his research on "multiple intelligences". Gardner argues that we have many types of intelligence, including:

- spatial
- musical
- bodily/kinaesthetic
- intrapersonal (self-knowledge)
- interpersonal (dealing with other people)

as well as the **logical-mathematical** and **linguistic** capabilities traditionally thought of as intelligence. Gardner's ideas began to explain why IQ on its own was not a reliable predictor of success in most areas of life and were enthusiastically adopted by many teachers.

Reuven Bar-On, a clinical psychologist at Tel Aviv University, has developed psychological tests to measure a person's "Emotional Quotient" or "EQ". He describes 'emotionally intelligent individuals' as being:

"...generally optimistic, flexible and realistic and are fairly successful in solving problems and coping with stress without losing control." (quoted in Childre and Martin, *The HeartMath Solution*).

Meanwhile, psychologists John Mayer and Peter Salovey developed the concept of "emotional intelligence" as being made up of five 'competencies' or skills:

- Self-Knowledge (knowing your own emotions)
- Self-Management (managing your own emotions)

- Motivation
- Empathy (recognising emotions in others)
- Handling relationships

These categories were popularized by Daniel Goleman in the bestselling books *Emotional Intelligence* and *Working with Emotional Intelligence*.

Components of Emotional Intelligence

Mayer and Salovey's original model of Emotional Intelligence, popularized by Daniel Goleman, included these five basic competencies. For each competency we can identify areas of NLP which help to develop these skills:

Competence	Definition	NLP Patterns and Concepts
Self-Awareness	Knowing ourselves and what we are feeling in the moment	Trance Beliefs Meta-Model First Position Rep Systems Rapport with Unconscious
Self-Regulation	Being able to manage our emotions so they help rather than hinder the task at hand	Anchoring Submodalities 'Phobia Cure' Swish Pattern Centring Peripheral Vision
Motivation	Using our deepest preferences to move us towards our goals	Well-formed Outcomes Chunking Strategies Values
Empathy	Recognising emotions in others	Sensory Acuity Calibration Second position Eye Patterns
Social Skills	Handling emotions in relationships; persuasion; negotiation; teamwork	Pacing and Leading Meta-Programs Sensory Language Milton Model Perceptual Positions

NLP takes this a stage further with a growing body of patterns for learning what we need to learn from emotions at the unconscious level, allowing us to make life-changing shifts rapidly and gracefully.

Emotional Learning and Transformation	Learning what we need to learn from emotions, allowing the transformation of emotions and self. This is also the realm of meaning.	TimeLine work Core transformation Parts Integration Re-Imprinting Symbolic Modelling Reframing
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Goleman's Model of Emotional Intelligence

Self-Awareness is the foundation of the other 'competency clusters'; if you are not in touch with your own emotions, you will not be able to manage them or recognise emotions accurately in others. In turn, without these competencies, you will not be good at managing relationships.

	<i>Self</i>	<i>Others</i>
<i>Awareness</i>	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy • Organisational Awareness • Service Orientation
<i>Action</i>	<p>Self-Management</p> <ul style="list-style-type: none"> • Emotional Self-Control • Transparency • Adaptability • Achievement Orientation • Initiative • Optimism 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Developing Others • Inspirational Leadership • Change Catalyst • Influence • Conflict Management • Teamwork & Collaboration

Coaching For Emotional Intelligence

The original five competencies of Goleman's original model have now become four (Motivation is now included in Self-Management).

	<i>Self</i>	<i>Others</i>
<i>Awareness</i>	Self-Awareness What are you feeling? How did these feelings arise? What information do they carry?	Social Awareness What are they feeling? How did those feelings arise?
<i>Action</i>	Self-Management How do you want to feel? What do you need to do in order to feel that way?	Relationship Management How do you want them to feel? What do you need to do in order for them to feel that way?

When using this model to coach for emotional intelligence:

Start at Self-Awareness. Depending on how strong the emotion is, you may need to go to Self-Management to reduce it to the point where the client can think straight before going to Social Awareness and Relationship Management.

Ecology – an essential part of Relationship Management is to consider what is best for the long-term health of the relationship.

Principles For Using NLP With Emotional Intelligence

1 Mind and body are one system.

Physiology affects emotion and vice versa. Neuropeptides, the 'messenger' chemicals of the body, link the brain, immune system, and endocrine system in a multidirectional flow of information. Emotions strongly influence health.

- Candace Pert, *Molecules of Emotion*, 1997

2. Emotion influences perception and learning, and vice versa.

The brain filters our perceptions to create our 'reality'. The decisions about what we perceive, remember, and learn are regulated by emotion - the interaction of peptides and receptors in the brain. At the same time, emotions are a response to this filtered reality, memories, and learning.

- Candace Pert, *Molecules of Emotion*, 1997

3. Emotions have structure - change the structure and you change the emotion.

We can look at emotions as having these components:

Time Frame	Comparison
Modality	Tempo
Involvement	Criteria (values)
Intensity	Chunk Size

Leslie Cameron-Bandler & Michael Lebeau, *The Emotional Hostage*, 1986

4. Emotions are valuable information.

Even 'negative' emotions can be valuable warning signs that something needs attention now (Reference: Gavin de Becker, *The Gift of Fear*, 1998) or that some past event or issue needs to be resolved. The more attuned we are to our emotions, the more information we have to make the right choices. If we suppress or obliterate these emotions

- though denying them, through drink, food or drugs, or through an NLP technique such as anchoring - we miss out on valuable information and tend to repeat our mistakes.

5. Learning and change happen at the unconscious level.

Learning takes place at the unconscious level. The immune system, for example, can learn (Reference: Candace Pert, *Molecules of Emotion* for scientific explanations/evidence). A

vital part of letting go of 'negative' emotions are learning what we need to learn from them (Reference: Tad James and Wyatt Woodsmall, *Time Line Therapy and the Basis of Personality*, 1986).

6. Quality of attention transforms emotions.

Giving attention to our emotions and exploring them from a starting point of serenity, in other ways than how we habitually experience them, allows them to transform into valuable resources and learnings.

Self-Awareness

"Automatic" vs. "Controlled" Processes

A useful way of looking at the "self" is to notice the distinction between conscious, controlled processes, and automatic processes. In Jonathan Haidt's excellent and very readable book *The Happiness Hypothesis*, these two aspects of ourselves are likened to an elephant and its rider. The rider represents the 'controlled' processes of the mind, the planning and reasoning that takes place one step at a time in conscious awareness, while the elephant represents the hundreds of automatic operations we carry out every second outside of conscious awareness.



The elephant has been around a lot longer than the rider. It includes emotions, gut feelings, and visceral responses, and, like Pavlov's dog, responds to stimulus control, whether the stimulus-response pairings are innate (like the startle response) or learned (like the urge to answer the phone when it rings).

The rider, by contrast, has very little influence on behaviour. Although he can look into the future, imagine hypothetical scenarios, and make plans, he cannot order the elephant to do anything. Essentially, the rider is an adviser. Usually, though, we don't realise this: we think either that we are in charge of the elephant, or (perhaps more often) don't realise there is an elephant, and then are baffled or give ourselves a hard time when we don't stick to our resolutions and don't carry out the actions that we know we "should" be doing.

Problems occur when the rider and elephant are not operating in harmony. In a direct contest between the rider and the elephant, the elephant will win every time. It's a lot bigger and

stronger, and our automatic processes have been honed over millions of years of evolution to work pretty much perfectly. The controlled processes, by contrast, are a recent development - 'Rider 1.0' - and still have some bugs to be ironed out.

It is possible, though, for the rider to use his ingenuity to train the elephant in various subtle ways, to distract it from harmful stimuli, and to refocus its attention on more productive goals. Nor should the flow of information be just one way. The elephant is aware of much more of what is going on in the surrounding environment than is the rider, so listening to what the elephant can tell us (in the form of feelings, intuitions, dreams and even physical symptoms) can help us to make much better plans and decisions.

"Confabulation"

We like to feel consistent and that our behaviour. However, much of our behaviour (and our views and beliefs) is driven by our feelings. To make sense of what the elephant does, the rider will invent plausible reasons for the behaviour. Similarly, logic alone rarely makes people change their minds about issues on which they feel strongly; as each belief is refuted by evidence, they will make up others. Psychologists describe this phenomenon, where we make up stories to justify and make sense of what we have already done, as "confabulation".

"Espoused Theory" and "Theory In Use"

How do we explain the discrepancies we observe in other people between what they say they believe, and how they act?

The theorists Chris Argyris and Donald Schön suggest that people have 'mental maps' of how to plan, implement and review their actions in given situations. It is these tacit, unexamined maps - a set of unconsciously held beliefs, assumptions and rules - which guide their actions, rather than the explanations that they give to themselves and others to make sense of what they do.

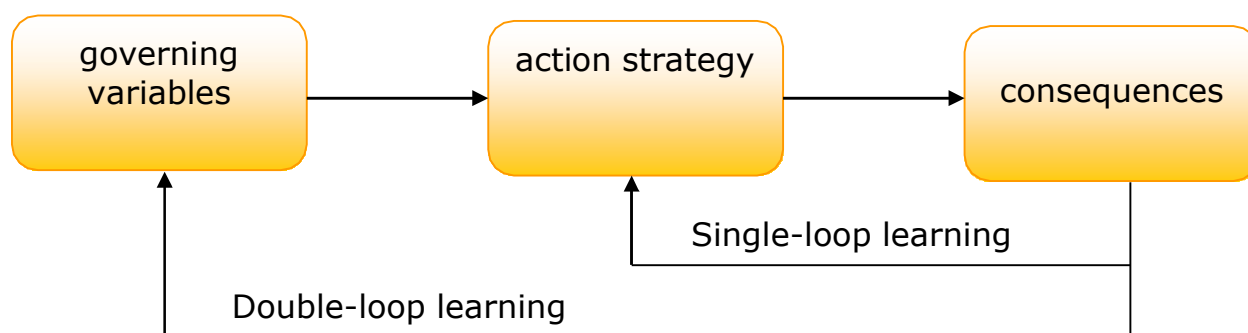
Argyris and Schön described the mental maps implicit in people's actions as "theories in use", and their consciously held

beliefs and explanations about their actions as "espoused theories".

Argyris suggests that bringing theory-in-use and espoused theory intoline with each other will increase effectiveness. So how do we do this?

Double-Loop Learning

Our actions can be viewed as keeping some set of variables within acceptable limits. These variables are determined by our theory in use. When something goes wrong, we tend to look for another strategy that will keep the variables within those same limits, rather than questioning the variables themselves. We can describe this as 'single-loop learning'.



The more profound "double-loop learning" happens when we examine the variables themselves (or the values, beliefs and assumptions behind them) in the light of the results of our action strategies. We then become more aware of our theories in use.

Where only single-loop learning is taking place, the unexamined assumptions behind it tend to lead to advocacy of one's viewpoint, defensiveness, a win-lose outlook, and a wish to control interactions. This can happen at personal, team or organisational levels.

Double-loop learning, by contrast, is characterised by inquiry rather than advocacy, greater openness, a win-win outlook, and a willingness to share control. This creates a more positive emotional climate and enables individual and organisational development.

Methods of facilitating double-loop learning include reflection, coaching, and receiving feedback which compares espoused beliefs and explanations with actual results.

Further reading: *Theory in Practice: Increasing Professional Effectiveness* by Chris Argyris and Donald A. Schön

Increasing Self-Awareness

Accept your emotions

Whatever your feelings are, accept them as yours. Realise that your inner self is doing the best it can right now. Giving yourself a hard time because you “shouldn’t” be feeling a certain way is not going to help you. If you don’t like the way you are feeling, there are ways you can change it.

Keep an emotional journal

Take ten minutes at the start and end of each day to write down your feelings, without judging or censoring yourself. Notice what you learn.

Meditate

You don’t have to be a mystic to meditate. Just set aside some quiet time for yourself each day, close your eyes, and be aware of your thoughts and feelings as they come and go.

When you meditate, it’s easier to be aware of your feelings without being distracted by the busyness and noise of everyday life. Often creative ideas will come to you as well.

Listening to emotional messages

What if that troublesome emotion is trying to tell you something? No wonder it won’t go away - you’ve not listened to its message yet. So ask yourself: “If this feeling has a message for me, what is it trying to tell me?”

Useful Questions For Understanding Your Own Emotions

While most people are aware of their 'surface' emotions in any given situation, becoming aware of underlying feelings usually takes more time and attention than many people are in the habit of giving themselves.

Useful questions to ask yourself to elicit your underlying feelings may include:

- How do you feel about this?
- What else do you feel?

- What is behind that feeling?
- When have you felt like this before?
- What is this feeling trying to tell you?

Exercises in Increasing Self-Awareness

Any relaxation technique or meditative practice such as peripheral vision will help you to still mental chatter and pay attention to deeper messages from your emotions and your unconscious mind. In the NLP jargon:

UPTIME = attention directed outward

DOWNTIME = attention directed inward

You want to be in downtime to notice what your emotions are.

Exercise 1: Using Eye Accessing Cues

NLP eye accessing cues suggest that looking down towards our dominant hand should increase awareness of our feelings. Look down with your eyes rather than with your whole head.

Step 1: Check how you are feeling emotionally right now. Check for quality and intensity.

Step 2: Look down towards your 'feeling' side and again check how you feel.

Step 3: What differences do you notice in quality and/or intensity? Has the feeling changed?

Exercise 2: Making Finer Distinctions

This exercise gives practise in distinguishing between different emotions, and between emotions and physical sensations. You can also distinguish more easily between different levels of intensity in emotions; the sort of anger that you experience primarily in clenched fists may be very different from anger that you feel mainly in your head.

Do this exercise in pairs. Take about 3 minutes each:

Step 1: Check how you are feeling right now. Optionally, you can recall a problem situation (just around a 3 or 4 on the intensity scale, rather than a 10!). Notice the quality and intensity of the feeling. Describe how you are feeling about this (**not** the content of the situation) to your partner.

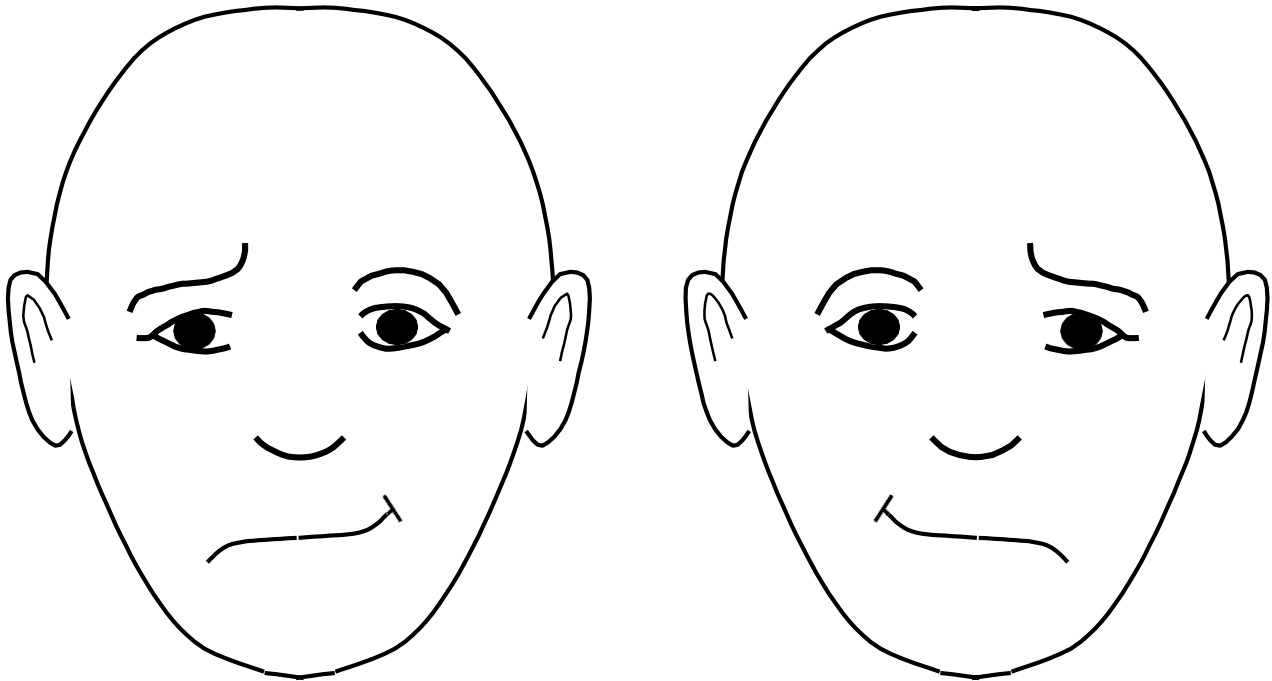
Step 2: The partner asks you how you know you are feeling this emotion, using Meta Model questions to reconnect the emotion with direct sensory experience:

- Where in your body do you feel it?
- How intense is it?
- Is the intensity constant or variable?
- What kind of sensation is it - warm/cool, heavy/light, moving/still ... etc?
- Are there any visual or auditory components?

Step 3: Now describe how you feel again. What is different in quality and/or intensity?

Recognising Emotion - Left and Right Brains

Focus on the nose of each face in turn, and decide which one looks happier.



Most people find the right-hand face looks happier. It is believed here that the right brain specialises in processing facial signals to judge emotions.

Lie Detection Exercise

Ask your partner 10 questions to which you know the answer to be 'yes'. They answer truthfully. Look at them in slight peripheral vision and calibrate their non-verbal responses.

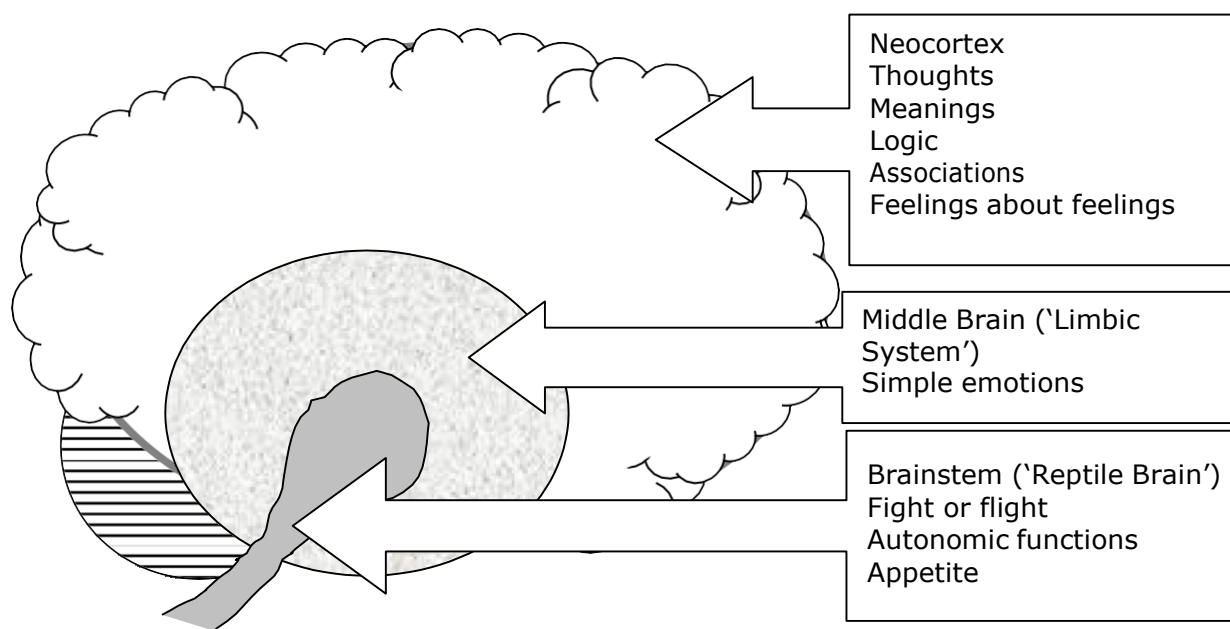
1. Now ask your partner another 10 questions to which you know the answer to be 'no'. This time they lie by saying 'yes'. Calibrate the differences to step one.
2. Now ask them questions to which you are not sure of the correct answer. They can answer truthfully or lie. You guess which. Check the accuracy of your guess with them after each one.
3. Turn yourself between each question so that your partner is in a different part of your visual field. Notice if this makes any difference to the accuracy of your guesses.

Hint: if you are getting 100% wrong guesses, your unconscious mind can still tell the difference - just say the opposite of what your conscious mind thinks is correct.

Brain Science and EQ

The 'Triune Brain' Model

Developed by Paul MacLean, Laboratory of Brain Evolution and Behavior, Maryland.



When a man lies down on the psychoanalyst's couch, a horse and an alligator lies down with him.

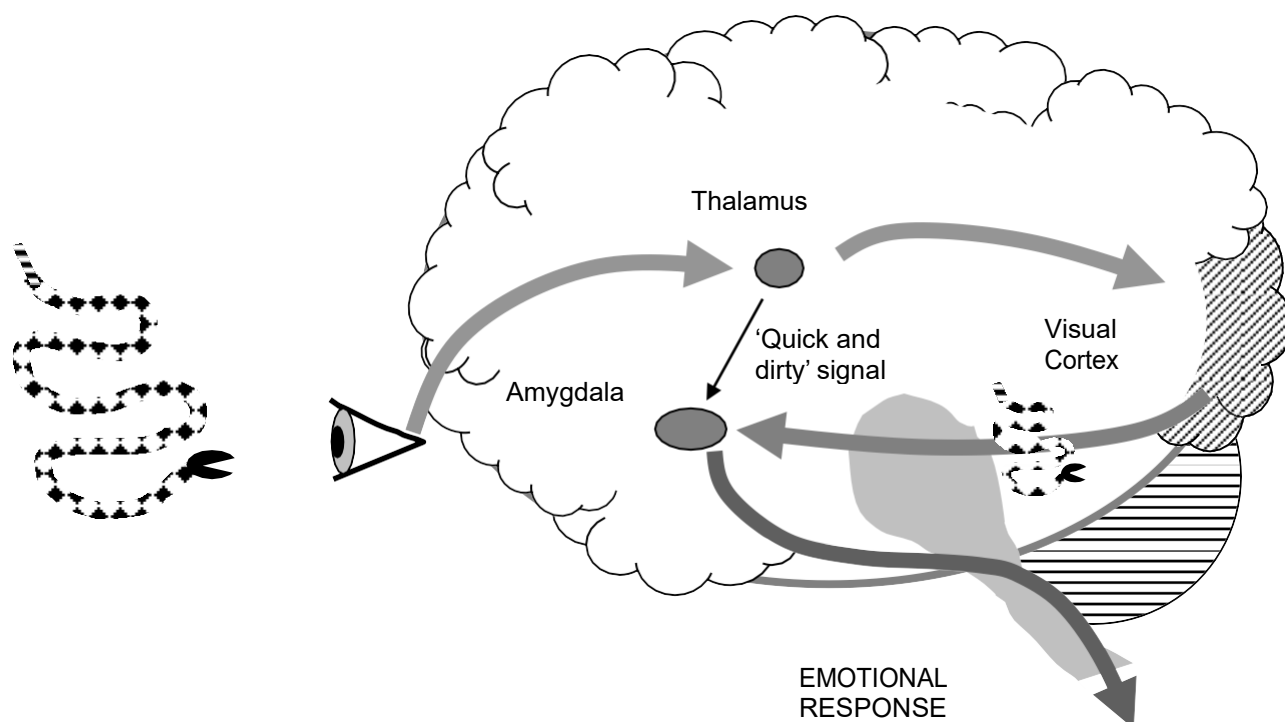
Arthur Koestler

Criticisms of the Triune Brain Model

The triune brain model is a main stay of Accelerated Learning (see for example Colin Rose and Malcolm J Nicholl, **Accelerated Learning for the 21st Century**, Piatkus, 1997), which is where you are most likely to come across it. We have included it here for completeness, but it should not be taken too literally.

More recent neuroscientists have criticised the model as being too simplistic (Steven Pinker, **How The Mind Works**, Penguin, 1998, and Joseph LeDoux, **The Emotional Brain**, Weidenfeld & Nicolson, 1998). It remains a useful metaphor for how reason and logic can break down under stress.

The 'Amygdala Hijack'



When we are scared or thrilled, memories are imprinted with particular vividness. The part of the brain called the **amygdala** scans incoming sensory impressions, pattern matching present experience with these vivid memories to decide "Is this something I fear? Is it something I hate?" If there is even a rough pattern-match, the amygdala instantly triggers the body into a crisis reaction. This match doesn't have to make logical sense - sensory input reaches the amygdala before it reaches the neocortex, the seat of the conscious mind. As long as the match is close enough, the emotional reaction is triggered (see Joseph LeDoux, *The Emotional Brain*, or Daniel Goleman, *Emotional Intelligence*).

Pathways from the cortex to the amygdala are overshadowed by the pathways from the amygdala to the cortex. Emotional arousal, therefore, tends to dominate thinking. Although thoughts can easily trigger emotions, by activating the amygdala, we are not so good at consciously turning off emotions (by deactivating the amygdala).

Any strong emotion makes us stupid - leading to black/white, either/or, right/wrong thinking. To allow the higher centres of the brainspace to do the reframing which is essential to any therapeutic change, you have to get the client to relax first.

Ways of Controlling or Eradicating Undesired Responses

Collapse anchors

Phobia cure

Swish (for minor reactions)

Emotional relearning using timeline emotional clearing

An NLP Practitioner should have awareness of approaches while a Master Practitioner should be skilled at reducing or eradicating undesired responses with ease.

Heart and Gut Intelligence

Heart Intelligence

Traditionally, the heart has been associated with “feeling qualities” such as care, love, wisdom, intuition, understanding, security, and appreciation. It has also been seen as the seat of the “relational self” - self concerning others.

The new discipline of neurocardiology tells us that the heart has its own “brain” - a plexus of 40,000 neurons that can feel, learn and act independently of the brain in the head.

Four ways in which the heart communicates with the brain: Neurologically, via the vagus and sympathetic afferent nerves. The

heart’s signals have a regulatory influence on the autonomic nervous system and the higher centres of the brain including the cortex and the amygdala.

Biochemically. The heart secretes a hormone called *ANF* or *atrial peptide* which regulates blood pressure and body-fluid retention, and also inhibits stress hormones and may influence the immune system. The heart also produces noradrenaline and dopamine, neurotransmitters involved in mediating emotion that were formerly thought to be produced only in the brain.

Biophysically. Every beat of the heart generates a powerful blood pressure wave that influences the brain’s electrical activity.

Energetically. The heart’s electromagnetic field is the most powerful produced by the body. It can be measured up to ten feet away. Some researchers propose that this electromagnetic field affects not only the brain and emotions but can affect other people nearby.

Emotional states are reflected in the heart’s rhythms. Negative emotions produce more jagged heart rate variability (HRV) patterns than positive ones.

The effect works both ways. The heart is the strongest biological oscillator in the human system. The rest of the body’s systems are pulled into entrainment with the heart’s rhythms. When the brain is entrained with the heart rhythms, subjects report increased intuitive clarity and a sense of well-being.

Information from Doc Childre and Howard Martin, *The HeartMath*®

Solution. Heartmath mentioned again in this chapter.

Body or 'gut' Intelligence

In the human embryo, the original 'neural crest' separates into the brain and another section which migrates down into the abdomen. Later the two systems become connected via the vagus nerve. The abdominal 'brain' has about 100m of neurones. The area below the navel - the *hara* (Japanese) or *tan tien* (Chinese) is associated with courage, feeling grounded and centred, sense of self in the body, and also with sex, desire, and action. The digestive system is also known to produce neuro-peptides which influence the brain.

Further reading, mBit, or mBRAINING 'Using your multiple brains to do cool stuff' by Grant Soosalu and Marvin Oka (NLP Trainers) is the best practical reading / training on the subject in my experience. These NLP Trainers modelled and mBRAINING is the result of successful extension of NLP through Modelling and creating their own Applications of NLP.

Additional Notes:

1. They called it mBit or mBRAINING as they recognised there were potentially many more brains or centers of intelligence within/surrounding the individual.
2. John Grinder and Richard Bandler, both said one of the biggest regrets they had with NLP is that more people didn't become modellers creating more applications. However modelling and creating applications is on a higher logical level.
3. In Master Practitioner of NLP covers a modelling project.

Heartmath HRV and EEG Devices

I have bought 4 x Heartmath devices between 2015-18 for use with my executive and life coaching clients. Consider buying one. They are less than \$250USD each but can greatly help you connect to the power of your own heart. Just ask for more details. Emwave, Emwave Pro and Inner Balance.

As new technologies are created, ensure that any new tech have true HRV potential and not just measure heart rate. It needs to be Heart Rate Variability. As at 2020, Polaris are the only alternative with true HRV.

I also bought 2 x Muse devices for measuring brainwave activity. The Heartmath devices were far more powerful in my opinion however that was just my experience. EEG Devices can assist you in mastering your brain waves. EEG Devices today are small, lightweight and just \$200-500 or more of course for professional therapy applications.

Accessing Heart and Gut Intelligence

This is an exercise you can use by yourself or teach to clients. You can use it whenever you feel overwhelmed by a stressful feeling or can find no solution to a problem using conscious reasoning.

If you do use it with clients, do a lot of pre-framing around the traditional role of the heart as the seat of love and compassion, to avoid the client coming up with thoughts such as "I'm heartbroken" or "I hate him with all my heart". If appropriate, tell them about the heart's "brain" and its influence on the brain and the rest of the body.

1. Notice how you feel about the situation.
2. Float up above the situation, however you are representing it.
3. Place your hand over your heart. Imagine you are breathing into the heart area. Associate into core heart feelings of love, care and compassion. Take as long as you need, until you feel a shift.

(Optional) If necessary, recall a positive experience associated with these core heart feelings, or fire a previously-established anchor.

4. Ask your heart, "What's the one question I need to ask to move beyond this problem?" and notice the answer.
5. Notice how you feel about the situation now.
6. Associate into the *hara* area by placing your hand below the navel. Imagine you are breathing into this area until you feel centred, grounded and strong. Again, notice how you feel about the situation now.
7. Ask your *hara*, "What else do I need to ask to move beyond this problem?" and notice the answer.
8. Move out into the future, beyond the solution to the problem. Ask your unconscious mind to store the positive learnings so they are always there for you in the future.

This process is a refinement of the "FREEZE-FRAME" technique in Doc Childre and Howard Martin, *The HeartMath® Solution*, combined with elements from the 'Physiological Triple Description' process outlined by Keith Trickey in *Anchor Point*, September 1999.

NLP Requirements for Certification

As time progresses and due to the outcomes of participants, criteria may change. In our 2019 – 2021 training we ran NLP Coaching Practitioner Programs which had less emphasis on some processes such as NStep Reframe and more emphasis on conversationally applying NLP processes as students were pursuing coaching skills more than therapy skills.

The requirements for your training should be clarified with the team prior or at the beginning of your training. Note we aim to exceed ABNLP Standards and live more up to the hopes and aspirations expressed explicitly by John Grinder. For this reason we introduced deliberate practice journals and even more criteria for Master Practitioners.

General Content Knowledge

- Presuppositions of NLP
- Present to the desired state model
- Well formedness conditions for outcomes
- State management
- Rapport
- Pacing and leading
- Sensory acuity
- Calibration
- Representational systems (sensory predicates and accessing cues)
- Association, dissociation and perceptual positions
- Accessing and building resources
- Metamodel
- Milton model
- Anchoring (basic, stacking, collapsing, chaining)
- Submodalities
 - Swish pattern
 - Standard belief change
- Strategies
 - TOTE
 - Well-formedness conditions for strategies
 - Eliciting, calibrating and utilizing strategies
 - Pattern interrupts

- NLP frames
 - Outcome frame
 - Backtrack frame
 - Relevancy frame
 - As if frame
 - Open frame
 - Discovery frame
 - Agreement frame
- Reframing
 - Content/context reframe
 - Nstep reframe
- Spotting and utilising incongruity
- Visual squash
- New Behaviour Generator
- Chunking and sequencing
- Basic timeline work
- Logical levels

Behavioural Competence

- state management – ability to:
 - access, elicit and maintain any state as appropriate to the context
 - change and maintain any state as appropriate to the context
 - access and maintain supportive internal dialogue and external language patterns, internal images and physiologies
- ability to work within NLP frames as appropriate
- ability to separate process from content
- ability to shift consciousness to external or internal as required
- chunking up, down and laterally
- ability to associate and dissociate as appropriate
- sensory acuity development
 - behavioural flexibility throughout all representational systems
- ability to establish and maintain rapport
 - ability to pace and lead (V, A, K, Ad)
 - ability to match and mirror (V, A, K, Ad)
- ability to calibrate non-verbal cues

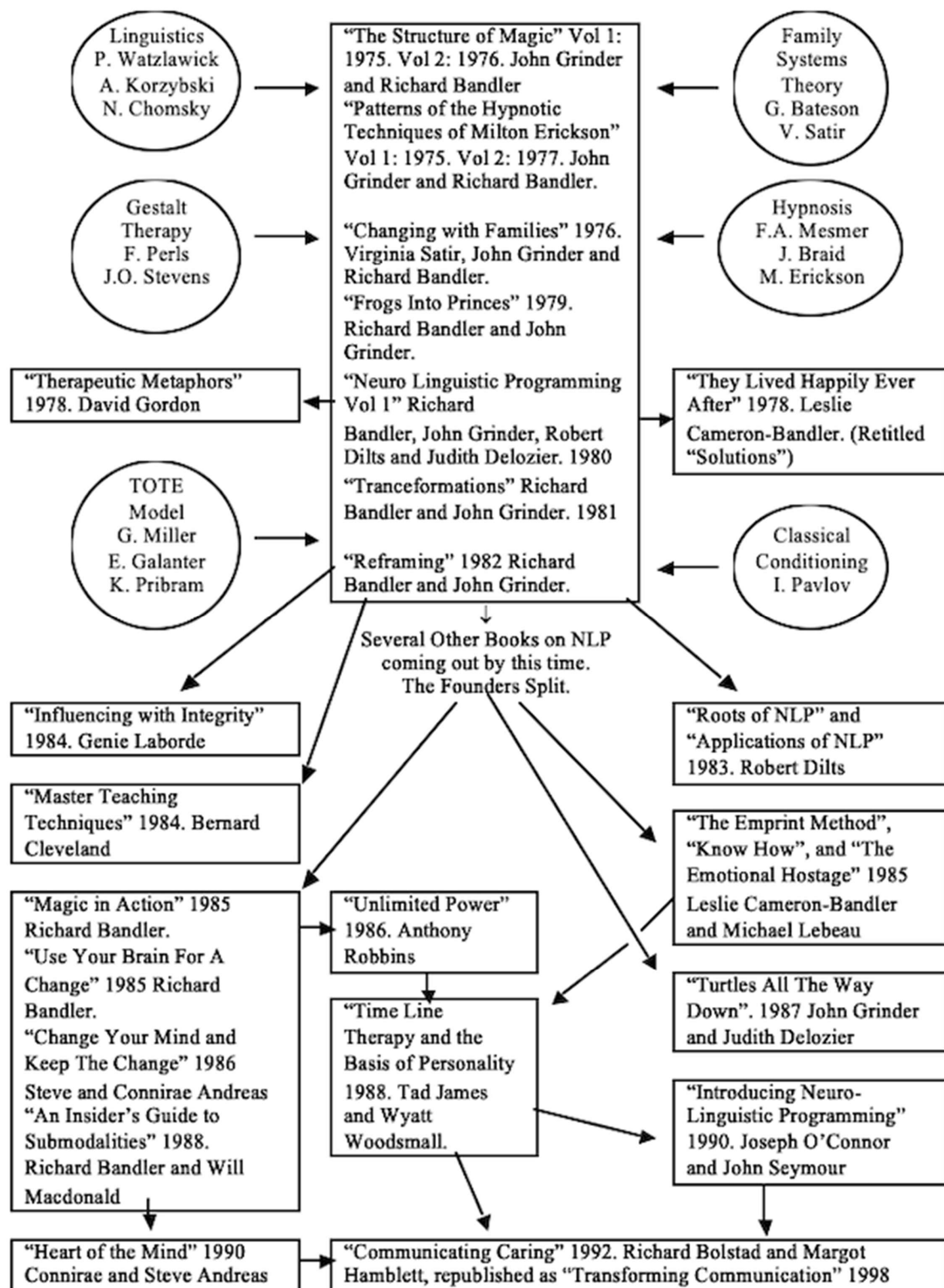
- ability to detect and utilize representational systems
- ability to detect and work with incongruity
- ability to metamodel
- ability to establish a well-formed outcome
- anchoring skills
- ability to work from and maintain ecology frames
- ability to Milton model
- ability to create metaphors
- basic ability to do reframing patterns
- ability to work with strategies
- ability to do submodality work
 - basic elicitations
 - working with critical and driver submodalities
 - basic mapping across
 - standard belief change
 - swish pattern

History and Time Lines of NLP

The following diagrams are from Richard Bolstad, an NLP Trainer who has written a lot of books on NLP and been a valuable resource for me as a newer trainer of NLP.

He has also compiled how the key components of NLP are present in other groups of therapies, theories, schools of thought.

A Simplified Publishing History of NLP 1975-1992



**Key Concepts In Different Psychotherapies,
Related to each other by Similarity of Functions**

1.

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NLP	Psycho-Dynamic	Transactional Analysis	Gestalt	Psychodrama
Matching and Mirroring (Pacing)	Evenly suspended attention; Freud's "Cardinal rule"	Building complementary transactions	Awareness continuum	Warmup
Rapport	Trial Identification	Complementary Transactions	Contact	Warmed up
Reframing	Interpretation	Interpretation	Owning Experience	Role Analysis
Use of Metaphor	Dreams	Scripts	Dreams	Drama
Create Living metaphor	Explore transference	Reparenting	Enact a fantasy; here and now	Enactment
Parts	Superego	Parent ego state	top dog	Critic
	Ego	Adult ego state	(Polarities)	(Roles)
	Id	Child ego state	underdog	Free Child
Anchor states; sort polarities or parts ready for parts integration	Analysis	Structural analysis; Parent interview; decontamination	Double chair; shuttling; define boundaries of confluence	Double
Anchoring	Use of any intervention	Stroking; blackboard	Use of chair or cushion	Setting out the scene
Collapsing anchors; Parts Integration	Inducing catharsis for insight	Redeciding; reparenting	Finishing unfinished business	Integrating roles
Incongruity	Defense mechanisms eg reaction formation	Ulterior transaction	Incongruity; Confluence	Conflicted role
Closed Calibration Loop	Transference neurosis	Game	Game	Role Rigidity

Key Concepts In Different Psychotherapies, Related to each other by Similarity of Functions

2.

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NLP	Client Centered	Body Therapies	Jungian	Family Therapy
Matching and Mirroring (Pacing)	Reflecting	Physical contact		Making Contact with Family members
Rapport	Empathy	Grounding (Body rapport)	Contact Collective Unconscious	Rapport
Reframing	Experiential focus of reflecting	Character analysis	Analysis	Relabelling; 2nd order change
Use of Metaphor	I-Thou relationship	The Body	Archetypes and symbols	Systems theory
Create Living metaphor	Immediacy	Bioenergetic exercises	Art and Dance therapy	Family sculpture
Parts	Intrajected values	Authoritarian personality	Parent archetypes	Parent subsystem; family rules
	Self	Genital personality	Ego	Boundaries
			(other sub-personalities)	Children subsystem
Anchor states; sort polarities or parts ready for parts integration	Move towards "acceptant experiencing of differentiated personal feelings"	Experience segments of muscular armoring	Realisation of the shadow	Differentiation
Anchoring	Attending	Use of touch	Cue/trigger effect of symbols; Hermeneutics	Restructuring boundaries
Collapsing anchors; Parts Integration	Confrontation	Rolfing	Integration	Making family rules and responses explicit
Incongruity	Incongruity	Muscular tension	Conflict with shadow	Unresolved conflict; Identified patient
Closed Calibration Loop	Structure-bound experiencing	Muscular armoring		Triangulation; +ve feedback loop

Reading List

Introductory Books About NLP

My (Adrian Cahill) perspective would be for you to start any of the books written by the Co Creators of NLP, John Grinder and Richard Bandler, and their earliest contributors, Steve Andreas, Robert Dilts, Stephen Gilligan, Leslie Bandler Cameron.

Structure of Magic I & II, Frogs Into Princes, Tranceformations, Reframing - Richard Bandler and John Grinder

An Insider's Guide to Sub-Modalities, Using Your Brain – for a Change, The Ultimate Introduction to NLP - Richard Bandler.

The NLP Workbook - Joseph O'Connor
Comprehensive and practical self-development exercises.

NLP: The New Technology of Achievement - Steve Andreas and Charles Faulkner
Easy to understand and packed full of useful techniques for personal development.

TimeLine Therapy and the Basis of Personality - Tad James and Wyatt Woodsmall
The Time Line Therapy 'bible', although some parts are now outdated. Also contains useful sections on Values, Meta Programs, and transcripts of therapy sessions.

The Origins of NLP - John Grinder & Frank Pucelik
Excellent introduction and exciting story behind NLP. More perhaps excellent pre-reading for NLP Master Practitioners or Trainers Training

NLP in Business

Influencing with Integrity - Genie Z Laborde

The classic work on establishing and using rapport skills in business. Lots of useful material about precision questioning, meetings, sales and negotiations.

NLP at Work - Sue Knight

Refreshingly jargon-free, beautifully laid out and applied to real worksituations.

Develop Your NLP Skills - Andy Bradbury Short, readable, practical.

NLP Business Masterclass - David Molden

Packed with real examples from Molden's career as a training and development manager and subsequently as a consultant. The book is focused on practical applications of NLP to common business problems.

The Unfair Advantage - Duane Lakin

Practical workbook for applying NLP in sales.

Words that Change Minds – Shelle Rose Charvet

Identifying and working strategically with Metaprogrammes in the workplace.

Persuasion Engineering – Richard Bandler and John Laville

Also a DVD series. Excellent for consultants and those in sales.

NLP in Therapy and Advanced Applications

Hero's Journey, A Voyage of Self-Discovery - Stephen Gilligan and Robert Dilts

As mentioned, all Stephen and Roberts books, just pick one that captures your attention or start reading their work here. The Hero's Journey is one we are ALL on.

Emotional Hostage - Leslie Cameron Bandler

Leslie is one of the earliest contributors of NLP. This book is so valuable to me as it breaks down the submodalities of emotions. In NLP we break down the submodalities of states kind of with a blank know nothing approach. With the learnings here we can quickly create changes from one state to more desirable states with ease and precision.

Virginia Satir, The Patterns of Her Magic – Steve Andreas

An in-depth look into Virginia, the 2nd person modelled by the Creators of NLP. One session slowly taken apart piece by piece. Good to read after completing first NLP Practitioner Training.

Heart of the Mind, and Core Transformations -

Connirae and Steve Andreas

A self-help book of NLP techniques applied to specific problems.

Change Your Mind And Keep The Change - Steve and Connirae Andreas

A more 'advanced' follow-up to 'Using Your Brain For A Change'. A seminar transcript that has useful chapters on timeline submodalities and using verb tenses to orient the client in time and change their internal representations of problems. Great for Master Practitioners. Includes a process for 'getting high on your own supply'.

Transforming Your Self – Steve Andreas

Becoming who you want to be. One of the best books on applying NLP for your inner transformation. Like all of Steve's books that I have read, full of processes one can learn and run instantly. **6 Blind Elephants Vol.1 & 2** is also for the advanced NLP enthusiasts.

The Therapeutic Techniques of Milton Erickson - Jay Haley

One of many exciting books about Milton Erickson's work.

My Voice Will go with you (Audio Book) - Sidney Rosen
Beautiful audio book, best I have heard (2020) for hypnotic stories about Milton Erickson's work.

mBRAINING – Grant Soosalu and Marvin Oka
'Using your multiple brains to do cool stuff' is written on the cover! Master Trainers of NLP combining and collaborating with a collection of new applications tapping into multibrain theories. Gut and Heart brains and possibly more.

Therapeutic Metaphors – David Gordon
Simple and easy to follow read. Puts a lot of NLP skills together to help readers create and master story telling for audiences with the outcome of change. Also a good 5 hour DVD series.

Teaching Excellence - Richard Bandler & Kate Brenson
Released in 2018 and the best book for educators and parents regarding teaching and teaching concepts like 'how to learn' 'how to handle learning challenging topics'. Richard talks in depth about some specifics such as chaining states for learning along with reading, writing, speaking and much much more.

Slieght Of Mouth, Beliefs, Modelling, Alpha Leadership and Tools of the Spirit – Robert Dilts
5 Selected and powerful books by Robert Dilts. Robert transcribed a lot of the very early NLP work and went on to run the NLP University. His books, DVD's are well worthy of the investments.

Magic In Practice – Garner Thomson with Dr Khalid Khan
Garner is the creator of Medical NLP, the book introduces Medical NLP the Art and Science of Language in Healing and Health Care.

Other Time Worthy Reads

Flow - Mihaly Csikszentmihalyi

One of the most referenced psychological books. We have incorporated a lot of Flow concepts in our training and NLP Practitioner.

Relentless - Tim Grover

Grover, Performance coach and trainer for elite NBA and NFL professionals. For coaching high performers.

Games People Play - Eric Berne

An introduction to Transactional Analysis. Looks at the relationships and strategies people run unconsciously as they can have interactions on 3 different levels. Child, Parent, Adult.

Molecules of Emotion – Candace Pert

A scientific story about a neuroscientist journey into how our emotions and science is all interconnected. Similar in a broad way to Bruce Lipton's Biology Of Belief. These books provide scientific insight and terminology which can be excellent when working with analytical minds.

The High Performance Mind, The Awakened Mind -

Anna Wise

Original and best book on brain wave frequencies in relationship to high performance, creativity, aha moments, stress and more. Anna even talks about Kundalini rising at the end of one book and has valuable scripts in it for recording your own hypnotic journeys.

Non Violent Communication - Marshall Rosenberg

Essentially a communications strategy where one takes full responsibility for ones self. Using NLP we can elicit and model communication strategies from the author and install them for our clients.

Nurtured By Love – Shin' ichi Suzuki

The Suzuki Method became a world wide teaching method in the violin field. However this book is all about the teachers beliefs in the individual. An excellent book for clients to read while on a coaching journey with you.

Holotropic Breathwork, When The Impossible Happens – Stanislav Grof

Stanislav was a pioneer in using psychedelics for healing however as he progressed he learned how to activate these states through breathwork. When The Impossible Happens is also excellent for opening up our minds for a deeper wider reality beyond what is commonly accepted.

Collection of books from Robert Augustus Masters

Robert is one of the worlds leading psychotherapist teaching today. Knowing your Shadow, is an excellent audio program to work through for inner work, excellent for any coach/NLP. Transformation Through Intimacy, for Couples. Emotional Intimacy for growing EQ. Man up, for any man. Robert's work is best for those on the path to enlightenment and reaching the upper reaches of psychological development.

Collection of books from Nassim Taleb

Nassim is someone well worthy of modelling for his critical thinking ability, investment strategies and more. Anti Fragile, is perhaps the most practical, Black Swan for investors.

Collection of books and courses from Ken Wilber

Super Human Operating System Program is a program that could rival NLP Practitioner Program. Ken's books fit in well with Master Practitioner where we look into levels of psychological and development. Ken's work is best for those on the path to enlightenment and reaching the upper reaches of psychological development.

The Little Magi Series – Wyatt Woodsmall

Wyatt collaborated with Tony Robbins, Tad James and Eban Pagen. A real genius of/with NLP. This book series however is for 6-10yr old children. Great to read for them, and with them as they repeat positive anchors and keys for successful lives. "I seek to understand".