

The Lifeworks Group



**Manual for
NLP Practitioner Certification Training
by Video Distance Learning**



Warning: This manual is an accompaniment to our video distance learning course for NLP Practitioner Certification.

Throughout the manual, we are addressing people who are taking part in video training and are using the manual as an additional resource and an aid in completing the necessary activities for assessment.

The manual does not replace full video training, and we in no way purport that video training is equivalent to live training.

The purpose of placing this manual on the world wide web at very low cost is to make NLP more available to people who otherwise could simply not afford to make NLP skills part of their lives.

Although we regret that we have the resources to provide educational backup only to our registered students, those who have acquired this manual without enrolling in our distance learning course can still find enormous peer support on various internet chat lists.

Good luck with your studies!

THE LIFEWORKS GROUP

NLP Practitioner Certification Training

Welcome to a very different NLP Practitioner Certification. This training is different not just because it is the first Practitioner Training in the world, to our knowledge, which is being provided by video distance learning, but because it also contains an introduction to the neuro-somatic work of NLP genius Gary Craig.

The format of the course is 5 modules, each one designed to be completed over 2 days, with the course intended to take around 5 months. It is unlikely that you will succeed in this course in much under that time, because you are asked to apply and demonstrate your ability to create real change in your life as a result of applying NLP tools. It takes time and practice to really build skill to this level.

This manual is not a definitive or comprehensive textbook on NLP. It provides a process for achieving a certain level of skill. I believe that learning NLP is a lifelong commitment, and this course is only a beginning. There is a wealth of fantastic NLP material out there, some of which we've listed at the end of this manual, but most of which you'll discover yourself through research or through serendipity.

You will not learn much from this course if you merely watch the videos and read the manual on your own. NLP is not learned by reading -- it is learned by doing and experiencing. Therefore it is absolutely essential that you enrol others to study and share the material with you. This, of course, is at no cost to them (unless you choose to minimise your own cost and share the cost of purchase with them) but with enormous gain. If other members of your group also wish to be assessed for certification, they need to apply to do **at commencement of the study group**. Our policy is to sell a complete video set to a student who is then registered

For me the journey of studying and understanding NLP continues to excite me and to add to the richness and pleasure of my professional and personal life. So naturally one of my intended outcomes for this training is for participants to experience the training as a pleasurable and enriching experience. In my mind is a rich representation of what this might be like: lots of sharing, lots of laughter, faces glowing with "light globe" experiences, and a sense of camaraderie and goodwill between group members. I guess the evidence for this might be a raft of pleasant emails to Lifeworks as we share your pleasure at learning.

The experience of really "connecting" with another is beyond words but nevertheless felt by everyone at one time or another in our lives. When we add this type of connection to the powerful language skills of NLP, the difference in the depth and effectiveness of the communication is amazing. So the second of my outcomes is to be able to observe measurable and dramatic changes in participants' ability to

communicate powerfully and persuasively. The evidence for this will be not only in feedback from assessments, but from reports of changes in participants' lives that automatically flow as we connect more authentically with others and thus gain trust and co-operation.

It has been a particular joy for me to be able to take creative control over my own brain and over my environment (to a large extent 😊). So another of my outcomes is for participants to have both the ability and confidence to easily and naturally demonstrate not just the skills and knowledge necessary to meet the standards for Practitioner Certification, but to demonstrate achievement of real outcomes *and a new life direction* which is more joyful and more productive. A large part of the assessment process is in requiring participants to set goals for positive change and demonstrate their achievement.

Take a moment, right now, to think about what you already know or suspect about NLP. Consider also what expectations or goals you have the process of your studying NLP through this manual. Take time to list a selection of these goals, some very short term, some which you might expect to achieve in a few months, and some which you might expect to achieve in a year or so. As you study, re-visit these goals and not only judge how you're doing, but consider whether they need to be modified or added to as a result of your learning.

Good luck with your studies!

The Components of the Program

In order to reach certification standard for Practitioner Level of NLP, students need to be able to demonstrate the ability to identify the following basic skills, techniques, patterns and concepts of NLP, and to utilise them competently with self and with others:

1 Behavioural integration of the basic presuppositions of NLP:

Outcome orientation with respect for other's model of the world and the ecology of the system. *People create their own experience. I am in charge of my mind and therefore my results.*

Distinction between map and territory. *The map is not the territory. A person is not his/her behaviour. Experience has a structure. Whatever you think you are, you are always more than that.*

There is no failure, there is only feedback.

There is a solution to every problem.

Learning is living – we cannot not learn.

The mind and body are part of the same system, and affect each other.

The meaning of your communication is the response that you get. A person cannot not respond.

Adaptive intent of all behaviour. Everyone does the best he/she can at any given time, given the resources he/she is able to access. *Every behaviour has a positive intention. People make the best choices available to them. People work perfectly (no-one is broken).*

Everyone has the necessary resources. *People have all the resources they need to bring about change and success. If one person can do something, anyone can do it. Change can be fast and easy.*

Resistance is a signal of insufficient pacing. *Resistance is a comment on the communicator and may be a sign of insufficient pacing.*

Law of requisite variety. *The system with the widest range of variables will constitute the controlling element. The person who controls the system is the one with the most flexibility. Choice is better than no choice.*

- 2 Rapport, establishment and maintenance of.**
- 3 Pacing and leading (verbally and non-verbally).**
- 4 Calibration (sensory experience).**
- 5 Representational systems (predicates and accessing cues).**
- 6 Meta Model**
- 7 Milton Model**
- 8 Elicitation of well-formed, ecological outcomes and structures of Present State.**
- 9 Overlap and translation.**
- 10 Metaphor creation.**
- 11 Frames: Contrast, Relevancy, As If, Backtrack.**
- 12 Anchoring (V, A, K).**
- 13 Ability to shift consciousness to external or internal as required by the moment's task (uptime/downtime).**
- 14 Dissociation and Association.**
- 15 Chunking (Stepping).**
- 16 Submodalities.**
- 17 Verbal and non-verbal elicitation of responses.**
- 18 Accessing and building of resources.**
- 19 Reframing.**
- 20 Strategies: Detection, elicitation, utilisation and installation.**

In addition to these world standards for Practitioner Certification, we have added the neuro-somatic work of genius NLPer Gary Craig:

- 21 Familiarity with the sub-kinaesthetic system of meridian points.**
- 22 Ability to construct language patterns which elicit highly-idiosyncratic internal states.**
- 23 Ability to work with ideomotor signals.**

We have also added:

- 24 Aspects of accelerated learning**
- 25 Basic Modelling**
- 28 Beyond DHE, the use of metaphor to “design” yourself and your environment.**

Introduction to Neuro-Linguistic Programming

NLP **Neuro-Linguistic Programming** - Originally developed by Richard Bandler and John Grinder, now a vast field encompassing language and subjective experience, and the study of excellence in human performance.

NLP is described in many different ways and this presents some controversy, depending upon whether we call it a science, a field, a body of knowledge, a philosophy, a collection of observations or techniques, or an epistemology. If you have a working definition of NLP, you can rest assured that at least some of the world's most renowned NLP experts will probably disagree with you, as well as with each other.

For most of us, who have definite, practical requirements from our study and practice of NLP, none of this may matter.

Neuro-Linguistic Programming is a term first coined by Dr Richard Bandler and John Grinder as they continued the work of transformational grammarians in the late 1970s.

NLP also grew out of "modelling", the process of examining and interpreting the behaviour of "excellence" so that excellence could be explained, taught, and replicated. This is one aspect of NLP that has grown very little since the early days, apart from Bandler's development of Design Human Engineering™ and the work of a few creative pioneers, such as Rex Sikes.

Initially, the models used were that of excellence in therapy, and we owe much of the content and philosophy of NLP to revered therapists such as Milton Erickson (Ericksonian Hypnosis), Virginia Satir (family therapy), Fritz Perls (Gestalt Therapy), Frank Farrelly (Provocative Therapy), and others. These people were mostly unable to explain their own brilliance, since much that they did was below consciousness (perhaps in the nature of "intuition"). When their performance was analysed by Bandler and Grinder, what had formerly been unconscious and unnoticed became available for us all.

One thing is for sure, NLP is not a magic wand. The classic NLP texts are full of amazing and miraculous stories, many of which do not fully "check out". NLP is, however, exceedingly useful, and will empower your communication and your life in ways you never dreamed possible. In a therapeutic context, NLP skills give enormous advantage. In selling and persuasion likewise.

It is probably best if you decide for yourself on a working definition for NLP.

Module 1

Calibration and Rapport

Calibration means the conscious or unconscious observation of verbal and non-verbal behaviours. Some of these are: eye accessing cues, breathing, skin tone, muscle tone and movement, gestures, noting language clues (predicates) to how the person is processing his/her experience.

Rapport means "connection", or being "in tune" with someone.

Although rapport and calibration mean different things, obviously each is very helpful in facilitating the other.

If you can calibrate people accurately, as well as achieve and maintain rapport (and maybe even deliberately "break" rapport) then you will have achieved a level of mastery in the following areas:

Representational Systems

Sub-modalities

Pacing

Leading

Assessment Criteria for this Unit

What will you need to be able to demonstrate to show that you've developed sufficient skills in these areas?

- 1 Demonstrate establishment and maintenance of rapport. Assessment: K+ from 3 separate sources (self, partner, observer), observation of matching, mirroring, cross-mirroring, as well as verbal pacing, including matching "chunk size".
- 2 Demonstrate ability to elicit and experience another's "map of the world" (using at least 6 sub-modalities). Assessment: Confirmation from "other" that the experience described is accurate.
- 3 Demonstrate ability to alter one's own subjective experience by modifying one's sub-modalities. Assessment: Successfully execute "change belief" exercise, and swish technique.
- 4 Demonstrate knowledge of simple eye-accessing cues. Assessment: test via identification from chart.

- 5 Demonstrate knowledge of simple predicates. Assessment: test via identification from list.
- 6 Demonstrate ability to observe self from first, second and third positions. Assessment: simple goal-setting exercise using multiple positions as an aspect of well-formedness.
- 7 Demonstrate understanding of terms "associated" and "dissociated". Assessment: Explain same event from the two perspectives, noting sub-modality changes.

Rapport

In applying NLP skills, you will find that very little will work without being underpinned by rapport. Rapport cannot be faked because far too much of it is mediated subconsciously.

People sometimes try to fake rapport, especially if they know a few pacing and leading skills or have some facility with language patterns. Interestingly, without authentic rapport they are not likely to succeed for long, if at all. *With* authentic rapport, which is really "from the heart", they find themselves unable to manipulate with exploitative intent because hurting the other would be almost the same as hurting oneself.

Exercise 1 - Experimenting with Variables in Rapport

In determining how deeply something is felt, we use a score system based on the Subjective Units of Discomfort Scale (SUDS), which ranges from 0 to 10 (with 0 being no discomfort whatsoever, and 10 being the worst discomfort you could possibly imagine).

In the following exercise use a scale of 0 to 10 to subjectively describe your degree of *comfort*, with 0 being no comfort at all, and 10 being as comfortable as you could possibly imagine.

Groups of 3 or more. A & B rate their relative feeling of rapport on doing each of the following (ie, rate after each step):

- a) Merely sit and look at one another and rate "comfort".
- b) Match breathing and posture and rate "comfort".
- c) Think "I really like you", and rate "comfort".
- d) Interpret the others conversation into your own words and rate "comfort". (To do this step, interject your comments by picking out key words or phrases and substituting other words and phrases that have similar meaning. For example,

A might say "I took a flight up to Darwin.", and B might then interject, "Oh, so you took a flight North."

- e) Exactly repeat back (pace) the others conversation and rate "comfort". (So here, if A were to say "I took a flight up to Darwin.", B might interject "Oh, a flight to Darwin."

When you feel that state of rapport, or connection, anchor it by gently squeezing your wrist just as you come into the peak of that experience. Just relax if you're not certain about this part. You'll learn much more about anchoring in this course.

People who are in rapport naturally tend to match and mirror each others physiology and language. If the people doing the above exercise already know one another, you'll see that they don't need to be told to match and mirror – they were probably doing that the moment they sat down.

Note: It's not necessary to exactly reproduce the body language of the person you wish to achieve rapport with. Cross-matching (for instance moving a hand or foot in time with the others breathing), or lag-matching (where you match the body movements but allow a time lag of around 3 seconds) also help build rapport.

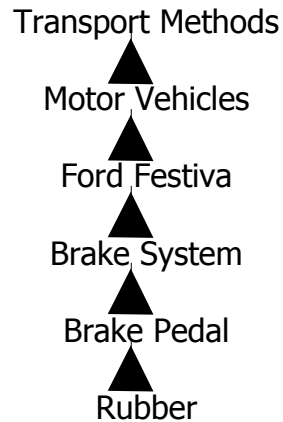
Note: Sometimes when people do the above exercise, they report a feeling of irritation when their partner "parrots" back their own words. This is not because word repetition is wrong: it is because the parroting stands out in this exaggerated role modeling exercise.

Keep in mind 2 things:

- None of the above is "made up" or "designed". All of it has been obtained by observation of people in close rapport.
- Every time you translate someones experience into your own words you risk imposing a different meaning and therefore risk losing rapport.

CHUNKING

Have you ever noticed how some people naturally go for the "big picture" while others go for the detail? This is an example of chunking. We will maintain better rapport if we "pace" (match) our partners "chunk size", or level at which they're thinking and talking. Take a look at this example of chunks or levels:



At any time we can chunk up, down or across in response to hearing someone else's expression of chunk size. Theoretically we can eventually chunk up to something as large as the whole universe (known and unknown) and as small as the smallest component of that universe, no matter where we start from.

What are some of the ways we can move up, down, or sideways in the above list?

When we fail to match chunk size in a conversation, we risk breaking rapport. Unless we wished to break rapport, we would always pace first, before leading into a higher or lower order of information.

Exercise 2 - Chunking

In groups of 3, A faces B and states a noun. C stands behind A and signals to B whether to chunk up, down, or sideways. Notice what happens when we match, or what happens when we mismatch, even unintentionally. How do you resolve differences of opinion or definitions? Keep in mind, your main job here, no matter what, is to hold rapport.

Exercise 3 – Rapport in Movement

This exercise is a great way to experience the “K” (kinaesthetic) sense of rapport when we are “in tune”.

To do this exercise, put on some music with a nice beat and practise walking in pairs, feeling the music inside you. Can you and your partner “walk as one”? (Allow the rest of the group to judge the extent of your rapport.)

A side benefit of this exercise is that it builds the beginning of charisma. Can you do this exercise until you feel great ease and grace walking with the music? Can you hear the music inside you when you walk into the office? When you walk down the street? When you are playing your favourite sport? When you are making love with your partner?

Calibration

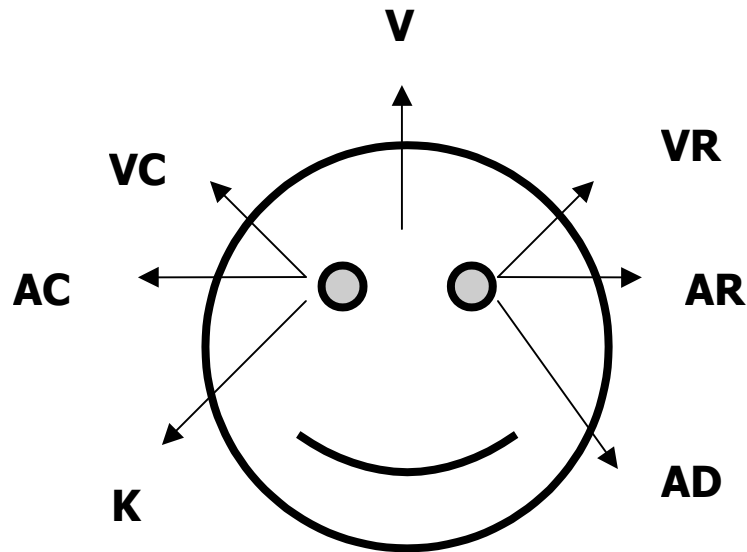
Calibration is “accurately recognising another person’s or group’s state by reading non-verbal signals.”

One of the easiest non-verbal signals to track is that of eye movements, often called eye accessing cues. There is a great deal of controversy over who first noted the varied eye movements which we make when we undertake certain mental tasks (Bandler and Grinder are often attributed with the discovery, but in fact eminent neurologist Karl Pribram showed the link some ten years before). But that need not concern us here. We just want to know how to use them!

It seems that an overwhelming majority of people have eye movements which are characteristic for the type of mental function taking place. There are varied estimates for the proportion and it is thought to be somewhere between 80-90%. Of those people not organised in this way, it is thought that left-handedness may account for a significant proportion.

A Few Benefits of Understanding Eye Accessing Cues

- Understanding others preferred method of processing information
- Understanding how eye accessing cues link to sensory experience
- Deliberating using eye accessing cues yourself as an aid to tasks



Standard Eye Accessing Cues

These cues help demonstrate which sensory representational system the person is currently accessing: visual, auditory or kinaesthetic (including gustatory and olfactory).

V – Visual When people look up, either straight up or up to the left or the right, they are generally accessing pictures.

VR – Visual Recall When people look up to their left, they are generally accessing pictures *they have actually seen before*; eg, an orange.

VC – Visual Construct When people look up to their right, they are generally constructing images they *have not actually seen before*; eg, an orange with purple spots.

AR – Auditory Recall When people look sideways to their left, they are generally hearing something they have heard before; eg, a piece of music, or their mother's voice.

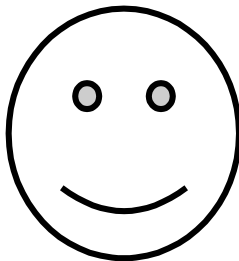
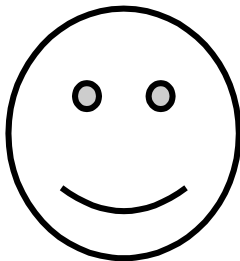
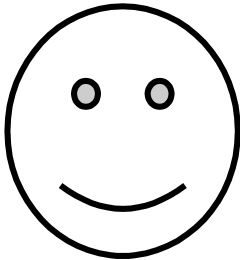
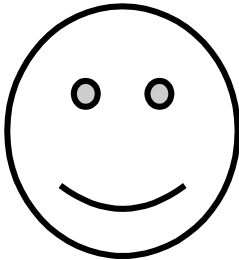
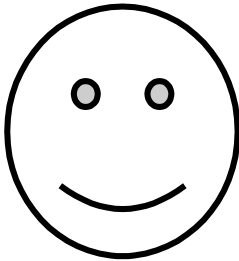
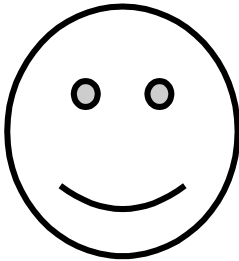
AC – Auditory Construct When people look sideways to their right, they are generally hearing something they have not heard before; eg, a piece of music they are creating for the first time, the sound of a glass bell.

AD - Auditory Digital When people look down to their left, they are generally talking to themselves in their own voice.

K – Kinaesthetic When people look down to their right, they are generally accessing emotions or bodily sensations.

Keep in mind that these are indeed generalizations. Many eye movements happen too fast or almost too fast to track. Just because someone looks up and to their right when answering a question does not mean he or she is lying! Additionally, some folk are simply not neurologically organized this way.

Spend some time now practising notating these diagrams with the 7 accessing cues. Cover completed diagrams as you go 😊, though it's perfectly OK to "cheat" if you need to.



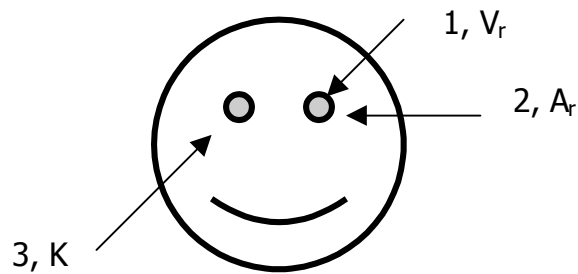
Exercise 4 – Practise Accessing Cues

In groups of 3 or more, B holds an eye accessing position and A “labels” it (ie, says whether it is visual recall, auditory construct, or whatever). Others in the group repeat A’s label or challenge it.

Exercise 5 – Eye Accessing Cues in Business, Making Decisions/Solving Problems

Work in groups of 2 or more. The first time through this exercise, have A ask B to think of a time when he/she solved a difficult business problem. A then asks B a series of questions about that time. B doesn't answer, but just thinks about the answers internally while A observes the eye accessing cues and makes notes on the diagrams to show which way the eyes went. A and B swap and repeat.

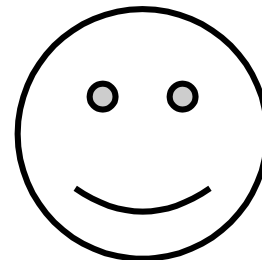
For example:



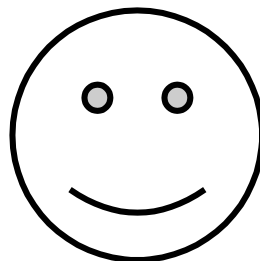
This shows that this person's eyes were observed going first to Visual (recall), then to Auditory (recall), and finally to Kinaesthetic. Of course there may have been little quick flicks before, during, and after. Some movements are too quick to track consciously, especially when we are just beginning to notice these things.

Here are the questions:

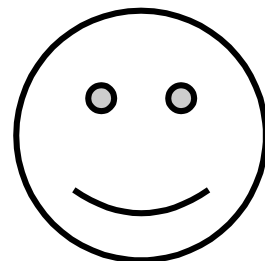
Where were you and what were you doing?



How did you solve the problem?



What was going on inside your head?

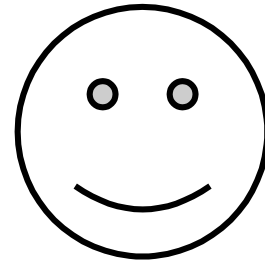


Exercise 5 – Part 2

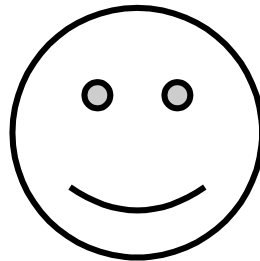
The second time through this exercise, have A ask B to think of a time when he/she made an important business or career decision. A then asks B a series of questions about that time. As before B doesn't answer, but just thinks about the answers internally while A observes the eye accessing cues and makes notes on the diagrams to show which way the eyes went. B considers the relative ease or difficulty in accessing the information required by A each time. A and B swap and repeat.

Here are the questions:

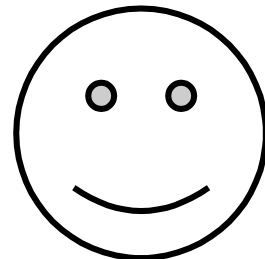
Where were you when you made that decision?



How did you arrive at that decision?



What was going on inside your head?



Now in your group consider the following questions:

Who found it easiest to access information in one eye position than another?
Who found that one position seemed to be unfamiliar or underused?
What new responses arose, which hadn't occurred in the first demonstration of eye accessing cues?
In what other contexts could this material be useful?

Predicates

These are the linguistic cues which alert us to which representational system someone is using. It can be most helpful to recognise and pace these in order to build and maintain rapport, and in fact if you do not pace these you may find your client or colleague has difficulty in trusting you or even understanding you.

Visual Predicates

see
look
appear
view
show
illuminate
clear
focus
imagine
picture
catch a glimpse of
dim view
get a perspective on
eye to eye
in light of
make a scene
mind's eye
pretty as a picture
showing off
take a peek
well defined
vivid
clarity

Auditory Predicates

hear
listen
sound
make music
harmonise
tune in/out
be all ears
rings a bell
silence
resonate
deaf
overtones
attune
outspoken
tell
clear as a bell
call on
clearly expressed
describe in detail
earful
give me your ear
word for word
orchestrate

Kinaesthetic Predicates

feel
touch
grasp
get hold of
slip through
catch on
tap into
make contact
throw out
turn around
hard
concrete
get a handle on
touch base
boils down to
come to grips with
connect with
cool/calm/collected
firm foundations
get a load of this
get in touch with
slipped my mind
hand in hand

You might also from time to time hear some predicates which could be described as gustatory or olfactory: tasteful, tasteless, stinks, soft buttery fabric, peachy! Most NLPers tend to lump these together with kinaesthetic predicates.

Some words don't seem to be attributable to any particular representational system: consider, think through, believe, calculate etc. This type of language is often used in technical or academic reporting and is considered to be "auditory digital".

Exercise 6 - Describing a Single Event using Varied Predicates

In writing, describe the same business or personal situation 3 times, using first visual, then auditory, then kinaesthetic predicates. Take about 4 lines of writing each time.

We experience everything through our senses. That is all we have. When we seek to describe our experiences, we cannot help but *display* the senses through which we "make sense" of our world. Notice we are not describing the world, but our "map of the world" which by its nature can never be complete and may in fact be far from "real", at least when compared to the experience of most others.

This is partly because we have different preferences for using different sensory representational systems. Some people process their experiences mainly visually, others mainly kinaesthetically, and so on. What is your preference? Perhaps you already know, or think you know. Try the next exercise 😊.

Exercise 7 - Discovering Your Own Sensory Representation System

This exercise is from the highly-recommended book "Advanced Techniques" by Phill Boas.

Read through the six statements which are printed on the next page (not yet!). When you do so, read each statement only once and immediately answer questions 1 and 2 which follow each statement.

Once you have done that, quickly re-read all six statements and rank them in order of which you prefer most. Don't think about or analyse your preference in any way. This needs to be a "gut" decision.

1 Seeing is believing; that's a saying I have heard and it feels to me like it could be true.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

2 Many times I ask myself what to say. I feel that that is a comfortable thing to do and then I will notice that things appear to be OK.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

3 Often my feelings get in my way and I can see that no pictures will suffice, so I tell myself that this is satisfactory.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

4 Occasionally I look around my experiences and get the feeling that I can move things around in there and hear myself telling myself that things sound harmonious.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

5 When I get the feeling that I am going nowhere, I might sound off to myself in a special tone and then notice that I am viewing the world from another perspective.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

6 Sometimes I listen to messages or voice tones I remember and see pictures of events from my past and feel the feelings that go with them.

Q1 Makes sense/does not make sense.

Q2 Like/don't like/neutral/dislike

Liked Most	Next	Next	Next	Next	Liked Least
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Score Sheet for Exercise 5

	<u>Makes sense/doesn't</u>	<u>Like/Neutral/Dislike</u>	<u>Rank</u>	<u>Sequence</u>
Question 1				VAK
Question 2				AKV
Question 3				KVA
Question 4				VKA
Question 5				KAV
Question 6				AVK

Exercise 8 - Calibration - The Nitty Gritty!

This exercise is also from "Advanced Techniques", Boas.

In groups of 3 or more, A asks B 5 questions, to each of which the answer will be "yes" (eg, "Are you in this room with us?"). B will say to him/herself "yes" (ie, internally say "yes") and then raise his/her arm or hand when he/she has said it. A and C (and anyone else in the group) are to watch, using their peripheral vision, and to notice any change that occurs between asking the question and the hand signal which indicates that the question has been answered. This procedure is followed for all 5 questions.

Next, A is to ask 5 questions to which B must answer "no" (eg, "Are you sitting on a block of ice right now?"). B is again instructed to say "no" internally and to raise a hand/arm as soon as that is done. Again A and C are to watch and notice any changes in B between the asking of the question and the raising of the hand/arm.

Now A and C have non-verbal information on B when he/she is saying "yes" and when he/she is saying "no".

Finally A is to ask B 5 questions to which A does not know the answer. A and C watch, and using the information they have been collecting, they should be able to say whether B is saying "yes" or "no".

Swap in order to give everyone an opportunity to experience each role.

Exercise 9 - Heightened Awareness of Breathing Cues

Breathing cues can alert us to the type of sensory representational systems (V, A, K) a person is using. When a person is breathing high in the chest (see shoulders moving) then they may be processing pictorially. When a person is breathing mid chest (abdomen not moving) they may be processing auditorially. When a person is breathing fully (abdomen moving in and out) they may be processing kinaesthetically.

In groups of 3 or more, A talks to B about a situation, and every time A uses a predicate, B raises his/her hand, breathes in a V, A or K way, and names the word to which he/she was responding and which representational system he/she was modelling. C observes and comments on accuracy.

Submodalities

These could be considered aspects, qualities or building blocks of the sensory representational systems. For instance, someone may be processing visually (internally representing an image), but that image has various unique qualities according to the way the individual has coded it. Some people may "see" internally in black and white, while others see colour. Some people may tend to "see" still shots or frozen images, while others see movies.

Here is a list (not complete) of submodalities:

Visual

associated/dissociated
colour/black & white
location (l/r, up/down)
distance
brightness
framed/panoramic
blurred/focused
contrast
moving/still
speed (faster/slower)
size
2-D or 3-D

Auditory

loud or soft
distance from sound
words or sounds
location of sound
stereo/mono
continuous/not
speed (faster/slower)
clear/muffled
soft/harsh

Kinaesthetic

temperature
texture (rough/smooth)
intensity
pressure (hard/soft)
duration
weight (light/heavy)
shape

The accordance of submodalities to our representation of experience gives our experience *meaning*. How do we alter our subjective experience? Alter the submodalities by which we represent it.

Changing Unhelpful Beliefs

The tremendous power available to us through the awareness and modification of our submodalities is obvious as we explore an NLP "Change Belief" pattern.

Keep in mind as we work through this that NLP is not a set of techniques, but more like a model for understanding experience. Nevertheless NLP has left behind it a trail of techniques which many people see as "magic wands", and indeed they can be. However a technique applied blindly may or may not work without understanding its dynamics and having the ability to alter it according to the needs of our client or ourself! A technique is also likely to prove fairly useless if we try it with someone with whom we are not in rapport!

The best way to understand a Change Belief Pattern is to go ahead and experience it.

Exercise 10 - Change Belief

- 1 In groups of 3 or more, A thinks of a strong negative belief which gets in the way of his/her having a more enjoyable, more productive, or more pleasurable life, and B elicits A's submodalities and writes these down.
- 2 A then thinks of something which he/she used to believe but which would now be quite ludicrous or outrageous to believe. B elicits and writes down B's submodalities.
- 3 A then states an alternative belief to the belief used in 1, which is not currently held as a strong belief, (or perhaps it is not believed at all) if it **were** held as a very strong belief would make life more enjoyable, productive or pleasurable.
- 4 B aids A in altering the submodalities of 1 to the submodalities of 2 (ie, turning the strong belief to a weak belief).
- 5 B aids A in altering the submodalities of the desired belief to the submodalities of 1 (ie, make 3 a strong belief).
- 6 Finally B aids A in altering the unhelpful belief in 1 (which is now exhibiting "weak" submodalities) to one which is no longer believed at all, or which is quite ludicrous, by altering the submodalities to those of 2.

Swap until everyone has had a turn being A, being B, and observing. Be aware of non-verbal calibration and be helpful in your feedback to one another.

Note: It seems we cannot simply change a belief by confronting it and "deciding" to change it. However, we can alter the submodalities of that belief with great ease – in turn, the belief changes automatically.

Changing Unhelpful Behaviour

The Swish Pattern is another powerful NLP technique which involves manipulating submodalities in order to alter our experience. Typically it is used to eliminate behaviours which we find detrimental to our enjoyment, pleasure and productivity. This may be something as debilitating as an addiction, or as stressful as a phobic response to something, or as minor as a mild chocolate craving!

Here are the steps to do a good "Swish":

- 1 What's the final trigger? What do you see, hear or feel just before you start the undesired behaviour? Associate into the trigger.
- 2 Identify your ideal state. (Not the ideal behaviour - just you with all the skills and capabilities to have overcome the old behaviour.) Make the image big and bright and attractive, but keep it dissociated.
- 3 Shrink the ideal state down, small and dark. Bring back to mind the trigger picture (associated) and place the ideal image down in the corner.
- 4 Swish! Make the trigger image get smaller and darker, and out of sight. **Simultaneously** enlarge and brighten the ideal image until it's all you can see. (If you like, even say or imagine a big "swish" sound as you execute the swish.) Open your eyes.
- 5 Repeat this five times, very fast, opening your eyes after you have enlarged the ideal state each time.

Exercise 11 - Swish Pattern

In groups of 3 or more, A guides B through the swish process while the others observe. Everyone should have a turn being A, being B, and observing.

What do you experience?

Unconscious Calibration

We have found that while one needs to be consciously aware in order to learn to calibrate well, it is possible to accelerate the development of unconscious skill by use of certain exercises where the conscious mind is so focused on observing a particular information set that it does not interfere with the unconscious learning of the peripherals of that skill set.

The best learning contains such elements of conscious and unconscious learnings. In fact in order to really excel at anything, we need to have incorporated and have access to unconscious learning.

Consider this sequence of learning as we learn to, for example, drive a car:

- | | |
|---------------------------------|--|
| Unconscious incompetence | As a newborn, we don't even know we can't drive a car. We have unconscious incompetence when it comes to the skill of driving. |
| Conscious incompetence | As a child or young person, we are aware that we cannot, as yet, drive a car. We are conscious of our incompetence. |
| Conscious competence | Learning to drive a car, and at first when we have gained our licence, we can certainly execute the various skills involved, but we do so consciously, acutely aware of working the clutch and accelerator together, braking, indicating, watching the road and the cars around us, checking mirrors, etc, etc, etc. We have conscious competence. |
| Unconscious competence | After a while, we find we are driving without conscious thought. Have you ever driven home from work, pulled up in the driveway and realised that you don't remember the trip? |
| Genius/artistry/magic | <p>This is the level of skill where we produce behaviours or experience intuitions which we have no idea how they got there. It seems to come about when our unconscious competence has been building and bubbling away under the surface over time. It is way and beyond what we can consciously produce or even account for.</p> <p>This is the level of skill of Erickson, Satir, Perls, and others. They could reliably produce the behaviour, when they were "in the flow", but they could not directly teach others to do the same because they did not know or understand the depth of their own abilities.</p> |

Exercise 12 - Unconscious Calibration - How I Know I'm Me

In groups of 3 or more, A enters a state called "how I know I'm me", and B calibrates and attempts to model A's experience. Discussion is encouraged to assist B to obtain as precise a calibration as possible.

Once B is successful (has explained A's experience using at least 6 submodalities and can duplicate the experience to A and the group's satisfaction, B then moves into a state which represents "calibrating A", and C calibrates to an models this state. (At this stage C is not watching A at all, but is focused on B.)

Exercise 13 - Unconscious Calibration - More Rapport

A sits while B makes true statements about A, ending with "and I like you very much". (EG, I notice that you are sitting in your chair and that your left leg is crossed over your right leg and I like you very much.)

C sits where he/she can see both A and B in peripheral vision but is focused on B. C's task is to calibrate and get into a rapport state with B.

Exercise 14 - Unconscious Calibration - Mindreading

- 1 B observes and calibrates A's thinking alternately of a green triangle, a red square, and a blue circle until he/she is satisfied that he/she can calibrate the difference with some ease. (Hint: use peripheral vision rather than staring or scrutinizing. Peripheral vision is better than foveal vision for detection movement or change.)
- 2 A then thinks of one of these shapes at random (without speaking) with B calibrating and guessing which A is thinking of.
- 3 Try this back to back, then back to back without touching. In each case C calibrates to B's calibrating.

Now repeat this whole exercise from 1-3. How much better did you do the second time?

Warning: If you don't follow the exact directions for this exercise, or are less than hones, you may well not get the full benefits.

Calibration and Rapport with Groups

Some of the applications of being able to calibrate groups and to achieve and maintain rapport are:

Coaching	Be more aware of people's thoughts and feelings
Interpersonal Skill	Detect signs of unease, doubt or misunderstanding
Meetings	Identify possible hidden agendas
Negotiation	Gain insight into possible underlying agendas
Selling	Gain insights into unspoken needs or problems

- The Value of Non-Verbal Behaviour

Any presenter benefits from noticing and understanding the importance of non-verbal behaviour. Whether we are aware of it or not, we nevertheless respond (we cannot not respond!). If we are consciously aware, we can be more purposeful in our response and more accurate in our determination of what is necessary to help the situation and in turn get the response from our audience that we hope for.

- What to Look and Listen For

Incongruity - a mismatch between verbal and non-verbal communication. For example someone may say they understand a task which is to be done, yet do so with a high-pitched voice and jerky hand movements.

Boredom - doodling, yawning, muttering to a neighbour, looking out a window, reading the handout.

Change - someone who has been sitting forward, now leans back, perhaps with the beginnings of a frown or a puzzled expression. This may signify a change in thinking.

Patterns of behaviour - in a lengthy presentation, you may notice that someone consistently looks up to the right and furrows his brow when they need to get clear on something.

- How to Do It

Use peripheral vision

Listen with a judgment-free mind

Ask open questions such as "What's your opinion on this?" rather than "What problem are you having?"

Exercise 15 - Staying in Touch with Your Audience

The purpose of this exercise is to develop greater awareness of the non-verbal communication of your audience and to respond so that your message is understood.

Take 10 minutes to prepare a presentation to the group lasting no more than 5 minutes. Each member of the group will have roles to play and will respond to you non-verbally.

- Notice their non-verbal behaviour when they are listening quietly and when they ask questions.
- Keep an open mind.
- Use open questions to individuals to find out the thinking that underlies the response (eg "What's your opinion of that?" "What are your thoughts on that?" Closed questions invite yes/no answers; eg, "Do you want to comment on that?").

For the audience:

- Choose a moment to make the non-verbal response and ask the question you have chosen.
- Be aware of your colleagues so that you each make a chosen response at a different time.
- If the presenter is unable to notice your non-verbal response, then just repeat it at a later stage.

Calibration and Rapport - Saying No

It is often necessary to say no, to assert ourselves in order to be heard, or to put a proposal forward in the face of opposition in such a way that it is likely to be listened to. And yet we wish to maintain rapport in order to have the greatest chance of persuading, leading, guiding.

An Elegant Way of Saying No

In the past we have been encouraged to ask clearly for what we want, and in the face of resistance, use the "broken record" technique. Although this often works, there is a risk of losing rapport and/or co-operation. Even where the person does as we wish, there is often a feeling that one has been manipulated or coerced.

NLP offers a more elegant way of saying no by framing the communication in such a way that rapport is engendered and the listener is able to be more responsive.

Framing the Message

This means putting the message into a context likely to encourage receptiveness in the listener. An effective way to do this is to present the logic or the "big picture" prior to giving the message itself.

The Automatic Response to a Demand

People's natural reaction to being "pushed" is to push back, so when faced with an unrealistic demand our natural response is to express our objection.

In most cases that will result in turn in reciprocal objection as the person's emotional response prevents their hearing our logic or even our message.

The Recommended Response - NLP

Effective negotiators give reasons for their proposals before putting the proposal itself, thus framing the message in such a way that the listener understands the logic and is then more receptive.

This technique generally works well when we need to refuse a request or even an order.

Exercise 16 - Maintaining Rapport When Saying NO

Part 1

In groups of 3 or more, B asks A to do some mundane task (eg stand up, shut door, write name on board).

A must:

- ❑ **Pause**
- ❑ **Brief reason (give the big picture or logic behind your refusal)**
- ❑ **Polite refusal**
- ❑ **Offer of co-operation in the future or now in some other way.**

Each person in the group takes turns being A, being B, and being an observer.

Discuss the effect of this exercise (ie, the emotional reaction). Was it easy/easier to refuse a request using this method? Did you feel any reduction in rapport when someone refused your request?

Part 2

A thinks of a situation at work where a request or order may be made (or perhaps has already been made) which he/she doesn't wish to comply with.

A coaches B in putting the request to A in a realistic manner.

A refuses B as in the first part of this exercise.

As before, each person takes turns playing all roles, and the effect is discussed after the completion of each "turn".

THE LIFEWORKS GROUP

Block 2

State Management, Anchoring, Time Lines

In NLP we think of state management as the ability to control our neurology to the extent that we can control our internal states. We know that this provides a powerful ability to create our own reality. We know we are really skilled when we can induce or help to induce these states in others.

Anchoring is the setting of triggers which elicit internal states and is an important part of state management.

We use the term "time lines" to describe our unique way of internally representing chronological time. Our experience of time has a structure which can be investigated and modified.

Assessment Criteria for this Unit

What will you need to be able to demonstrate to show that you've developed sufficient skills in these areas?

- 8 Demonstrate ability to change a "stuck" state at will. Assessment: Resource Triangle Exercise.
- 9 Demonstrate the ability to enter particular states at will: confidence, connection, relaxation, fascination, joy. Assessment: provision of written generic induction for each of these states, physiological change evident to others on entering these states.
- 10 Demonstrate the ability to induce or help induce these states in others. Assessment: group exercise.
- 11 Demonstrate ability to anchor in the 3 main representational systems: visual, auditory and kinaesthetic. Assessment: group exercise.
- 12 Demonstrate ability to elicit unique time-line configurations. Assessment: group exercise.
- 13 Demonstrate knowledge of difference between the two main types of time lines "through time" and "in time". Assessment: produce diagrams.

- 14 Demonstrate ability to manipulate aspects of a timeline for both past and future using submodalities and also the VAK dissociation technique. Assessment: Group exercises to correct a past unresourceful decision, and to program ones future with a desired outcome.

If You're Stuck – Move! (The Amazing Resource Triangle)

One of the fastest and most powerful NLP techniques for resolving stuck internal states is the Resource Triangle, which I first came across in the training of Rex Steven Sikes, a renowned US NLP trainer.

This deceptively simple floor exercise requires some facility in state management, as well as enough discipline to avoid any analytical thought whatsoever *during* the exercise (although of course analysis or evaluation *afterwards* may be most enlightening!). The technique also includes 2 particularly clever NLP language patterns (you'll learn more about those later when you study the Meta Model and the Milton Model).

To use the Resource Triangle, arrange 3 pieces of paper in a triangle on the floor as per page 34. Keep in mind that in this example we are using the state of "depression" as an example of a stuck state which can be eliminated using this process. Any stuck state could be substituted.

Points to remember:

- 1 When stepping onto the "S", be sure you stand there only long enough to get the beginning "trigger" to the feeling which you have been experiencing as a problem. *Quickly* step back onto the "D" and dissociate (detach from) the feeling you are freeing yourself from.
- 2 To detach quickly, you might like to try a number of different techniques:
 - Imagine you've left yourself standing on the "S" and observe the back of yourself, watching yourself breathe.
 - Imagine you are in a bubble or have a thick Perspex sheet between yourself and the "S".
 - Quickly count back from 20 by 3's.
 - Gaze out the window and "make a shape" out of the first cloud you see.
- 3 While standing on the "D", *decide* which resource state you wish to make use of *before you step onto the "R"*.

4 The resource state does not need to be a positive state – it can be a very negative one. The important thing is that it is an intense state which you can access with relative ease. Try these:

- The experience of laying or walking on a beautiful beach.
- The experience of walking through putrid mud.
- The experience of being in a spa (make it fantastic!).
- The experience of being acutely embarrassed.
- The experience of doing something exhilarating (paragliding?).
- The experience of desperation (Drowning? Needing to get to a toilet? Falling?)
- Any bizarre or disgusting experience (see “the chicken leg fantasy”, below).

The Chicken Leg Fantasy

Imagine that you are standing there with a big, fat, warm, cooked chicken leg in each hand. Mmmmmmm. And imagine that you take first one, and then the other, and gently insert one into each ear (have a yuuuuccckkkk tonality in your voice now and mimic the movements of inserting the chicken legs). And it’s sort of greasy and yucky as you feel the warmth against your cheeks and smell that greasy cooked chicken smell and Oh no, it’s reeeaaalllly greasy and oh no, it’s starting to drip, drip, drip down your shoulders and down your front (put a really disgusted look on your face as you gingerly lift your shirt outward away from the “grease”) and it’s sticking to your shirt and it’s slowly congealing into a cold, sticky mass of chicken fat around the waistband of your trousers. Oh yuck!

See, it really doesn’t have to be a positive state to work really, really, well.

5 Use all your acting skills to assist the person to intensify whatever resource state they are using. As they reach the height of that state (calibrate!) tell them to “Wrap that feeling all around you and **take that back** (you may need to guide their elbow to gently push them in the direction of the “S”) **to where you had had that stuck feeling**, and just say to yourself, “How does that, **feel differently now.**” Take special note of the importance of the verbal instructions to your partner, particularly the bolded parts. These are important language patterns and there is much more going on here than you might first think!

6 On no account attempt to analyse the experience while stepping around the Resource Triangle. Do that later if you wish but keep in mind this is a process for the unconscious mind, not the conscious mind.

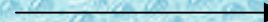
The Resource Triangle

1 Step onto the "S" just long enough to get a very brief feeling of your depression.



4 Take that new intense feeling back to where you had had the depressed feeling and ask yourself to notice how that feels different, now.

2 Quickly step back to the "D" and detach from that feeling.



3 Step onto the "R" and vividly imagine an intense feeling that is different to your depressed feeling.

Repeat this process from steps 1-4 several times, each time applying a different resource state. The more you vary the resource state, the faster and more powerful the effect.

Exercise 17 – The Resource Triangle

In groups of 2, help your partner to run through the Resource Triangle on 5 problems or problem states, a minimum of 5 times each. Swap and repeat.

Write down your description of the Resource Triangle here, including the language patterns.

In your own words, write the steps for the Resource Triangle here:

Anchoring

Anchoring is the utilisation of rapidly-induced stimulus/response bonds to achieve management of internal states. This is a fascinating area of study, with many exciting applications in the whole of life, as you will see and experience for yourself.

At the end of this module you should have an understanding of the physiology behind effective anchoring, and be able to demonstrate applications of several types of anchoring to a variety of situations.

Precision anchoring is a skill and therefore requires practice in order to achieve real competence. That means you'll be practising on yourself because that is the best and fastest way to gain a full appreciation of the effect of anchoring on others.

Most of us can identify stimulus/response bonds in our own lives and this process has been happening for as long as there have been humans. Pavlov is famous for his stimulus/response bond experiments with dogs.

Where does the response begin? How does it happen? We know that all information comes to the brain through a structure called the thalamus. From there it is "transduced" to the hippocampus and amygdala, structures which code the information with "fight or flight". This is all below consciousness.

The importance of this will be recognised when you realise that when a person has a phobic response, the first place in the brain where the electrical activity relating to the response takes place is in the reptilian brain and the central nervous system! Not the frontal cortex. Cognitive function is a long way down the track.

(So why do we waste time applying cognitive therapies to non-cognitive problems? Especially when therapies like NLP have been available for over 20 years!)

We urge you to learn to use these techniques for yourselves and for others. If you are a therapist, counsellor, mentor or coach, please especially teach these techniques to your clients so they can more rapidly and gently be set free from their various distresses, including the emotional blocks which hold them back from their dreams.

We typically use variations on basic anchoring techniques to relieve clients of a range of distresses: phobias, compulsions, sensitivities, anger, grief, etc.

We already have a lot of anchors, in all sensory systems:

- Visual:** Our husband or wife gives us “that look” and we immediately respond with emotion. Someone holds out their hand and we automatically reach out to shake it.
- Auditory:** We hear an old song from our teenage years and are immediately transported back to that time. The phone rings and we jump to answer it.
- Kinaesthetic:** The feeling of mud between our toes automatically gives rise to feelings of delight or revulsion. A limp handshake automatically makes our stomach “churn”.
- Olfactory:** The feeling we get when we smell fresh-baked bread. That perfume that reminds us straight away of “her”.
- Gustatory:** Someone bakes us pie for us “just like Mum used to make” and as we take a bite we get an automatic feeling that goes with it. We bite into an orange and our lips swell up because when we were a kid we bit an orange with a wasp on it and got bitten in turn!

We can install our own anchors in any of these sensory systems. What sort of feelings would you like to anchor? How might you use anchoring? Perhaps these:

Immediately access a desired resourceful state
Overcome a fear or a phobia
Replace stress with calm
Replace sadness with peace

Setting Anchors

There are three things to remember in setting anchors: precision, precision, precision!

Set the anchor in the same way, with the same intensity, with the same duration, at just the moment the person is coming into the “peak” of the state you wish to anchor.

If you were setting a kinaesthetic anchor, for instance, you would make sure you touch exactly the same spot (you could use a chalk mark, or a spot on a seam, or even a freckle) with the same intensity (a stronger touch does not mean it sets “harder”!) and for exactly the same time duration.

The reason we set anchors as people are *coming into the peak of a state*, rather than *at the peak*, is that internal states tend to drop away very quickly once the peak of the state is actually reached. Do you really want to anchor “dropping away”? Then make sure you set your anchor as the person is coming into the peak of the state.

Exercise 18 – Collapse Anchors (Kinaesthetic Anchors)

In groups of 3 or more:

- 1 A helps B to elicit an unresourceful state which B would like to eliminate and anchors that state.
- 2 Break to a neutral state.
- 3 Repeat 1 and 2 until when B is neutral and you “fire” the anchor, B gets some of that unresourceful state automatically.
- 4 A helps B to elicit a highly resourceful state which B typically enjoys very much and anchors that state *in a different place* (this state need not relate to the unresourceful state in any way – a logical connection is not required).
- 5 Break to a neutral state.
- 6 Repeat 4 and 5 until when B is neutral and you “fire” the anchor, B gets some of the resourceful state automatically.
- 7 A then asks B to go back into the unresourceful state and fires off the “unresourceful” anchor.
- 6 As soon as A sees that B has entered that state, A says “and put that over the top of it” as he/she simultaneously fires the “resourceful” anchor.
- 7 Repeat this last step twice.

Can B access the unresourceful state at all now? Even when the unresourceful anchor is fired?

Swap until everyone has had a turn at being A, B, and observer.

What does this exercise remind you of (that you've already experienced in this course)?

State Management

At any given time we are in a particular "internal state" which is unique to us and our neurology. Our performance, indeed our pleasure in life itself, is a direct result of that internal state.

So, do we wish to choose our internal state for at least a significant portion of time, or are we content to accept whatever state happens to be unconsciously manifesting at the moment? ***The direction in which we proceed in life depends absolutely on where we direct our minds.***

Our internal state is the sum total of our current experience. Experience has structure. That structure can be described in terms of submodalities and can be modified.

Do you remember the "Change Belief" exercise? We know we can't just decide to change a belief, but we can alter the submodalities of a belief and automatically and effortlessly change the belief.

Similarly, we can elicit a state within ourselves and others if we are aware of the submodalities of that state.

Exercise 19 – Eliciting the Structure of an Internal State – Joy When eliciting a state from another person GO FIRST ☺!

In groups of 4 or more, A attempts (internally) to recall a time when he/she felt particularly joyful and then asks B to recall a time when B felt particularly joyful.

- 1 A then elicits all the qualities/features of that state, checking as many submodalities as possible and noting key words. The rest of the group may offer assistance to A.
- 2 Swap over roles until everyone has been A, B, and observer.
- 3 Together the group compares notes, compiling a ***generic*** list of the qualities/features and submodalities of "joy".
- 4 Together the group makes up a set of hints/instructions for helping people to feel "joy" based on the generic list. This could be called a "script for elicitation". The script will start: "I wonder if you can remember a time when you felt particularly joyful. Do you remember that your, and your and you may even had said to yourself something like \",".

Exercise 20 – Installing a State – Joy

- 1 In groups of 4 or more (which will have at least 2 people from another group from the previous exercise), A talks B into a state of “joy” using the script put together previously.
- 1 Swap until everyone has had a turn being A, B and observer.
- 2 Everyone in the group enters a neutral state, and then sees how quickly he/she can reaccess the internal state of “joy”.

Exercise 21 – Eliciting and Installing States – Relaxation, Confidence, Connection, Fascination Remember to GO FIRST.

In groups of 4 or more complete the following process for each one of these states just as we have for joy.

- 1 A elicits from B the features/qualities of the state, including submodalities.
- 2 Group members take turns being A, B and observer.
- 3 The group constructs a generic list of features/qualities and submodalities of the state.
- 4 The group constructs an induction script for installing the state, commencing with “I wonder if you can recall a time when you felt(the state)”
- 5 After first going to a neutral state, the members of the group discover how quickly they can now access the state.

Anchoring States – Visually and Auditorially

Exercise 22 – Visual Anchoring

In groups of 4 or more participants discuss appropriate visual anchors which they may use.

A elicits the state of “confidence” in B, several times, and each time sets the visual anchor. (Remember to go to a “neutral” state in between elicitation.)

A then tests the effectiveness of the anchor by having B go to a neutral state, and without saying anything, fires the visual anchor.

B gives feedback.

Members of the group swap to take turns being A, B and observer. Try to use different visual anchors for each “turn”.

Exercise 23 – Auditory Anchoring

As above, but this time using auditory anchors.

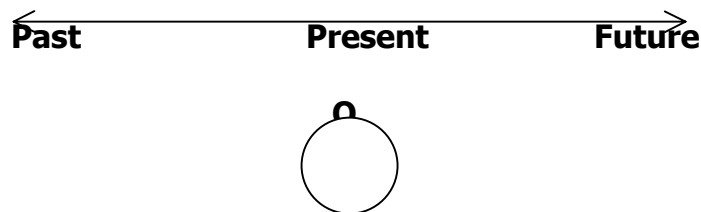
TIME LINES

In NLP we refer to "time lines" to describe how people spatially store information about events which occurred in different times. It is supposed that if we did not have a system for coding time in this way, it might be difficult to differentiate between something which happened last week and something which happened, say, six months ago.

It can be very obvious where people spatially store their memories. How often do you notice that when people refer to past events they gesture to their left, or behind themselves? And when people refer to the future, they often gesture to their right, or in front.

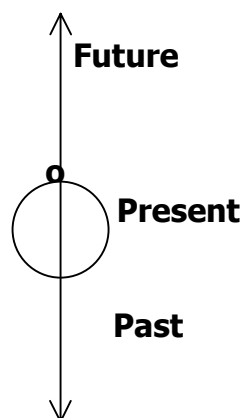
We label these two commonly-observed configurations (left to right, or back to front) as "Through Time" or "In Time". (Remember there are many, many variations on these.

Sample Diagram of "Through Time" (Looking down on person's head)



For a Through Time person, time is linear and sequential and it is believed that memories will generally be dissociated. Through Time people generally find that for them planning is a simple task and have an excellent judgement of the passing of time, therefore tending to be on time for appointments and able to judge how long a task will take.

Sample Diagram of "In Time"



For an In Time person, the past exists behind them and the future in front. They are very much "in the moment" and not as aware of time duration, thus tending to misjudge the length of time required for a task and tending to be late for appointments. It is believed that memories will generally be associated.

Using Time Lines

Time Lines, like all experience, have structure and therefore have submodalities. These may easily be manipulated to change the meaning of events which occurred in the past, or to influence events which may happen in the future.

You may already know what sort of Time Line you have. In fact, you may be aware that you run two or more Time Lines, depending upon the type of task you're engaged in.

What if you don't know what Time Line you have?

You can usually elicit someone's Time Line very directly by asking them to remember an event from the past, and then asking what direction that came from. Then ask them to think of a possible future event and ask what direction that came from.

It is often easy to elicit someone's Time Line merely by watching them talk about past, present and future events. They will tell you non-verbally. Some people even point as they speak!

Exercise 24 – Check out Your Time Line

Relax and close your eyes, and then float up above your time line as if you were in an aeroplane and your line was far below. What does it look like?

What is its shape?

How thick is it?

What texture?

Warm? Cool?

What direction does it run?

Is it black/white or colour?

How bright or dim is it?

How clear or unclear is it?

Is it moving or still?

Look back along your time line and notice how you've represented all the events of your life. Are there areas which are darker or lighter? Does the colour differ?

On your time line, pick out an insignificant event from your past. Make sure this is an event which is not at all important to you.

What happens when you darken this area of your time line? Turn it black? What happens when you brighten it? White it out?

What happens when you playfully boot it off your time line altogether? And turn it face down alongside your time line? And watch as it turns to dust and blows away in the breeze?

And what delightful constructed memory could we put there instead? Let's see. Look along your time line until you find a truly wonderful event and notice all of the features of your time line at that point. Alongside that wonderful event, make a duplicate of the time line at that point. A full-colour photo-copy.

Take that full-colour photo-copy back to the point in your time line where you booted off that old, nothing memory, and gently insert the photo-copy into that point.

Move back just before that point and look along your time line to where you are now. Notice the effect on the whole of your time line, including into the future.

And when you're ready, put your time line back where it belongs and come back to us here, now, in this room.

Debrief.

Exercise 25 – Using the Time Line to Program Your Future (Effortless Goal Achievement)

- 1 In pairs, A asks B what they want. Use Well-formedness Conditions to help specify their outcomes and make sure the outcome is stated as completely as possible. (Make sure the outcome is not an emotional state, but an actual thing which your partner wishes to achieve. Putting an internal state into the future merely delays having it. We have already learned that any internal state is available now!)
- 2 A helps B to create a detailed image of the desired outcome: use as many visual, auditory and kinaesthetic submodalities as necessary to get a very solid image. Anchor.
- 3 A tells B to float above his/her time line and go to the future to the time when it would be most appropriate to have accomplished this desired outcome. A asks B to bring up the image of the desired outcome (fires anchor) and insert

this into the time line, immediately then associating into the image. A asks B to notice their feelings and adjust their submodalities until they feel that the image is real.

- 4 A asks B to step out of the desired outcome image and turn to look back at the present. A tells B to notice that all the events between then and now are changing and rearranging to totally support them in achieving their desired outcome.
- 5 A tells B to return to the present and now look toward the future and notice that the accomplishment of this desired outcome sets a direction of achievement for them into the future.
- 6 Note: If B requires certain resources to achieve their desired outcome, such as learning something, they can float back into a time in the past where they learned something (anything) easily, associate into this experience, anchor it and bring it with them. As they move along the time line from that point, tell them to look down and find the appropriate point to put all that they need in order to ensure their desired outcome.

Debrief.

THE LIFEWORKS GROUP

Block 3

Neuro-somatic Changework, Introduction to the Meta Model and Sleight of Mouth

In this block we investigate the EFT process, a neuro-somatic tool developed by genius NLPer and Stanford engineer, Gary Craig. You will gain an understanding of the sub-kinaesthetic system known as the meridian system, and facility with the use of language to help elicit internal states in self and others.

You'll also learn about the Meta Model, a tool for understanding the building blocks of language as a representation of experience. You will recognise and respond to the distortions, deletions and generalisations that occur when we attempt to describe our experience of the world. This is an empowering tool for communication, persuasion, and logical thinking.

Sleight of mouth is fun to learn and easy to apply. Essentially we use "tricks of language" to expose deletions, distortions and generalisations in such a way that we expand the personal freedom of self and others.

Assessment Criteria for this Module

- 1 Demonstrate knowledge of an aspect of the sub-kinaesthetic system known as the "meridian system" or the "human biofield": 5 reversal points and 9 general points.
- 2 Demonstrate ability to use language to precisely elicit key internal states representative of "problem" states. Includes ability to utilise the language and metaphor of others.
- 3 Demonstrate ability to creatively challenge an outcome through testing and calibration of internal states and "future pacing" apparent changes.
- 4 Describe and understand the key aspects of the Meta Model: distortions, deletions and generalisations. This includes an understanding of the following terms:

- Surface structure
- Deep structure
- Comparative deletion
- Modal operator of possibility
- Modal operator of necessity

Nominalisation
Referential index
Universal quantifier
Cause/Effect
Complex Equivalence
Incompletely specified verb
Presupposition

- 5 Demonstrate the use of verb tense as a way of inducing change through modification of temporal coding.

EFT - Emotional Freedom Techniques

In 1998 the news got out on the NLP chat lists that there was a new therapy called EFT that claimed results bordering on miraculous. It had the strange name of Emotional Freedom Techniques, and partly involved tapping on energy meridian points. My chat groups went into a sort of frenzy on EFT, to the point where EFT had taken over the topic of discussion to the exclusion of the original "purpose" of the groups. The topic was even banned on some lists and various groups split off to continue uninterrupted discussion and investigation of this seemingly miraculous new approach.

A Brief History of EFT - The fascinating story of how EFT was born

"Tapping on the energy system while being tuned to an emotional (or physical) problem is an extraordinary healing technique that is deserving of the Nobel Prize. Its impact on the healing sciences is bound to be enormous."
Dr F Gallo

EFT actually has its genesis in Traditional Chinese Medicine. The ancient Chinese, and many other ancient cultures, believed that we all have an "energy body" and that energy flows through this body along lines called "meridians". They believed that "blockage" in the meridians caused illness. They identified many different points on the physical body, which, when stimulated, seemed to impact on the energy body and thus influence health. Modern acupuncture and acupressure, as well as reflexology and other energy therapies, have their genesis in TCM.

You may be surprised to hear that Western science has finally caught up with this several-thousand-year-old knowledge. Not only can we easily measure changes in electrical resistance at acupuncture points, but in the mid-eighties French researchers proved the existence of the meridian system. Vernejoul set about testing for the existence of a previously "unknown" circulatory system by injecting a radioactive tracer dye into acupuncture points. (Vernejoul, P, et al (1985). *Etude des meridiens d'acupuncture par les traceurs radioactifs. Bulletin of the Academy of National Medicine (Paris), 169, 1071-1075.*) The resulting pattern of dye clearly showed the traditional meridian lines. When the dye was injected into non-acupuncture points, no lines appeared. The lines did not correspond with any circulatory system previously known to science, but nevertheless were physical channels through tissue and organs.

The most important contribution of Western science has been the discovery that when we combine emotional/mental work with stimulation of meridian points, the body and mind appear to work together to gently but quickly heal many psychological and physical problems. When we consider the truly holographic nature of the universe, why should this not be so? After all, if we cut a finger, all our physical healing

resources are automatically brought to bear and work towards life and health. We now know that mental, emotional, psychological and even spiritual healing happens in the same way. The whole of our body-mind trends towards health and wholeness given appropriate conditions.

The first dramatic breakthrough was made by Dr Roger Callahan, who developed Thought Field Therapy (originally called the Callahan Techniques), a system of diagnosis and treatment of emotional causes according to a range of particular algorithms, or sequences of tapping on precise meridian points.

The story goes that Dr Callahan was working with a chronically phobic patient, Mary, who had had such a fear of water that she had to be accompanied by someone wherever she went, just in case she saw so much as a photograph of water. Mary couldn't even face an inch of water in her bath tub, nor could she look at a puddle of water on the road! Dr Callahan deduced that Mary had a blockage in a meridian point just below the eye. Upon tapping this point, Mary's phobia was completely and permanently eliminated and to this day (nearly 20 years later) Mary has no problem with water.

Needless to say, Dr Callahan was extremely excited by his discovery and at first thought he had discovered the cure to all phobias (a sort of therapeutic "Eureka!" experience). Indeed, some of his clients got results in just that way, others required different or more complex treatment. Eventually Dr Callahan went on to develop the very complex and sophisticated system known as Thought Field Therapy. This system was structured around the basic principle that there was one and only one sequence of tapping points (called an "algorithm") which would relieve a particular problem. It took a great deal of time and cost a very large amount of money (\$US100 000) to learn the full techniques.

Dr Callahan suffered disdain and ridicule from his own profession as a result of his work and his efforts to bring it to a wider audience. His licence and livelihood were threatened by the governing Psychological Board in California and he was unable to have his excellent research published because no editor would touch this *formerly* highly-esteemed researcher.

I am reminded of that wonderful piece from Ayn Rand's book "The Fountainhead":

"Throughout the centuries there were men who took the first steps down new roads armed with nothing but their own vision. Their goals differed, but they all had this in common: that the step was first, the road new, the vision unborrowed, and the response they received - hatred. The great creators - the thinkers, the artists, the scientists, the inventors - stood alone against the men of their time. Every great new thought was opposed. Every great new invention was denounced. They fought, they suffered and

they paid. But they won." (Ayn Rand, from Howard Roark's speech in "The Fountainhead")

Since that time, Gary Craig, who was the first person to pay the \$US100 000 fee to Dr Callahan to learn his techniques, discovered that the sequence of tapping was unnecessary. He developed EFT, a sort of one-size-fits-all, very easy and very powerful system, and his mission in life is to bring this healing modality into common use so that everyone has the benefit, not merely the wealthy. Gary Craig has brought the powerful energy therapies to the whole world, and has been a generous and loving catalyst for the dissemination of the work of other developers in this field.

Psychological Reversal & Secondary Gain - The Real Reasons Behind our Limitations

Psychological Reversal

One of the major contributions to our understanding of medical and emotional problems lies in the concept of psychological reversal.

The principle of Psychological Reversal (PR) is that if your natural energy flow becomes "reversed" due to shock, stress, or trauma, healing cannot take place easily as the body is fighting against the natural healing process. This may be entirely unconscious, or, you may be aware that you have a fear of **getting over** the problem, a fear you will **not** get over the problem, a feeling you don't **deserve** to get over it, or even a feeling that it is **not safe** to get over it.

Dr Willem Lammers says "Reversals are what seems to make sense for a coherent, intentional adult person. In NLP and TA, much is said about positive intention. As children, we need to know who we are and we need structure and affection. When we look at psychological reversal, this is usually about patterns we developed as children to get our needs met. When you grew up without money, and if your parents didn't move easily in their worlds, you may lose their love as you make a lot of money and start to reach out into the bigger world. I like Goulding's idea of early decision: We understand very early what we must do to guarantee our parents' love and affection, and we do it, even if we have to hold ourselves back, keep ourselves poor, or make ourselves ill."

This has finally put paid to the idea that some people "don't want to get better", or that those suffering from long standing depression, anxiety, weight or addiction problems just "have no will power". In such cases, reversal is almost always at the root of the problem

Secondary Gain

This is a term used to describe the benefit/s which always accompany a problem. Someone suffering from a phobia may receive attention or care, someone who has an addiction may receive a feeling of safety or security, someone who has a compulsion may be placing controls on others and getting security or predictability in that way, someone who overeats may be avoiding starvation. There are as many good reasons for doing unhelpful things as there are people on the planet (any maybe more!). The vital thing is to respect the benefit s or needs which are being fulfilled (the secondary gains) and make sure that you still get those benefits or needs met or exceeded as you move towards greater health.

This is applying change in an ecological way.

The Actual EFT Process - Let's Get Right Down to it!

Because Psychological reversal is at the heart of just about every problem, we always deal with it first.

Step 1 involves tapping on a certain point while saying a sentence about the problem. This is called "the set-up".

Step 2 involves tapping through nine acupoints several times while saying just a word or two that "sums up" the problem. These tapping series are called "the rounds".

Step 1 - Dealing with Psychological Reversal - The Set-Up

Because psychological reversal (that part of us which self-sabotages or continually gives us the opposite of what we believe we want) is so common, and usually below consciousness, it is useful to deal with reversal or possible reversal prior to commencing the tapping routine. After all, if we didn't have some reversal on the problem, we probably wouldn't have the problem!

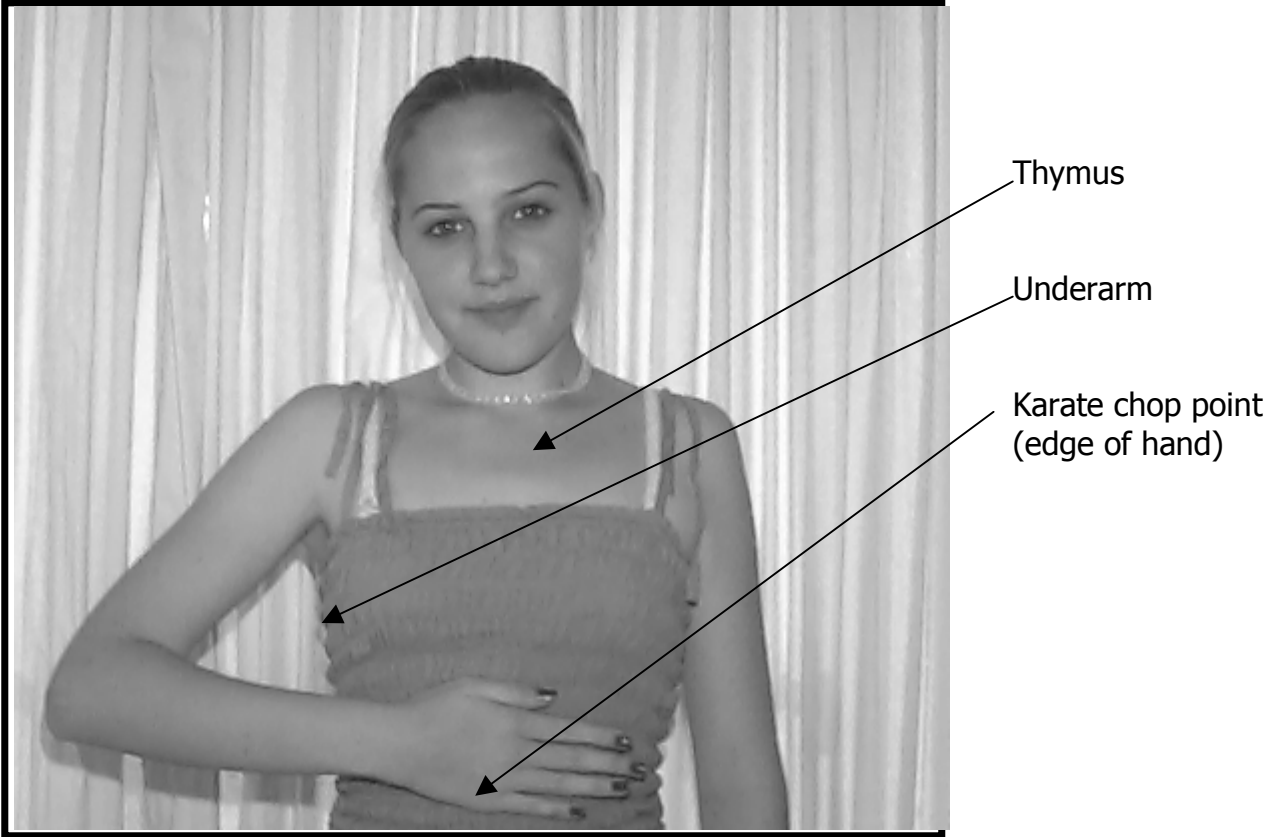
There are several well-accepted methods of dealing with reversal, and some practitioners differentiate between criteria-related reversals, global reversals and mini-reversals. We like to keep matters very simple and find that one simple process works extremely well for reversals of all kinds.

This addressing of psychological reversal is called "The Set-Up" and involves tapping or rubbing on certain points while saying certain words in order to "attune" to or focus on a problem.

Choosing your PR "Weapon"

There are at least five points that are commonly used very successfully to deal with PR, but you need only remember one of them, *the one that you actually like using the most!* You can always change which point you use for PR, and in fact I use different points depending how I feel at the time. Experiment now with the points below and get a feel for where they are and how you like each one.

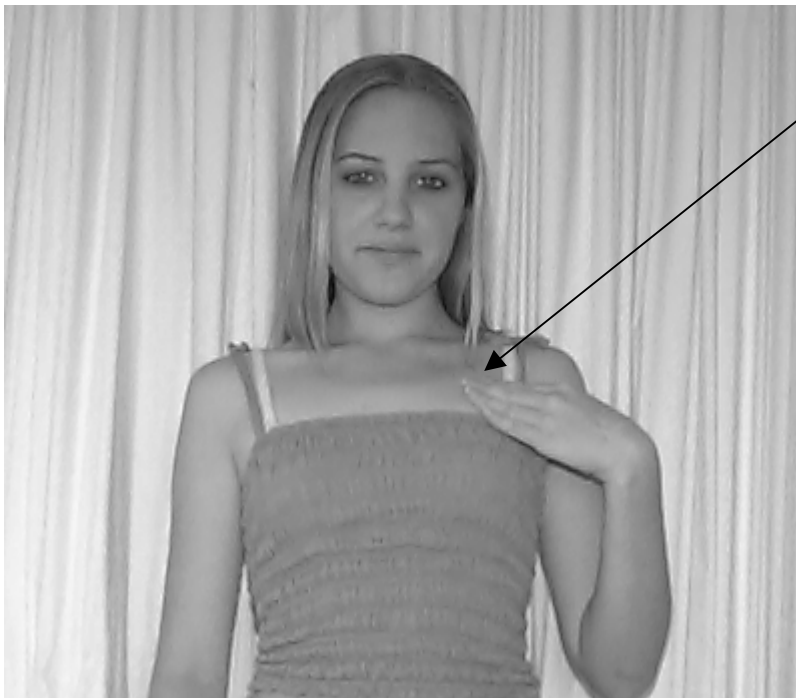
Most of these points are tapped, and these are: the karate chop point, the thymus point, and the underarm point (see pictures).



Two of these points are rubbed, and these are: the "tender" spot (actually a neurolymphatic drainage point) and the two collarbone points (these last two are rubbed at the same time, usually with one hand, using the thumb and index finger).



The "K27's" are in the hollows formed between the junction of each collarbone with the sternum. To attend to psychological reversal, these are rubbed in a circular motion, usually just using thumb and forefinger of one hand.



The "sore-spot" can be difficult to locate. Just press around your ribs on your upper left chest wall until you find a spot that is more sensitive than any other area (and may even be very tender indeed).

What to Say While You're Tapping or Rubbing a PR Point

Having chosen which PR point you want to use, you now need to prepare to say something (a sentence) which describes the problem as well as stating self love or self acceptance. What we say often sounds very negative because we are describing the problem exactly as it is, in our own language, in order to precisely elicit the negative internal state which has presented us with the "problem".

This sentence will generally take the form of "Even though I have this(problem), I deeply and profoundly love and accept myself." This sentence is said three times while tapping or rubbing on the PR point you've chosen.

For example, a client had such a severe spider phobia that she couldn't go out at night for fear of walking into a web. After tapping on "Even though I have this fear of spiders, I deeply and completely accept myself", and following on with all the other points, she had absolutely no improvement. So I asked her how she thought of spiders and how she might describe her fear to someone else, to which she answered, "Oh, I'm scared *shitless* of spiders!" Eureka! This was just what we needed. So we proceeded to tap on "Even though I'm scared *shitless* of spiders, I deeply and completely accept myself." Then we got instant improvement or even elimination of the problem. I have seen this happen so many times.

If you choose words which don't "resonate" with you, or which don't accurately describe the way you really think about the problem/issue, the results may not be anything remarkable.

Step 2 - Tapping through the "Rounds" (the series of 9 points)

Now it is time to address the nine points which make up the bulk of the work in EFT. It will take about 10-12 seconds for the entire round, maybe faster, and involve tapping 5-7 times on each of the points.

We also *say something* to help us get the right focus for this bit. This is where we cut down the whole problem into a "nutshell" and say one or two words which serve to represent the whole shebang. We say this just once for every point we treat, from the crown down to the under arm point, and we go through the "round" three times.

In our version of EFT we use nine basic tapping points which you'll find on the picture below. These points are named very logically: crown (top of head), occipital ridge (the bump on the back of your head), eyebrow (inner edge), outer eye, under eye, top lip, lower lip (actually the chin crease), collarbone (actually just below and to one

side of the sternum), and under arm (about 4 inches down from the armpit).

This series of points is used over and over from start to finish as we work through a problem. You might just like to tap through these from start to finish a few times just to get the feel of it. I've had people experience surprising results just from doing this! (In one group I was working with, a lady in a wheelchair, who was suffering extreme back pain, started to "tap through" with me just to learn the points. She suddenly exclaimed "My pain's gone!" much to everyone's delighted amazement.)

Every two or three "rounds" of tapping from crown to underarm, just go back and do the PR again. When you go back and repeat the PR, you need only say the set-up statement once, and then go on to tap 1-2 rounds of the full set of points. If you notice change, it's helpful to change the set-up statement slightly to something like "Even though I still have *some* of this headache", and then the reminder word/s would be "Remaining headache". This validates the work of the body/unconscious and helps aid further healing/relief.



- 1 Crown. Centre of imaginary line drawn over top of skull from top of ear to top of ear.
- 1 Occipital ridge. Centre of large "bump" at back of head.
- 1 Eyebrow. Beginning of hairline of brow (or where it *used* to start ☺)
- 1 Outer eye (still on the bony orbit of the eye socket).
- 1 Under eye. On the bone.
- 1 Top lip. Actually on the lip margin.
- 1 Lower lip. Actually in the chin crease.
- 1 Collar bone. The K27 in the hollow formed by junction of collarbone and sternum.
- 1 Under arm. About 7-8 cm down from the armpit, or about where the bra strap is.

If EFT Seems Slow or Ineffective

Just now and then we may seem to make no or little progress with EFT. That may be merely a perception (maybe there are so many interacting aspects that it's not until you've dealt with a particular proportion of them that you begin to notice a change), or in fact nothing much may be happening.

For beginners, usually the problem will be an incomplete or inadequate set-up, not getting into the issue properly, or other very routine matters. Often, for instance, the problem is stated too "globally" or generally, and a little playing around with words will get a very specific wording which comes with the right "ring" so that you know it's the one to focus on.

Here's an example: "Even though I just can't seem to get ahead at work, I deeply and profoundly accept myself."

Now maybe that's a decent starting point if you can't think of anything more accurate, and you'll probably find specific thoughts or images popping into your head as you work through it. These thoughts might be like this:

I'm nervous when my boss is in the room.
I hate talking with clients on the phone.
My pay check is lousy.
I feel sick that Z got the promotion instead of me.
I'm going to get the sack.
I can't support my family.

Working on these specifics will most likely bring up things that are even more specific, and which may even seem unrelated, particularly childhood memories which you might consider to be of ~~minor importance~~. Trust me, they only *seem* irrelevant.

There are three more really simple ways to get things going:

The 9-Gamut

This is a seemingly weird but very effective tapping process which actually accesses every area of the brain, calling in all your conscious and unconscious resources. This one is my first ports of call because it seems the fastest, easiest thing to do.

For the 9-Gamut, we tap continuously on the point between the fourth and fifth knuckle (either hand -see picture). This point is known by various names: Tri-heater, Triple Warmer, Gamut Spot, etc.



The Gamut Point

While we do this, we focus as continuously as we can on the issue and go through the following nine steps:

- 1 Close eyes
- 2 Open eyes
- 3 Look down hard right (keep head straight)
- 4 Look down hard left
- 5 Roll eyes clockwise (right around in your skull as far as they can go)
- 6 Roll eyes anti-clockwise
- 7 Hum (a little bit of "Happy Birthday" will do nicely")
- 8 Count (just to five will do)
- 9 Hum again

Now re-examine the issue and notice if there is a change. There usually is.

Suppress that Psychological Reversal!

Some people feel that although PR is dealt with in the EFT set-up, it may "pop back in" from time to time, stopping real progress. I don't know whether that's true, but I do know the following thing often works:

While going through the whole EFT process, from set-up to completion of several "rounds", keep rubbing the "tender spot" or the two collarbone points (see page). This maintains suppression of reversal until the whole procedure can take effect.

Sometimes all We Need is Another Set of Hands!

Sometimes we are doing all the "right" things and yet nothing's happening. Try allowing someone else to tap on you and say the words with you and notice the difference. I believe this works because of the additional energy system of our helper, and sometimes I believe it's actually a very important part of the healing to accept the help of another. This is particularly the case when dealing with an abandonment issue, or working on self-acceptance.

Focusing

In order to process well, we need to focus on and fully accept inner pictures, sounds and feelings that arise, seemingly without purpose, as we process.

Sometimes things "come up" which may seem ugly, "bad", unhelpful, or even revolting. Pushing away or rejecting parts of ourselves or our memories works against the process.

SUMMARY

We are a product of our memories and learnings, with the majority of those being out of conscious awareness. In other words the majority of "drivers" in our lives are *unknown* to us. Mostly the feelings that we feel, we have no idea where they originate, we have no idea they are at cause in our lives, and rather than "running our own bus", we are being driven by a driver unknown and to an unknown destination.

The key to being able to "drive the bus" ourselves is the negative emotions attached to old memories. All of us carry memories that are charged with negative emotion to some degree, and which are therefore still at cause in our lives.

Exercise 26

Locate and "treat" a memory which you would rather not have.

Exercise 27

Treat a physical pain or discomfort.

Hint: In treating a physical pain, be very precise in the way you identify the location of the pain, and the type of pain. Make sure you're using the language you are thinking in about the problem!

Exercise 28

Identify a negative belief about yourself or another that you would rather not have and treat that with the EFT protocol.

Exercise 29

Identify goals which you have sought but have not yet been able to achieve, and treat these with the EFT protocol.

The Meta-Model

The Meta-Model is a model of language which came from transformational grammar and the work of Korzybski and others. NLP developer Richard Bandler, in modelling genius therapist Virginia Satir, originally described the Meta-Model in his book "The Structure of Magic, Volume I" (actually his master's thesis).

Virginia Satir was successful in part because she recognised that human beings take language short-cuts in order to communicate the fullness of their experience. These short-cuts can be thought of as "surface structure", and the more fuller linguistic representation of experience as "deep structure".

In order to represent our experience of the world in such a way that we can consciously cope with the amount of information (7 plus or minus 2 items or chunks of information), our brain engages in the processes of distortion, deletion and generalisation. Thus we can continue to function and to largely experience the world in terms of our own Map of the World.

This is very useful because it makes the following possible for us:

- 1 We don't get overloaded with unnecessary information.
- 2 We are able to learn from events or situations such that we can generalise to similar events or situations and predict outcomes (recognise patterns).
- 3 We can communicate small amounts of information which serve to represent a greater reality.

People who don't have these abilities are usually classified as disabled; eg those with autism, who are overwhelmed by the 2,000,000 bits of information coming at them each second, both internally generated and externally generated. They cannot form values and beliefs because they do not experience consistency and recognise few patterns.

So how can an understanding of the Meta-Model benefit us?

- ❖ When we are able to recognise distortion, deletion, and generalisation, we automatically understand that the world is much bigger than our conscious experience of it.
- ❖ We gain the ability to achieve much greater specificity in our communications with others and even with our own thoughts.
- ❖ When we deliberately correct Meta-Model "violations" (distortions, deletions, and generalisations) we expand our own and others Maps of the World.

Distortions

1 Mind Reading (claiming knowledge of someone's internal state).

Example: "You don't understand me."

Possible response: "How do you know I don't understand you?"

2 Lost Performative (value judgement)

Example: "It's bad to fail."

Possible response: "Who says it's bad?"

"According to whom?"

"How do you know it's bad?"

3 Cause/Effect (claiming that a "self" is not at cause)

Example: "You make me upset."

Possible response: "How does what I'm doing cause you to choose to feel upset?"

"How, specifically?"

4 Complex Equivalence (claiming that two experiences are one and the same)

Example: "Your shouting means you don't like me."

Possible response: "Have you ever shouted at someone you liked?"

"How does my shouting mean I don't like you?"

5 Pre-suppositions (a statement which has to be taken for granted in order for a sentence to make sense)

Example: "If you knew how important this was, you wouldn't question my request."

Possible response: "How do you know I don't know?"

"How am I questioning your request?"

Generalisations

1 Universal Quantifiers (claiming universality: all, every, never, etc)

Example: "He never gets it right!"
Possible response: "Never?"
"What would happen if he did?"

2 Modal Operators (Of necessity: should, shouldn't, must, mustn't, etc. Of possibility: can, can't, will, won't, etc)

Example: "I have to be the one to do it."
Possible response: "What would happen if you didn't?"

Example: "I can't take a day off."
Possible response: "What would happen if you did?"
"What prevents you?"

Deletions

1 Nominalisations (verbs which have been turned into nouns)

Example: "Our communication leaves a lot to be desired."
Possible response: "Who's communicating what to whom?"
"How would you like to communicate?"

2 Unspecified verbs (an incompletely described action)

Example: "I was thrown out."
Possible response: "How, specifically, were you thrown out?"

3 Simple deletions (simple, lack of referential index, comparative deletion)

Example (Simple) "I am uncomfortable."
Possible response: "About what?"

Example (Lack of Referential Index) "They say it'll rain today."
Possible response: "Who, specifically, says?"

Example (Comparative Deletion) "He's better for the job."
Possible response: "Better than whom?"
"Compared to whom?"

Exercise 30 - Recognising Meta-Model Violations and responding appropriately.

Identify the specific Meta-Model Violations in the following sentences and determine an appropriate response. Remember that a single statement can easily contain more than one type of Meta-Model Violation.

1 They all hate me!

Pattern: _____

Response: _____

2 She made me so mad I had to fire her.

Pattern: _____

Response: _____

3 You just don't listen.

Pattern: _____

Response: _____

4 A dog is best.

Pattern: _____

Response: _____

5 If she didn't like me she wouldn't have smiled like that.

Pattern: _____

Response: _____

6 It's good to have lots of trust and communication in a relationship.

Pattern: _____

Response: _____

7 I know you agree that this is a much better place to be.

Pattern: _____

Response: _____

Exercise 31 - Meta-Model Violations in business

Each person makes a list of at least 5 common claims or statements which he she has made or heard made in a work situation. Take turns reading out a statement from your list while the others verbally identify Meta-Model Violations and then respond.

Exercise 32 - Flash Cards

Take turns responding to the flash cards by quickly constructing statements using the particular Meta-Model Violation referred to.

Introduction to Sleight of Mouth

Sleight of Mouth is possibly the most fun set of NLP techniques to learn. In this module, we are just beginning to get a taste of what sleight of mouth is all about by playing with verb tenses in response to other's communication. (This is like using time-line techniques without the time-line!)

In fact Dr Connirae Andreas, who is well-known in the NLP world for her contribution to this important area, refers to verb "tenses" and verb "relaxes", because of the effect of loosening rigid beliefs when various past tenses are substituted for various present tenses.

For example, check your internal representation to these:

I am dancing.
I dance.
I danced.
I have danced.
I have been dancing.
I had danced.
I had been dancing.

I have a problem.
I am having a problem.
.....
I had had that problem.

Example of Utilising Verb Tense to "Backtrack" (put a problem in the past instead of the present)

Statement of limitation: "I just cannot understand this new approach."

Interventions: "So you just didn't understand the new approach, did you?"
"So you hadn't understood the new approach, hadn't you."
"So you had had a problem with that, hadn't you?"

Make these statements to one another and track your internal representation in response to the various interventions. Experiment with the "tag questions" on the end of the interventions. What difference do they make?

Exercise 33 - A states a limitation, and B "backtracks" in a way that moves the limit out of the present or makes it more temporary. Do not attempt to apply logic to A's limitation, or to debate with A. A is not allowed to respond verbally to B's "backtrack".

THE LIFEWORKS GROUP

Block 4 – Well-formedness, Strategies, Modelling, Beyond Design Human Engineering

In this block we revisit well-formedness conditions in order to further refine or fine-tune our outcomes for this course.

We look at strategies as a methods or "recipes" to achieving those outcomes (goals), and we look at modelling as providing proven strategies for achieving excellence in any field of endeavour.

Lastly we briefly look at what the relatively new field of Design Human Engineering™ seems to offer in terms of realisation of outcomes, and experiment with Silvia Hartmann-Kent's brilliant "Project Sanctuary" as just one way of getting "beyond DHE".

Assessment Criteria for this Module

- 1 Facility in revisiting original outcomes to further refine them or add to them, using well-formedness conditions.
- 2 Understanding of the TOTE model.
- 3 Elicitation, utilisation and installation of strategies for the achievement of outcomes, including micro-strategies for portions of such outcomes.
- 4 Ability to use state management as a tool for directing the mind towards goals.
- 5 Ability to develop metaphor as a tool for unconscious achievement of goals.

Well-formedness Conditions

We know that when we are assessing a goal for its "well-formedness" we are attempting to achieve both realism and ecology. We are doing our best to ensure that the goal is indeed not only achievable by us, but that the goal truly is *desirable* by us.

We are unlikely to be able to achieve or maintain a goal which infringes upon the servo-mechanisms of our unconscious mind by being out of alignment with our own guiding principles or values.

The application of well-formedness conditions involves the following:

- 1 State your goal in the positive (not the absence of a negative), and ensure you are talking about a physical goal, not an internal state or emotion.
- 2 Put the goal in context. How, where, when and why do I want this? Do not say "in six months' time". Instead nominate the date "30 April 2002".
- 3 Sensory specific. Can you describe the achievement of the goal in all representational systems? What representational systems of others would inform them that you had achieved this goal?
- 4 Goal must be self-fulfilled - not rely on others contributions, and not subject to events outside your control.
- 5 Honestly evaluate the effects of achieving the goal. What will having the goal get for me? What will having the goal lose for me? What will not having the goal get for me? What will not having the goal lose for me?
- 6 Is the goal in alignment with other goals, with my values and guiding principles?

Exercise 34 - Re-assess all your outcomes for this course. Make sure you have some outcomes which you would expect to achieve during or immediately on completion of the course, and some outcomes which are further out in the future.

Strategies

We use the term strategy to refer to the mental processing that occurs as we undertake goal-directed behaviour.

We have strategies for every single behaviour we engage in, from getting up in the morning, to learning new information, to making decisions, to accessing memories, to performing a physical action, like walking, singing, playing sport.

We can never be consciously aware of every single step in a strategy, but we can usually elicit enough information to be able to use it well to get a predictable result (utilise it) and then to make it our own or teach it to others (install it).

A Successful Strategy for Getting out of Bed

Here is an example of a strategy for getting out of bed on time in the morning:

- 1 I wake at 6.30 am and look at the clock (V^e)
- 2 Ask myself, businesslike internal voice "What day is it" (A^d)
- 3 Say to myself, command tonality "I'd better get out now" (A^d)
- 4 Get out of bed (K)

Each part of this strategy has an even more detailed strategy, for example step 2:

- a) Visualise events of previous day to determine what day that was
- b) Visualise calendar or diary with days of the week on it
- c) Say to myself, "Friday comes after Thursday, so this must be Friday, and Friday is a work day"

A Poor Strategy for Getting out of Bed (or An Excellent Strategy for Sleeping In!)

- 1 I wake at 6.30 am and look at the clock
- 2 Say to myself, soft and low internal voice "It's so warm and snug in here and so cold outside"
- 3 Picture myself at my desk at work
- 4 Say to myself, soft and low internal voice "Just 5 more minutes"
- 5 Go back to sleep

The TOTE Model of Strategies

TOTE (Test, Operate, Test, Exit) is a computing term used to describe a process leading to a predictable outcome.

The above successful strategy for getting out of bed could be seen as:

Test 1 (trigger)	I need to get up in the morning
Operate	I run through the days of the week to conclude what time I need to get up today.
Test 2	Is today a working day? If it is, I will get up. If it is not, I will go back to sleep. Result: it is a working day.
Exit	Get up

If Test 2 resulted in "No, it is not a working day", then we would cycle back (loop back) to an earlier stage in the strategy, until finally our "test" reveals that it is now appropriate to get up.

This strategy describes a self-regulating "cybernetic" system for producing a desired result. We can presume that if our system is optimal, and keeps operating, that given enough time we absolutely must acquire our goal. Most of our systems run unconsciously, but are probably accessible for modification anyway.

What keeps the system operating?

It is all very well to wish to acquire a goal, but where does the energy come from to keep running the system which is designed to produce that outcome? We believe it comes from the kinaesthetic representational system, and that is why, when speaking of Design Human Engineering™, the question most asked by Bandler is: "How much delight can you stand?" Rather than being a flippant or rhetorical question, it is absolutely essential to the achievement of any goal you can think of.

Exercise 35 - Choose any one of your goals and express the process of achieving it in steps.

Exercise 36 - Take each step of your strategy for goal achievement, and express that as a TOTE sequence. The "exit" of each TOTE sequence will be the "test" of the next.

Successful Strategies

All around us we notice people doing things with varying degrees of skill or effectiveness. If we are interested in building our own skill or effectiveness, we can go to the trouble of eliciting the strategy of someone who is particularly skilful.

Let's look at spelling strategies. Someone who is a good speller will depend heavily on visual representation of the word. Their strategy may be:

- 1 Hear the word
- 2 See the word upper left position
- 3 Does this feel right?
- 4 Spell the word or cycle (loop) back to 2, seeing the word in another way

Another (very simple) way of expressing this strategy would be:



In the following exercises, calibrate carefully because sensory cues will possibly be even more informative than the words used by your subject to describe his/her strategy.

Exercise 37 - Who in your group has a good strategy for decision making? For memorisation? Elicit all the steps of their strategies, and then put them into notation as in the example above.

Exercise 38 - Run through these strategies yourself. Do they work for you? Are they as complete as they need to be? Would they still work if some steps were omitted? What internal states are necessary for these strategies to work well? What happens when you set anchors for heightened versions of these states and fire them during the strategy?

Exercise 39 - Who in your group can admit to often having difficulty making a decision or memorising something. What is their strategy? How does this differ from the effective strategies?

Exercise 40 - Who is the most *productive and efficient* member of the group. Elicit his/her detailed strategy for task completion. Is this strategy workable for you? Can it be made even more effective?

Another way to Elicit a Strategy

It may be helpful to elicit a strategy conversationally or covertly and in that case there are three very important questions to ask, which can be repeated with variations to build up useful information:

What matters to you (what's important to you?)
What does that mean to you
What does that give you

If you're seeking to persuade someone, then these questions are perfect for eliciting the strategies and the value criteria necessary to help them decide to "buy" your idea or your product.

Exercise 41 - In pairs, conversationally elicit the "buying" strategy of your partner for the product/service/idea that you wish to promote, using only the above three questions. When you are satisfied that you have enough information, feed this back to your partner conversationally and check whether you have succeeded in helping your partner feel very well disposed toward you and your product/service/idea. Also get feedback on your rapport skills!

Modelling

Perhaps you can see that modelling, the copying of someone, is closely related to strategy elicitation and installation. Remember though that in order to replicate someone's behaviour or skill, you also need to replicate the internal states that generate the sequence, otherwise too much conscious attention will be required to run the strategy.

Exercise 41 - In pairs. Pick someone to "model" who has already achieved a behaviour goal which you have selected as one of your well-formed outcomes. You do not need to like everything about this person -- we are learning to model selectively! Your partner will help you through each of the following steps:

- 1 Step into the internal state of "relaxation" which you practised previously. Your partner can help you achieve this state by entering that state him/herself and using appropriate verbal/non-verbal cues.**
- 2 Imagine that you are observing your "model" engaging in the desired behaviour. Watch as he/she repeats the behaviour over and over again.**
- 3 Get into rapport with your model.**
- 4 Step into your model's body and allow yourself to feel their physical movements and internal state/s. Is this comfortable? Practise being your model, several times until it feels quite comfortable, quite automatic. Don't concern yourself with the detail, simply with "the big picture".**
- 5 Take over your model until it is not him/her standing there, but you. Repeat the movements until you feel very comfortable and the process occurs automatically.**
- 6 Step aside from your body and observe yourself easily and naturally engaging in the behaviour you have just practised so thoroughly.**

Exercise 42 - With help from your partner, notate the strategy for performing the above behaviour at an excellent standard. Can the strategy be improved even beyond that currently exhibited by your model? Practise the strategy with the improvement.

Beyond Design Human Engineering™

DHE™ was originally developed by Richard Bandler as a quantum leap up from NLP. Unlike NLP, there is very little information available on DHE and even if you can get to do a course in it, you may still not have a clear idea in your mind about what it is.

The core question in DHE™ is: "How much pleasure can you stand?" and the core technique of DHE™ has to do with mapping out submodality structures and using those to "ramp up" or amplify various internal states so that our states drive us effortlessly and irresistibly toward a more pleasurable, more joyful, more productive life.

For instance, if we have a particular goal, one way to create an irresistible "driver" is to anchor the most unpleasant internal states to the absence of the goal, and the most intensely pleasurable internal states to the having of the goal.

Another, infamous, aspect of DHE™ is its combination of visualisation and submodalities to build machine metaphors for automating various life tasks, including measuring and feedback mechanisms.

Lately it has been reported that Richard Bandler has been moving away from his original format of DHE™, which apparently he is beginning to view as limited by NLP tools and language, to develop a more "organic" form which enables access to more unconscious internal resources. Metaphor appears to be the key.

A particular piece of work known as Project Sanctuary, developed by NLP genius Silvia Hartmann-Kent, although original, appears to very much in alignment with what Richard Bandler is now beginning to work with.

We feel quite thrilled to be able to bring you this new work which we feel will change the face of DHE™.

Project Sanctuary

Question:

"What if we had access to Mechano, Construx, bricks and mortar, metals, nanotechnology? What if we could take the IDEA of 'what else could there be?' and apply that to the models of experience themselves? What if we could just put aside the NLP descriptors for just a while, and begin to wonder how else we can describe experience, in ways that help us build some really useful and cool new ways to live and dance and sing?"

Answer:

"Well, one way to do it would be to let the lego, mechano, and resources that you can't consciously think of, loose to play amongst themselves, to breed, hybridize, mutate, and go generally apeshit. Then regularly check in on the whole evolving ecosystem to prune, harvest, or just enjoy.

In other words create an extensible, generative environment. That's the nearest I can get to a conscious, metaphorical understanding of what goes on in Project Sanctuary, and what makes it unique."

The above quotation picked up from the internet 28/08/00

The metaphors we construct in our minds, whether through dreaming or whether through conscious effort, cannot come from nowhere. They all come from somewhere and therefore they are associated with some part of us -- they have *meaning*.

The main premise of Project Sanctuary is that just by altering submodalities we alter the *meaning* of experience, when we alter our *metaphors* we alter *experience itself*.

This is a bold statement, but one that is borne out experientially by Silvia Hartmann-Kent and the handful of people around the world who are beginning to experience the power of this work.

Try this exercise:

Exercise 43 - In pairs.

Your partner will help you to relax very deeply. Imagine that you have created a whole planet and everything on it. Every natural and man-made structure, every animal, every object, every atom, is your creation and represents something in you.

There is a goal which you desire which you do not yet have. Somewhere on your planet is an object which represents that goal. It may be a tree, a church, an animal, a town, or something quite different. It probably does not logically relate to your goal in any way, shape or form.

Fly over your planet now, observing the landscape below, until you feel drawn to a particular place where you can "come down to earth". There you will find a particular object which draws you attention. (Your partner may need to do this exercise auditorially or kinaesthetically. Not everyone visualizes easily or can even pretend to visualize!)

What is this object? Is it perfect as far as you are concerned? What does it need? Alter or modify this object until you are completely satisfied with its appearance/function. Remember that here in Metaphorland, you have access to every resource imaginable: skilled craftspeople, scientific experts, artists, wise men/women, whoever you might like to call on for assistance.

Your partner's job is to record your process as you locate and work with your goal symbol, and to gently ease your way back to us here, in this room.

What did you learn?

THE LIFEWORKS GROUP

Block 5

Metaphor, Advanced Meta-Model, Logical Levels, Meta-Programs, Milton Model, Sleight of Mouth

We have already experienced the power of metaphor when we studied goal achievement through the exploration of our own internal metaphors. Now we examine how we use metaphor in day to day language and experience what happens in our lives when we deliberately modify or change those metaphors.

We quickly re-visit the Meta-Model first studied in Block 3 by gaining experience in applying the Meta-Model to more challenging real life situations and, more importantly, to our own self-talk.

We've had some exposure to Logical Levels in our work on identifying and matching chunk size. Now we look at a more formal structure of Logical Levels of organisation and experience how knowledge of this "hierarchy" may be utilised to reach goals or solve problems with considerable ease.

Meta-Programs are the content-free processes by which we act upon the world.

The Milton Model can be thought of as the inverse of the Meta-Model, the art of speaking vaguely! We make use of the Milton Model to induce trance and also learn that in combination with exquisite rapport and state management skills, the Milton Model becomes even more effective.

Sleight of Mouth is a term which refers to various language patterns which we use to influence ourselves and others away from problem states and toward solutions.

Assessment Criteria for this Unit

What will you need to be able to demonstrate to show that you've developed sufficient skills in these areas?

- 1 Identify metaphors in common usage and experience the result of using alternative metaphors.
- 2 Demonstrate the ability to identify Meta-Model violations in day-to-day business communication.

- 3 Demonstrate the ability to recognise and produce the hypnotic language of the Milton Model.
- 4 Demonstrate the ability to induce trance by using rapport and state management skills in combination with the Milton Model.
- 5 Demonstrate particular Sleight of Mouth patterns: embedded commands, reframing.
- 6 Demonstrate ability to use logical levels as a goal building tool.
- 7 Demonstrate ability to operate congruently out of several opposing Meta-Programs.

Metaphor

Life's a hard road.

Bill's steel-trap mind helps him perform in his job.

If we're to win this contract we've got to realise we're in the race of our life!

On the corporate battlefield, there are many fatalities.

This problem is gnawing at me. (Fingers clenching at gut.)

Metaphors (and similes and analogies) attribute rich meaning to things, people and places and are a good way to get meaning across in a very few words. Metaphors "tell stories".

Metaphors also limit or define meaning and prevent us from looking at the object of the metaphor in innovative ways!

For instance the question "What is the process of solving a problem like for you?" might bring answers such as:

It's like teasing out the knots from a tangled ball of wool.

It's like being lost in a maze and trying out all possible exits.

It's like gardening: you look over your garden, see what you want to keep and what you want to remove, decide the best way to do it.

It's like going into battle: size up the enemy, set your strategy, weigh in!

Etc, etc. What is it like for you?

If it's teasing out a ball of wool, you might be inclined to spend more time examining it, looking for the way in. You might be quite patient about the detail and the timing. Your attention might be very tightly focussed on the problem in a rather dreamy way.

If it's like going into battle, you might feel a sense of urgency. You might imbue the problem with a sense of it being your enemy and therefore not conducive to being beaten! You might rush in violently for the big "victory" at the end.

Our metaphors drive our attitudes and approaches to life! (Do metaphors really "drive"? ☺)

So we need to be aware of our metaphors and understand that whilst they are helpful communication tools, they may also limit us. The next time you find yourself (or another) using a metaphor to describe a problem, ask yourself "What other metaphor could apply here?"

Exercise 44 – Expanding a "Map of the World" through using metaphor.

A co-worker you supervise has a problem with another staff member and asks for an appointment with you to discuss the problem. He says:

"He gets me so angry with his constant attacks that I just have to put my shield up, batten down the hatches, dive into the trenches, just to stay sane!"

What metaphors are in use? Are they useful? Together, write up a script which may help your co-worker to identify the limits of his metaphor, and offer 2 other metaphors which may expand his "map of the world" in this instance.

Exercise 45 – Generating insights with metaphors

In groups, each person takes turns to be A. A takes 5 minutes to explain to the group a current difficulty at/work. The rest of the group listens carefully to the story and allows the details to trigger some memory of a story, film or anecdote that seems to mirror the problem described. For the best results, make your story far-fetched, way-out, surprising!

Having listened in turn to the stories, A chooses one to work with, and the group plays with the story, milking it for all it's worth. Do not on any account draw correlations between the story and the original difficulty!

When the "play-time" comes to an end, A takes a moment to re-examine his/her reported difficulty and comments how he/she feels now about the difficulty and any possible solutions.

Exercise 46 – Write down the main statements relating to the previous problem you described to your group. Share these with the group, who then identifies the Meta-Model violations and challenges the violation (do not answer the challenges!)

Logical Levels

Logical levels refers to the model of “neurological levels” originated by anthropologist Gregory Bateson and developed by Robert Dilts. These are

<i>Spirituality/Purpose</i>	<i>Often a symbol or metaphorical representation of a higher ideal.</i>
<i>Identity</i>	<i>Who am I?</i>
<i>Beliefs & Values</i>	<i>What do you belief? What’s important To you?</i>
<i>Capabilities</i>	<i>What capabilities govern a behaviour?</i>
<i>Behaviour</i>	<i>Particular behaviours one undertakes</i>
<i>Environment</i>	<i>What do we see around us?</i>

This is a kind of chunking, isn’t it, with each level containing the information for the level below it.

If we change something at one of the lower levels, it does not necessarily change that something all the way up the hierarchy. However if we change something at one of the higher levels, it causes changes in every level below.

You can use logical levels to problem solve, to goal set, or to achieve more congruency in the way you live.

Exercise 47 – Empowerment. Choose an empowering state or goal you would like to experience, as well as the context in which you would like to experience it.

As a floor exercise, step out the various logical levels, commencing with the environment level and ending with the spiritual/purpose level, in each case describing out loud the significance of the level to that state.

(Eg, at **environment** level, describe where you want to experience it; at **behaviour** level describe what you want to do that reflects that state; at **capability** level describe the skills and knowledge involved in that behaviour; at **beliefs/values** describe what you believe that allows you to use those capabilities; at **identity** level

describe who you are that would have those beliefs, at **spirituality/purpose** describe your overall purpose or vision for your life (perhaps as a symbol).

Notice how your vision of your purpose affects every other level.

Maintaining that clarity of vision/purpose, step back into the level of identity and feel your identity merge with your purpose.

Maintaining your purpose and identity, step back into the level of beliefs and feel them all merge.

Continue stepping back into each level, bringing the merged qualities of the other levels with you, until you are back at the level of environment, knowing that you have all these resources at your fingertips, perfectly aligned and congruent, whenever you wish to use them.

Exercise 48 – How can you use your knowledge of logical levels to solve a problem? (Clue: At what level is the problem most apparent?)

Meta-Programs

These are the contentless attitudes which spring from our values and beliefs, and which inform all of our actions. All of us have all of them operating, dependent upon context and circumstance, some more than others.

There are many different Meta-Programs, the number and complexity varying depending upon whose material you are reading. Here are some of the most common for you to “try on”.

- In Time/Through Time
- Toward/Away From (going for the reward or avoiding the pain?)
- General (Global)/Specific (Details)
- Positive/Negative
- Sort by People, Places, Things, or Information (what do we remember after a holiday?)
- Internally/Externally Referenced (whose opinion sways our opinion?)
- Sort by Logic/Sort by Feeling (what makes up our mind for us?)
- Sort by Necessity/Sort by Possibility (think in terms of have to or can do?)
- Convinced by: Frequency, Proximity, Duration, Intensity, Consistency (what does it take to convince us? How many times does something have to be told to us before we believe it?)
- Match/Mismatch (do we see what’s similar or what’s different?)

Exercise 49 – Planning a Party. With a partner, plan an imaginary party. Each person takes a different approach within each Meta-Program (eg, if one talks in “toward” terms, the other will talk in “away from” terms.

The Milton Model

The Milton Model is so named after brilliant hypnotherapist Milton Erickson, who absolutely changed the face of hypnosis in modern times. Erickson used what he called "artfully vague" language patterns to communicate more effectively.

We are using Milton language when we ask questions like "*Shall we make an appointment for Wednesday morning, or for Thursday afternoon?*", skillfully taking our listener's focus away from the desirability or not of a meeting, and towards a decision between two similar outcomes.

Milton language tends to induce trance because of its lack of specificity. On hearing Milton language, we tend to "go inside" (trans-derivational search) to search for and decide upon a more specific meaning.

Essentially, the Milton Model is the inverse of the Meta-Model, and so uses nominalisations, presuppositions, complex equivalence etc quite deliberately.

The Milton Model also includes:

- Pacing current experience: "You are sitting there in your chair, looking at me and listening to what I am saying."
- Double binds: "Would you like to make me a cup of coffee now or some time in the next 30 seconds?"
- Conversational postulates: "Could you just close that door behind you?" "Can you reach that book on the shelf?" We tend to simply comply, rather than question the command.
- Extended quotes: "As I was coming in to work this morning I was listening to the radio as the announcer talked about a guest he'd had on earlier who said "You really need to increase your exercise activity and lower your food intake now that summer is here." This can mask a message, or where you "nest" several quotes or stories within one main story, induce trance and achieve amnesia for much of the material.
- Tag question: "And you can do that, can you not?" "So that has been a problem for you, hadn't it?"
- Selectional restriction violation: "A table can have feelings." "Your chair feels comfortable."

- Ambiguity: Phonological (Hear/here) (Your unconscious) can cause confusion
Syntactic (They are visiting consultants.)
Scope (Speaking to you as a mother)
- Punctuation: Run-on sentences "Notice your watch what you are doing."
Pauses "So you might find yourself deciding to relax now."
Incomplete sentences "If you're wondering about that"
- Utilisation: Making use of immediate happenings in the environment to enhance communication effectiveness "And the sound of the traffic serves to allow you to relax even more deeply."

An important "utilisation" statement that Milton was famous for was "That's right" said whenever Milton had suggested trance and the client responded in any way whatsoever 😊.

Exercise 50 – Script for trance.

The best way to induce trance in others is **to GO FIRST!** How many of the above patterns can you use to write up a script for trance induction? In pairs, A paces B and then begins to relax deeply as he/she reads out the prepared script. Have B experiment by imagining him/herself (dissociated out in front) in a deep trance and altering/modifying submodalities to discover what increases trance and what decreases it.

Have B allow his/her arm to rise using honest unconscious movement whenever a change in submodality increases trance, and lower whenever a change in submodality decreases trance. When trance is at its "maximum", anchor this kinaesthetically.

Now say to B "Now just as quickly as your arm begins to lower all the way down you can bring those learnings back to us now in this room, and as your arm touches your leg you'll realise you're fully awake, relaxed, invigorated and alert." (Bring arm down manually if they appear to take too long 😊)

So what did you learn?

Embedded Commands

Many of the Milton patterns contained embedded commands, that is commands which are presented hidden within the communication, but which can be “marked out” easily for the unconscious mind to notice and comply with (without the interference of the conscious mind).

It is easy to mark out such commands using command tonality (lower your voice towards the end of the command) and by pausing in your speech before and after the command.

Example:

I wouldn't tell you, Joan, to get over this nowbecause I realise that sometimes these things take time before you can say to yourself just yet “It's time tolet this go.”

I'm wondering if you're able to help me with this problem in such a way that you can arrange a credit for me today?

Keep in mind that embedded commands were not invented. They were observed! What this means is that embedded commands are a natural part of our own language. We all use them all of the time. Trouble is, most of us use them negatively:

Teacher: “Now don't FORGET TO BRING YOUR BOOK TOMORROW!”

Mother: “Be careful Johnny or you'll DROP THAT!”

By being aware of our language, and practicing embedded commands, we can make sure we use our powers for good ☺.

Exercise 51 – Installing Good Stuff!

Now that you know how to access trance, how exciting would it be to anchor powerful states like confidence, bliss, fascination, wantonness, abandon, and the famous “Go For It!”. Can you elicit all of these and stack them in one spot? Can you create a sliding anchor and double them and double them again? Can you anchor that in turn to a word which becomes a “power word” for yourself or another? What is there in your life that you'd like to powerfully attach this anchor to? I wonder how many embedded commands **you can include?**

Sleight of Mouth

Sleight of Mouth is possibly the most fun thing to learn in NLP, and we only have one rule when it comes to learning Sleight of Mouth: Have Fun With It! The more you enjoy learning SOM, the more rapidly and powerfully you'll be able to put it to use in day to day life!

Here's the theory:

We start with a complex equivalence, eg "Looking that way means you're angry."

This can be expressed as: $X = Y$

To "rattle the slots" of this belief in the speaker's mind we can flexibly fry it in many ways ☺

1 Reframe Y

I'm not angry – I'm thoughtful
I'm not angry – I'm distracted
I'm not angry – I'm just trying to concentrate

2 Reframe X

I'm not looking that way, I'm trying to find my wallet."
I'm not looking that way, I'm looking this way."
I'm not looking that way, I was nearly asleep."

3 Chunk down X or Y

What specifically is that look?
What do you mean, angry?

4 Chunk sideways (another x or another y) (These are counter-examples)

No, when I shout, **that** means I'm angry. (other x)
That look means I'm concentrating. (other y)

5 Chunk up (Exaggerate, eg, Universal Quantifier, Modal Operator of Necessity)

So **everyone** who looks like that is angry?
Looking like that **always** means anger?

6 Consequence

If you keep believing that you're going to make it very difficult for us to have an honest relationship.

7 Intent

Your bringing this up must mean you care a great deal about our relationship. My intent was to express my feelings honestly in order to build trust in our relationship.

8 Apply to X

You've got that look yourself!

9 Apply to Y

Only an angry person could say that!

10 Hierarchy of Criteria

Isn't it more important to be genuine than to worry about the look on my face? What's more important to you, how a person looks, or what a person does?

11 Change Temporal Frame

Twenty-five years from now, do you think that will really matter?

12 Changed Context

Would that look mean I was angry if I were worrying over a problem?

13 Model of the World

Who says?
According to whom?

14 Reality Strategy

How do you know that look means I'm angry?

15 Meta Frame

You're only saying that to try to take control of me.
This is really about improving our communication, isn't it?

16 Other Outcomes

The issue here isn't whether I had a certain look or whether I was angry; this is about whether we can have a genuine relationship where we're both free to be honest with each other.

17 Metaphor

I once knew a man who was always misunderstood by his family. He had a habit of grinding his teeth and his family thought he was showing irritation towards them.

18 The Big Outframe

This has nothing to do with anger, or looking a certain way, this is about world peace.

Exercise 52 – In groups, share your Sleight of Mouth patterns by applying the 18 patterns to the following Complex Equivalences (some may not quite fit, but try them on anyway 😊).

Saying mean things means you're a bad person.
Being late means you don't care.

Recommended References

We hope you've enjoyed our NLP Practitioner Training, including EFT, and that you feel inspired to move on now and master these powerful skills and attitudes you have started to bring into your life.

There are so many wonderful NLP resources, from fantastic internet chat groups, to professional journals, to books and tapes, to study groups, to live training. If you've been able to discover anything at all from your time with us, it's that using these skills will transform your life and the lives of those you love. Please continue to learn and grow at warp speed, having more joy and more fun than you dreamed possible!

The Internet

The internet is a wonderful resource and there are many fine sites. Here are several great starting places:

Jonathan Altfeld: www.altfeld.com/mastery/index.html
Richard Bandler: www.NLP-DHE.com
Rex Sikes: <http://www.idea-seminars.com>
John & Kathleen La Valle: www.purenlp.com
Steve & Connirae Andreas: www.nlpcomprehensive.com
Gary Craig: www.emofree.com
Lifeworks: www.lifeworks-group.com.au

Magazines and Journals

Anchorpoint: See www.nlpanchorpoint.com
NLP World: subscription enquiries 100031.3620@Compuserve.com

Recommended Books

NLP in 21 Days, Harry Alder and Beryl Heather
Time for a Change, Richard Bandler
Insider's Guide to Sub-Modalities, Richard Bandler and Will MacDonald
Time Line Therapy and the Structure of Personality, Tad James and Wyatt Woodsmall
Advanced Techniques - An NLP Workbook, Phill Boas with Jane Brooks
Virginia Satir - The Patterns of her Magic, Steve Andreas
Patterns of the Hypnotic Techniques of Milton H Erickson I & II, Grinder, Delozier, Bandler
TRANCE-formations, Grinder and Bandler
The New Peoplemaking, Virginia Satir
The Psychobiology of Mind-Body Healing, Rossi
Welcome to EFT, Sutherland (available free from www.lifeworks-group.com.au)
Prometheus Rising, Wilson
Heart of the Mind, Connirae Andreas