

Training Academy

ONLINE FASTRAK

**eNLP Associate Practitioner Certification
Training Manual**

Recognised Certification Through



Training Systems

WELCOME

Welcome to the eNLP Practitioner Training. These videos were filmed in a studio to create a personalised training presented directly to you the student, so you are in for an highly educational and enjoyable experience as you go through them and learn. As you progress through all of the components of this training there will be exercises I advice you to do the exercises to have a kinaesthetic experience of it before moving onto the next video in the series.

Here at the eNLP Training Academy (Life Training Systems Ltd) We are big on support so as to ensure your learning is the best that it possibly can be, and to that end we are available to answer your questions, clarify points, to help you learn all of the tools, techniques and patterns taught in this online eNLP Practitioner Training, So if you have any questions please either email me or call the office and I will be happy to answer any of your questions.

- Call us on +44 1483 243 318 or +44 7904 483 488, or e-mail us at: life@lifetrainingsystems.com

If in the future you would like to upgrade your eNLP Training Academy associate NLP Practitioner certificate to a full Life Training Systems NLP Practitioner Certificate that is recognised by the ABNLP (American Board of NLP) then you will need to attend one of our one day evaluation days where we can verify that you are proficient using these tools and techniques with others to attain the positive outcome for the client. Please call the office or email me to register your interest.

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Certified Trainer of NLP, Certified Trainer of Time Line Therapy™, Certified Trainer of Hypnosis and Clinical Hypnotherapist,
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The Definition of NLP

Neuro: Your neurology or nervous system, the processing unit through which your experiences are processed via your five senses:

- Visual
- Auditory
- Kinesthetic
- Olfactory
- Gustatory

Linguistic: Your verbal and nonverbal communication systems through which your internal (neural) representations are processed, filed, coded, ordered and translated into meaning and communicated externally through your language.

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

Programming: The conscious and unconscious constructed system which we use to achieve our results. We can easily discover and utilise the structure of these programs to create an environment of agreement and influence or where necessary we can dismantle and re-structure them to create change.

Neuro Linguistic Programming (NLP) began as a model of how we communicate to ourselves and others. It was originally developed by Richard Bandler and John Grinder and others. This model explains how we internally process the information that comes into us from the outside, give meaning to those experiences and then communicate that from the inside to the outside.

THE FORMULA FOR EMPOWERMENT

C > E

Results - vs - Reasons

Being At Cause = Empowerment

EQUATION

**Which Side
Are You On?**

THE CAUSE AND EFFECT EQUATION

The Cause and Effect equation holds the key to empowerment and the key to your confidence, control and the development of wisdom.

So ask yourself this question.....”Which side of the Cause and Effect equation are you on?”

To live your life at cause means you are aware that you are at cause for all that happens in your universe. If perhaps you were suffering from a problem of in some context, to maintain that problem you will be functioning from the effect side of the equation, someone else is doing it to you, maybe the world is doing it to you.

In our modern stress laden society it is very common for the bulk of the population to be on the effect side of the equation, most people in our society today have given away all of their power and are happy to blame all that happens in their lives on someone else.

The effect side is not an empowering or satisfying side to be on. If the world did it to you today then the world could easily do it to you again tomorrow and where is your control in that.

I could have been, I would have been, I should have been, but because of something? or someone? I didn't!!!

With this kind thinking you have no control over the problem that you think you are at the effect of. If you are suffering from a problem and you believe it to have been caused by something or someone else, the tax department, your boss, your parents, a teacher, a friend or maybe your partner did it to you, then you quite simply are given them all of your personal power and denying yourself all of your choices and the wisdom held within the feedback that would resource you to take action in a different way.

If you push the cause outside of yourself then you are unable to learn. When things are not working for us and life is not how we want it to be, then that is important feedback (there is no failure only feedback) and if we can believe that our focus, beliefs and actions have created the situation then we can take the

feedback, learn something from it and be empowered to do something differently tomorrow.

As long as you choose to keep living at effect then you are giving away all of your power. Move yourself to the cause side of the equation and adopt the belief that the sum total of all of your conscious and unconscious actions will create your future.

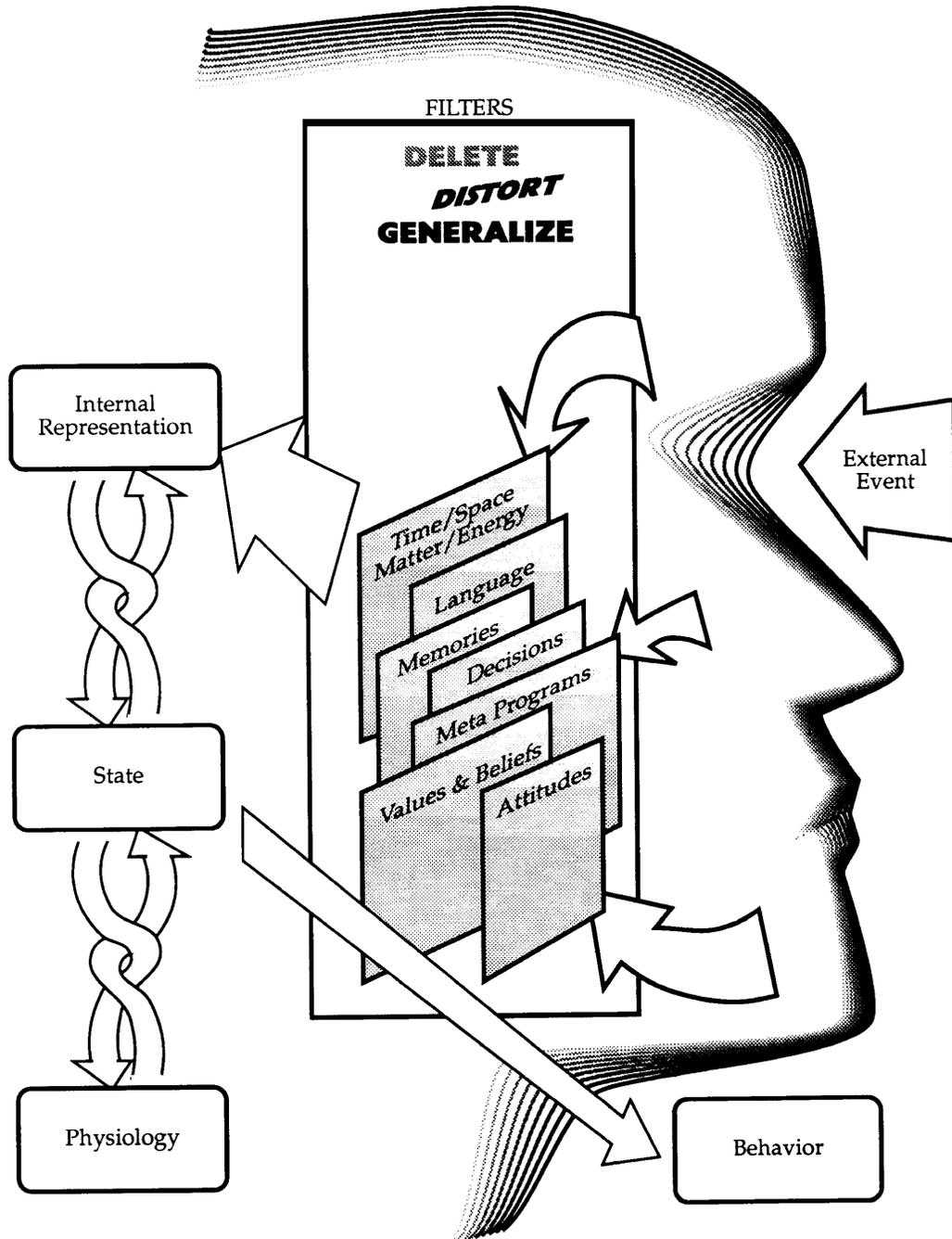
EXERCISE

This is a fun exercise, from today onward and for the duration of this course only! Cause I'm not telling you must continue to do it this way forever

But right now just pretend that YOU ARE at cause for everything that happens to you and I mean everything, so if you are running late because you're stuck in a traffic jam, ask yourself, 'for what reason did I choose to create this' if it's raining and a bus drives through a massive puddle and soaks you, ask yourself, 'for what reason did I choose to create this' if you have no money and the head gasket blows on your car, ask yourself, 'for what reason did I choose to create this'

This simple shift in your thinking will bring you answers and insights that you have never had before and I will guarantee you that each time you ask the question you will get insights into what you could have done differently that would have delivered a far better result. Take the feedback implement a change and ensure that you create what you WANT in the future.

THE NLP COMMUNICATION MODEL



UNDERSTANDING OUR FILTERS

“The map is not the territory.” the internal representations that we make and the meaning that we derive about an outside event can never truly be the event itself.

Typically, what happens is that there is an external event and we run that event through our internal processing. We make an Internal Representation (I/R) of that event. That I/R of the event combines with a physiology and creates a state. “State” refers to the internal emotional state of the individual - a happy state, a sad state, a motivated state, and so on. Our I/R includes our internal pictures, sounds and dialogue, and our feelings (for example, whether we feel motivated, challenged, pleased, excited, and so on). A given state is the result of the combination of an internal representation and a physiology. So what happens is that an event comes in through our sensory input channels which are:

- **Visual**
Including the sights we see or the way someone looks at us;
- **Auditory**
Including sounds, the words we hear and the way that people say those words to us (unless you specifically want variety in form);
- **Kinesthetic**
Or external feelings which include the touch of someone or something, the pressure, and texture;
- **Olfactory**
Which is smell; and
- **Gustatory**
Which is taste.

The external event comes in through our sensory input channels and it is filtered and we process the event. As we process the event, we delete, distort, and generalise the information that comes in, according to any number of elements that filter our perception.

DELETION:

Deletions occur when we selectively pay attention to certain aspects of our experience and not others. We will then overlook or omit all of those other things from our reality. Without deletion, we would be faced with much too much information to handle with our conscious mind.

DISTORTION:

Distortion occurs when we make shifts in our experience of sensory data by making misrepresentations of reality.

My mother one night when I was young, got up for a glass of water and in the gloom saw a massive scurrying spider, she does not like spiders! She immediately made a grab for the telephone book and taking her time to ensure a direct hit of this fast moving enormous spider she slammed the telephone book down, pleased with herself that she had managed to secure a direct hit. In the morning when I got up, I was curious as to why the telephone book was in the middle of the hall floor and upon inspection found it was on top of one of my brothers plastic toy spiders!!? My mother to this day swears that it was moving at pace.

GENERALISATION:

The third process is generalisation, where we draw global conclusions based on one or two experiences, one thing becomes everything or everything can become one thing. At its best, generalisations can be an incredibly good thing, by taking in the information and then drawing broad positive conclusions about the meaning of the effect of those conclusions on us personally.

Normally, the conscious mind can only handle 7 (plus or minus 2) chunks of information at any given time. Of course, many people can't even handle this number, and I know people who are a "1 (Plus or minus 2)." How about you? Try this: Can you name more than 7 products in a given product category, say soft drinks? Most people will be able to only name 3, maybe 4 products in a category of low interest and usually no more than 9 in a category of high interest. There is a reason for this. If we didn't actively delete information all the time, we'd end up with much too much information coming in. In fact, you may have even heard that psychologists say that if we were simultaneously aware of all of the sensory information that was coming in, we'd go completely mad. That's why we have to filter the information.

So this is why when two people experience the same stimulus, they don't have the same response? Because they delete, distort, and generalise the information from the outside in a completely unique to them way.

We as individuals delete, distort and generalise the information that comes in from our senses through any one of, or all of, five different filters and how these filters operate within us is totally unique to the individual. The filters are, Meta Programs, belief systems, values, decisions, and memories.

META-PROGRAMS:

The first of these filters is Meta Programs. Knowing someone's Meta Programs can actually help you clearly and closely predict people's states, and therefore predict their actions. One important point about Meta Programs: they are not good or bad, they are just the way someone handles information. We teach Meta Programs very thoroughly in our live Master Practitioner Training, if you are interested to read me please read Dr Tad James Time Line Therapy® The Basis of Personality.

VALUES:

The next filter is values. They are essentially an evaluation filter. They are how we decide whether our actions are good or bad, right or wrong. And they are how we understand and make sense of how we feel about our actions. Values are arranged in a hierarchy with the most important one typically being at the top and lesser ones below that. We all have different models of world (an internal model about the world), and our values are the result of our model of the world. When we communicate with ourselves or someone else, if our model of the world conflicts with our values or their values, then there's going to be a conflict. Richard Bandler says, "Values are those things we don't live up to."

Values are what people typically move toward or away from (see Meta Programs). They are our attractions or repulsions in life. They are essentially a deep, unconscious belief system about what's important and what's good or bad to us. Values change with context too. That is, you probably have certain values about what you want in a relationship and what you want in business. Your values about what you want in one and in the other may be quite different. And actually, if they're not, it's possible that you may have trouble with both. Since values are context related, they may also be state related, although values are definitely less related to state than are beliefs.

BELIEFS:

The next filter is beliefs. Beliefs are generalisations about how the world is. One of the important elements in modelling is to find a person's beliefs about the particular behaviour we are trying to model. Richard Bandler says "Beliefs are those things we can't get around." Beliefs are the presuppositions that we have about the way the world is that either create or deny personal power to us. So, beliefs are essentially our on/off switch for our ability to do anything in the world. In the process of working with someone's beliefs, it's important to elicit or find out what beliefs they have that cause them to do what they do. We also want to find out the dis-enabling beliefs, the ones that do not allow them to do what they want to do.

MEMORIES:

The fourth element is our memories. In fact, some psychologists believe that as we get older, our reactions in the present are reactions to gestalts (collections of memories which are organised in a certain way) of past memories, and that the present plays a very small part in our behaviour.

DECISIONS:

The fifth element, and related to memories, is decisions that we've made in the past. Decisions may create beliefs, or may just affect our perceptions through time. The problem with many decisions is that they were made either unconsciously or at a very early age, and are forgotten.

These filters will determine our internal representation of an event that is occurring right now. It is our internal representation that puts us in a certain state, and creates a certain physiology. The state in which we find ourselves, will determine our behaviour.

Remember that in this model the map, the I/R, is not the territory. Our every experience is something that we literally make up inside our heads. We do not experience reality directly, since we are always deleting, distorting, and generalising. Essentially, what we do experience is our experience of the territory and not the territory itself.

NOTE: These notes have been taken directly from our Life Training Systems NLP Practitioner Certification Manual, which is endorsed by the ABNLP and directly based on the work of Dr's Tad And Adriana James @ www.NLPcoaching.com

PERCEPTION IS PROJECTION

Perception is Projection, what does it mean? And how can we change it?

As we now understand from the NLP Communication Model, every waking second of everyday our five senses are bombarded with 2 million bits of information, now you may think, 'that's a lot!' And indeed it is!

Though think about it, if you look out of the window into perhaps a garden or whatever scene you have in front of you, instantly you will see trees, leaves, grass, bushes, people, bricks that make up houses, roof tiles and think for a moment as to how many blades of grass are you seeing how many leaves do you see, how many bricks, you will begin to get an understanding of the vastness of the 2 million bits of information every second that are relentlessly coming in to our minds through our highly attuned and evolved senses.

Now our brain is incredibly complex and incredibly powerful, but it just can't cope with 2 million bits of information, all it can handle is approximately 134 bits a second or in other words 7 plus or minus 2 chunks of information.

The world that we live in, the world that we choose to see is made up of those 134 bits, the rest we simply delete, distort and generalise. To make this process easy on ourselves, the 134 bits that we grab onto every second are the bits that we recognise, the bits that we have asked for and this is essentially dictated by our focus.

Your unconscious mind is there to serve you and to deliver for you exactly what you want. It is scanning and searching every second for a match, information and actions that will deliver you the result that fits with your focus.

There is a very important rule that you must be made aware of and that is the unconscious mind doesn't recognise negation, it only goes with your focus!! If I was to say to you DON'T THINK of a BLUE TREE, what did you just do? You thought of a blue tree didn't even although I told you not to.

So if you are habitually focused on what you don't want? Then guess what? That will become the criteria of your focus and in turn the 134 bits of information that you choose to grab onto.

We very effectively deliver ourselves what we BELIEVE our realities to be. As Henry Ford once put it 'whether you think you can or you think you can't, you're right"

EXERCISE

Start to pay attention to the results you are getting and have an honest think about what outcome were you focused on? Was it truly what you wanted or was it what you didn't want? Allow yourself to have an undeniable experience of the fact that you are simply delivering results based on your beliefs and your focus.

With this revelation you will be able to begin to easily police your focus always re-directing it onto what you actually want to happen, over a very short space of time this will train your mind to be searching with positive focus for all that you want. There is a very old saying based on this long understood principle, 'seek and ye shall find"

THE FIVE PRINCIPLES FOR SUCCESS

1. Know your outcome

The first step is to know your outcome, now this is a very specific outcome, you will all know doubt have heard of or been taught a goal setting model the principle that we teach is based around smart goals, so make the outcome specific and simple, meaningful and measurable, as if now and all areas of life, realistic and responsible, toward what you want and timed.

Now having down that you still don't fully know your outcome, because you have to pay attention to how you feel about it, do you believe in it? if you don't believe in it you will have to either get a clarity on your doubt that have and deal with it so that it doesn't effect your perceptions or you can make a smaller incremental goal that is a stepping stone towards this main goal that you can believe in right now.

2. Take action

Do something immediately that is going to move you toward your goal.

3. Have sensory acuity

As you take action you are going to get feedback, has this action taken me closer to my goal or not, this is sensory acuity, the important word being sensory. So in the feedback what is real and what is a hallucination? this is where you need to know that you are being at cause and that you are aware of any possible internal pre conceived perception that you may be projecting into your results, from the sensory based feedback you want to then apply step 4

4. Have behavioral flexibility

Take the feedback understand that feedback from a sensory based prospective and if your actions are not taking you closer to your goals then hold yourself accountable for doing something different that will take you closer to your goal. the law of requisite verity tells us that the person or the system with the most flexibility will control the system.

5. Operate from a physiology and psychology of excellence

An overriding principle that must be present in all of these steps is that you are operating from a physiology and psychology of excellence. I suppose I better get on with it then, is hardly a dynamic state of being that will guarantee results, is it

If you repeat steps 2 through 5 with consistency, you will end up ultimately at your goal.

KEYS TO AN ACHIEVABLE OUTCOME

Begin by asking yourself: “How is it possible that they don’t have it now?”

1. **Stated in the positive.**
“What specifically do you want?”
2. **Specify present situation.**
“Where are you now?” (Associated)
3. **Specify outcome.**
“What will you see, hear, feel, etc., when you have it?”
 - As if now.
 - Make compelling
 - Insert in future. Be sure future picture is dissociated.
4. **Specify evidence procedure.**
“How will you know when you have it?”
5. **Is it congruently desirable?**
“What will this outcome get for you or allow you to do?”
6. **Is it self-initiated and self-maintained?**
“Is it only for you?”
7. **Is it appropriately contextualised?**
“Where, when, how, and with whom do you want it?”
8. **What resources are needed?**
“What do you have now, and what do you need to get your outcome?”
 - “Have you ever had or done this before?”
 - “Do you know anyone who has?”
 - “Can you act as if you have it?”
9. **Is it ecological?**
 - “For what purpose do you want this?”
 - “What will you gain or lose if you have it?”

 - What will happen if you get it?
 - What won’t happen if you get it?
 - What will happen if you don’t get it?
 - What won’t happen if you don’t get it?

WELL FORMEDNESS CONDITIONS

for Outcomes/Goals

1. Stated in positive terms.
2. Initiated and maintained by self.
3. Specific sensory-based description of outcome and the steps needed to get there.
4. Ecological.
5. More than one way to get the outcome.
6. First step is specified and achievable.
7. Does it increase choice?

THE PRESUPPOSITIONS OF NLP

Empowering Assumptions

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

PRIME DIRECTIVES OF THE UNCONSCIOUS MIND

- ① **Stores memories**
Temporal (in relationship to time)
Atemporal (not in relationship to time)
2. **Is the domain of the emotions**
- ③ **Organizes all your memories**
(Uses the Time Line. Mechanics is the Gestalt)
- ④ **Represses memories with unresolved negative emotion**
- ⑤ **Presents repressed memories for resolution.**
(to make rational and to release emotions)
6. **May keep the repressed emotions repressed for protection**
- ⑦ **Runs the body**
Has a blueprint:
of body now
of perfect health (in the Higher Self)
- ⑧ **Preserves the body**
Maintain the integrity of the body
9. **Is a highly moral being (the morality you were taught and accepted)**
10. **Enjoys serving, needs clear orders to follow**

PRIME DIRECTIVES OF THE UNCONSCIOUS MIND

11. **Controls and maintain all perceptions**
 - Regular
 - TelepathicReceives and transmits perceptions to the conscious mind
12. **Generates, stores, distributes and transmits “energy”**
13. **Maintains instincts and generate habits**
14. **Needs repetition until a habit is installed**
15. **Is programmed to continually seek more and more**
 - There is always more to discover
16. **Functions best as a whole integrated unit**
 - Does not need parts to function
- ①7. **Is symbolic**
 - Uses and responds to symbols
- ①8. **Takes everything personally. (The basis of Perception is Projection)**
- ①9. **Works on the principle of least effort**
 - Path of least resistance
- ①0. **Does not process negatives**

OBSERVING OTHER PEOPLE

SENSORY ACUITY

Basis: Modeling Milton Erickson, the creators of NLP observed that people make minute changes from moment to moment, and that those changes have meaning *if* you have enough Sensory Acuity.

1. Skin Color

Light - - - - - Dark

2. Skin Tonus (The Tone of the Muscles - Look for the Shine)

Symmetrical - - - - - Not Symmetrical

3. Breathing

Rate

Fast - - - - - Slow

Location

High - - - - - Low

4. Lower Lip Size

Lines - - - - - No Lines

5. Eyes

Focus

Focused - - - - - Defocused

Pupil Dilation

Dilated - - - - - Undilated

RAPPORT

Desired Outcome:

To be able to establish rapport with any person in any context at any moment in time for the purpose of creating influence.

Theory:

- According to a study of communication at the University of Pennsylvania in 1970, communication is:
 - 7% WORDS
 - 38% TONALITY
 - 55% PHYSIOLOGY
- When people are like each other, they tend to like each other. Although rapport is really a process of responsiveness, not necessarily “liking”.

Process: Rapport is established by matching & mirroring
And below are the major elements that you would look to either match or mirror when endeavouring to create deep levels of rapport with an individual for the purpose of influence.

PHYSIOLOGY (55%)

- Posture
- Gesture
- Facial expression & blinking
- Breathing

TONALITY (38%)

- Voice
 - Tone (pitch)
 - Tempo (speed)
 - Timbre (quality)
 - Volume (loudness)

WORDS (7%)

- Predicates
- Key words
- Common experiences & associations
- Content chunks

REPRESENTATIONAL SYSTEM PREFERENCE TEST

For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

4 = Closest to describing you

3 = Next best description

2 = Next best

1 = Least descriptive of you

1. I make important decisions based on:

- _____ gut level feelings
- _____ which way sounds the best
- _____ what looks best to me
- _____ precise review and study of the issues

2. During an argument, I am most likely to be influenced by:

- _____ the other person's tone of voice
- _____ whether or not I can see the other person's point of view
- _____ the logic of the other person's argument
- _____ whether or not I am in touch with the other person's true feelings

3. I most easily communicate what is going on with me by:

- _____ the way I dress and look
- _____ the feelings I share
- _____ the words I choose
- _____ my tone of voice

4. It is easiest for me to:

- _____ find the ideal volume and tuning on a stereo system
- _____ select the most intellectually relevant point in an interesting subject
- _____ select the most comfortable furniture
- _____ select rich, attractive color combinations

5.

- _____ I am very attuned to the sounds of my surroundings
- _____ I am very adept at making sense of new facts and data
- _____ I am very sensitive to the way articles of clothing feel on my body
- _____ I have a strong response to colors and to the way a room looks

REP SYSTEM TEST PAGE 2

Step One: Copy your answers from the previous page to here:

- | | | |
|---|---|---|
| 1. ___ K
___ A
___ V
___ Ad | 2. ___ A
___ V
___ Ad
___ K | 3. ___ V
___ K
___ Ad
___ A |
| 4. ___ A
___ Ad
___ K
___ V | 5. ___ A
___ Ad
___ K
___ V | |

Step Two: Add the numbers associated with each letter. There are 5 entries for each letter.

	V	A	K	Ad
1				
2				
3				
4				
5				
Totals:				

Step Three: The comparison of the total scores in each column will give the relative preference for each of the 4 major Representational Systems.

PREDICATES

VISUAL	AUDITORY	KINESTHETIC	UNSPECIFIED
see	hear	feel	sense
look	listen	touch	experience
view	sound(s)	grasp	understand
appear	make music	get hold of	think
show	harmonize	slip through	learn
dawn	tune in/out	catch on	process
reveal	be all ears	tap into	decide
envision	rings a bell	make contact	motivate
illuminate	silence	throw out	consider
imagine	be heard	turn around	change
clear	resonate	hard	perceive
foggy	deaf	unfeeling	insensitive
focused	mellifluous	concrete	distinct
hazy	dissonance	scrape	conceive
crystal	question	a handle on	know
picture	unhearing	solid	deliberate

This is obviously a non exhaustive list simple so that you can **see** and get a **feel** for how utilising predicates may **sound** for you so as to make **sense**.

LIST OF PREDICATE PHRASES

VISUAL

An eyeful
 Appears to me
 Beyond a shadow of a doubt
 Bird's eye view
 Catch a glimpse of
 Clear cut
 Dim view
 Flashed on
 Get a perspective on
 Get a scope on
 Hazy Idea
 Horse of a different color
 In light of
 In person
 In view of
 Looks like
 Make a scene
 Mental image
 Mental picture
 Mind's eye
 Naked eye
 Paint a picture
 See to it
 Short sighted
 Showing off
 Sight for sore eyes
 Staring off into space
 Take a peek
 Tunnel vision
 Under your nose
 Up front
 Well defined

AUDITORY

Afterthought
 Blabbermouth
 Clear as a bell
 Clearly expressed
 Call on
 Describe in detail
 Earful
 Give an account of
 Give me your ear
 Grant an audience
 Heard voices
 Hidden message
 Hold your tongue
 Idle talk
 Inquire into
 Keynote speaker
 Loud and clear
 Manner of speaking
 Pay attention to
 Power of speech
 Purrs like a kitten
 State your purpose
 Tattle-tale
 To tell the truth
 Tongue-tied
 Tuned in/tuned out
 Unheard of
 Utterly
 Voiced an opinion
 Well informed
 Within hearing
 Word for word

KINESTHETIC

All washed up
 Boils down to
 Chip off the old block
 Come to grips with
 Control yourself
 Cool/calm/collected
 Firm foundations
 Get a handle on
 Get a load of this
 Get in touch with
 Get the drift of
 Get your goat
 Hand in hand
 Hang in there
 Heated argument
 Hold it!
 Hold on!
 Hothead
 Keep your shirt on
 Know-how
 Lay cards on table
 Pain-in the neck
 Pull some strings
 Sharp as a tack
 Slipped my mind
 Smooth operator
 So-so
 Start from scratch
 Stiff upper lip
 Stuffed shirt
 Too much of a hassle
 Topsy-turvy

FAVOURED REPRESENTATIONAL SYSTEMS

V: Visual

People who are visual often stand or sit with their heads and/or bodies erect, with their eyes up. They will be breathing from the top of their lungs. They often sit forward in their chair and tend to be organised, neat, well-groomed and orderly. They are often thin and wiry. They memorise by seeing pictures, and are less distracted by noise. They can at times have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how your program LOOKS. Appearances are important to them.

A: Auditory

People who are auditory will quite often move their eyes sideways. They breathe from the middle of their chest. They typically talk to themselves, and can be easily distracted by noise. (Some even move their lips when they talk to themselves.) They can repeat things back to you easily, they learn by listening, and usually like music and talking on the phone. They memorise by steps, procedures, and sequences (sequentially). The auditory person likes to be TOLD how they're doing, and responds to a certain tone of voice or set of words. They will be interested in what you have to say about your program.

K: Kinaesthetic

People who are kinaesthetic will typically be breathing from the bottom of their lungs, so you'll see their stomach go in and out when they breathe. They often move and talk verry slooowly and methodically. They respond to physical rewards, and touching. They also stand closer to people than a visual person. They memorise by doing or walking through something. They will be interested in your program if it "feels right", or if you can give them something they can grasp and really feel the weight of.

Ad: Auditory Digital

This person will spend a fair amount of time talking to themselves. They will want to know if your program "makes sense". The auditory digital person can exhibit characteristics of the other major representational systems.

INTONATION PATTERNS IN THE ENGLISH LANGUAGE

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

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 Question, Statement and Command, while using any of the above tonalities.

By far, the most powerful syntax in the English Language is a Questioning Syntax and a Command Tonality

PRESUPPOSITIONS

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

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

1. **Existence** - (Tip-off: Nouns)
2. **Possibility/Necessity** - (Tip-off: Modal Operators)
3. **Cause - Effect** - (Tip-off: "Because" "Makes", "If ... then")
4. **Complex Equivalence** - (Tip-off: "Is," "Means")
5. **Awareness** - (Tip-off: Verbs with V, A, K O, G)
6. **Time** - (Tip-off: Verb Tense, "Stop", "Now", "Yet" "Then" "When")
7. **Adverb/Adjective** -- (Tip-off: An adverb or adjective)
8. **Exclusive/Inclusive OR** - (Tip-off: "Or")
9. **Ordinal** - (Tip-off: A List, first, second, third)

PRESUPPOSITIONS

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

1. **“I’m not sure whether or not I should stop beating my wife.”**
 A. He has a wife
 B. He loves his wife
 C. He currently beats his wife
 D. He’s wants to stop beating his wife

2. **“I don’t see why I can’t do it. All my friends are doing it!”**
 A. He feels that he is treated unfairly
 B. He wants to be liked by his friends
 C. His friends do something he doesn’t do
 D. All his friends realise he can’t do it

3. **“If I don’t learn how to communicate with my boss, I won’t get a raise.”**
 A. He feels that he is treated unfairly
 B. He doesn’t know how to communicate with his boss
 C. He wants to learn new behaviours
 D. His salary is connected to his communication skills

4. **“I have to set up unrealistic expectations.”**
 A. He can’t stop making unrealistic expectations
 B. He feels trapped
 C. He has expectations
 D. He knows when he is being unrealistic

5. **“I’m feeling much better now! I can see how some of the things I was doing just made me unhappy.”**
 A. Some behaviour he engaged in was related to some internal state
 B. He has feelings
 C. He has much more control of his life now
 D. He is happy now

PRESUPPOSITIONS

In the following sentences, please state what is presupposed and also identify the presuppositional structure that gives the statement its meaning.

1. “If the cat meows, again, I’ll have to put him outside.”
2. “It was her friendly smile that made me walk up and say ‘Hi’.”
3. “If only he had come home on time, the party wouldn’t have gotten out of control.”
4. “People have always given me more to do than I can handle.”
5. “His easy-going personality is good P.R. for our company.”
6. “Stop watching over your shoulder.”
7. “Only you can learn this.”
8. “Either she goes to the store or I do.”
9. “First the winds came then the rain.”
10. “Opera makes me want to cry.”

THE CONSCIOUS USE OF LANGUAGE

Outcome:

What we are looking to achieve from this Language Section of the training is for you to be able to elegantly and more importantly successfully use language to produce positive and resourceful outcomes for all those that you choose to communicate with. Paying attention to and utilising the ambiguity to specificity of language to create influence.

Process:

1. **Using Specificity or Ambiguity in Language**
2. **Using ambiguity to create Trance and unconscious agreement**
 - A. Utilization
 - B. Unspecified language
3. **Create frames for unconscious Agreement**
 - A. I appreciate, and...
 - B. I respect, and...
 - C. I agree, and...
 - D. Avoid using “but” or “understand”
4. **The Purpose Frame, chunking up**
“For what purpose...?”
5. **The What If Frame, future pacing problem or resource**
“What would happen if...?”
6. **Using Words that Create Positive I/R’s**
Say it only in the way you want it
7. **Conditional Close, Cause and Effect “if then” statements**
“So if we did this, then would you do that?”
8. **Tag Questions, banking your unconscious YES’s with a conscious YES!!!**
“and I appreciate this is something you are interested in, isn’t it?”

MILTON MODEL

HYPNOTIC LANGUAGE PATTERNS

1. **MIND READS:** When you claim to know the thoughts or feelings of someone else without actual specifying how you came to know that.

“I know that you are wondering...”

“ I know you are enjoying....”

“I know you came here for a purpose.....”

“And I know as much as you now know that when you finish this training, you will be much wiser....”

2. **LOST PERFORMATIVE:** Making a value judgment where the root or reason for the the stated value is not mentioned.

“And it’s a good thing to wonder...”

“It’s important to achieve in some way...”

“It’s fantastic to learn in this way....”

“It’s better that you are doing this...”

3. **CAUSE & EFFECT:** Where it is suggest ambiguously that one thing is caused by another. Your easiest implied causatives are:

- a. The verb to “MAKE”

- b. “If... then...” statements

- c. “As you... then you...” statements or the word “Because...”

“if you pay attention, then you will learn this....”

“Absorbing this material will make you a powerful communicator....”

“As you progress, you will get better and better....”

“It’s because of your grasp of language that you get fantastic results...”

4. **COMPLEX EQUIVALENCE:** Where two things are presented as being equal - or their meanings are intrinsically linked and deemed equivalent.

“Means”, “That means...” or “Which means”

“going through this program means you will create positive changes...”

“I have a motorcycle which means I’m adventurous...”

“Because you are training in NLP, that means your much more attractive...”

“Learning means success, which means you want to learn more...”

5. **PRESUPPOSITION:** Linguistic assumptions. That which is assumed to be real because of the sensory based information present in the language

“You are learning many things...”

“And as you practice you will get even better than you are now...”

“Other than the changes you have already made what else is now possible...”

“What other learnings have you got that you’re not yet consciously aware of...”

6. **UNIVERSAL QUANTIFIERS:** Using words which are universal generalisations that have no referential index, one thing is everything or everything means one thing.

“And all the things, all the things...”

“Everyone knows this...”

“It’s something that you now can do all the time...”

“It’s always positively present for you in everything that you do...”

7. **MODAL OPERATOR:** Words that imply possibility, impossibility or need, these words can all too often create rules by which we live our lives by.

“And you can learn this...”

“I really do need to tell you...”

“You mustn’t not do the things that you want...”

“You might even be able to learn this at a deeper level than you already have...”

8. **NOMINALIZATION:** A process that has been linguistically frozen in time turning it into a thing. You can’t carry a bad decision around with you in your pocket, also often gets labelled as belonging to the person.

“Provide you with new insights, and new understandings...”

“Her spirits were lifted the minute she found that happy feeling...”

“This demonstration will live with you for a long time...”

“Using all of your learnings to command any situation...”

9. **UNSPECIFIED VERB/NOUN:** Showing an awareness by using an adjective or adverb modifier to describe a quality without specifying the quality of what.

“And you can...”

“Realising you could make that difference if only you knew...”

“As you continue right on...”

“I hadn’t realised that it could all be so fast...”

“You may discover for yourself that...”

10. **TAG QUESTION:** A carefully added question at the end of a statement that is designed to get a categoric yes. This is designed to displace resistance and also banks all of the previous unconscious yes’s by ending the statement on a solid conscious yes response.

“You can learn things easily, Can you not?”

“It’s certainly a powerful new way of looking at things, Isn’t it?....”

“You’re making changes in your thinking, aren’t you?...”

“You want to find value in making it easier, Don’t you?...”

11. **LACK OF REFERENTIAL INDEX:** A phrase, which does not pick out a specific portion of the listener’s experience.

“And people can, you know...”

“Is this something that can become clear to you...”

“Knowing now that you’ve got it on some level...”

“You are making changes in many different ways...”

12. **COMPARATIVE DELETIONS (Unspecified Comparison):** Where comparison are made but without specifying the what or the whom that the comparison relates to.

“And it’s more or less the right thing....”

“You have increased you capacity....”

“It’s much better to do it in any way that works best for you...”

“There are always things happening which can be good or bad...”

13. **PACE CURRENT EXPERIENCE:** Simply relay to the client at least three things that exactly match their current undeniable experience, following on at the end with a statement that creates a positive resource or outcome. This is the simplest way to create an unconscious YES set, after three Yes’s they are highly likely to say a fourth.

“You are sitting there, listening to me, looking at me, knowing that things are changing...”

“As you work on your computer, sitting where you are sitting, breathing in the way that you are, you can realise how powerful language is for you now...”

“Having realised that you wanted to learn NLP, you invested in this course, which you are studying now, making so many more positive things possible for yourself...”

- 14. DOUBLE BINDS:** You want to give the client the illusion of choice by giving them two choices, both of these choices will be a positive desired outcome that will benefit them and you and you will separate them with an inclusive/exclusive “or”.

“And you can imagine now that you have already changed or maybe it’s better if you just pretend until you realise later that it’s true...”

“It’s not for me to tell you that must learn it in this way or that way because you know that you are controlling your learning in the way that suits you best...”

“You may realise already the positive changes that you have already made or you can allow it to integrate slowly so that you discover all of the differences in your behaviour next week...”

“You know it doesn’t matter if you finish all of these video’s quickly or more slowly because you already know the changes your making have no real relation to time...”

- 15. CONVERSATIONAL POSTULATE:** This is a simple ‘yes’ or ‘no’ question. The important point is that you are stacking it in favour of a YES answer out of the clients awareness. This conscious YES again compounds all of the unconscious yes’s you have already gathered and give the client the illusion of control.

“Can you imagine it being different in some way?...”

“Are you looking to make positive changes?....”

“Do you want to develop higher levels of success through studying NLP?...”

“Are you willing to apply a proven strategy that will guarantee results?...”

16. **EXTENDED QUOTES:** A short metaphor or quote that has a slightly unnecessary level of complexity, either multiple people like my aunties work mates husband or a mix of who, where, when and what. This ties up the conscious mind trying to keep track of the additional detail thus displaces resistance and opens up the unconscious mind to suggestion.

“It was in 2010 at an NLP Master Practitioner training in Australia and I was talking to Tad during one of the breaks on day 4 and a student came up to us and it was said that, in YOU having Learned NLP makes you more influential than before...”

“My brothers wife who is a teacher has a friend thats more a work colleague really and she believes that you’re able to achieve astonishing results by merely maintaining positive focus and constantly aligned actions...”

17. **SELECTIONAL RESTRICTION VIOLATION:** Making a statement that bestows human feelings, actions, emotions and intellect onto an inanimate object.

“Notice how your chair is feeling right now...”

“You’re computer is teaching you many valuable things....”

“As you allow your home to nurture and look after you.....”

“Even the walls around you have a wisdom to share....”

18. **AMBIGUITY:**

- a. **Phonological:** Where two words with different meanings sound the same. IE: “Hear”, “Here”, “Watch”, “Watch”
- b. **Syntactic:** Where the function (syntactic) of a word cannot be immediately determined from the immediate context.

“They are visiting relatives”

“Selling salesmen can be tricky!”

“I am really over managing managers.”

- 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 child...”, “The old men & women...”

“The disturbing noises & thoughts...”, “The weight of your hands & feet...”

- d. **Punctuation:** Either the punctuation is eliminated as in a run on sentence or pauses occur in the wrong place.

*“I can see you’re wearing a watch....**what I’m saying is...**”*

19. UTILIZATION: Remember to utilize all that happens or is said.

Client says: *"I don't get it!."*

Response: *"That's right you think that you don't get it, yet, consciously though on some level you can accept that the information and conceptually understanding is busy being processed at the unconscious level first. do you not?"*

Putting it all together:

"I know you invested in this training for a purpose and that purpose is important for you to achieve in some way because as you and I both know absorbing this material is beginning to make you a powerful communicator and it's not just the importance of going through this material that means you will create positive changes, it's as you practice, you will notice that you get even better than you are now. The best thing of all is practicing, is something that you now can easily do all the time which of course means it's not hard to understand that you will ultimately learn all of it at a much deeper level than you already have, allowing you to use these very learnings to command any situation, and you can you know, going forward and you may even discover for yourself that you can learn things easily, can you not? As you use all of these learnings to command all situations, working there on your computer, sitting where you are sitting, breathing in the way that you are, you can realise how powerful language is for you now and it's not for me to tell you that must learn it in this way or that way because you know that you are controlling your learning in the way that suits you best, just simply ask yourself do you want to develop higher levels of success through studying NLP? Well do you? There was one time, I can remember and I think it was in 2010 at an NLP Master Practitioner training in Australia and I was talking to Tad during one of the breaks on day 4 and a student came up to us and it was said that, in YOU having Learned NLP simply makes you more influential than before and it's as easy as you're computer teaching you these valuable things as you watch every video and of course you are!! That's right you think that you're not sure YOU get it, yet, consciously though on some level you can accept that the information and conceptually understanding is busy being processed at the unconscious level first. Which is the same way we learn everything!!"

HIERARCHY OF IDEAS

Chunking Up Gains Agreement



"What is this an Example of?"
 "For What Purpose...?"
 "What is your intention...?"

In Mediation, chunk up to get agreement a common outcome held all parties.

Chunk-up till you come to a Nominalisation.

The Structure of Intuition:
 The ability to chunk-up, to think from a more global perspective which allows you to find connections & relationships, and then to chunk back down & relate to the current situation.

"What are examples of this?"
 "What specifically...?"
 -- any Meta Model Question



Increases likelihood of disagreement
 Details & Distinctions
 Chunking Down

In Trance

Intuitor

Big Picture

Abstract—Milton Model

The Structure of Overwhelm: Too Big Chunks

Existence



Movement



Transportation



Buses - Boats - Cars - Planes - Trains

Types Parts

BMW

Wheels

Z4

Rim

White

Wheel Nuts

Specific — Meta Model

Details

Sensor

Out of Trance

THE META MODEL

<i>Pattern</i>	<i>Response</i>	<i>Prediction</i>
DISTORTIONS		
1. Mind Reading: Claiming to know someone's internal state. Ex: "You don't like me."	"How do you know I don't like you?"	Recovers Source of the Info.
2. Lost Performative: Value judgments where the person doing the judging is left out. Ex: "It's bad to be inconsistent."	"Who says it's bad?" "According to whom?" "How do you know it's bad."	Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief.
3. Cause-Effect: Where cause is wrongly put outside the self. Ex: "You make me sad."	"How does what I'm doing cause you to choose to feel sad?" (Also, Counter Ex., or "How Specifically?")	Recovers the choice.
4. Complex Equivalence: Where two experiences are interpreted as being synonymous. Ex: "She's always yelling at me, she doesn't like me."	"How does her yelling mean that she..?" "Have you ever yelled at someone you liked?"	Recovers Complex Equivalence. Counter Example.
5. Presuppositions: Ex: "If my husband knew how much I suffered, he wouldn't do that." There are 3 Presuppositions in this sentence: (1) I suffer, (2) My husband acts in some way, and (3) My husband doesn't know I suffer.	(1) "How do you choose to suffer?" (2) "How is he (re)acting?" (3) "How do you know he doesn't know?"	Specify the choice & the verb, & what he does. Recover the Internal Rep., and the Complex Equivalence

THE META MODEL

GENERALIZATIONS		
<p>6. Universal Quantifiers: Universal Generalizations such as all, every, never, everyone, no one, etc. Ex: "She never listens to me."</p>	<p>Find Counter Examples. "Never?" "What would happen if she did?"</p>	<p>Recovers Counter Examples, Effects, Outcomes.</p>
<p>7. Modal Operators:</p> <p>a. Modal Operators of Necessity: As in should, shouldn't, must, must not, have to, need to it is necessary. Ex: "I have to take care of her."</p> <p>b. Modal Operators of Possibility: (Or Impossibility.) As in can/can't, will/won't, may/may not, possible/impossible. Ex: "I can't tell him the truth."</p>	<p>a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?"</p> <p>b. "What prevents you?" ("What would happen if you did?")</p>	<p>Recovers Effects, Outcome.</p> <p>Recovers Causes</p>

DELETIONS		
<p>8. Nominalizations: Process words which have been frozen in time, making them nouns. Ex: "There is no communication here."</p>	<p>"Who's not communicating what to whom?" "How would you like to communicate?"</p>	<p>Turns it back into a process, recovers deletion, and Ref. Index.</p>
<p>9. Unspecified Verbs: Ex: "He rejected me."</p>	<p>"How, specifically?"</p>	<p>Specifies the verb.</p>
<p>10. Simple Deletions:</p> <p>a. Simple Deletions: Ex: "I am uncomfortable."</p> <p>b. Lack of Referential Index: Fails to specify a person or thing. Ex: "They don't listen to me."</p> <p>c. Comparative Deletions: As in good, better, best, worst, more, less, most, least. Ex: "She's a better person."</p>	<p>a. "About what/whom?"</p> <p>b. "Who, specifically, doesn't listen to you?"</p> <p>c. "Better than whom?" "Better at what?" "Compared to whom, what?"</p>	<p>Recovers Deletion.</p> <p>Recovers Ref. Index.</p> <p>Recovers Comparative Deletion.</p>

METAPHOR OUTLINE

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

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

The basic steps to generate a metaphor are as follows:

PREMAPPING:

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

MAPPING STRATEGIES:

5. **Displace referential indices:** Map over all nouns (objects and elements) to establish the characters in the story. The characters may be anything, animate or inanimate, from rocks to forest creatures to cowboys to books, etc. What you choose as characters is not important so long as you preserve the character relationship. Very often you may want to use characters from well-known fairy tales and myths.
6. **Establish a similarity with in the story to the client's situation and behaviour, and the situation and behaviours of the characters in the story - map over all verbs (relations and interactions):**
Assign behavioural traits, such as strategies and representational characteristics, that parallel those in the client's present situation (i.e., pace the client's situation with the story). Make use of any anchors you have established previously to secure the relationship.
7. **Access and establish new resources in terms of the characters and events in the story:** This may be done within the framework of a Reframing or re-accessing of a forgotten resource; again, using any appropriate pre-established anchors. You may choose to keep the actual content of the resource ambiguous allowing the client's unconscious processes to choose the appropriate one.
8. **Use seemingly irrelevant, humorous ambiguities and direct quotes** to break up sequences in the story and direct conscious resistance, if such resistance is present and is hindering the effect of the metaphor. Conscious understanding does not, of course, necessarily interfere with the metaphoric process.
9. **Keep your resolution as ambiguous as necessary** to allow the client's unconscious processes to make the appropriate changes. Collapse the *pre-established anchors* and provide a future pace, if possible, to *check your work*.

ANCHORING

DESIRED OUTCOME:

To be able to anchor a state in a person, at any time in any modality.

THEORY:

- A. **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
- B. Anchoring can assist you in gaining access to past states and linking the past state to the present and the future.

PROCESS:

The Four Steps to Anchoring:

1. Have the person **Recall** a past vivid experience.
2. **Anchor** (Provide) a specific stimulus at the peak (see chart below)
3. **Change** the person's state
4. **Evoke the State** - Set off the anchor to test.

The Five Keys to Anchoring:

1. The **Intensity** of the Experience
2. The **Timing** of the Anchor
3. The **Uniqueness** of the Anchor
4. The **Replication** of the Stimulus
5. **Number** of Times)

STATE ELICITATION SCRIPT

The best states to anchor are naturally occurring states. Next best are past, vivid, highly associated states. Least preferable are constructed states.

The Script

Can you remember a time when you were totally _____X'd_____?

Can you remember a specific time?

As you go back to that time now ... go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel the feelings of being totally _____X'd_____.

STATES FOR STACKING ANCHORS

To stack anchors elicit several instances of states and anchor them in the same place. The state chosen for a particular stacked anchor can be the same or different. (In a Resource Anchor and Collapse Anchors, the states stacked should be different. In Chaining Anchors the states used for each stacked anchor should be the same.)

- A time when you felt incredibly powerful.
- A time when you felt completely loved.
- A time when you really felt you could have whatever you wanted.
- A time when you felt totally energised.
- A time when you fell down laughing, the funniest time ever
- A time when you felt supreme self belief and confidence.

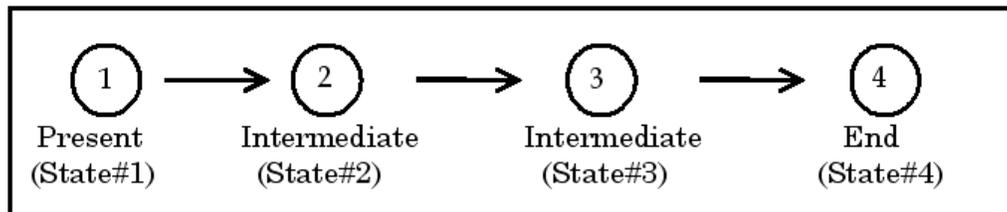
COLLAPSE ANCHORS

1. Get into rapport with the client.
2. Tell the client what you are about to do: “In a moment I am going to do a process called ‘Collapse Anchors’ (explain), and that will necessitate that I touch you on the knuckles, Is that O.K.?”
3. Decide on which Positive/Resource States are needed, and decide on the Negative State to be collapsed. Make it clear which states specifically are involved.
4. As you elicit the Positive States get into each one before you elicit it in the client.
5. Make sure that the client is in a fully associated, intense, congruent state for each of the states you anchor
6. Anchor all the positive states in the **same** place, I.E. a knuckle or other easily identifiable and replicate-able place.
7. Anchor the negative state only once.
8. Fire anchors at the same time until they peak, and the integration is complete. (Watch the client, they will usually exhibit signs of asymmetry until the integration is complete.)
9. Release the negative anchor
10. Hold the stacked positive anchor for 5 seconds and then release
11. Test: “Now how do feel about that old state?”
12. Future Pace: “Can you imagine a time in the future when you might be in a similar situation, and what happens?”

CHAINING ANCHORS

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

1. Get in rapport.
2. Tell the client what you are about to do: “In just a moment I am going to do a process called ‘Chaining Anchors’ (explain), and that will necessitate that I touch you. Is that O.K.?”
3. Identify the undesirable present state (E.G.: Procrastination), and decide on the positive/resource end state (E.G.: Motivation).
4. Design the chain: Decide on what intermediate states are needed to lead to the end state. (EG: “You’re procrastinating, what gets you off that state?”)



5. Get into each state as you elicit and anchor each state separately, beginning with the present state through the end state. (You will have to stack all states to get a high intensity.) Make sure that the subject is out of previous state prior to anchoring the next one. (Break State between states, especially between the last one and the first one.)
6. Test each state. Make sure that the client goes into each one.
7. Chain each state together firing #1 and when #1 is at its peak add #2, and then release #1. When #2 comes to the peak, add #3, then release #2. Add #4, etc. in the same way. (This is NOT a collapse because the two states do not peak at the same time.)
8. Test: Fire present state anchor. Client should end up in final state.
9. Ask the client, “Now how do you feel about _____.” EG: How do you feel about procrastination.
10. Future Pace: “Can you think of a time in the future which if it had happened in the past you would have _____ (EG: Procrastinated) and tell me what happens instead?”

NLP CHANGE PERSONAL HISTORY

Change personal History is for the purpose of changing a number of memories in the past and adding resources. For all live Life Training Systems Ltd Trainings this has been replaced by Time Line Therapy™ techniques.

Procedure:

1. Design and install a positive resource anchor.
2. Identify with client a persistent recurring undesirable state, and anchor the state.
3. Fire the undesirable state anchor while you identify and then anchor one event in the client's past where the client experienced the state.
4. Repeat this, anchoring at least two more events. (Anchor as many as necessary.)
5. Make sure that the state associated with the positive resource anchor is greater than the negative state.
6. Fire the first event anchor while holding the resource anchor and have the client relive the event with the new resources.
7. Repeat this for each event that was anchored.
8. Test.
9. Future Pace.

SUB-MODALITIES

Desired Outcome:

To be able to easily make changes to the meaning of a client's internal representations using SubModalities.

Theory:

SubModalities are how we encode and give meaning to our Internal Representations. Changing the SubModalities can easily and permanently change the meaning of an Internal Representation.

Techniques Include:

1. **Contrastive Analysis:** Involves finding the Drivers (or critical SubModalities) by comparing two Internal Representations for the SubModality differences. E.G.: Comparing Ice Cream and Yogurt.
2. **Mapping Across:** Involves discovering the Drivers (through Contrastive Analysis) and then changing the SubModalities of one of the Internal Representations to the other. E.G.: Changing the SubModalities of Ice Cream (liked), and Yogurt (disliked) should cause the client to dislike Ice Cream.
3. **Swish Patterns:** These involve replacing one Internal Representation or picture with another. This gives direction and movement to the series of Internal Representations so that the Desired State is now already being experienced positively and powerfully right now.
4. **Dissociative Techniques:** Involves shifting viewpoint and viewing a specific Internal Representation from a dissociated position. This is frequently used to “take the emotional charge off” a negative emotion, as in the Phobia Model.
5. **Perceptual Positions:** Involves shifting viewpoint and viewing a specific Internal Representation from one of three different positions. First Position is looking through your own eyes. Second Position is looking through another person’s eyes (usually a significant person in the event). Third Position is observing the entire scene from a dissociated position (say, above the entire event). This is useful as a Dissociative Technique and for incorporating learnings.

SUB-MODALITIES LIKE TO DISLIKE SCRIPT

(Whenever you do any Sub-Modalities work, you should use the SubModalities Checklist, Page 52. This adds to your precision and accuracy)

(Generally, it is a good idea to ask, “Is it all right for your Unconscious Mind to make this change today, and for you to be aware of it consciously.”)

1. “Can you think of something that you like but wish you did not? Good, what is it? As you think about how much you like that, do you have a picture?” (Elicit the SubModalities.)

Clear the Screen

2. “Can you think of something which is similar, but which you absolutely dislike. For example, ice cream and yogurt. “Good, what is it? As you think about how much you dislike that, do you have a picture?” (Elicit the SubModalities. The location should be different!)

Clear the Screen

3. Change the SubModalities of #1 into the SubModalities of #2.

4. Lock it in place. “You know the sound that tupperware makes when it seals, just like that, lock it right in there.”

Break State

5. Test “Now, what about that thing you used to like? How is it different?”

6. Future Pace. “Imagine a time in the future when you might be tempted to eat that. What happens?”

SUB-MODALITIES BELIEF CHANGE SCRIPT

(Whenever you do any SubModalities work, you should use the SubModalities Checklist, Page 52. This adds to your precision and accuracy)

1. “Can you think of a limiting belief about yourself that you wish you did not have? Good, what is it? As you think about that belief, do you have a picture?” (Elicit the SubModalities.)
2. “Can you think of a belief which is no longer true. For example, perhaps you used to be a smoker. Someone who was a smoker, used to believe they were a smoker, but now they no longer believe that. Or someone who used to own a new 1985 car, believed that they were a new car owner, but now they no longer do. Or perhaps the belief that you are no longer 18. Do you have something like that which used to be true for you, but no longer is? Good, what is it? As you think about that old belief, do you have a picture – Where is that old belief now?” (Elicit the SubModalities. For best results, the location should be different!)
3. Change the SubModalities of #1 into the SubModalities of #2.

TEST: Now, what do you think about that old belief?

4. “Can you think of a belief which for you is absolutely true? Like, for example, the belief that the sun is going to come up tomorrow. Do you believe that? (Or, the belief that it’s good to breathe.) Good, what is it? As you think about that belief, do you have a picture?” (Elicit the SubModalities.)
5. Can you think of a belief that you want to have, which is the opposite of the belief in #1? Good, what is it? As you think about that belief, do you have a picture?”
6. Change the SubModalities of #5 into the SubModalities of #4.

TEST: Now, what do you believe? Why do you believe you have this new belief?
--

SUB-MODALITIES CHECKLIST

	Visual	1	2	3	4
Black & White or Color?					
Near or Far?					
Bright or Dim?					
Location?					
Size of Picture?					
Associated / Dissociated?					
Focused or Defocused?					
Focus (Changing/Steady)					
Framed or Panoramic?					
Movie or Still?					
	Auditory				
Are there any sounds that are important to this picture?	Location				
	Direction				
	Internal or External?				
	Loud or Soft?				
	Fast or Slow?				
High or Low? (Pitch)					
	Kinesthetic				
Are there any feelings that are important to this picture?	Location				
	Size				
	Shape				
	Intensity				

SUB-MODALITIES CHECKLIST

Visual		1	2	3	4
	Black & White or Color?				
	Near or Far?				
	Bright or Dim?				
	Location?				
	Size of Picture?				
	Associated / Dissociated?				
	Focused or Defocused?				
	Focus (Changing/Steady)				
	Framed or Panoramic?				
	Movie or Still?				
Auditory					
Are there any sounds that are important to this picture?	Location				
	Direction				
	Internal or External?				
	Loud or Soft?				
	Fast or Slow?				
	High or Low? (Pitch)				
	Kinesthetic				
Are there any feelings that are important to this picture?	Location				
	Size				
	Shape				
	Intensity				

SUB-MODALITIES CHECKLIST

Visual		1	2	3	4
	Black & White or Color?				
	Near or Far?				
	Bright or Dim?				
	Location?				
	Size of Picture?				
	Associated / Dissociated?				
	Focused or Defocused?				
	Focus (Changing/Steady)				
	Framed or Panoramic?				
	Movie or Still?				
Auditory					
Are there any sounds that are important to this picture	Location				
	Direction				
	Internal or External?				
	Loud or Soft?				
	Fast or Slow?				
	High or Low? (Pitch)				
	Kinesthetic				
Are there any feelings that are important to this picture	Location				
	Size				
	Shape				
	Intensity				

SWISH PATTERNS

KEYS TO SUCCESSFUL SWISH PATTERNS

- Swish patterns are for the purpose of creating momentum toward a compelling future.
- The Swish Pattern installs choices for a new way of life rather than to change or remove old habits.

DOING A SWISH PATTERN

1. Get the picture that represents the habit or situation you would like to change. (When you think of _____, do you have a picture?)
2. Get a picture of the type of person you would like to be. (“How would you like to be instead? When you think of that do you have a picture?”)
3. Change the visual intensity of the desired state (brightness, size, distance, etc.) for the most “real” or most positive Kinaesthetic.
4. Bring back the old picture (#1), NOW STEP INTO THE PICTURE, fully associated.
5. Now insert in the lower left hand corner, a small, dark picture of the desired state.
6. Simultaneously, have picture of current state rapidly shrink and recede to a distant point while dark picture explodes into full view. (This *can* be accompanied by either an internal or external *SWIISSH* sound, but *is not necessary*—speed is!)
7. Repeat #6 a minimum of five times. Enjoy the results!

NOTES TO KEEP IN MIND

- a. Be fully associated in old pattern.
- b. Have detailed sensory-specific representations in the desired state.
- c. If client is associated in final picture = **OUTCOME**
- d. If client is disassociated in the final picture = **DIRECTION** (This is usually preferred to create a compelling future.)
- e. Make sure to have a break state between each Swish Pattern so as not to loop them. Close eyes during each step of process and open them between steps.

SUBMODALITIES SWISH PATTERN SCRIPT

1. Elicit Present State or Behaviour: “How do you know it’s time to _____? (EG: Feel bad.) When you think of that _____ (State or Behaviour) do you have a picture?” **(Break State)** [If client gives you a K answer, then say, “How do you know it is time to feel...”]
2. Elicit Desired State: “How would you like to (feel/act) instead? When you think of that _____ (State or Behaviour) do you have a picture?”
3. If necessary, assist client in adjusting the visual intensity of the Desired State for the most positive kinaesthetic. Say to the Client, “Step into your body.” (Now, adjust the SubModalities.)
4. “Good, now step out of the picture, so you see your body in the picture. Take the picture and make it small and dark in the lower left hand corner.” **(Break State)**
5. “Now, can you take the old picture and bring it up on the screen? Make sure that you are looking through your own eyes.”
6. “Good, as you have the old picture on the screen, can you see the new picture in the lower left hand corner, small and dark? Make sure you see your body in the picture.”
7. “Good, now have the picture explode big and bright, and have it explode up so that it covers the old picture, while the old picture shrinks down and becomes small and dark in the lower left hand corner, and do that as quickly as sssswishhhhh.”
8. “O.K., sssswishhhhh.”
9. “Now, clear the screen.”
10. Repeat steps 5, 6, 8, and 9 until the unwanted state or behavior is not accessible.
11. Test and future pace.

DISSOCIATIVE TECHNIQUE

V-K DISSOCIATION

1. Establish an anchor for the “Here and Now” state. If the person gets stuck in an associative place with the original event, the “Here and Now” anchor may be used to return the person to the present. Also anchor a “calm, relaxed” state.
2. Ask the person to remember the last time the reaction occurred. (In some cases, Time Line Therapy™ techniques may be needed to deal with the root cause.)
3. Anchor that state, interrupt the state, then test the anchor.
4. Instruct the person to place that scene on an imaginary television or movie screen with all the attendant feelings.
5. Tell the person to run the movie to the most traumatic part and then freeze that frame. Tell the person to imagine floating out of his/her body and watch from behind the chair or a position behind.
6. Anchor this dissociated state.
7. Tell the person to run the scene until he/she learns something new or something not previously remembered from this perspective. When the person acknowledges this, continue to Step 9.
8. Tell the person to talk to the younger self on the screen, stating “I am from your tomorrow and this is what I have learned...” The person is then told to nurture and comfort the younger self. The person is to accept the younger self as part of the present existence and to bring the new learning to the present. (*Fire the calm, relaxed state anchor as the person comforts the younger self.*)
9. To further solidify the disassociated state, have the person run the movie scene backwards, making the scene smaller and smaller. Fade the contrast until the scene becomes a small dot, then have the small dot spin out into space.
10. Test and future pace.

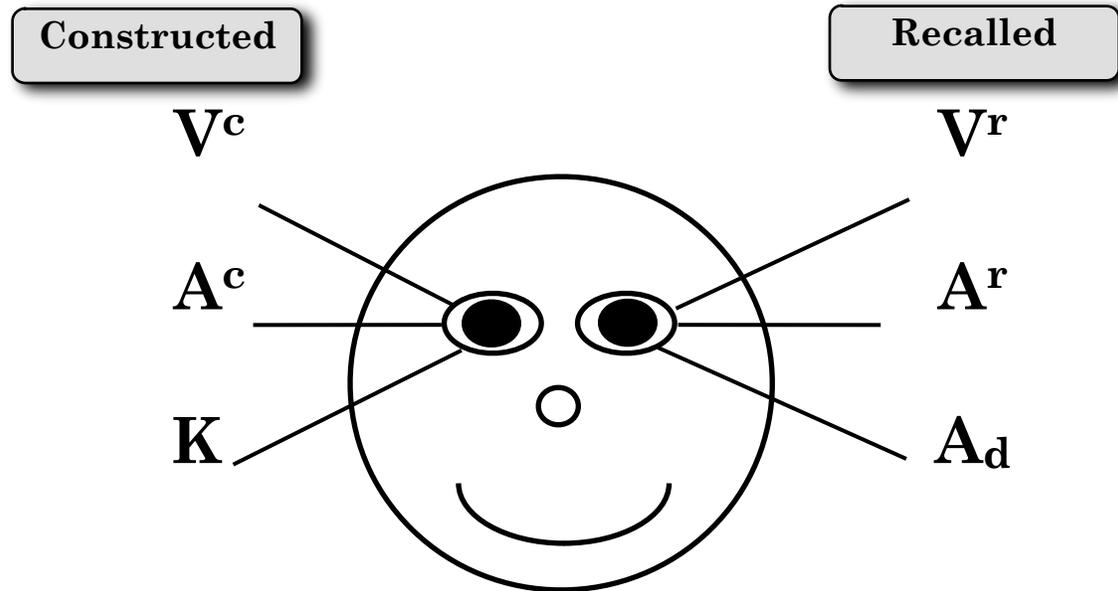
FAST PHOBIA MODEL

The Fast Phobia Model is more useful when used in conjunction with Time Line Therapy™ techniques. See the Time Line Therapy® Practitioner training manual for more information.

1. (Optional) Establish a resource anchor.
2. Acknowledge one-trial learning and client's ability to learn.
3. Discover strategy used for having phobia. (Use Logical Levels of Therapy)
4. Using Time Line Therapy™ techniques, have them go back before the first event.
5. Make movie screen above the Time Line, and have them watch from the projection booth.
6. Run the movie forward in B & W to the end.
7. Freeze frame at end, and white (or black) out.
8. Have the client associate into the memory and run it backwards in color to the beginning.
9. Repeat steps 6 - 8 until the client can't get the feeling (K) back, or until the memory is not accessible. (If you are deleting a memory then give the appropriate instructions.)
10. Check ecology. If necessary, use a swish. Test and future pace.

EYE PATTERN CHART

AS YOU LOOK AT THE PERSON



V_c = Visual Constructed

V_r = Visual Remembered

A_c = Auditory Constructed

A_r = Auditory Remembered

K = Kinaesthetic (Feelings)

A_d = Auditory Digital (Self-talk)

EYE PATTERN QUESTIONS

(Note: people can access V^r , A^r , Ad or K by defocusing if the questions to easy)

- V^r : **Visual Remembered:** Seeing images from memory, recalling things they have seen before.
QUESTION: “What was the colour of the room you grew up in?” or
 “What colour was the first car you ever owned?”
- V^c : **Visual Constructed:** Images of things that people have never seen before. When people are making it up in their head, they are using visual constructed.
QUESTION: “What would your room (car) look like if it were X?”
- A^r : **Auditory Remembered:** When you remember sounds or voices that you’ve heard before, or things that you’ve said to yourself before.
QUESTION: “Growing up, did you have a favourite pet? What was the sound of your pet’s voice?” “Can you remember the sound of your primary school teachers voice?”
- A^c : **Auditory Constructed:** Making up sounds you have not heard before.
QUESTION: “What would they sound like if they had Donald Duck’s voice?”
- A^d : **Auditory Digital:** This is where your eyes go when you are talking to yourself – internal dialogue.
QUESTIONS: “Can you recite the pledge of Allegiance to yourself?”
 “Is there a poem from school that you remember?”
 “Can you say the 7 Times Tables to yourself?”
- K :** **Kinesthetic:** (Feelings, sense of touch.) Generally you look in this direction when you are accessing your feelings.
QUESTION: “Do you have a favorite beach or place in the outdoors to walk? What does it feel like to walk there without shoes?” “What does it feel like to touch a wet rug?”

STRATEGIES

THEORY

Definition:

A specific syntax of external and internal experience which consistently produces a specific outcome (result). Human experience is an endless series of sequential representations. To deal with this endless sequence it is useful to suspend the process, and contextualise it in terms of the results, are they good or are they bad?

The Components :

- **Discover:** The first step is to discover the person's strategy through the process of elicitation.
- **Utilisation:** The next step is to utilise the strategy by feeding back information to the person in the order and sequence that it was elicited.
- **Change & Design:** The next step is to then be able to change the strategy, to make changes in it so that it will now sequence through and exit at the desired outcome.
- **Installation:** We then may want to install a new strategy if required to ensure a new behaviour that will support the positive outcome.

Types of strategies

We Run A Strategy For Everything That We Do: All of our daily activities are generated & maintained by strategies. Whether or not we finish what we do and the outcome generated by our behaviour is governed by a strategy. We have strategies for....

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

. and actually absolutely everything else that we do.

STRATEGIES

Components:

Elements

Sequence

Elements:

- *Visual*
 - External
 - Internal
 - Constructed
 - Remembered

- *Auditory*
 - External
 - Internal
 - Constructed
 - Remembered

- *Auditory Digital*

- *Kinesthetic*
 - External
 - Internal
 - Constructed
 - Remembered

- *Olfactory*
 - External
 - Internal
 - Constructed
 - Remembered

- *Gustatory*
 - External
 - Internal
 - Constructed
 - Remembered

T.O.T.E. MODEL OF STRATEGIES

First formulated in *Plans and the Structure of Behaviour* published in 1960 by George Miller, Eugene Galanter and Karl H Pribram. T.O.T.E. stands for Test, Operate, Test, Exit which is a sequence based on computer modelling.



1. The first **Test** is a cue or **trigger** that begins the strategy. It establishes the criteria “fed forward” and used as a standard or check for the second test.
2. The **Operation** accesses data by remembering, creating, or gathering the information required by the strategy from the internal or external world.
3. The second **Test** is a comparison of some aspect of the accessed data with the criteria established by the first test. The two things compared must be represented in the same representation system.
4. The **Exit**, or Decision Point, or Choice Point is a representation of the results of the tests. If there is a match, have I delivered the outcome that was wanted from the initial trigger? Then the strategy can exit. If there is a mismatch, I have thus far NOT created the desired outcome, then the strategy must recycle.
5. The strategy may recycle by:
 - Changing the outcome or redirecting the strategy.
 - Adjusting the value, chunking laterally or reorienting.
 - Refining or further specifying the outcome.
 - Accessing more data.

STRATEGIES

STRUCTURAL WELL-FORMEDNESS CONDITIONS

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

FUNCTIONAL WELL-FORMEDNESS CONDITIONS

- Trigger which starts the process and carries with it the final value.
- Operates to alter the present state to bring it closer to the desired state.
- A test which compares the present state to the desired state, where was I, where am I now, and where do I want to be.
- Decision point which determines the next step based on the congruence or lack of congruence of the above test comparison.

Knowing the functional well-formedness conditions allows you to ask very specific and directed questions. Knowing the functional properties of strategies allows one to recognise when one receives an answer to a different question than the one asked.

QUESTIONS TO ELICIT STRATEGIES

- Test:** What let you know it was time to decide to X?
 When did you begin deciding X?
 How did you know it was time to decide X?
- Operate:** How did you know there were alternatives?
 How do you generate alternatives?
- Test:** How do you evaluate alternatives that still deliver X?
 What has to be satisfied in order for you to decide you have X?
- Exit:** How do you select which alternative to take to ensure X?
 How do you know or what lets you know that you now have X?

STRATEGY ELICITATION

TEXT FOR FORMAL STRATEGY ELICITATION

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

Can you recall a specific time?

As you go back to that time now ...

What was the very first thing that caused you to be totally X'd?

Was it something you saw (or the way someone looked at you?),

Was it something you heard (or someone's tone of voice?), or

Was it the touch of someone or something?

What was the very first thing that caused you to be totally X'd?

After you (saw, heard, felt) that, what was the very next thing that happened as you were totally X'd?

Did you picture something in your mind?

Say something to yourself, or

Have a certain feeling or emotion?

What was the next thing that happened as you were totally X'd.

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

(Continue until complete.)

NOTE: Totally X'd as you can understand is for eliciting a feeling/behaviour i.e. totally motivated. To elicit a buying strategy you will just need to slightly change the language so that it fits the context. The easiest and best way to do this is by simply finding something the person bought for themselves without influence from others that they are really pleased with and enjoying the value they get from the item, service or training. So as an example it may sound like.....

Can you recall a training you have taken that brought you great value?

Can you recall a specific training?

As you go back to that time now ...

What was the very first thing that caused you to realise that this was the best training for you?

STRATEGIES

INSTALLING OR CHANGING STRATEGIES

- Rehearsing
- Reframing
- Metaphor
- Anchoring
- Dissociated state rehearsal

DESIGN PRINCIPLES

DESIGN

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

REDESIGN

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

MOTIVATION STRATEGIES

People either move toward or away from. People who move toward too strongly may never get around to doing unpleasant things which are necessary. People who move away may never move until things get bad enough. The key to motivation is to be able easily and effortlessly do things that are unpleasant by understanding the value. Most people do not need help in doing things that are pleasant.

TYPICAL MOTIVATION STRATEGIES

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

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

ELEMENTS OF AN EFFECTIVE MOTIVATION STRATEGY

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

Example of a Good Motivational Strategy:

Ad Inside your mind in a pleasant voice “It will be so good when it is done.” leading to V^c of completed task and it’s positive consequences leading to a positive K leading to beginning the task or future pacing appropriately.

STRATEGIES

TYPICAL PROBLEMS IN MOTIVATION STRATEGIES

1. **Begins with Overwhelm:** Person begins with feeling of overwhelm and needs to chunk down.
2. **The person only moves away.** Either this is not enough to motivate them or the person experiences too much stress, anxiety and unpleasantness.
3. **Uses MOP's of Necessity:** Person uses modal operators of necessity with harsh tonality resulting in bad feelings.
4. **Caution:** There are some things that one should move away from. Be careful about removing away strategies entirely. It is better to design a strategy with both elements.

TYPICAL PROBLEMS WITH DECISION STRATEGIES

1. **Problems with generating options.**
 - a) No visual construct.
 - b) Not enough options.
 - Only one choice.
 - Either/Or.
 - c) Person keeps generating choices with no way to exit.
2. **Problems with representing options.**
 - a) Options are not represented in all representational systems which makes it difficult to evaluate them.
 - b) Person needs to go external to get necessary data.
 - c) Options and criteria are not revised according to circumstances.
3. **Problems with evaluating options.**
 - a) Criteria for selection are inappropriate.
 - b) Criteria are not prioritised.
 - c) Criteria are considered sequentially and separately rather than simultaneously. Polarity response is an example.
 - d) Person does not get an overall evaluation of each criterion.

LEARNING STRATEGIES

WELL-FORMEDNESS CONDITIONS

1. Begin in a positive state. Think of a time when you succeeded & felt good rather than failed & felt bad. Access & anchor appropriate resources.
2. Chunk appropriately. Chunk down the task to avoid overwhelm. Recycle or go external until you can represent the smaller chunks so as to sequence and prioritise them.
3. Get appropriate feedback relative to the task being learned.
4. Make appropriate comparisons that give one a feeling of accomplishment. Do not make comparisons to expert or to an ideal self but to your ability in the past.
5. Exit. Avoid the dangers of exiting too soon or never exiting. Exit when you have learned enough for right now, and when you have learned something well enough for your outcome. Avoid the trap of chasing clarity. All important decisions are made on the basis of insufficient information.
6. Expect to not understand some things. Set them aside and come back to them later. Do not get trapped in bad feelings about not understanding. Remember that understanding is a feeling.
7. Know your Sub Modality equivalents of understanding and use them to get information in the necessary form.
8. Future pace learning to the time and place that they will be needed.

ELICITATION QUESTIONS

CONTEXT:

- Think of a time when you were able to learn something easily and rapidly.

INITIAL TEST:

- How do you know it is time to begin learning?

OPERATION:

- What do you do in order to learn?

SECOND TEST:

- How do you know if you have learned something?

EXIT:

- What lets you know that you have learned something fully?

SPELLING STRATEGIES

STEPS

1. **DISCOVER:** Finding out what strategy someone is already using.
2. **UTILIZE:** Use the strategy to assist the student in learning.
3. **CHANGING & DESIGNING:** Automating the new sequence so that it becomes part of the person's unconscious process. Changing also includes the process of designing: Streamlining what is there to make it more effective or designing a new strategy from scratch.
4. **INSTALLING:** Installing a new strategy if necessary.

SPELLING ELICITATION

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

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

INAPPROPRIATE SPELLING STRATEGIES:

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

EXCELLENT SPELLING STRATEGY

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

SPELLING STRATEGIES

INSTALLING

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

COMMON PROBLEMS

1. People try to create the word while looking in visual remembered. “Look up here and wait until you see the word the way you have seen it before. Allow the image to pop up.”
2. If people draw a blank, write out the word and hold it up in visual remember. Have them look at it and then close their eyes and see it internally as a memory image.
3. Hold the word up for a short period. If too long some people will try to describe it rather than see it.
4. Have them visualise the word on something that they can remember easily.
5. A person keeps going back to their old strategy rather than using the new one. Reframe the persistent voice. If first step is a negative K, then create a resource anchor (or use a dissociated-state rehearsal if necessary).

PHYSIOLOGY OF EXCELLENCE

Desired Outcome: To be able to discover, elicit the patterns of, and utilise excellent behaviour in themselves and others

Theory:

The basis of NLP is the Process of Modelling, which has three elements

1. Belief & Values Systems
2. Physiology
3. Strategies

The theory is that, “Anything you can do, I can elicit and also do.” Through the process of Modelling, you can find and model excellent behaviour and install it in someone else.

In successful people we often observe that they are generally in control of their state no matter what the external circumstances, and that they have a most excellent way of staying in a positive and up state

THE RING OF POWER

Process:

A resource anchor can be anything that is an anchor and helps you to recall the state. The Ring of Power is a resource anchor that is useful in many circumstances as a resource anchor.

1. Anchor a number of positive powerful states to an imagined circle on the floor: “Imagine a Ring of Power in front of you as a circle about 2 feet in diameter.”
2. Now remember a time when you were totally motivated and when you are totally motivated, then step into the Ring.
3. When the state begins to subside then step out of the ring.
4. Add additional desired states in the same way. (For other states see, Page 45.)
5. When done adding all states, step into the Ring of Power, clear the screen step back in to test.
6. Pick up the ring shrink it down put it in your wallet, pocket, bag and bring it out if and when required

REFRAMING

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

The two major kinds of reframes that we learn at the Practitioner level are the Context Reframe and the Meaning Reframe.

THE BASIS OF REFRAMING IS TO SEPARATE INTENTION FROM BEHAVIOUR

CONTEXT REFRAME: “I’m too X to be Y...” -or- “He’s too X to be Y...” “Think of a different context in which the person will respond differently to the same behavior. If someone is said to be too bossy think of how this supposed negative can be a positive in a different context. “Bossy?” or “Forthright?”

MEANING REFRAME: “Whenever ‘X’ happens, I respond ‘Y’.” Ask yourself, “What else could this behaviour mean?” or internally think of an opposite frame or a different meaning. “What is it that this person hasn’t noticed (in this context) that will bring about a different meaning, and change his response?”

“My mother irons my shirts because she thinks I’m incapable!”

“My mother irons my shirts because she wants me to feel loved!”

PARTS INTEGRATION

Inner Conflict Resolution Through Integration

1. Identify the conflict and the parts involved: Make sure you clearly identify the parts and truly understand the nature of the conflict.
2. Have the Part, which represents the unwanted state or behaviour come out onto one of the clients hands first: “I wonder if I can talk to part X. Which hand would it like to come out and stand on?” (Induce arm catalepsy.)
3. Make sure that the Client has a personified V-A-K image of the part as it comes out on the hand: “Who does this part look like; does it look/sound/feel like someone you know?”
4. Elicit the “Opposite Number” to come out on the other hand: “I’d like to talk to the Part with which this Part is most in conflict, the flip side of the coin the opposite number, and let’s have it come out and stand on the other hand.” (Show client how to hold hand. again induce arm catalepsy)
5. Make sure that the Client has a personified V-A-K image of the part as it comes out on the hand: “Who does this part look like; does it look/sound/feel like someone you know?”
6. Separate intention from behaviour: Reframe each part so that they eventually realise that they actually have the same intention by chunking up ask, “What is the intention ...” or “For what purpose ...” (Begin chunking up first with the part that has the unwanted state or behaviour. As you do, make sure that the client’s intention stays associated. “how does that make you feel!”) Make sure that both parts ultimately get to the same word as the highest intention.
7. Now, have the parts notice they were once part of a larger whole
8. Ask for other parts that were also once part of the larger whole. Have them join in the integration.
9. What resources or attributes does each part have that the other part would like to have? As the hands come together give additional suggestions for integration.
10. Take the integrated part inside and have it merge into the wholeness inside that is the client.
11. Test & future pace.

PUTTING A SINGLE GOAL INTO YOUR FUTURE

1. **Be sure the goal is stated so that it is S.M.A.R.T.**
 2. **Get the last step:**
“What is the last thing that has to happen so you know you got it?”
 3. **Make an Internal Representation:**
A Visual representation,
or Auditory representation,
or Kinesthetic representation.
- OR all of the above which is even more compelling, so if the can make it V, A, K, O, G, Ad then that is best.
4. **Step into the Internal Representation – associate the Client**
 5. **Adjust the Sub-Modalities—Adjust the qualities to ensure the most positive Kinaesthetic or for the most “real” feeling.**
 6. **Step out of the Internal Representation – dissociate the Client.**
 7. **Take the Internal Representation and float above now.**
 8. **Energise the Internal Representation with four deep breaths:** Have the Client breathe in through the nose, out through the mouth, and blow all their lives energy into the Internal Representation as a powerful metaphor.
 9. **Float out into the Future:** Take the Internal Representation and float above the Time Line out into the future.
 10. **Insert the Internal Representation into the Time Line:** “Let go of the Internal Representation and let it float right down into the Time Line at the exact time and date the goal will become their reality.
 11. **Notice the events between then and now re-evaluate themselves to support goal:** The Client may or may not have an experience of the reevaluation, so we call it to his (her) attention. Also have them notice what else is possible further out into the future because of this goal.
 12. **Then simply Float back to now and down into now.**

NLP MODEL OF THERAPY

1. Understand The Clients Current Model Of The World

Meta Model

Detailed Personal History ((NOTE: Master Practitioner Material)

Establish Rapport

Set outcomes

Basic and Complex Meta Programs (NOTE: Master Practitioner Material)

Values, Beliefs and Attitudes

Presuppositions

Keys to Achievable outcomes

Well formedness conditions

Understanding current strategies by elicitation

2. Loosen Up Their Current Grip On The Negative Aspects Of Their Reality

Milton Model

Meta Model

Logical levels of Therapy (NOTE: Master Practitioner Material)

Quantum Linguistics (NOTE: Master Practitioner Material)

Metaphor

Reframing

3. Creating The Change

Milton Model

Strategies design and installation

Anchoring

Sub-modality work, like to dislike / swish

Time line Therapy® (Use TLT only If Trained)

Limiting Beliefs (Use NLP belief change if not trained in TLT)

Hypnosis (Milton Model conversational hypnosis for resourcing)

4. Check Your Work Go Back And Do Anything That Is Not 100% Gone

Check ecology

Integrate and part conflicts

Focus only on what you want Alignment

5. Future Pace

Be willing to take action

generate new behaviours and test

fill up the convincer

SUGGESTED FAMILY THERAPY MODEL

This model takes approximately 8-10 hours for two people. We expect that each additional person will take a further 2-3 hours.

The Presuppositions:

We assume that from an NLP point of view there are mainly two reasons why relationships end –

- negative anchoring, and
- unfulfilled strategies.

So this process is designed to:

1. **Cleaning-up Negative Anchoring**
 - a. Delete negative anchors and experiences using Time Line Therapy if trained. Clean up all negative events to get rid of filtering.
 - b. Practitioner can also do positive anchoring – Have them remember positive states that are contextually relevant.
 - c. You can also show them how to set their own anchors.
2. **Teach them the necessary strategies to be fulfilled in the relationship, and eliminate Unfulfilled Strategies.**
 - a. Meta Programs, Myers Briggs, Tad James Time Line Therapy and the basis of personality.
 - b. Values and Values Levels Thinking (This Master Practitioner Materiel or please see National Values Centre and Claire Graves)
 - c. Love Strategies
 - Attraction
 - Recognizing Attraction
 - Deep Love
 - d. Primary Representation systems
 - e. Communication, Meta Model what is truly being said.
 - f. Being at Cause.

SUGGESTED FAMILY THERAPY MODEL

The Steps:

1. **Ask:** “Is this marriage worth saving? Is it worth being married to your spouse?” (Ask this each time you start a session; it will save you a lot of time.)
2. **Discover their Meta Programs and Values** (Master Practitioner Material)
3. **Meet with them individually and do individual therapy**
 - a. Disconnect negative anchors
 - b. Delete guilt, anger, frustration, fear, etc.
 - c. Do parts integration and negotiation:
 - Father
 - Mother
 - Significant others, etc.
 - d. Check role models
4. **Couple Therapy – Have Fun**
 - a. Go through Meta Programs, Time Line, Values, Love Strategies
 - b. Set up and make agreements
 1. No Double Binds
 2. Communication to work out problems
 3. Generative, Supportive systems
5. **Anchoring**
 - a. Handle Negative Anchors
 - b. Give Example of how it works
 - c. Positive Anchoring
 - d. Re-anchor Positives at Beginning of relationship
 - e. Teach them how to use anchors
6. **Test and Future Pace**

THE 5 STEP SALES PROCESS

1. **Establish Rapport:** Remember, people who are like each other, tend to like each other. Match & Mirror:
 - Physiology
 - Tone of voice
 - Representational systems
 - Breathing
 - Key words

2. **Ask Questions:** The questions you ask are directly related to the business of the person you are interviewing. Talk their language. Ask questions in the language of their main interest. (In business, talk the language of their business.)
 - What do you do? What are you interested in?
 - “For what purpose...” do you want this?
 - Also discover client’s I/R of success
 - Find out client’s primary rep system and desired state
 - Discover client’s Motivation, Decision, Reassurance Strategies
 - Elicit Values

3. **Find a Need:** Establish the need – establish value. Propose a solution to the client’s problem, and then ask, “Do you see any value in this?” (If there is no need, then stop here. Find another client. There are plenty out there.)

Your job at this point is to quickly find as many no’s as possible. That means that you need to push up against the client enough so that he/she makes a decision right now. No’s are infinitely better than, “I need to think about it. Can you call me back tomorrow?” (Remember the spinning plates analogy.) Most sales people waste 80% of their time on people who buy nothing. If you spend 80% of your time on people who are going to buy, then they will spend more with you. You want “High Probability” clients.

While you are in this step, you can also use:

- Conditional close -- “Do you see any value in this...” or “Is it fair to say that if we solved this problem then that would be valuable to you.”
- Tag questions - “Then it would be valuable to you to solve this, wouldn’t it?”

4. Link the Need or Value to your Product or Service

At this point you propose how your product or service will solve the problem that you uncovered earlier. Make a clear proposal of how, but with as little detail as possible, keep it as ambiguous as you can get away with. Only tell the client enough to make it possible for them to purchase.

- “What would happen if...”
- “Compared to...” (Contrast Frame)
- Because
- Agreement Frame
- Use strategies if you elicited them
- Also repeat client’s values & key words as you close

5. Close: Ask for the order!

- If yes: Future pace. Fire reassurance anchor. Get referrals.

Handle Objections by either:

- Ignoring them and going to #3
-or-
- Handling Objections and going to #3

This part is about moving the buyer from resistance to objection or to buying.

Closing: There are a number of ways to ask for the order, technically called “Closing”. There are a number of books with many ideas that have worked over the years for closing. Here are some that are valuable:

- Assuming the Sale
- The Order Blank Close
- Alternative Choice Question
- Sharp Angle Close

You may choose to answer the objection if you think the objection is significant.

Here are the only 4 objections:

1. "I don't have enough time,"
2. "I don't have enough money,"
3. "It won't work for me (it works for everyone else but it won't work for me),"
4. "I don't believe you."

Handling An Objection: (The Final Objection Close)

1. Listen fully to the client's objection!
2. Act a little bit surprised.
3. Say, "Oh I get it, you mean that's the only reason you're not buying yet?"
4. "If I could show you how to have the time/money/belief would you buy?"
5. The last step is to answer the objection as above and go right back to establishing the value.

Re-Establish Value by going to #3

Resistance to your message indicates either a lack of rapport or your not speaking directly to the need. If that happens at any point, build more rapport and ask more questions.

NEGOTIATING—INFLUENCING

PLANNING

1. **Determine your outcome.**
2. **Develop as many options as possible to achieve that outcome.**
 - a) Avoid having a fixed position.
 - b) Define upper and lower limits of range.
3. **Identify potential areas of agreement.**
4. **Identify issues to be resolved and plan how to discuss them.**
5. **Determine your best alternative to an agreement.**

THE PROCESS

- A. **Opening**
 1. Establish rapport.
 2. Get consensus that there is basis for negotiation.
 3. Qualify the other negotiator through the “as if”.
 4. Establish the other negotiator’s outcome through the “as if”.
- B. **Exchange**
 1. State areas of agreement.
 2. Anchor every and any state you can utilize later.
 3. State issues to be resolved.
 4. Probe for other’s outcomes in areas of disagreement.
 5. Develop options that include both parties’ outcomes.
 - Remind the other of shared interests.
 - Ask for help in developing options.
 - Ask for preference among several options.
 - Emphasize objective standards for selecting an option.
 6. Get agreement on the best option and move to close.
- C. **Closing**

Summarize agreement and action plan emphasizing the next step.

NEGOTIATING—INFLUENCING

TACTICS

1. **Do not respond to a proposal with a counterproposal.**
Restate, validate, clarify and probe.
2. **Invent options for mutual gain - win/win - dovetail outcomes.**
3. **Avoid attack/defense exchanges. Use “negotiation Aikido”.**
 - Treat their proposal as one option. Probe for the outcome behind it.
 - Treat your proposal the same way. If attacked, probe for the outcome behind the attack.
4. **Anchor any and every state you can use later.**
5. **Avoid “irritators” - value judgments and statements which glorify the options you favor. EG: “I can’t believe you’d make such a ridiculous offer.”**
6. **Separate intent from behavior.**
7. **Label suggestions and questions.**
 - “Let me offer a suggestion.”
 - “I’d like to ask a question.”
8. **Use “I” language rather than accusing.**
“I’m having trouble understanding this,” rather than, “You’re not making yourself clear.”
9. **State your reasons first before making a proposal.**
 - 1) Reason (Why)
 - 2) Explanation (What)
 - 3) Proposal (How)**Never the reverse!!**

NEGOTIATING—INFLUENCING

TACTICS (CONTINUED)

10. **Anticipate Objections - Handle in advance.**
11. **Behavioral Flexibility - Law of requisite variety.**
12. **Minimize the reasons you give when stating an option.**
Multiple reasons give the other the opportunity to select the weakest and make it the basis for rejecting the option.
NOT: *“We must implement flextime because:
it will increase our hiring options
it will reduce our turnover
our employees will be happier
we’ll look like a progressive company.”*
13. **Test understanding and summarize.**
“So you think that ...”
“Your main concern is...”
“Then it seems that we both think the idea is worth a trial period.”
“Let me be sure I understand where we are now.”
14. **Tell the other your feelings.**
“I’m having trouble with your proposal for more time off. We’ve agreed that we both want a lower unit cost. And yet I feel that this will only increase...”
“I get the feeling that we’re jumping into, and from issue to issue. Which one would you like to discuss first?”
15. **Don’t negotiate with your team in front of the other team. If an option is raised and you need more time or information, ask for a break or schedule another session.**
16. **If you get stuck:**
 - a) Stop doing what you’re doing.
 - b) Generate at least three options for doing something else.
 - c) Choose the best and go with it.

NEGOTIATING—INFLUENCING

HANDLING OBJECTIONS

1. **Ignore them. One of the simplest and most potent ways to handle an objection is to act as if it never came up.**
2. **Restate and validate. Use agreement frame.**
3. **Clarify by using the pointers. The pointers will uncover complex equivalents which may open up new options. Apples or fruit?**
4. **Some options to resolve:**
 - Exaggerate
 - Conditional close through the “As if.” “What would happen if I could solve this concern?”
 - Devise an acceptable option that handles the objection.
5. **Options when the objection hasn’t been resolved after five minutes.**
 - Go on to other issues.
 - “Let’s act as if we were in binding arbitration.”
 - “Act as if you were me.”

THE OPTIMUM MEETING FORMAT

BEFORE THE MEETING

1. **Have as few regularly scheduled meetings as possible.**
2. **Ask: Could I handle this by memo or phone? Is there a need for interaction?**
3. **Determine the outcome: What do you want as a result?**
 - a. Stated in the positive
 - b. Sensory specific
 - c. Has an evidence procedure
 - d. Is ecological
 - e. Has short and long-term outcomes
4. **Develop the evidence procedure: How will you know you have it? “What will you accept as evidence?”, can be used to direct attention to a representation of a desired state.**
5. **Develop options: What will happen if...? (As if frame)**
6. **Establish membership and agenda.**
 - a. Each person invited to the meeting must have information needed for a decision on two out of three agenda items.
 - b. *The two-thirds rule:* If 2/3 of relevant people are not there, do not hold the meeting.
7. **Meeting place.** Choose a meeting place where only business takes place.
8. **Sensory check.**
 - a. As people come in, make a sensory check. Check their physiology.
 - b. “Do I have responsive, alert people here?”

THE OPTIMUM MEETING FORMAT

OPENING THE MEETING

1. Establish rapport. Maintain respect for each other.
2. State the outcome and evidence procedure.
3. Get agreement on #2 above. Smoke out hidden agendas.
4. Unless you assign people something to do, they will find something.

DISCUSSION

1. **Relevancy Challenge**
 - a. The question, “How does (statement) relate to the outcome agreed upon for this meeting”, is a challenge to any statement which, in the perception of the information processor, is not relevant to the outcome. This procedure demands that the information source justify his statement relative to the context.
 - b. Use relevancy challenge to defend the need to know/need not to know.
 - c. Make agenda overt so meeting participants can become self-monitoring.
 - d. Write up agenda and just glance at it.
 - e. One unchallenged irrelevancy will take at least 20 minutes to get back on track.
2. **The Meta Model**
3. **“As if”/What would happen if?**

Provide a context to access information which would otherwise be unavailable because of some present state restrictions.

THE MEETING FORMAT

DISCUSSION (CONTINUED)

4. **Use conditional close:**
“If I X then will you Y?”, OR “If I could, would you?”
Get a conditional close or you will be nickle’d and dime’d to death.
5. **If someone’s mind appears to be wandering, alert them:**
“In a few minutes I would like to ask you to backtrack.”
6. **Give polarity person a job to do!** Polarity people with their natural tendency to see the opposite side of an issue often can demoralize others by derailing the synergy generated by like minds. The problem is not their objections, it is the timeliness of their objections. Give them a role to play at a particular time. Ask them to play the devil’s advocate, and to wait until the end to give the other people enough rope to hang themselves with.
7. **Conservative:** Conservatives are people who say we have always done it that way. One response is: “I’d be willing to consider doing it the way we have in the past if you will consider driving home tonight while looking only in your rear view mirror”.

CLOSING THE MEETING

1. **Summarize outcome(s).**
Backtrack frame provides a mechanism to review or trace the development of the information maps, which is relevant to the outcomes established.
2. **State next step(s). GO FOR IT.**

CERTIFICATION STANDARDS



Receiving Your Associate eNLP Practitioner Level Certificate

- A. Duration of Training 52 Hours:** 16 hours worth of video (preferably 32 hours by going through them twice and there after sections revisited as required) 10 hours worth of reading the manual and doing the test and a minimum of 10 hours worth of practicing the patterns you have learnt which will be ongoing as suggested throughout the training.
- B. Demonstration Through Submission of Your Test And Ongoing Questions For Optimum Application:** Your ability to identify the following basic skills, techniques, patterns and concepts of NLP and to utilise them competently with self and with others.

NOTE: Please email you test to life@lifetrainingssystems.com for marking upon passing you will receive your certificate.

Through this process you will be demonstrating to me your....

1. Behavioural integration of the basic presuppositions of NLP, including:
 - a. Outcome orientation with respect for others' models of the world and the ecology of the system.
 - b. Distinction between map and territory.
 - c. There is no failure. There is only feedback (cybernetic).
 - d. Meaning of your communication is the response you get.
 - e. Adaptive intent of all behavior.
 - f. Everyone has the necessary resources to succeed.
 - g. Resistance is a signal of insufficient pacing.
 - h. Law of requisite variety.
2. Rapport, establishment and maintenance of.
3. Pacing and Leading (verbal and non verbal).
4. Calibration (sensory based experience).

5. Representational systems (predicates, and accessing cues).
6. Conscious Use of Language
7. Meta-Model, Understanding and Utilisation.
8. Milton-Model, Understanding and Utilisation.
9. Elicitation of well-formed, ecological outcomes and structures of present state.
10. Metaphor creation.
11. Frames; contrast, relevancy, As If, Backtrack.
12. Anchoring (VAK).
13. Anchoring Techniques (contextualised to the field of application).
14. Ability to shift consciousness to external or internal, as required by the moment's task.
15. Dissociation and Association.
16. Controlling Ambiguity to Specificity, Chunking.
17. SubModalities Techniques.
18. Verbal and non-verbal elicitation of responses.
19. Accessing and building of resources.
20. Reframing.
21. Strategies; detection, elicitation, utilisation, & installation.
22. Demonstration of behavioural flexibility.
23. And Above All Be Living At Cause

NLP GLOSSARY

Accessing Cues	External signs that give us information about what we do inside. The signs include breathing, gestures, posture, and eye patterns.
'As-If' Frame	This is “acting as if” something were true. I.E.: Pretending that you are competent at something that you are not, like tennis. The idea is that the pretense will increase your capability.
Analogue	(As opposed to Digital) Analogue distinctions have discrete variations, as in an analogue watch.
Anchoring	The NLP Technique whereby a stimulus is linked to a response. An Anchor can be intentional or naturally occurring. (See page 46.)
Associated	It deals with your relationship to an experience. In a memory, for example, you are associated when you are looking through your own eyes, and experiencing the auditory and kinesthetics at the same time.
Auditory	Hearing.
Backtrack	To go back and summarize or review what was previously covered, as in a meeting.
Behavior	Any external verifiable activity we engage in.
Beliefs	Generalizations we make about the world and our opinions about it.
Calibration	Usually involves the comparison between two different sets of non-verbal cues (external verifiable behavior). It allows us to distinguish another's state through non-verbal cues.
Chunking	As in thinking - moving up or down a logical level. Chunking up is moving up to a higher, more abstract level that includes the lower level. Chunking down is moving to a level, which is more specific. (See Hierarchy of Ideas, page 39.)

Complex Equivalence	This occurs when two statements are considered to mean the same thing, E.G.: “She doesn’t look at me, and that means she doesn’t like me.” (See Meta Model, page 45.)
Congruence	When the behavior (external verifiable) matches the words the person says.
Conscious	That of which we are currently aware.
Contrastive Analysis	This is a SubModality process of analyzing two sets of SubModalities to discover the Drivers, I.E.: What makes them different. For example the difference between Ice Cream (which the client likes) and Yogurt (which the client does not like) are based on SubModality distinctions. (See page 28.)
Content Reframe	(Also called a Meaning Reframe) Giving another meaning to a statement by recovering more content, which changes the focus, is a Content Reframe. You could ask yourself, “What else could this mean?” or “What is something you had not noticed?” (See Meaning Reframe, page 52.)
Context Reframing	Giving another meaning to a statement changing the context. You could ask yourself, “What is another context in which this behavior would be more appropriate?” (See Context Reframing, page 52.)
Criteria	The NLP word for values - what is important to you. (See <i>Time Line Therapy and the Basis of Personality</i> , 1988.)
Crossover Mirroring	Matching a person's external behavior with a different movement, E.G.: Moving your finger to match the client’s breathing.
Deep Structure	The unconscious basis for the surface structure of a statement. Much of the deep structure is out of awareness.
Deletion	One of the three major processes (including distortion and generalization) on which the Meta Model is based. Deletion occurs when we leave out a portion of our experience. (See page 45.)

Digital	Digital (As opposed to Analogue) Digital distinctions have distinct variations of meaning as in a Digital watch, or an “On/Off” switch.
Dissociated	It deals with your relationship to an experience. In a memory, for example, you are dissociated when you are not looking through your own eyes, and you see your body in the picture.
Distortion	One of the three major processes (including deletion and generalization) on which the Meta Model is based. Distortion occurs when something is mistaken for that which it is not. In India there is a metaphor which explains this: A man sees a piece of rope in the road and thinks it is a dangerous snake, so he warns the village, but there is no snake. (See page 45.)
Downtime	Downtime occurs whenever we go inside. It can occur when we go internal for a piece of information or when we get in touch with feelings. (See Up Time.)
Drivers	In SubModalities, drivers are the difference that makes the difference. Discovered through the process of Contrastive Analysis, Drivers are the critical SubModalities, and when changed tend to carry the other SubModalities with them.
Ecology	In NLP, Ecology is the study of consequences. We are interested in the results of any change that occurs. It is often useful to look at the ecology in making any change as to the consequences for self, family (or business), society and planet.
Elicitation	Inducing a state in a client, or gathering information by asking questions or observing the client’s behavior.
Eye Accessing Cues	Movements of the eyes in certain directions which indicate visual, auditory or kinesthetic thinking. (See page 23.)
Epistemology	The study of knowledge or <u>how</u> we know <u>what</u> we know.

First Position	This is one of the Perceptual Positions. First Position is when you are in touch with only your own inner Model of the World.
Frame	A frame sets a context, which is a way we can make a distinction about something, as in As-If Frame, Backtrack Frame, Outcome Frame.
Future Pace	Mentally rehearsing a future result to install a recovery strategy so that the desired outcome occurs.
Generalization	One of the three major processes (including distortion and deletion) on which the Meta Model is based. Generalization occurs when one specific experience represents a whole class of experiences. (See page 45.)
Gustatory	Taste.
Incongruence	When the behavior (external verifiable) does not match the words the person says.
Intent	The outcome of a behavior.
Internal Representations	The content of our thinking which includes Pictures, Sounds, Feelings, Tastes, Smells, and Self Talk.
Kinesthetic	This sense includes feelings, and sensations.
Law of Requisite Variety	The Law of Requisite Variety states that “In a given physical system, that part of the system with the greatest flexibility of behavior will control the system.”
Leading	After pacing (matching or mirroring) a client’s behavior, leading involves changing your behavior so that the other person follows your behaviors.
Lead System	This is where we go to access information. The Lead System is discovered by watching Eye Accessing Cues.
Logical Level	The level of specificity or abstraction. (E.G.: Money is a lower logical level than Prosperity.)
Logical Type	The category of information. (E.G.: Ducks are a different logical type from Cars.)

Mapping Across	Following Contrastive Analysis, Mapping Across is the SubModality process of actually changing the set of SubModalities of a certain Internal Representation to change its meaning. E.G.: Mapping the SubModalities of Ice Cream (which the client likes) over to those of Yogurt (which the client does not like) should cause the client to dislike Ice Cream. (See page 28.)
Matching	Deliberately imitating portions of another's behavior for the purpose of increasing rapport. (E.G.: If we both raise our right hand, then I am matching you.)
Meaning Reframe	(Sometimes called a Content Reframe) Giving another meaning to a statement by recovering more content, which changes the focus, You could ask yourself, "What else could this mean?" or "What is something you had not noticed in this context which will change the meaning of this?" (See Meaning Reframe, page 52.)
Meta Model	Meta Model means "Over" Model. A model of language, derived from Virginia Satir that allows us to recognize deletions, generalizations and distortions in our language, and gives us questions to clarify imprecise language. (See page 45.)
Meta Programs	These are unconscious, content-free programs we run which filter our experiences. Toward & Away From, and Matching & Mismatching are examples of Meta Programs. (See <i>Time Line Therapy and the Basis of Personality</i> , 1988; see also, our NLP Master Practitioner Training Collection.)
Metaphor	A story (analogy or figure of speech) told with a purpose, which allows us to bypass the conscious resistance of the client and to have the client make connections at a deeper level.
Milton Model	The Milton Model has the opposite intent of the Meta Model (Trance), and is derived from the language patterns of Milton Erickson. The Milton Model is a series of abstract language patterns which are ambiguous so as to match our client's experience and assist her in accessing unconscious resources.

Mirroring	Matching portions of another person's behavior, as in a mirror. (E.G.: If you raise your right hand, and I raise my left, then I am mirroring you.)
Mismatching	This generally relates to contradictory behavior or words, and is one of the Meta Programs.
Modal Operator	Modal Operator of Necessity relates to words, which form the rules in our lives (should, must, have to, etc.). Modal Operator of Possibility relates to words that denote that which is considered possible (can, cannot, etc.).
Model	In NLP, a Model is a description of a concept or a behavior, which includes the Strategies, Filter Patterns and Physiology so as to be able to be adopted easily.
Modeling	Modeling is the process by which all of NLP was created. In Modeling we elicit the Strategies, Filter Patterns (Beliefs and Values) and Physiology that allow someone to produce a certain behavior. Then we codify these in a series of steps designed to make the behavior easy to reproduce.
Model of the World	A person's values, beliefs and attitudes that relate to and create his or her own world.
Neuro Linguistic Programming	NLP is the study of excellence, which describes how our thinking produces our behavior, and allows us to model the excellence and to reproduce that behavior.
Nominalization	A process word which has been turned into a noun, often by adding "tion". (See Meta Model, Page 45.)
Olfactory	The sense of smell.
Outcome	Desired result.
Overlap	Using a preferred representational system to allow us to gain access to another, E.G.: "Imagine walking (preferred rep system) along the beach and hearing the birds. Now, look down at the sand and feel the cool wet sand beneath your feet."

Pacing	Pacing is matching or mirroring another person's external behavior so as to gain rapport.
Parts	Parts are a portion of the unconscious mind, which often have conflicting beliefs and values. (See page 52.)
Parts Integration	An NLP technique, which allows us to integrate parts at the unconscious level by assisting each one to traverse logical levels (by chunking up) and to go beyond the boundaries of each to find a higher level of wholeness. (See page 52.)
Perceptual Position	Describes our point of view in a specific situation: First Position is our own point of view. Second Position is usually someone else's point of view. Third position is the point of view of a dissociated observer.
Phonological Ambiguity	This occurs when there are two words, which sound the same but have different meanings. (See Milton Model, page 39.)
Preferred Rep System	This is the representational system that someone most often uses to think, and to organize his or her experiences.
Presuppositions	Presuppositions literally means assumptions. In natural language the presuppositions are what is assumed by the sentence. They are useful in "hearing between the lines" and also for communicating to someone using assumptions that will have to be accepted by the listener so that the communication makes sense. (See page 35.)
Presuppositions of NLP	Assumptions or convenient beliefs, which are not necessarily "true," but which if accepted and believed will change our thinking and improve our results as an NLP Practitioner. (See page 12.)
Primary Rep System	This is how we represent our internal processing, externally. (It is discovered by listening to Predicates and looking at Physiology.)
Punctuation Ambiguity	Ambiguity, which is created by changing the punctuation of a sentence by pausing in the wrong place, or by running-on two sentences. (See Milton Model, page 39.)

Quotes	This is a Linguistic Pattern in which your message is expressed as if by someone else. (See also Extended Quotes and Milton Model, page 39.)
Rapport	The process of Matching or Mirroring someone so that they accept, uncritically, the suggestions you give them. (Originally in Hypnosis 'Rapport' had a different meaning, which was, a state where the subject in Hypnosis sees, hears only the Hypnotherapist.) This is not the meaning in NLP where it relates to establishing trust and rapport between two people.
Reframing	The process of changing the frame or context of a statement to give it another meaning. In selling this process is called, "Answering Objections."
Representation	A thought in the mind which can be comprised of Visual, Auditory, Kinesthetic, Olfactory (smell), Gustatory (taste), and Auditory Digital (Self Talk).
Representational System	One of the six things you can do in your mind: Visual, Auditory, Kinesthetic, Olfactory (smell), Gustatory (taste), and Auditory Digital (Self Talk).
Resources	Resources are the means to create change within oneself or to accomplish an outcome. Resources may include certain states, adopting specific physiology, new strategies, beliefs, values or attitudes, even specific behavior.
Resourceful State	This refers to any state where a person has positive, helpful emotions and strategies available to him or her. Obviously the state implies a successful outcome
Second Position	Relating to a Perceptual Position: Second Position describes our point of view in a specific situation. Second Position is usually someone else's point of view. (First Position is our own point of view, Third position is the point of view of a dissociated observer.)
Sensory Acuity	This relates to observational skills. Having Sensory Acuity means that we can notice things about our client's physiology that most people would not notice. (See page 15.)

Sensory-Based Description	Is describing someone's verifiable external behavior in a way that does not include any evaluations, but in a way that just relates the specific physiology. E.G.: "She is happy," is (in NLP terminology) an hallucination. A sensory based description would be, her lips are curved upward at the end, and her face is symmetrical.
State	Relates to our internal emotional condition. I.E.: A happy state, a sad state, a motivated state, etc. In NLP we believe that the state determines our results, and so we are careful to be in states of excellence.
Strategy	A specific sequence of internal and external representations that leads to a particular outcome.
SubModalities	These are distinctions (or subsets) that are part of each representational system that encode and give meaning to our experiences. E.G.: A picture may be in Black & White or Color, may be a Movie or a Still, may be focused or defocused - these are visual SubModalities.
Surface Structure	This is a linguistic term meaning the structure of our communication, which generally leaves out the completeness of the Deep Structure. The process is Deletion, Generalization and Distortion. (See also Deep Structure.)
Synesthesia	A two-step strategy, where the two steps are linked together with one usually out of awareness, as in "I want to see how I feel."
Syntactic Ambiguity	Where it is impossible to tell from the syntax of a sentence the meaning of a certain word. Often created by adding "ing" to a verb, as in "Hypnotizing Hypnotists can be easy."
Third Position	Relating to a Perceptual Position: Third Position describes our point of view in a specific situation. Third position is the point of view of a dissociated observer. (First Position is our own point of view, Second Position is usually someone else's point of view.)

Time Line	Our Time Line is the way we store our memories of the past, the present and the future.
Time Line Therapy™	A specific process created by Tad James, which allows the client to release negative emotions, eliminate limiting decisions and to create a positive future for himself. (See <i>Time Line Therapy and the Basis of Personality</i> , 1988.)
Trance	Any altered state. In Hypnosis it is usually characterized by inward one-pointed focus.
Unconscious	That of which you are not conscious, or which is out of awareness.
Unconscious Mind	The part of your mind that you are not conscious of ... right now.
Universal Quantifiers	Words that are universal generalizations and have no referential index. Includes words such as “all”, “every”, and “never” See Meta Model page 45, and Milton Model, page 39.)
Uptime	A state where the attention is focused on the outside (as opposed to Downtime where attention is focused inward).
Values	High-level generalizations that describe that which is important to you - in NLP sometimes called criteria. (See <i>Time Line Therapy and the Basis of Personality</i> , 1988.)
Vestibular System	Having to do with the sense of balance.
Visual	Having to do with the sense of sight.
Visual Squash	(Now called Parts Integration.) An NLP technique which allows us to integrate parts at the unconscious level by assisting each one to traverse logical levels (by chunking up) and to go beyond the boundaries of each to find a higher level of wholeness.
Well Formedness	Along with the Keys to an Achievable Outcome (see page10), the Well Formedness Conditions (see page 11) allow us to specify outcomes that are more achievable, because the language conforms to certain rules.

CONGRATULATIONS!!

FROM THE TEAM AT THE

