



CHRISTOPHER HOWARDTM
TRAINING

The Next Generation of AchievementTM

PRESENTATION AND PLATFORM SKILLS

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TABLE OF CONTENTS

WELCOME FROM CHRIS	3	PRESENTATION SKILLS	
FAST TRACK TO SUCCESS	4	TEACHING IN THE SATIR CATEGORIES	5:4
EXPANDED AWARENESS	6	PRESENTING TO A GROUP	5:5
STATES FOR LEADERS	9	WHAT WE'RE LOOKING FOR IN YOUR PRESENTATION	5:6
		HANDLING QUESTIONS USING PRESUPPOSITIONS	5:8
		HANDLING QUESTIONS USING PRESUPPOSITIONS	5:9
GROUPS	1:2	COACHING	5:11
INSIGHT INTO GROUP DYNAMICS	1:3	WALL CHARTS	5:12
FORMING	1:4	VISUAL MEMORY STRATEGY EXAMPLE	5:13
STORMING	1:5	CHOOSING YOUR DEMO SUBJECT	5:14
NORMING AND PERFORMING	1:6	KEYS TO A SUCCESSFUL DEMO	5:16
REVISITING PRIOR PHASES	1:7	HOW TO DEMONSTRATE CHRISTOPHER HOWARD'S MAJOR TOOLS	5:17
TRANSFORMING	1:8	OF TRANSFORMATION	5:17
COMMON PROBLEMS ENCOUNTERED IN GROUPS			
LEARNING AND PRESENTATION STYLES		DESIGNING YOUR PRESENTATION	
THE 4-MAT SYSTEM	2:2	PRELIMINARY QUESTIONS CHECKLIST	6:2
WHY? / WHY NOT?	2:3	STORY BOARDING	6:3
DIVERGER	2:3	STRUCTURING THE PRESENTATION	6:4
WHAT?	2:4	CHUNKING AND SEQUENCING	6:5
ASSIMILATOR	2:4	EXERCISE DESIGN	6:6
HOW?	2:5	ASSESSMENT	6:7
CONVERGER	2:5	LAYING OUT A PRESENTATION EXAMPLE	6:8
WHAT IF?	2:6	CHECKLIST FOR PRESENTATION LOGISTICS	6:10
ACCOMMODATOR	2:6	LOGISTICS CHECKLIST	6:14
PRESENTATION STATES		PRESENTATION ROOM SET-UP AND USE	
AND HYPNOTIC LANGUAGE PATTERNS	3:1	GENERAL ROOM SET-UP	7:2
EXPANDED AWARENESS IN PRESENTATIONS	3:2	WIDE ROOM SET-UP	7:3
HYPNOTIC LANGUAGE PATTERNS	3:3	CIRCULAR CHAIR SET-UP	7:4
MARTIN LUTHER KING JR	3:6	CLASSROOM STYLE SET-UP	7:5
HYPNOTIC LANGUAGE PATTERN EXERCISE	3:8	INFORMAL CIRCLE	7:6
METAPHORS	3:18	BIG ROOM SET-UP	7:7
METAPHOR CONSTRUCTION	3:19	STAGE ANCHORING	7:8
MULTIPLE EMBEDDED METAPHORS	3:20	STAGE ANCHORING	7:9
FEEDBACK-THE BREAKFAST OF CHAMPIONS!		RUNNING A SUCCESSFUL SPEAKING BUSINESS	
FEEDBACK MODELS	4:2	CHOOSING YOUR BUSINESS STRUCTURE	8:2
RECEIVING FEEDBACK	4:4	MAKING YOUR EVENT PROFITABLE	8:4
MISMATCHERS OR POLARITY RESPONDERS	4:5	PROFIT AND LOSS FOR EVENT	8:5
		CHOOSING YOUR TARGET MARKET	8:6
		WHO DO I HIRE AND HOW FAST DO I GROW?	8:7
		VERTICAL PRODUCT INTEGRATION	8:8
		MARKETING AND ADVERTISING	8:9
		QUICK START BUSINESS PLAN FOR SPEAKERS	8:10
		SAMPLE INTRODUCTORY WEEKENDS	8:15
		SAMPLE COLD-CALLING TELEPHONE SCRIPT	8:16

WELCOME FROM CHRIS

Welcome to your Presentation and Platform Skills Training!

I want to start here by taking a moment to acknowledge the commitment you have made to be here this week. The fact that you have invested a week of your time to be here means that you are already well on the way to success!

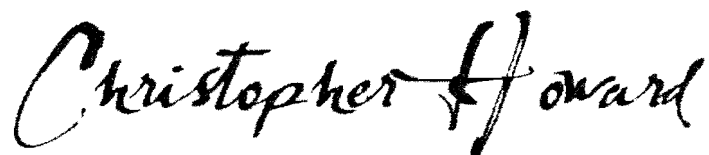
This week is about helping you to become the most electrifying and outstanding presenter you can be. It's about allowing you to really step up and shine in front of an audience and develop the kind of charisma that makes an impact in the world.

Whether you are already a professional speaker, planning a career as a presenter, or really just looking to improve your communication skills, this week will skyrocket you forward in terms of mastery and confidence. You will feel the best of yourself begin to shine through.

It is a challenging week... it is very exercise focussed. You will find over the course of the week we will be overloading your conscious mind so you don't care what you're doing on the platform by day 3, and then we'll be systematically layering in some of the habits of the most outstanding speakers on the planet. You will walk out of here with not only a complete set of tools for speaking, but a profound level of personal transformation.

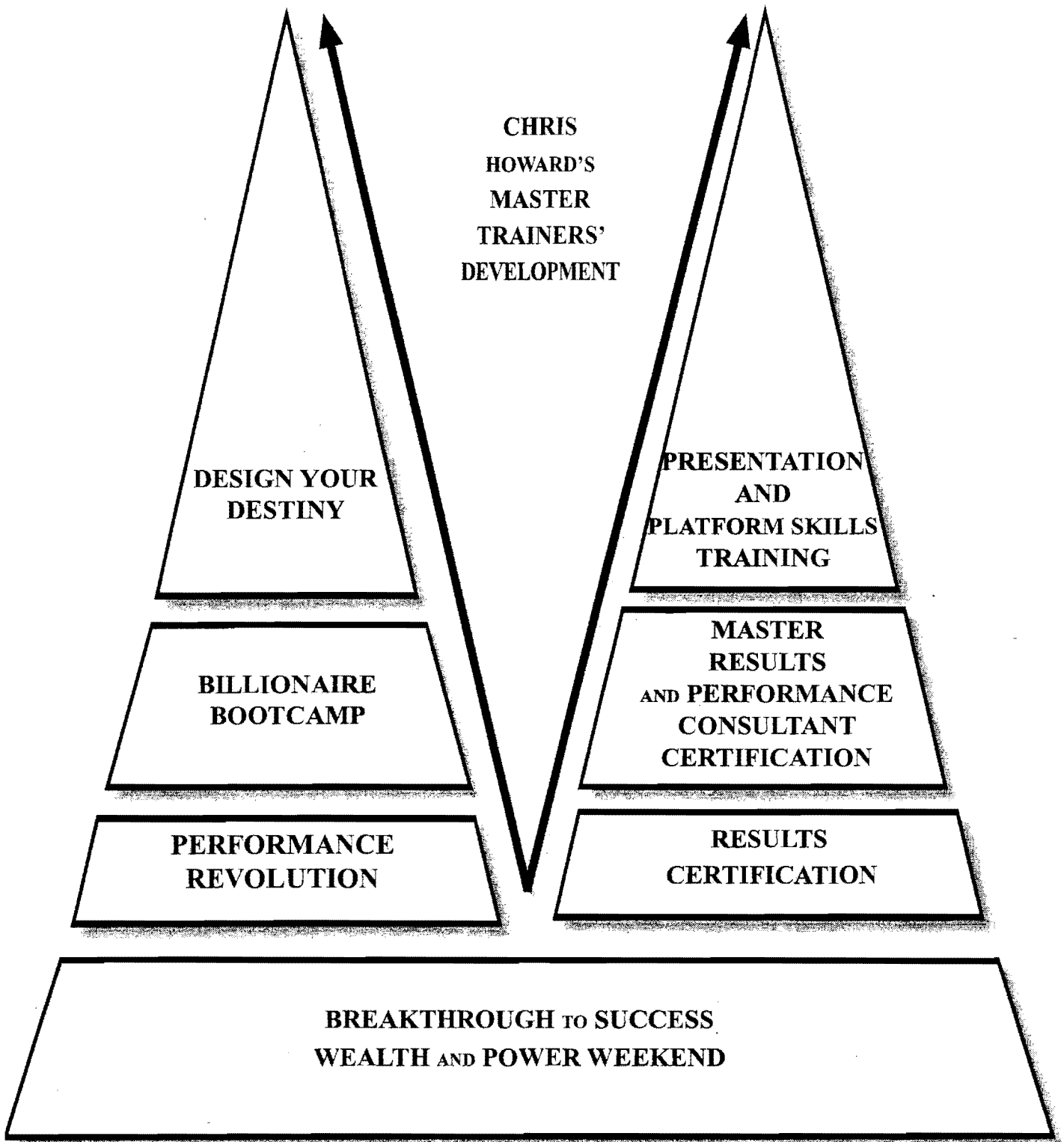
All you need to do is check yourself in, show up, keep doing the exercises and the rest will take care of itself. Oh, and, as always... HAVE FUN!!

To Your Success,

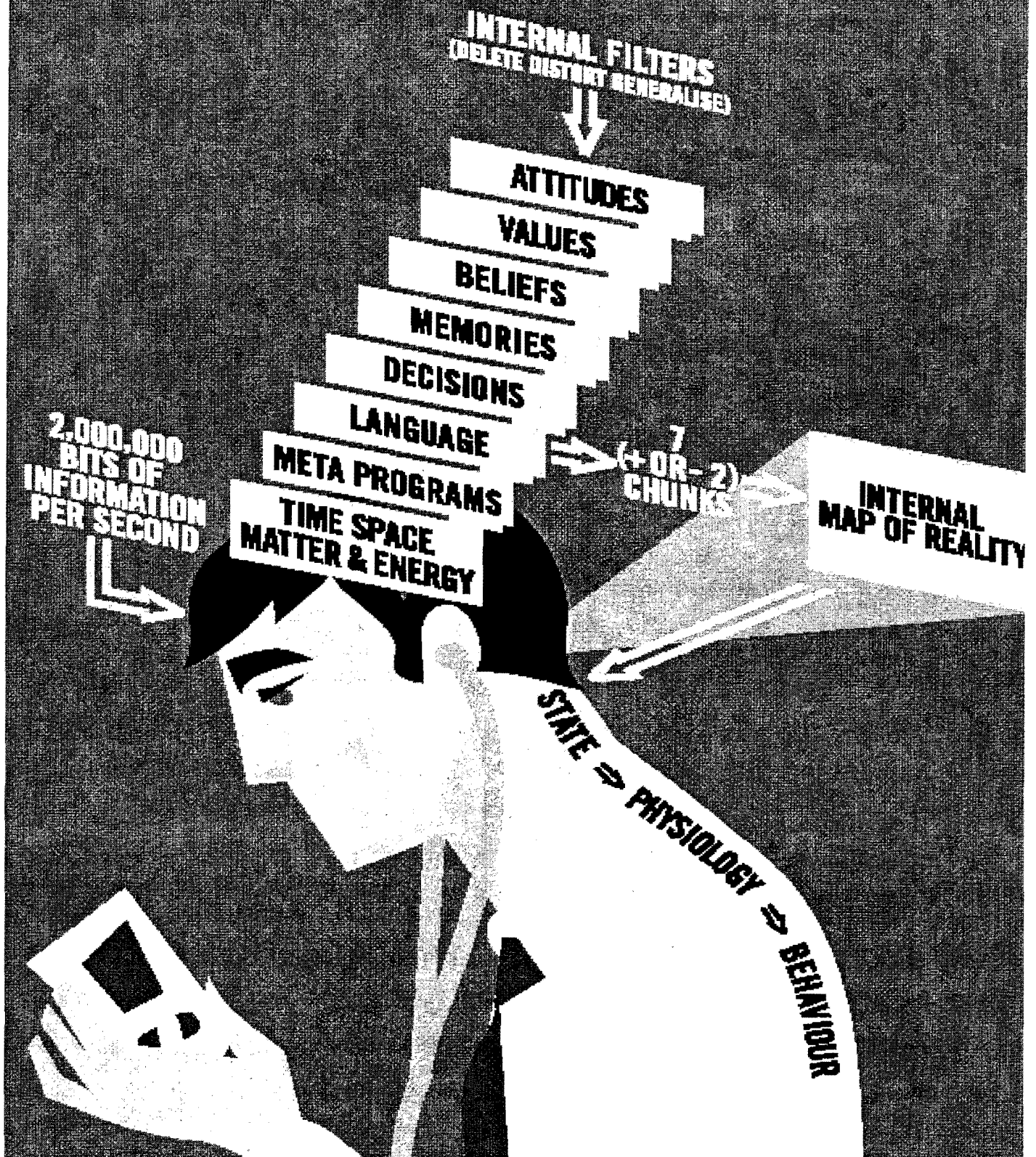
A handwritten signature in black ink that reads "Christopher Howard". The script is fluid and cursive, with a large, stylized 'C' and 'H'.

"To speak and to speak well are two things.
A fool may talk, but a wise man speaks."
~Ben Jonson

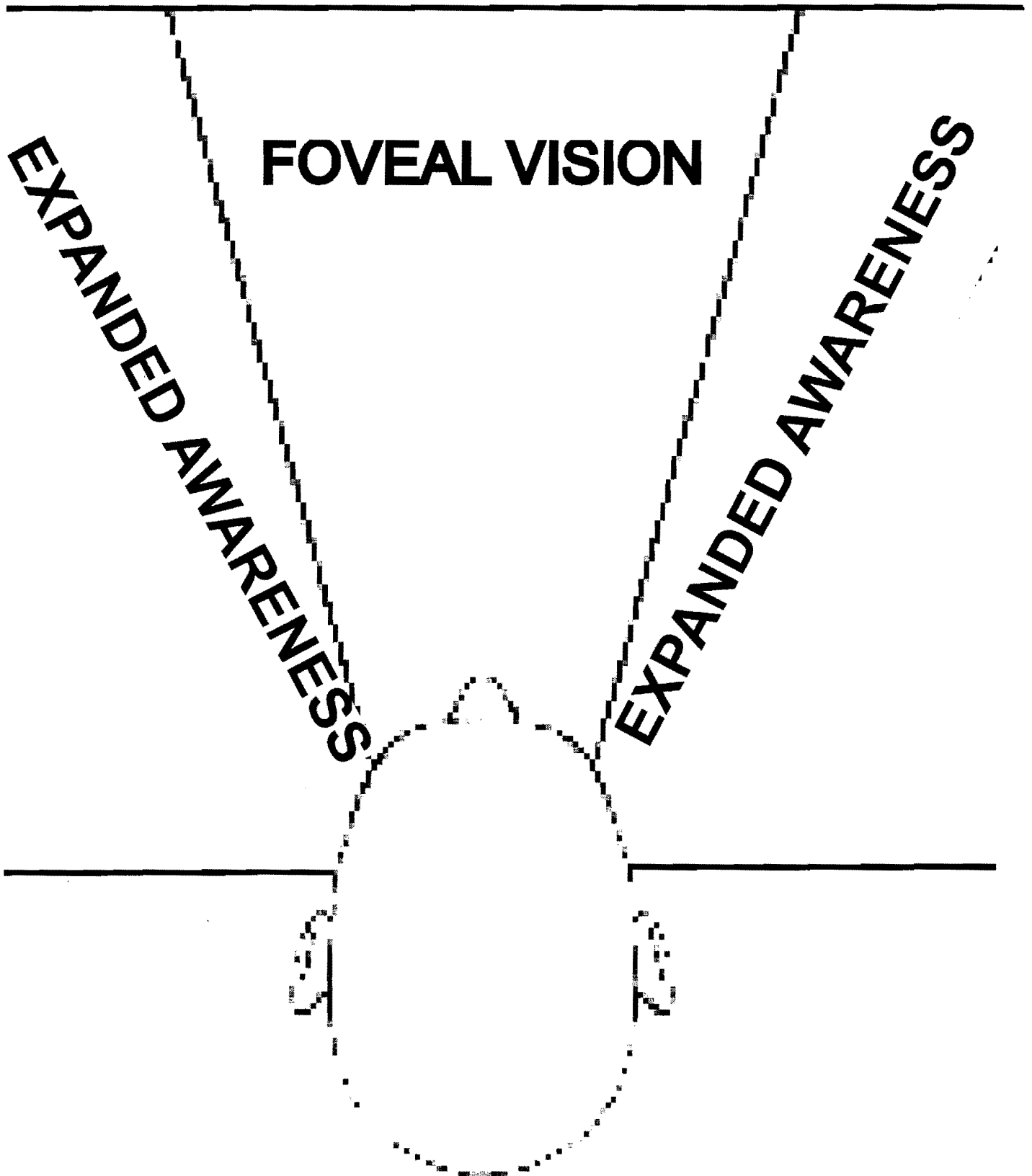
Christopher Howard's
FAST TRACK TO SUCCESS



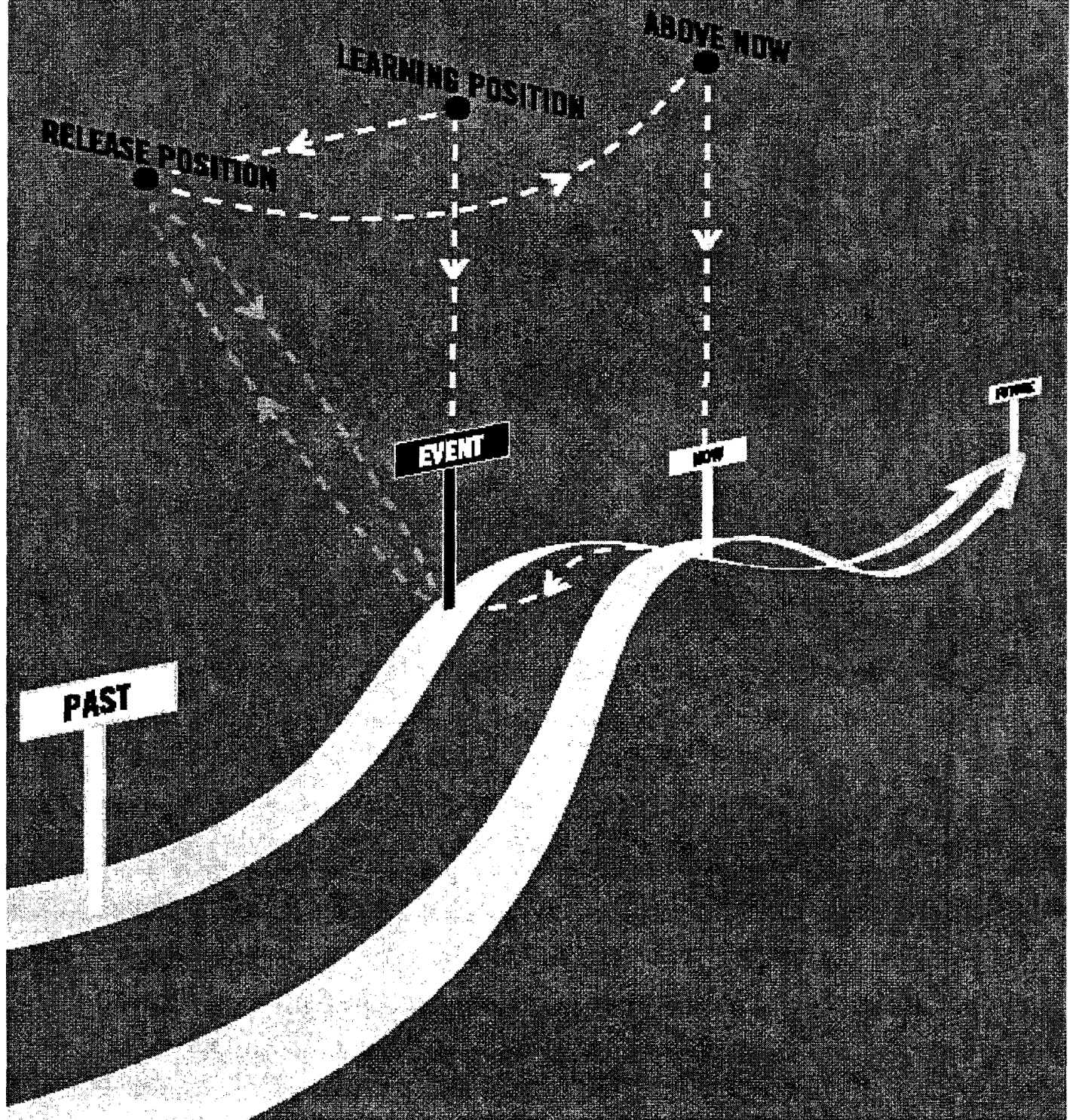
MODEL OF COMMUNICATION



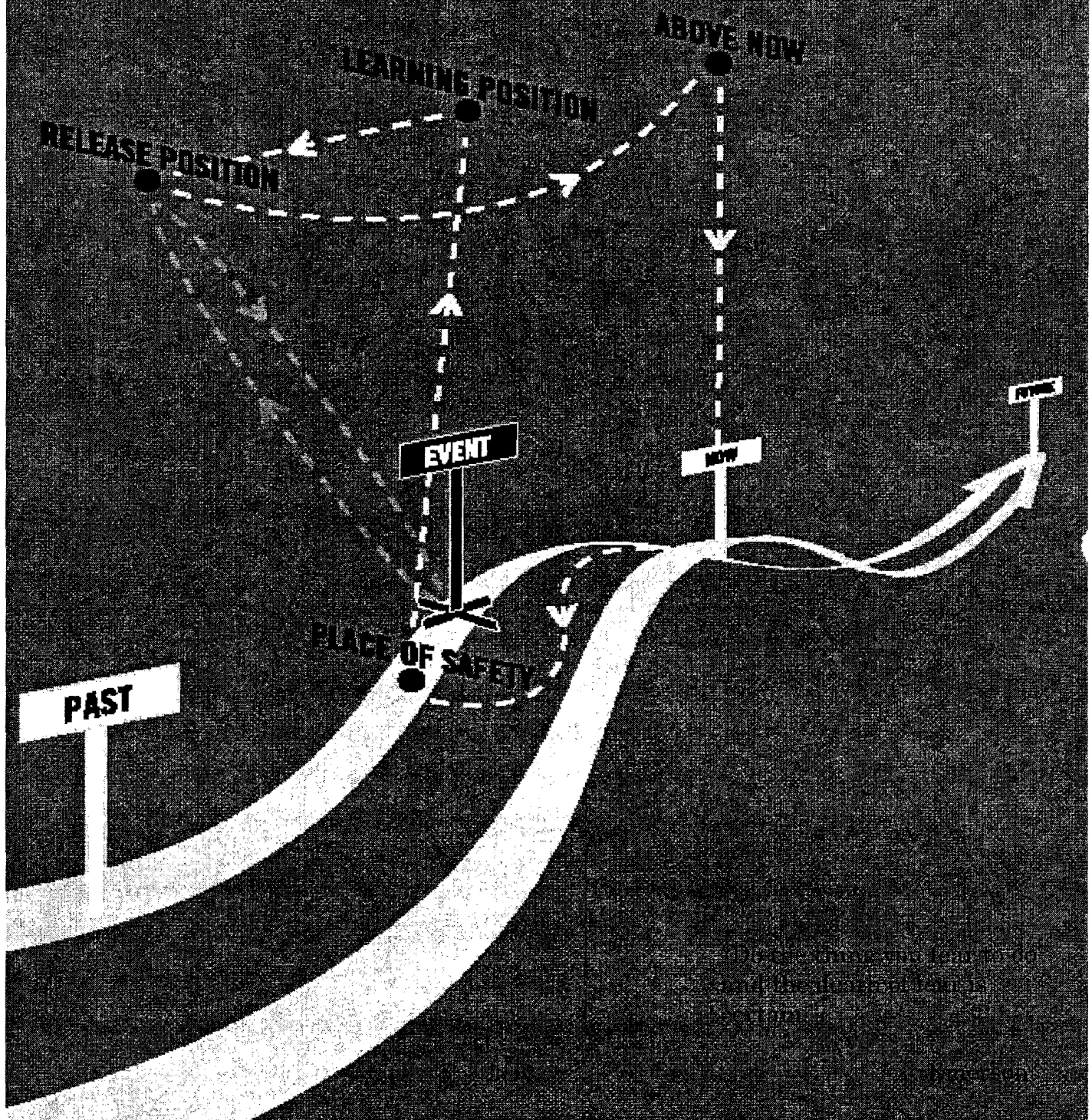
EXPANDED AWARENESS



DECISION DESTROYER



EMOTION OBLITERATOR



STATES FOR LEADERS

Between now and the end of this week, please install the following Neurological Bridges with your partner.

Procrastination

Motivation

Confusion

Understanding

Panic

Competent

**Stuck
No Options**

Going For It!

Not Knowing

Resourceful

Overwhelmed

Totally In Control

INSIGHT INTO GROUP DYNAMICS

FORMING, STORMING, NORMING AND PERFORMING, TRANSFORMING

As a leader, you will be presenting to and working with groups of all sizes. Any group that is together for any length of time will cycle through stages. When we become aware of these phases, rather than feeling that there is something wrong, we can recognize them and help members of the group to move through these stages, integrating the lessons every step of the way. Having an understanding of group dynamics will allow you to come to terms with some of the challenges you may meet from a platform and come up with strategies to manage and utilise them. Moreover, this week you will be a member of a smaller group within this presentation, and as such it is useful to be aware of what growth phases your own group will pass through.

THE BIRTH OF A GROUP, CYCLING THROUGH TO COMPLETION

Have you ever given consideration to that which contributes to a group's success or, apparent failure? We need to ask ourselves how can we prepare for group dynamics? Better to look into this question than to find ourselves looking back saying, "Wow, I don't know how that worked out but it did! Something just came together." Factors such as leadership, affinity among members, having enough time and the ability to focus can all contribute to the development and growth of a group. The lack of these same factors may contribute to the group's demise. Researchers suggest the key factor is for the group members to realize they are a complex, living energy field that is in motion, similar in many ways to a human being.

In fact, as leaders, we believe that one should approach any group as though it were an individual, with inter-related parts, it's own personality, needs and desires.

Just as an individual grows and develops toward maturity, there are three major phases of development that will be experienced during the life of the group. One might see these phases like those which a person goes through: birth, youth, maturity and closure or death. Further, each phase has four dimensions: Behavioral Issues, Interpersonal Issues, Task Issues and Leadership Issues. And, on a more finite level, each phase is different. Each group's experiences and how they process through them will differ. It is important for the presenter to know that all phases are being experienced. Only then can the group become fully cohesive and function as an effective unit.

As with an individual, certain phases in life are more or less pleasant, while others are very challenging. However, each phase must be lived through and accepted as one's own unique experience as s/he cycles through each phase of development.

FORMING

PHASE I: BIRTH

In the beginning phase, a group initially exhibits behavior patterns that are polite and superficial. Individuals seek out others with whom they have similarities and share common needs. They begin forming opinions. Often they will compare reasons for being there. At some point confusion, and even anxiety can develop, as different styles and needs become evident. Individuals may rely on communication patterns and relationship styles that have kept them “safe” in the past.

Questions that may arise in this stage are: “Why are we here?” “Do I even want to be included?” As things progress, members may find themselves asking: “Will the group accept me as I am? And what price am I willing to pay to play?”

The first phase may be characterized by confusion, ambiguity and anxiety. Individuals are looking for leadership and guidance. Eventually, a response to the call for leadership will emerge from within the group. Rarely, there will be little or no response to this call. However, if no obvious) steps forward the group must proceed and take responsibility. A lack of direction requires some form of forward movement to free up the momentum and encourage creativity. Perhaps brainstorming or some other creative exercise to get a group interacting and momentum growing will prompt this. The Forming phase is now in full swing.

Depending on the group's style and on the tolerance for ambiguity that exists in the group, this first phase can be exciting and enjoyable, or characterized by frustration.

STORMING

PHASE : YOUTH

Now that the basic criteria for membership have been established, individuals are clear on why they chose to join the group. They are clear on why they even chose to participate and play this particular game. There has been some response toward leadership and the group can move on.

Phase is similar to a youth struggling and storming around attempting to establish power and control. While this can be a difficult period, it is most important for development of skills that are vital for group development. For example, one very necessary skill is to create acceptable processes for decision-making.

During this phase, individuals may begin challenging one another for power and influence. This can show up as either covert actions or in the form of non-support or actual attacks directed at the existing form of leadership. Individuals may now be displaying their need to control while looking for a sense of direction. One might equate this phase to a child storming around directing their discontent at their parents. In a presentation situation, these challenges may be directed at the presenter, as they are the obvious center of leadership in the room.

If the group finds themselves trying to escape the unpleasantness of phase , they won't get very far! They will find it necessary to repeat phase I, as well as re-visit this difficult stage of development experienced by all youths. This storming phase can be frustrating.

As group members generate new ways make decisions, and leadership qualities emerge, they will find themselves moving into Phase .

AND PERFORMING

PHASE : MATURING

Entering into Phase can be exciting. The group has solidified and individuals know what to expect from one another, from their leadership and from themselves. Members can now collaborate, sharing insights that contribute to realizing their first set of goals, stimulating a real sense of accomplishment.

Trust evolves and tasks are managed by working together. Unique talents within the group are being recognized while interdependent behavior is resulting in a cohesive unit that has the markings of a 'real group'. Members often show up more authentically. Productive and functional relationships develop, as leadership issues are resolved. Now the real norming and performing phase is in full swing.

The group can now experience a powerful unifying force and identity of its own. Successful problem solving and a sense of accomplishment can provide the foundation necessary to meet ongoing challenges and shortcomings, whilst building on the group's strengths. The trust that evolves along with a sense of fulfillment that begins to unfold in this phase, can serve to ignite renewable energy and commitment within the group.

REVISITING PRIOR PHASES

There are several major reasons why a group will revisit the crucial first three stages of their development. The value in reviewing these reasons cannot be overstated. Understand that the real goal is not to 'just get through the more difficult phase' and move to completion. The process of revisiting a prior phase maybe just what's needed to pull a group together as a whole. The need to focus on a prior phase should not send up red flags of failure or defeat. Rather, it may be a blessing, as it reveals the one area that needs reworking so that the end result meets the groups expectations of success. Let's take a look at a few challenges that may arise within the group that may require that the group re-visit an earlier stage in order to move forward.

- **Lack of Focus:** If a group is unable to focus attention, they may miss important insights and understandings in order to develop.
- **Leader Changes, Other Disruptions:** If leadership continually changes, or important activities contributing to group development are missed.
- **New or Leaving Group Members:** An influx of new individuals once critical communications skills and bonding have begun... a sudden dropping out of members can initiate problems of equal concern.
- **Unique Group:** Particularly unique characteristics to a group will sometimes avert the need for recycling through previous phases.

While it would be less likely, a group could proceed through all of the phases rather smoothly. More often, group dynamics and development are usually marked by trials and revisions, stopgaps and fixations.

Indeed any combination is possible. And, it is most important that a group completes the full cycle, or even revisits several phases, ultimately experiencing group unity and a true sense of fulfillment.

TRANSFORMING

PHASE IV: CLOSURE

This final phase, referred to as closure, has inherent in it a kind of metamorphosis that allows for transforming that may go well out into the future. Either way transforming can take one of two paths: disengagement or termination; or alternatively a redefinition, where a 'new purpose and structure' is established. As a leader you can help the group by making this very clear as they move toward closure. Often, there is a tendency to design ways to maintain contact or avoid disengaging. An attempt to delay this final phase will only deny each member a sense of completion along with that step into the future each so richly deserves.

While it may be natural for the group members to want to remain together and continue bonding in some way, to do so is usually unrealistic. Failure to move on could create a less than satisfactory result whilst trying to avoid an ending. The context of each member has changed so that things will 'never be quite the same again'. Part of one's growth is knowing when and how to move on.

Below you will find some keys to completion that will help you nourish the spirit of your experience as lasting.

- Remember the times you shared with others
- Be aware of the necessity of a closure process even if you consider it bittersweet
- Utilise the good-bye process as an experience in 'letting go'
- Honor the uniqueness of your experience
- Take with you that you have valuable wisdom to bring to another group in the future

COMMON PROBLEMS ENCOUNTERED IN GROUPS

This section outlines many sorts of problems that can be experienced by leaders. In any seminar or presentation, you can expect to encounter some if not all of these. The impact that these behaviors will have on the group as a whole will depend on the nature of the presentation, and how much individual behavior is allowed to disrupt the experience of the group.

SOLVING GROUP PROCESS PROBLEMS

1. Tardiness or Absenteeism
2. Non-Verbal Communication or Silence
3. Avoidance Techniques
4. Hostility or Acting-out
5. Manipulation
6. Fall-Guy or Victim
7. Brown-nose or 'Teacher's Pet'

Problems occur that require resolution. Your leadership is the key to this and you must be prepared for the unexpected. Problems can range from a member having emotional issues, resistance to others' suggestions, to multiple power struggles.

Let us observe in more detail the Seven Problems suggested above.

1. Tardiness or Absenteeism

One reason for absence from a group can be ambivalence or anxiety. The same holds true for tardiness. If a member is ambivalent it may be due to their concern about personal interaction in an area that may frighten them or bring up issues of the past. For success, as a group, an effort must be made on the part of the leader to be very sensitive to such issues in the beginning, as the group is first forming.

Sometimes, for not so apparent reasons, resentment can exist toward other members or the leader. Absenteeism is frequently regarded as a form of resistance or as a way of testing the limits of the leader or presenter's acceptance.

The leadership holds the key to bring this problem to an end. Depending on the size and nature of the presentation or presentation, it is important for the leader or leadership team to make an effort to contact absent members. This is not just a casual meeting they have missed and the member needs to know the importance of them attending each group session. A personal call from a leader can make all the difference. The absent group member needs to understand the reason for their attendance and contribution.

2. Non-Verbal Communication or Silence

Body language is very powerful in communication. As a leader it is your responsibility to catch the signs that say so much. Some examples are:

- Eye rolling
- Arm crossing
- Leg bobbing
- Pencil chewing
- Frowning
- Smiling or Flirting
- Raised hand gestures

The leader may choose to make a statement that will include the person who is sending the 'sign' to the group. To do this with kindness and consideration is nearly always appropriate. Understanding the underlying reasons for the body language is a key for good communication.

Silence can happen for other reasons. If, for instance, the orientation to the group was done poorly, some members may be surprised by the personal mode of interaction and remain quiet. Some members may begin to believe their contribution is not worthwhile. They may fear ridicule or not be willing to risk embarrassment.

Another problem happens when one individual dominates the discussion and others have difficulty 'getting a word in' and eventually grow silent. The leader must observe the members and decide who is less assertive or more aggressive. Your task is to bring the best out in everyone while maintaining an appropriate flow of information for the phase the group is presently experiencing.

3. Avoidance Techniques

When communicating to a group, leaders need to be alert to avoidance techniques and the goals of such behavior. Talking is one of the most common avoidance strategies used in a group setting.

- **SPOTLIGHTING:** Sometimes a member will occupy the spotlight for relatively long periods of time with a highly personal discussion about themselves. This behavior can suggest that the individual is trying to control the group's potential impact on them. As long as this person is speaking, and holds the group's attention, they prevent interaction and minimize the probability of being confronted by the leader. Or, it may be an indirect way of indicating a particular need. However, since the discussion is personal, they run the risk of evoking negative feelings or responses from others.
- **AVOIDING PERSONAL INVOLVEMENT:** An opposite reason for silence is to avoid personal involvement by joking, moving around the room opening and closing windows, or moving a chair out of the back row.
- **NON-PERTINENT DIVERSIONS:** Another way avoidance shows up is when an individual brings up non-pertinent topics. Often they are totally non-personal and off the subject.

The leader's role with any of the above cases might be one of personally helping the audience member understand that their overt behavior is really in opposition to the group's outcome. In most cases, this person probably desires to be accepted and is looking for compassionate feedback.

4. Hostility or Acting Out

Often this behavior erupts suddenly and catches both the leader and the group unprepared in the moment. Sometimes the group can actually benefit when a member brings certain problems to the conscious attention of the rest. However, certain patterns can be blatant like repeated lateness, alcohol indulgences, and overt forms of hostility between members.

The extremely agitated person may be asked to take a break until the session is over or the leader may ask the group to take a small break whilst the leader and this individual engage in a private conference.

If a person is hostile, they may be asked to leave. In this instance you are to take the person outside the presentation room and do not allow them back in after your comments to them. As the leader, you have the right and responsibility to remove people who you do not want in the presentation program, presentation or group.

5. Manipulation

When someone begins to steer the group's direction to meet their own needs, the leader as well as the group may become acutely aware. In other instances the manipulation can be subtle and even covert. Joking around or using sarcasm can serve the same end.

This type of individual may also try to manipulate the leader into recognizing them as being 'a favorite' or more advanced than the others and thereby deserving special recognition. Some leaders unwittingly fall into the manipulator's plan, and it will take some time for the subtle manipulation to be revealed as such. This can prove especially difficult to spot when they begin by revealing some personal thought for the purpose of gaining the group or leader's attention.

6. Fall Guy or Victim

Setting up a fall guy or victim in a group obviously hinders the growth of the group. The leader must be alert for signals that suggest an individual is being singled out for this purpose. Use of a fall guy is a convenient way for the group to reduce their own anxiety by making the assumption that one or two individuals have unwanted traits or behaviors. For a few individuals to be singled out to bear the brunt of such animosity is very inappropriate. The leader is obligated at this point to confront the situation and ask what is really happening. What is truly the deeper source or cause of such action? Resolution can then take place.

7. Brown-nosers or Teacher's Pet

These individuals usually try to give advice to others or give exaggerated assistance in helping another member or the leader. While appearing to do good, this behavior can be disruptive. Usually this type of manipulative display will wind itself out if ignored. However, if this is not the case, the leader must once again intervene for the good of the group. This can be accomplished in a diplomatic way.

Effectively, the most important thing to take away from this whole section is to reduce group resistance as frequently and as much as possible.

This resistance to a either a leader's message or personal exploration is more common in the early phases where cohesiveness and trust are minimal. As the group develops trust, the initial fears will fall away. The important thing for the leader to remember is rapport. Early or sharp probing will increase resistance and perhaps breakdown or ruin the group. It takes time to develop and grow. Haste accompanied by didactic lectures or unnecessary interpretations can bring about the same unwanted and undesirable results. Leaders can apply a number of techniques to reduce resistance.

Here are a few techniques that have been found to be useful.

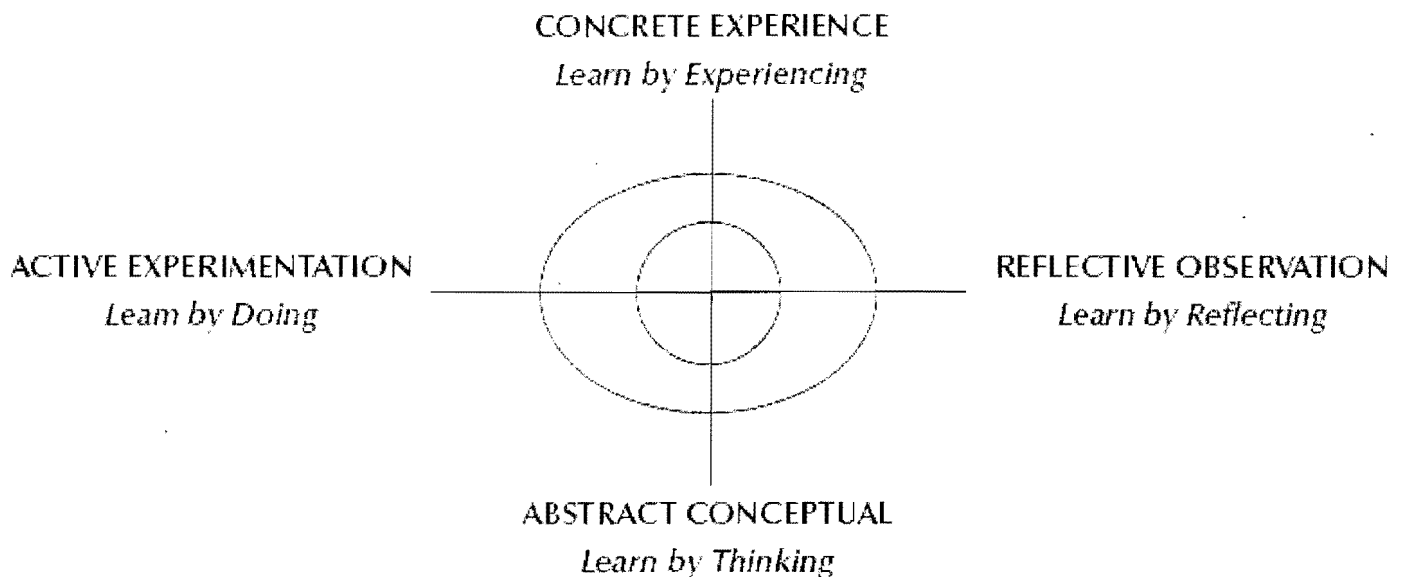
- **Member Lead-in:** Leader uses a group as audience member's lead to involve other members in the discussion and reduce resistance.
- **Promote Discussion:** Leader uses directive material or a story or quote to promote discussion
- **Use Another Person's Experience:** The use of the experience of another person can help illustrate a point.
- **Approval or Agreement:** Leader expresses approval or agreement to the group or an individual to raise the tone of discussion and encourage members.
- **Humor:** Humorous remarks from the leader will often ease tension and encourage optimal functioning.
- **Personal Experiences:** Leader may insert a personal reference to their own life experience when appropriate.

The above techniques can serve to move the group along and create deeper interaction. Time is needed for the group to move into a cohesive unit. The processes mentioned can help this process.

THE 4-MAT SYSTEM

LEARNING AND Presentation STYLES

People have different styles of learning. We all use all styles, but we have a preference for one or another. To best support learning, as a leader it is important that we deliver information to fit these differences. The system of Learning and Presentation Styles described has been adapted from the work of David Kolb and his Learning Style Inventory. Kolb, a researcher from the University of Cleveland, proposed in 1971 that learning styles were based on two polarities:



Bernice McCarthy then synthesized the results of these various learning styles into a cohesive model of learning called the 4-Mat System. This is one of the most widely used systems of learning and teaching today. It simplifies the learning styles into a practical system that is easy to understand and to use in presentations and presentations.

WHY? / WHY NOT?

DIVERGER

Needs to know why before they can begin anything. Needs a personal meaning and motivation - has to be personally involved. Leaders need to give them a reason to learn or participate up front.

Prefers to consider a situation from different perspectives - brainstorming sessions, generating many ideas.

Comes up with alternative possibilities.

Likes to work in groups to gather information, listen with open mind and get personalized feedback.

Views concrete situations from many different points of view.

Observes rather than takes action. Integrates experience with self.

Wants commitment.

Exercises authority with participation and trust.

Learns by listening and exchanging ideas.

Values insightful thinking.

Works towards harmony.

Perceives information concretely and processes it reflectively.

Is interested in people and culture.

Believes in their own experience.

They like to be like those they respect.

STRENGTHS

Innovative and imaginative. Ideas people. Operate through social integration and value clarity.

GOALS

To bring unity to diverse situations. Self involved in important issues.

FAVORITE QUESTION

Why?

CAREERS

Counselor, personal leader, organizational development, humanities, social sciences.

WHAT? ASSIMILATOR

Needs the facts in order to get a conceptual understanding. Interested in what you know and what you want them to know. Leaders need to give them lots of information and facts to deepen their understanding.

Best at understanding a wide range of information and putting it into concise, logical form.
Needs to know what the experts think.

Wants to achieve goals and personal effectiveness.

Exercises authority with assertive persuasion.

As leaders they are brave and protective.

Learns by thinking through ideas.

Values sequential thinking.

Needs details.

More interested in abstract ideas and concepts than in people.

Perceives information abstractly and processes reflectively.

Critiques information and collects data.

Thorough and industrious.

Reexamines facts if situations are confusing.

Enjoys traditional classrooms and schools - lectures, reading, analytical models.

Thinks things through and adapts to experts.

STRENGTHS

Creating concepts and models.

GOAL

Self satisfaction and intellectual recognition

FAVORITE QUESTION

What?

CAREERS

Natural sciences, research, planning, mathematics

HOW? CONVERGER

Needs to know how things work. Best at finding practical uses for ideas and theories. Leaders need to let them try it out.

Needs to do it, hands-on activities.

Solves problems and makes decisions based on finding solutions.

Prefers technical tasks and problems to social and interpersonal issues.

Effective in specialist and technology arenas.

Prefers to experiment with new ideas, simulations, laboratory work and practical applications.

Seeks usability, utility, solvency and results.

Exercises authority by reward and punishment.

Leads by inspiring.

Learns by testing theories in the most sensible ways.

Values strategic thinking. Is skill-oriented, reorganizes reality.

Perceives information abstractly and processes it actively.

Uses factual data to build designed concepts.

Enjoys solving problems and resents being given the answer.

Limited tolerance for fuzzy ideas.

Needs to know how what they do will help them in life.

Draws inferences from their kinesthetic sense.

Decision makers.

STRENGTHS

Practical application of ideas.

GOALS

To bring their view of the present in line with future security.

FAVORITE QUESTION

Does It Work?

CAREERS

Applied sciences, engineering.

WHAT IF?

ACCOMMODATOR

Interested in finding out if what they know can create new possibilities. Needs to know what would happen if..? Leaders need to let them teach it and apply it to themselves (and others), work with others, set goals, test different approaches and then apply it to life situations.

- Learns primarily from “hands-on” experience.
- Enjoys carrying out plans.
- Enjoys new and challenging experiences.
- Tends to act on gut feelings rather than on logical analysis.
- May rely on people for information more than own technical analysis.
- Integrates experiences and applications.
- Seeks hidden possibilities and excitement.
- Wants to know what can be done with things.
- Leads and exercises authority through shared vision.
- Learns by trial and error and self discovery.
- Enriches reality.
- Perceives information concretely and processes it actively.
- Adaptable to change, relishes change.
- Likes variety and flexibility.
- Tends to take risks.
- Sometimes seen as pushy.
- At ease with people.
- Often reaches accurate conclusions without logical justification.

STRENGTHS

Action oriented. Carries out plans.

GOALS

To make things happen. To bring action to ideas.

FAVORITE QUESTION

What If?

CAREERS

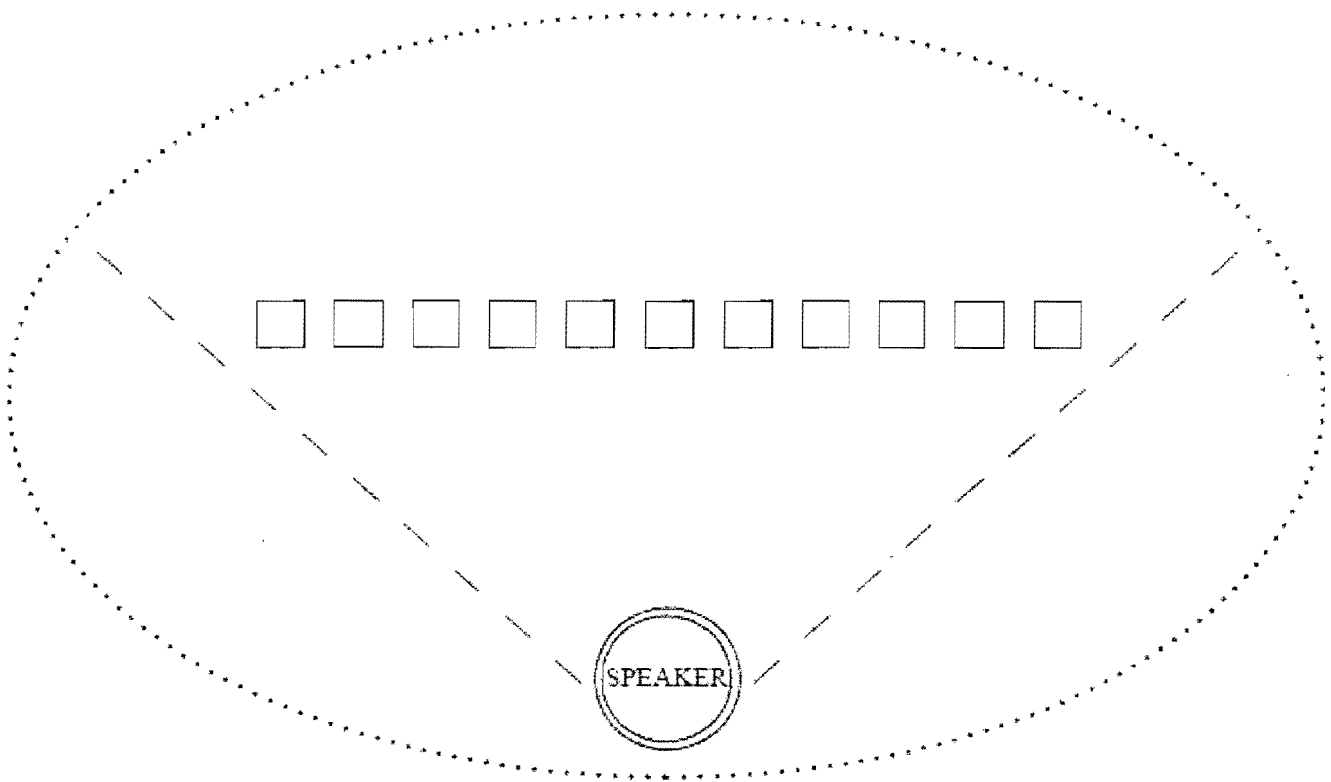
Marketing, sales, action-oriented managerial jobs, education, social professions

EXPANDED AWARENESS IN PRESENTATIONS

High caliber leaders and presenters are usually very aware of their entire audience. They seem to have a way of calibrating the entire audience while maintaining rapport with them. The process of expanding your awareness in presentations is an extension of the Learning State.

1. Get into Expanded Awareness by focusing on a spot slightly above eye level.
2. Gradually allow your focus to expand out using peripheral vision so that you become aware of the entire room. Visually encompass right to left, front and back, even around behind you.
3. Anchor your awareness in your peripheral vision.
4. Bring your eyes down to your audience and look at them like they are old friends.

In this state you can be in touch with every person in the room, every movement, gestures, group moods and what's happening in the entire room. You can calibrate each person as well as the group in this state. Energy flow may also be added. Remain in this state when communicating with groups.



HYPNOTIC LANGUAGE PATTERNS

Hypnotic Language Patterns are for learning to use language persuasively and attractively. The question is how do you lead the hearts and minds of people in front of you? The answer is by inducing trance. In a speaking environment every word that you utter affects the Internal Representations of the audience members. Mastery of hypnotic language patterns in a presentation allows you to control the order and sequence of the IRs of the listeners. This is the key to being a truly outstanding presenter and communicator.

Hypnotic Language Patterns

1. Mind Reading

When you claim to know the feelings or thoughts of another person without verifying it.

"I know you're wondering why I called the group together today..."

2. Lost Performative

Value judgments where the performer is left out.

"It's a great thing to have the opportunity to meet ..."

3. Cause and Effect

Where you are implying that one thing causes another.

"Because we're taking this opportunity to imagine how the future can be, we can re-shape it the way we choose..."

4. Complex Equivalence

Where two things are equated, implying their meanings are equivalent.

"The fact that we're thinking about delivering tremendous value means that we will achieve our bottom line goals..."

5. Presuppositions

The linguistic equivalent of assumptions.

"As we deliver value, our revenue will undoubtedly increase, having a ripple effect throughout the business as a whole."

6. Universal Quantifiers

A set of words which have universal generalization and no referential index.

"We're looking to involve all of you, every employee in every division in this new initiative..."

7. Modal Operators

Words that imply possibility or necessity, forming our rules in life.

"You can make a difference..."

8. Nominalizations

Process words that have been frozen in time by making them into nouns.

"Profit and loss is a direct reflection of our processes..."

9. Unspecified Verbs

"It is..."

10. Tag Question

A question added after a statement, designed to tie down responsiveness.

"Isn't it?"

11. Lack of Referential Index

A phrase that doesn't pick out a specific portion of the listener's experience.

"One can begin to work more efficiently..."

12. Comparative Deletions (Unspecified Comparison)

Where the comparison is made and it is not specified to what or whom it is being compared.

"And develop better ways to move forward when we are channeling our energy in the right direction."

13. Pacing Current Experience

Describe a person's experience in a way that is undeniable.

"You've been with this company for as long as you have, and you've contributed in your own unique way, so you're as important a part of this organization as any of us..."

14. Double Binds

The illusion of choice is given with several suggestions usually linked with "or".

"And whether we take the dominant position in the market place this year or next, we are destined to lead the industry."

15. Conversational Postulate

The communication has the form of a question, to which the response is either a yes or a no.

"Can you imagine the conversations we'll be having six omths from now on our celebratory cruise?"

16. Extended Quotes

Quotes are extended by adding quotes inside of quotes inside of quotes.

"The CEO of Microsoft was recently quoted as saying, that after his conversation with the head of Berkshire Hathaway, that together they had drawn the conclusion, that now was the time to act in terms of making a philanthropic difference."

17. Selectional Restriction Violation

A sentence that implies things, other than humans and animals, have feelings.

"And so the question begs to be asked, how can we leave a legacy beyond our goals to be number one in the market place..."

18. Ambiguities

Phonological	<i>We are here and we can hear the calls for action...</i>
Syntactic	<i>And speaking to you as a leader in this company...</i>
Scope	<i>We know the importance of our decisions and commitments...</i>
Punctuation	<i>So we can act confidently taking a step forward.</i>

19. Utilisation

Making use of everything that someone says, usually agreeing with them and then reframing for a different outcome.

"You may be thinking how are we going to achieve these goals? And that's the right question to be asking, so let's get down to it and make a plan."

MARTIN LUTHER KING JR

“I have a dream...”

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification” -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; “and the glory of the Lord shall be revealed and all flesh shall see it together.”²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!³

HYPNOTIC LANGUAGE PATTERN EXERCISE

1. MIND READING

I know what you're thinking.

I know why you are here.

You realize you're learning a lot.

You knew you were thinking the same thing.

I can see you believe in the results.

You know you will develop your skills even more tomorrow

2. LOST PERFORMATIVE

It's a good thing to think about.

It is best to do it that way.

That's too bad.

You should want to do that.

People should always do that.

You won't like how this sounds.

It's really good that you say that.

3. CAUSE AND EFFECT

If the waves are big, I have to go surfing.

People say they can't make money because they don't have money.

If you take this information into your business it will cause your team grow .

Apply this information and you'll be able to get huge results

If you speak from a platform then your income will increase.

You'll be able to incorporate these strategies into your business because you're committed to growth .

4. COMPLEX EQUIVALENCE

Changing your direction doesn't mean you're a quitter.

As I exercise, I feel energized.

People who take risks win more.

You are asking pertinent questions so you're learning.

Your being in the group improves your performance level.

You've come a long way, and that means you are ready to be a leader.

Having these strategies means you'll take business from strength to strength.

5. PRESUPPOSITIONS

You can see the big picture behind this even more clearly now.

Every time you step into the office you'll find it easy to connect with your staff.

Can you imagine how easily you'll find it integrating all this new material into your presentations.

I'm seeing things differently now.

I'm not sure whether this will become second nature now or later, but you know it will be simple for you to take it all on board.

You may not have realized you have more resources than ever.

6. UNIVERSAL QUANTIFIERS

Everyone will benefit.

It's all good.

It's not all bad.

All women are good cooks.

Everyone understands what I'm trying to say.

No one understands me.

Everyone else believes the company will get through this.

There is always more to gain.

7. NOMINALIZATIONS

Their intuition in the relationship opened communication.

Your new learnings means your behavior is improved.

You take your love with you.

We have an understanding.

Fun follows him wherever he goes.

Feelings come and go.

8. UNSPECIFIED VERBS

You may...

You can...

You know...

It's good to know you can.

9. TAG QUESTIONS

You knew, didn't you?

These are easy, aren't they?

That's true, isn't it?

And you can, can you not?

Try your hand at this, won't you?

Shall we? Could we?

10. LACK OF REFERENTIAL INDEX

One could, couldn't one?

You will, you know.

They say it's easier this way...

You know the feeling.

They got it.

11. COMPARATIVE DELETIONS

For better or worse.

That's not enough.

It's too much..

Do you want to be the best?

Sooner or later you'll be an excellent leader

This is more or less the right time.

12. PACING CURRENT EXPERIENCE

You came in here and chose the seat you're sitting in...

You have a life outside here; it has its ups and downs and things keep changing...

The market goes up, the market goes down, one day your stock's worth this, the next it's worth that.

You have the relationships that you do, good and bad...

13. DOUBLE BINDS

Will you meet someone new now or in 5 minutes?

Will you change now or after this session?

Would you like to quit smoking today or have you already begun?

Do you want to eat now or after your break?

Shall we implement these changes immediately or confirm them with the team first?

Will Tuesday or Thursday work for you?

14. CONVERSATIONAL POSTULATES

Can you picture owning this?

Can you trust yourself to succeed?

Would you mind switching off the light?

Can you see what I'm saying?

Does this sound like it will work for you?

15. EXTENDED QUOTES

I was reading this book the other day, I forget the title, but it was given to me by the mother of a audience member that I had taught in Sydney, and there was one part that stuck out in my mind when it talked of how your thoughts create your destiny.

I was listening to a teleconference on the online community the other day and they had a speaker on there who was one of the trainers that had been doing some work with a CEO who wanted to take his business to the next level, and she said that she had said to him "It really is a matter of decide, commit, act."

[illegible]

16. SELECTIONAL RESTRICTION VIOLATION

Walls have ears, you know.

The question begged to be asked.

Your pen wants to sign the contract, when will you let it?

The presentation is looking a little tired.

[illegible]

17. AMBIGUITIES

PHONOLOGICAL AMBIGUITY

*With your right ear here and your left ear hear...
Your/you're unconscious... MIND!*

SYNTACTIC AMBIGUITY.

*Speaking to you as a leader in the field.
They are increasing profits.*

SCOPE AMBIGUITY

*We can talk about the appropriateness of your pay and leave.
The relevance of your thoughts and feelings.*

PUNCTUATION AMBIGUITY

*You can pull the pieces together creatively forming the life of your dreams.
One can start this easily recalling all of the information you need.*

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

18. Utilisation

I can't start this business yet: You are right - you shouldn't start your business until you are confident of the value you are delivering in the world.

I don't get this: That's right, because you haven't asked me the one question that will allow you to get this easily.

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

METAPHORS

Powerful stories and masterful metaphors are unparalleled in their ability to help lead the hearts and minds of those around us. Whether it be to inspire and motivate a team inside of an organization, or to help an individual make profound changes in their thinking, metaphors can function as catalysts for profound shifts and learnings. They work to displace conscious resistance by dissociating the listener from the experience and delivering learning through a main character in a story. This will then pace and lead the listener to their own transformation.

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

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

- bypass conscious resistance to change and attachment to a fixed perspective
- offer a broader perspective on a given situation
- lead others to a possible lesson or solution to a problem
- cause learning to be inductive

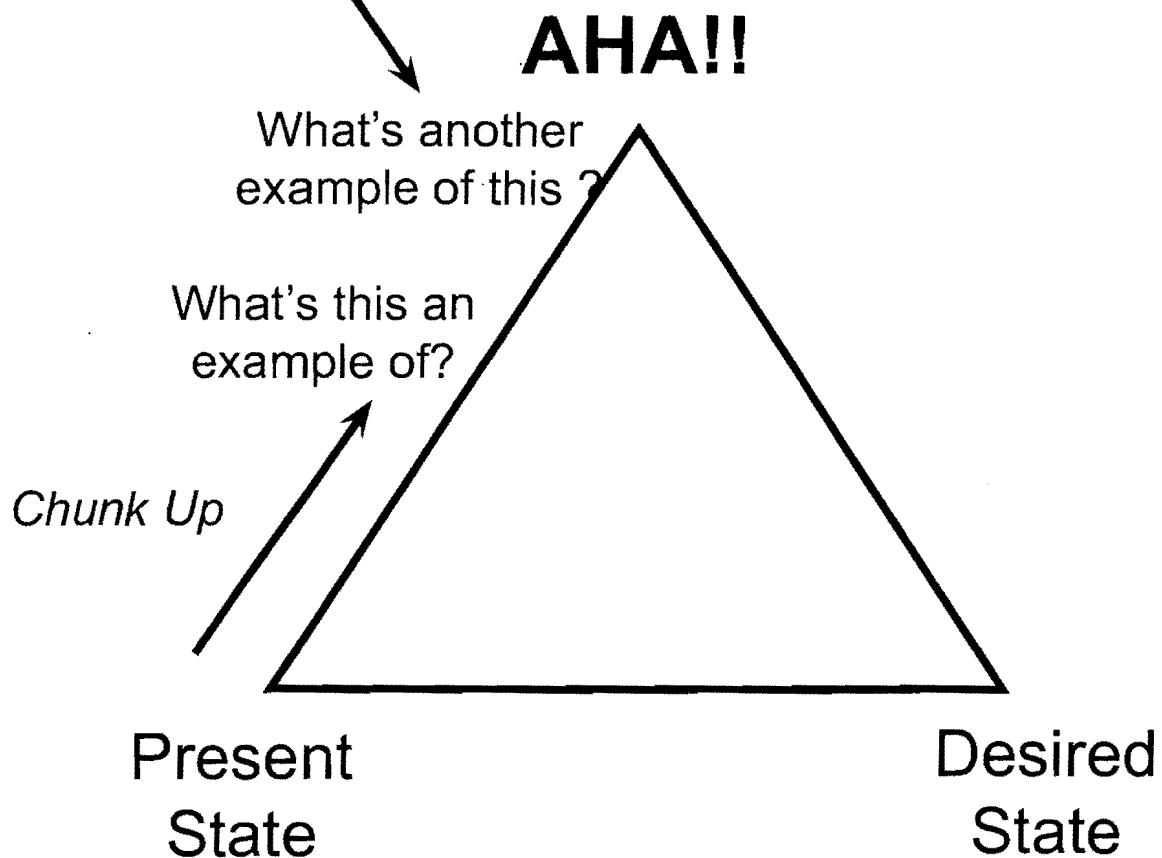


The Keys to a Masterful Metaphor

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

METAPHOR CONSTRUCTION

*Something your
audience likes or
thinks is important*



MULTIPLE EMBEDDED METAPHORS

METAPHORS

STATES

1 _____

2 _____

3 _____

CONTENT

3 _____

2 _____

1 _____

FEEDBACK MODELS

IMMEDIATE FEEDBACK

Feedback is most useful to the person's unconscious mind and most effective in changing behavior if it is given within 5 minutes after the event. If you try to tell a friend that something they said or did two weeks ago hurt your feelings, they will probably have a hard time reconstructing the actual event. They can apologize but it will probably not be very useful or constructive. Feedback needs to be immediate enough so the unconscious mind can use it to modify behavior.

SANDWICH FEEDBACK

Negative feedback is not always easy to accept. The unconscious mind often rejects it unless the feedback is made pleasing. Negative feedback which is sandwiched in between two positive statements is more acceptable to the unconscious mind. It is then generally more utilized in behavior. The Sandwich Feedback is the preferred model for audience member-to-audience member feedback and less complex evaluator feedback, since it is simple and non-confrontational.

1. What was done that was right?
2. What needs to be improved?
3. Overall positive summary statement for the audience member

SHORT FEEDBACK WITH RESPONSE

Sometimes in Sandwich Feedback the area to improve is so couched in between the positive points that the audience member, who really needs to know that they need to improve, misses the point. They may say, "But everyone told me I was doing so well." Leaders and evaluators should use the following two methods with more directness to ensure the audience member gets the full story. In addition, you may provide improvement criteria in writing for clarity and agreement.

1. Tell the audience member what was done that was good or correct.
2. Tell them what needs to be improved,
3. Ask them: "Now tell me what you are going to improve."
4. "Tell me how you will do this the next time."

LONG FEEDBACK WITH RESPONSE

Feedback from evaluators or leaders sometimes needs to be longer than usual. It may be that the audience member doesn't want to hear the feedback. This model for feedback solves those issues.

1. "How do you think you did in this exercise?"
2. "Is it important to you that you improve?"
3. "Good. You know how important it is to us to assist you in being the best you can be."
4. "Let me tell you what you did that was good."
5. "And what needs to be improved is..."
6. "Now tell me what you are going to improve."
7. "Tell me, how will you do this the next time?"

RECEIVING FEEDBACK

How to receive feedback to maximize your optimal learning.

1. Listen carefully.
2. Don't get defensive – fully consider it and just say thank you, making a mental note of any disagreements.
3. Paraphrase back to the giver what you hear to check your perception.
4. Ask questions or ask for examples to clarify when you are unsure.
5. Carefully evaluate the accuracy and potential value of what you have heard.
6. Gather additional information from other people and subsequently watch your own behavior and other people's reactions.
7. Don't overreact to feedback. Modify your performance in the suggested direction and notice the results you get.

MISMATCHERS OR POLARITY RESPONDERS

Mismatchers or polarity responders are people who will predominantly sort to find differences around them. As such, if someone tells them that "this is a great idea", they will pull it apart, pick holes in it, or may out right say that it's not. These responses are not out of malice, but because the mismatcher wants every possible objection answered.

FOR EXAMPLE

You might say: "A great way to improve your business would be to increase the number of prospects you contact"

The mismatcher may say: "We tried that and it didn't work"

"We haven't got enough staff"

or "That won't work until we have the systems to deal with it"

Effectively, you say black is black and the mismatcher will tell you, no, it's white!

A high caliber leader will oftentimes come into contact with mismatchers, and needs an effective strategy for dealing with them, delivering feedback to them and having them buy into ideas. The simplest way to do this is to tell them what not to do.

For example, if you think you have a great idea for expanding the business,

YOU WOULD NOT SAY: "I have a great idea"

YOU WOULD SAY: "I know you'll hate this idea but..."

The following information will allow you to deal with people who mismatch information when giving feedback outside of this class. Remember as always, it is vital to maintain rapport.

INCORPORATION

Pace and lead. Take any response as leading to some outcome, preferably the outcome that provides a win-win for yourself and the audience member.

Example: Audience member says, "You can't help my business."
Leader replies, "*You are right.*" (pacing them)

Then move them:

"I can't help anybody's business. All I can do is assist people to recognize areas of unrealized profit in their business. It's your job to realize it"

Participant Challenge: "I can't do it."

Responses:

"You are probably not managing your time effectively enough to do it."

"You are probably not ready for this level of growth in your business yet."

"I doubt you can... do it."

The mismatcher will often respond with "Well that's not the case, I could do it... I do manage my time effectively enough, I am ready for growth... it's just that..."

NEGATION

It is important to remember that the unconscious mind does not compute or process a negative. If I say, "don't think of a yellow taxicab..." you have to conjure up that picture first.

EXAMPLES

Don't...

Don't (EMBEDDED COMMAND).

"Don't imagine where your business will be in six months if we work together."

Probably not...

You are probably not (ADJECTIVE) enough to (EMBEDDED COMMAND).

"You are probably not practiced/present/connected enough to get the most from your team."

You can't...

Some people will actually tell you something like, "When you tell me I can't, then I can".

So, begin your response with, "*You can't (X)*" and they will.

CHALLENGE

Includes lesser embedded structure.

Examples:

I doubt...

I doubt you can (EMBEDDED COMMAND)

"I doubt you can get the most from our company."

I wonder...

I wonder whether you are (ADJECTIVE) enough to (EMBEDDED COMMAND).

"I wonder whether you are open-minded enough to see new ways to take your business forward."

I question... I question whether you are (ADJECTIVE) enough to EMBEDDED COMMAND).

"I question whether you are committed enough to see things differently."

THE SATIR CATEGORIES

The Satir Categories were developed by Virginia Satir in her book, *Peoplemaking* (1988, Science and Behavior Books). They communicate certain archetypal messages and are especially useful for a leader to learn. Using them can produce an internal response relatively quickly in the audience. This chart outlines the main points of the categories and a leader's purpose for using them.

PLACATER

The Placater is always talking in a deferential, ingratiating way, always trying to please you, always needing to apologize, and definitely not disagreeing, no matter what happens. Placaters are real boot-licking Yes-Men, as if they can do nothing for themselves. Always wanting someone's approval, they are only thinking of you and how they can serve you. It helps to remember that Placaters think of themselves as worthless and lucky to be allowed to just sit with you. Placaters will agree with any fault finding made about them, since they are grateful that anyone even talks to them.

Use Placater to get out of trouble, when you say something really confrontational to someone else to make it easier to accept. It is a good softening frame.

BLAMER

The Blamer is a dominator, fault-finder, dictator—the worst, superior-acting boss you can imagine. “Why didn’t you do it right?” Blamers’ actions, being, attitude all say, “If you had just done it right, then...” Inside the muscles are tight; the voice is shrill and loud. If you are really going to do Blamer well, you have to be loud, and cut everything and everyone down. Hold your arm straight out while pointing your finger and say, “You never...” or “You always...” Breathe in little tight spurts, screw up your face and make your throat muscles tight. When you get really good at it, your eyes will bug out! Use Blamer to get through to someone who isn’t hearing that they need to change. Blamer will present a strong position of authority.

COMPUTER

The Computer is very reasonable, while showing no hint of feelings. In fact s/he is like a computer or dictionary. The voice is often monotone. As the Computer, you may sometimes use long, important-sounding words in a way which is slightly wrong—obviously you don't really know their meaning. Think of your spine as a broomstick—stiff and unbending. While presentation in this state, keep the voice in a dead monotone and body and hands motionless, perhaps with the index finger against the cheek, other arm folded. Remember, everything you say is right, you are the authority, and the last time you made a mistake in the data was 20 years ago.

Use Computer to match someone who is dissociated, or to dissociate from information that you want to present.

DISTRACTER

The Distracter is, at first meeting, fun - everything s/he does is just plain fun. Over time, you begin to notice that everything the Distracter does is not quite relevant, not quite to the point. Their arms flail out in a sort of asymmetry. As the relationship wears on, the fun wears off, so don't do the Distracter for too long. As you play the Distracter, make sure that you are never quite on the point, ignore everyone's questions/and don't even come close to a symmetrical posture.

Use Distracter just for fun, to lighten things up. Don't over-use it, or you may not be as believable as you would like.

LEVELER

The Leveler is the one person out of the five categories who is "normal". S/he is just leveling with you, wanting you to know the truth. The Leveler is candid and forthright, and as s/he talks, palms are down as if on a table, moving from the center outward. (Don't tip them back up or you will move into Placater!) The voice is maybe slightly hushed, as if sharing a major secret with you, as s/he says, "This is the way it is." Everything about the Leveler tells us s/he is telling the truth.

Use Leveler to "tell the truth," gain credibility, and when you want believability.

TEACHING IN THE SATIR CATEGORIES

CATEGORY	ARCHETYPE	WORDS	POSTURE	USE IN PRESENTATION
PLACATER	Service Helplessness Martyrdom	Whatever you want is what I want. I am here to make you happy. Ingratiating, apologizing, seeks approval	Says "I am totally helpless." Palms up, begging gesture, looking up to others.	To get out of trouble, make something very confrontational easier to accept.
BLAMER	Power Dominance	Disagreement "You never do anything right. What is the matter with you?" Bossy, loud, fault - finding.	Says "I am the boss around here." Finger pointing, hand(s) on hip, leaning forward in superior position, face screwed up, lips curled	To get through to someone who's not hearing that they need to change. Present a person of authority.
COMPUTER	Intellect Dissociated No feelings	Ultra-reasonable "If one were to observe carefully, one might notice that..." Dry, monotone, abstract	Says "Nothing ever gets to me, I am the observer – calm, cool and collected." Dissociated, leaning back	To match someone who's dissociated. To dissociate from information you want to present.
	Spontaneity Fun	Irrelevant "As you really listen" notice that the words make no sense or go off on a tangent	Angular, asymmetrical, arms and hands in opposite directions. Often rotates through the other 4 positions.	For fun, to lighten things up. To add humor so learning is easy.
LEVELER	Frankness Truth	Candid, forthright "This is the way it is."	Says "I'm telling you the truth." Leaning slightly forward, palms facing towards and level with the ground.	To tell the truth, gain credibility and believability.

PRESENTING TO A GROUP

1. Set your own intentions
2. Take control of the situation
3. Flow
4. Get commitment
5. Be in state
6. Conviction
7. Close
8. Use tag questions

WHAT WE'RE LOOKING FOR IN YOUR PRESENTATION

1. Who is the **audience**?
Would it reach them?
2. What are the opening **metaphors**/loops?
Appropriate to the subject?
Closed at the end?
Closed in reverse order?
Transitions appropriate?
States elicited: Appropriate to subject?
3. Was the **4-Mat** System used?
Were any over-emphasized?
Was each sufficient?
4. **Physiology**
Use of presenter's stance
Congruent?
In or out of balance?
Satir Category
All used?
Any omitted?
Appropriate to content?
Gestures
Symmetrical or asymmetrical?
Gestures in V-A-K? Pace around or still?
Movements intentional or unconscious?
Distracting mannerisms?
Facial expressions exist?
Appropriate?
5. **Humor** used?
Did it add/detract?
6. How was the **energy** of the presenter?
7. Did leader use all **rep systems** in the presentation?
Did they use K-A-V sequence?
8. **Voice** – good variability?
Appropriate?

-
9. **Exercises:**
 - Well explained?
 - Appropriate chunking and sequencing?
 - If wall charts or handouts used, did they work?
 - Would the exercise as explained produce the results?
 10. **Demos:** used/not used appropriately?
 11. **Content** - was it correct?
 - Well explained?
 - Chunked correctly?
 - Too much/too little detail?
 12. Was the **set-up** appropriate for each segment?
 13. Stayed in **Up-Time** or Down-time problems?
 14. Stage **Anchors**?
 - Other Anchors?
 - Systematic?
 - Replicable?
 15. Distractions, mistakes, etc.
 - Incorporated? **Utilized**?
 - Stayed in state? Recovered gracefully?
 16. **Questions:** Answered or not?
 - Explained well?
 - Metaphor used?
 - Questions are the Answer?
 17. How they take and give **feedback**
 18. Verbal expression and language:
 - Polished, congruent?
 - Jargon defined?
 - Appropriate utilisation of values?
 19. Appropriate use of **hypnotic patterns**?
 - Did they produce trance?
 - Did presenter bring them back out of trance?
 20. Clean, congruent **I.R/s**?
 21. **Ecology**?
 22. Did the **wall charts** work?
 - Were they legible?
 23. Overall positive statement for presenter
 - Best qualities of the presentation
 24. Challenge for next presentation
-

HANDLING QUESTIONS USING PRESUPPOSITIONS

1. TAKE THE QUESTION

As you are listening to the question, put yourself in the audience member's model of the world and make an internal representation of it as indicated by the presuppositions that you hear.

2. GO INSIDE THE AUDIENCE MEMBER'S HEAD

Imagine being inside the head of the person asking the question and imagine seeing them as they might see you, the leader, from their model of the world.

3. IDENTIFY WHAT IS MISSING

In the question and in the audience member's model of the world, identify what is missing. What are they thinking that makes the question possible? Do this from the standpoint of:

- Content, and
- Context, Process, and Structure.

4. STRUCTURE THE ANSWER

Based on seeing the question from their point of view, develop the answer.

5. GIVE THE ANSWER

Just deliver an answer without thinking about it.

6. CALIBRATE A RESPONSE

Notice what the audience member's response is.

- Remain in up-time, and
- Expanded awareness, and
- Notice the physiological shift.

If no response, or a negative response, go back to #4.

7. ASK IF THE QUESTION WAS ANSWERED

Find out if the audience member thinks the question was answered.

If no response or negative response, go back to #4.

HANDLING QUESTIONS USING PRESUPPOSITIONS

Most questions in presentations are requests for something. However, questions can be used as much more. Questions as the Answer allows us to use the questions to restructure the audience member's thinking and therefore their experience.

When we ask a question, we usually use an interrogative pronoun. The pronoun is a tip-off for what is underlying the question.

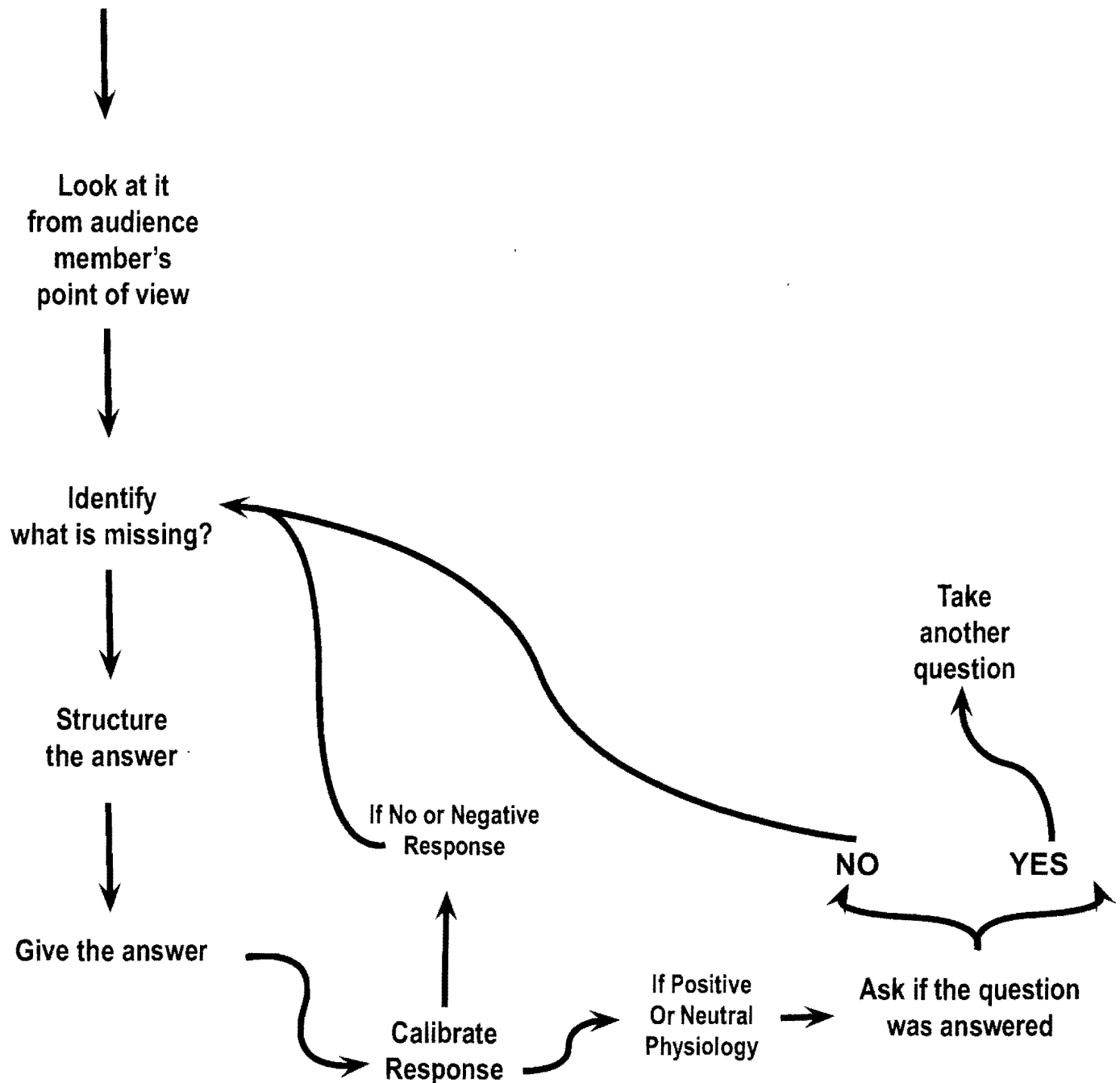
WHAT	Asking for more information. Means there is a gap. They may not know how to proceed.
WHERE	Want more context. The big picture is missing.
WHEN	More temporal context needed. Means big picture or schedule is missing.
HOW	Not sure how to proceed. Wants a procedure.
WHY	Not sure of motivation. Needs to know its value or how it relates to them personally. May also need a "How" answer. May want an explanation.
WHO	Not sure of persons. May need more context. May be wondering about identity.

You can use the audience members' questions to restructure your material, to present it in a different way. You can also use the questions to restructure the audience members' Internal Representations, in either content or structure.

One way to think of it is like a metaphor. The audience member gives you a metaphor, and you deliver one back. Another way to think about it is in terms of Quantum Linguistics. The audience member gives you a pattern. You respond with the non-mirror image reverse pattern, causing a "spin" and unhooking in the way they were holding it.

Handling Questions Flowchart

Take the question



COACHING

Coaching is an art. The following points are useful for leaders and presenters.

1. Assume and Reinforce the Behavior You Want
Give them a great reputation to live up to. Compliment behavior that you desire. If you tell a audience member that s/he is good at something, they will be!
2. Make the Individual Think
If asked a question, don't answer until the audience member thinks about the answer. You may guide their thinking or pause to let them grapple with their own best answer.
3. Only Intervene When Necessary
People learn by trial and error. Feedback after the fact is usually more effective than intervening to coach.
4. Ask Permission
When intervening or giving feedback, ask, "May I assist you?"
5. Work with the Individual
In these cases work with them to
 - make sure they are in a resourceful state
 - make them think.
6. Tasking
This should involve their interest and lead to growing.

WALL CHARTS

Are very simple!

1. Only put on the wallchart what you want the audience members to remember.
2. Make sure you can read them from the back of the room.

VISUAL MEMORY STRATEGY EXAMPLE

CHOOSING YOUR DEMO SUBJECT

Anyone who has ever taken one of our trainings has at some point seen transformational techniques demonstrated by the trainer. Demos are a KEY part of trainings and serve to accomplish many things. There is much more going on at the META level regarding the purpose of a demo than one may think, and knowing how to do a successful demo is critical to your success if you choose to do transformational work. One of the MAJOR keys to doing a successful demo is CHOOSING THE RIGHT DEMO SUBJECT!!! It is WELL worth your while to learn and understand who to look for, what to look for, and how to look for it.

We have all had the experience of making a mistake choosing demo subjects, and the results can be a disaster. These notes will assist you in understanding what you are trying to accomplish when you do your demo, and how to pick the BEST demo subject possible!

1. Start looking for your demo subject BEFORE the demo!
 - a. You want to start looking for a demo subject about 1 to 2 segments before you even need a subject.
 - b. You want to start looking for the person who has the qualities that you need.
 - c. Don't wait until you absolutely need one because this could limit your options.
2. YOU, the leader, are in charge, YOU choose the demo!
 - a. Don't let the audience or individual audience members choose the demo subject.
 - b. Don't just take the first person who volunteers.
 - c. If only one person volunteers for the demo don't take them if they are not appropriate for the demo. Continue searching out the right demo subject and use your skills to encourage him or her to be the subject.
 - d. Don't let yourself be pressured or influenced by someone who is being very vocal about wanting to be the demo subject.
 - e. Ask questions to find out the context and any surrounding issues.
 - f. Pick the most appropriate person.

-
3. How to pick the best possible demo subject! There are several things to look for.
 - a. Is the person suggestible? This is very important. You want someone who goes into a trance easily and is very suggestible.
 - b. Do they follow suggestions? Even if a person goes into trance easily and is suggestible, the question you want to ask yourself is... do they do what I suggest??? There are people who are good hypnotic subjects, but are NOT good demo subjects. You want to make sure they are not mis-matchers or people who have secondary gain by proving that NO ONE can solve their problem because it is so big and important. Keep an eye out for people who have too much investment in holding onto their problems.
 4. Make sure they follow **verbal AND nonverbal** suggestions. Some people may follow verbal suggestions but NOT follow nonverbal suggestions (or the other way around), make sure they follow both.
 5. Here are some ways you can test potential demo subjects before hand.

At an earlier time in the presentation (before you actually NEED a demo subject) do a few suggestibility tests to see who would make a quality demo subject. For example, do the hand clasp to see who follows verbal and nonverbal suggestions, or do the finger vise and watch for the people who really follow suggestions well.
 6. Do a YES set and see how far the subject follows.
 7. Pay attention to the people who are most attentive. Look for people who are responding to you by nodding their heads, laughing, and just doing what they are told. One way to test people is to say "**You may want to write this down...**" and just notice who does it. Another way is to ask questions of the group which require them to raise their hands to a series of yes or no questions and look for the people who will fully participate. (Also make note of the people who drop out, or just don't respond at all.)

KEYS TO A SUCCESSFUL DEMO

Now that you have found a good demo subject, you will need to know how to make the demo very successful. If you follow these suggestions you will have a very good chance of doing not only a successful demo, but perhaps a demo that is magical!

1. Make sure their model of the world is sufficiently “loose” prior to doing the demo. Use: reframing, Strategy Scrambler, quantum linguistics, etc.
 2. Keep them laughing. If you can get them to laugh about their problems, you’ll have an easy time with the demo.
 3. Anchor any useful states (such as laughter). Our trainers are constantly covertly anchoring their demo subjects. It may simply appear that they are placing their hand on their shoulder or back, though they are actually anchoring. If they say something or make a face that make the subject laugh or respond positively, they will anchor that and then fire off the anchor at the appropriate time by making the same funny face or saying the same joke (or keyword).
 4. Use Pattern interrupts at appropriate moments to “break” un-resourceful states
1. Use the general model for change: Very Important
 - a. *Can you do it now?*
 - b. *And you’d know if the problem disappeared, right?*
 - c. *And it’s alright with your unconscious mind for you to make this change and to have conscious awareness of it?*DEMO
 - d. *How do you feel about your ability to (OPPOSITE OF THE PROBLEM) now?*

NOTE

This is really important... be VERY careful and conscious of your language when you are finished with your demo. I have heard people actually re-install the problem by not being careful of their language. You do NOT want to say “How do you feel about your constant anxiety and nervousness? (Yikes!) INSTEAD you want to say “*Now how do you feel about your ability to be calm, confident and at peace with any situation... is that something you can do now?* (Notice the embedded command). When they say “yes” you can say, “*How do you know?*” This is a great question because it causes the client to fulfill their own evidence procedure in the moment, and it also indirectly installs new strategies about how they will behave differently in the future. It’s quite effective!

HOW TO DEMONSTRATE CHRISTOPHER HOWARD'S MAJOR TOOLS OF TRANSFORMATION

There are several key things to remember when demonstrating the various tools of transformation.

- First, realize that there are some patterns that must be demonstrated, and others that shouldn't be demonstrated. (You want to avoid demos that are too time consuming, like chaining anchors, or demos that would make you look too magical and leave the audience members feeling overwhelmed or incapable).
- You want each demo to leave the audience members feeling excited about the process and the results.
- You want the pattern to be a significant emotional experience for the audience member.
- You want to install the belief that the pattern works.
- You want to set realistic expectations as to how long the pattern will take to work.

SENSORY ACUITY

Do a simple demo of "someone you like and someone you don't like." Bring someone up on stage and have the audience notice any changes that occur when the person thinks of someone they like or someone they dislike.

RAPPORT

You want to demonstrate matching, mirroring, and cross-over mirroring. Make sure the audience knows the difference between all three types. You can also demonstrate the importance of tonality by using the phrase "I never said he stole money" and emphasizing each word, pointing out how the sentence has a completely different meaning depending on the tonality or the word emphasized.

EYE PATTERNS

Make sure you tell audience members to only figure out the eye patterns for others, and not try to do it for themselves inside their head. The whole purpose of this demo is to notice people using eye patterns and notice predicates to match. You want to teach eye patterns using only your eyes so that the audience members see your eyes moving to the various positions (don't use your hands to teach this). Pick a demo subject with big eyes, no glasses, normally organized with very clear eye patterns. Make sure there is no trauma, synesthesias, or tracking problems. Sit in the audience directly in front of the demo subject and put the subject on stage.

SUB-MODALITIES

Make sure you demonstrate how quickly you go through the sub-modalities checklist!! If you don't, the class will take far too long when they do it themselves!!

RESPONSE REPATTERNING

For this demo, you want to pick something the subject likes and something the subject dislikes, or something the subject likes but wished they didn't like. You want to elicit the sub-modalities on each one and make sure that the location of the two things is different. Before you even take the subject on stage ask what the location of each picture is. If the location isn't different, pick a different subject. Once you've brought the subject on stage, you want to anchor the location with your hands, and then, to really make this demo work... move your hands as you are changing the location and mapping across. It's best if there is a huge negative K on the thing they dislike!

BELIEF CHANGE

Once again, make sure you anchor the sub-modality distinctions to your hands and then use your hands to map across. Make sure that the location of the unwanted belief and the belief that is no longer true are significantly different, and make sure that the location of the new belief is different than the belief that is absolutely true.

MOMENTUM PATTERN

Do not confuse people by introducing many different types of momentum patterns! Keep it simple and only use the BASIC momentum pattern! When you demo it, make sure you go slightly faster than the conscious mind can process. Make sure you do a break state in between each pattern so you don't create an endless loop. You want a quick SWISH, not a slow ssssswwwiiiiiiisssshhhhhhhh. Calibrate for a physiological shift. Repeat 3-7 times.

ANCHORING

You must demo basic anchoring. You will want to pick a demo subject that goes into state easily. You can begin to look for a good demo subject ahead of time by noticing people who are more animated than others or who appear to go into state easily. Remember that your sensory acuity skills are more developed than your audience members, so you want to make it easy on them by picking a demo subject that shows their emotions more obvious and clearly. When you ask the demo subject the question that you want to anchor their response to, whisper it in the subject's ear. This installs curiosity amongst the audience members and creates a need to pay attention. You want to whisper something to the subject that will cause an intense emotional response with perhaps even some shock value (keep it ecological though). For example: You could whisper to them "Can you think of someone that you really, REALLY wanted?" Watch for their reaction, and then anchor it.

STACKING ANCHORS

You do not need to do a separate demo for stacking anchors. You can demo it when you do the demo for collapse anchors or the circle of excellence.

COLLAPSE ANCHORS

Always stack the positive anchor FIRST, and anchor the state 4 or 5 times. You can add more finesse by using naturally occurring states, for example, you can do or say something funny and make the subject laugh, then covertly anchor the laughter, then fire off that anchor along with your positive anchor as you collapse the negative anchor. Laughter is a GREAT state to anchor, so remember to anchor a time when they were falling down laughing. Remember; only anchor the negative state ONCE! Remember to fire the positive anchor first, then add the negative anchor, wait for integration to occur, then release the negative anchor and hold the positive anchor for about 5 seconds longer.

NEURAL BRIDGE

This is a long and complex one to demonstrate so best to explain thoroughly and have them do the exercise themselves. There are some important things to remember and pay attention to when designing a neural bridge:

1. Decide the first and last state—make sure they are appropriate
2. Decide the intermediate states
 - Criteria for intermediate states
 - a. The second state can be toward or away, but the third should be toward
 - b. Each state should have movement! Pay attention and really “try on” the state yourself to see if it pulls you to the next state. Use good judgment and help the individual find the right intermediate states. Remember that ultimately it has to have movement for the client.
 - c. Make sure that the states are self-initiated.
 - d. Make sure the state is NOT how they already do it!!!! If they procrastinate, and they tell you to chain procrastination, frustration, desire and motivation for them, and they tell you that it is what they do now, don’t chain it! Clearly their old strategy doesn’t work, so create a NEW chain with NEW states.
3. Stack each state 3 times and make sure they are stacked powerfully.
4. Chain them together.

DECISION MAKING PART OF THE BUYING STRATEGY

Key points in a strategy elicitation are as follows:

1. Teach audience members the difference between Motivation, Decision, Convincer, and Reassurance Strategies.
2. Once again, you want to pick a demo subject with big eyes, no glasses, normally organized etc. Make sure you pick the right person.
3. If you were going to elicit someone's decision strategy make sure that:
 - a. They bought the item by themselves
 - b. They are happy with the purchase
 - c. They were alone when they bought it

Then you could start by asking "Those are nice shoes, how did you decide to buy them? Did you just walk into the store and they jumped on your feet?"

4. Use the "Columbo" approach. "I'm a little slow... so what was the first thing you did?? ...etc." (The Discovery Frame). Have them tell you the strategy over and over until you understand the strategy.
5. Do not tell the class what the strategy is, let them tell YOU!
6. If the class is not getting it, go over it again and again until they do.
7. Once the class is in agreement about the strategy, write it down.
8. Utilise their strategy: do it wrong, (notice response) do it right (notice response)

PRESUPPOSITIONS, CLARITY MODEL, HYPNOTIC LANGUAGE PATTERNS

Demo these while you are teaching.

CHUNKING

If you have two assistants, have them come up on stage and help you demonstrate exactly how the audience members will do the exercise. If you don't have assistants, have a audience member in the class direct you with their thumb (thumbs up, across, and down) as you chunk up, across and down.

PARTS INTEGRATION

You must demonstrate this process. It helps to pre-teach this pattern.

Key things to make sure this demo works:

1. Make sure you have a **VERY clear understanding** of the problem part to be integrated! It is VERY important to know what the problem is, and how it's a problem.
2. Pick the right demo subject. Subject should be suggestible, no secondary gain achieved from having the problem etc.
3. Do arm catalepsy induction. (Don't discuss arm catalepsy at the Results level, wait until Master Results level when they have more hypnosis skills.)
4. Make sure you get a full V-A-K image of each part and personify the part.
5. Bring your hands together at the appropriate time as a non-verbal cue for them to do the same.

SPELLING STRATEGY

This demo is optional, but it is a fairly quick demo, and it really shows how powerful and amazing these tools can be for people with learning challenges. Ask for a demo subject that considers him/herself a poor speller. Have them try to spell the word "restaurant" out loud. If they cannot, and it is agreeable for them to change their spelling strategy, have them come up on stage. Spell out the word Rest/au/rant, using a different color pen for each different syllable. Put the word up in visual remember for the subject, have them look up at it, taking a mental picture of the word in the visual recall eye position, then have them close their eyes and move their eyes up to the visual remember position while imagining the word. Keep repeating this process until you feel they have learned the word. Have them spell the word backwards and forwards for the class out loud. This is a wonderful demo. Let the subject know that it does not automatically make them know how to spell every word. They must learn the word first, and then use the visual remember strategy to recall the word and spell it correctly.

STRATEGY SCRAMBLER

Always demo this process for the class. Make sure you pick the right demo subject. Pre-teach this pattern to the subject by explaining what happened the last time you did the demo, and how the last demo subject responded each step of the way (very important!). Then do the Strategy Scrambler and really take the boundary conditions out to the extreme. This also gives the class permission to "think out of the box" and be creative when they do the exercise. If you can use humor and laughing, that will be very useful. Anchor any relevant states and use them later in the process as needed.

FAST PHOBIA SCRAMBLE

Key things to remember are:

1. If the demo subject has a major phobia, you may want to loosen it up a little by doing strategy scrambler first.
2. Remember to double disassociate.
3. Remember to break state by having them come back to the projection booth in between each time they play the movie. This will make sure they don't create a "loop."

THE EMOTION OBLITERATOR

Make sure to ask if it's alright with their unconscious mind for them to let go of the emotion prior to taking them on stage. If you get anything less than a congruent "yes" do not even take them on stage. Make sure they are associated to the emotion prior to releasing it; this provides for a contrast frame when the emotion disappears. When testing after the release, make THEM convince YOU that the emotion is gone.

THE DECISION DESTROYER

If the subject does not release the decision right away or if their learnings do not appear to be empowering enough, you can have them go back to the "choice point" where they "chose" to create this entire set of circumstances in their life. This can be a very profound moment for many people. It helps them get to cause and finally get the shift that they need.

QUANTUM LINGUISTICS

You may want to demonstrate each of the non-mirror image inductive language patterns. It works well using a limiting belief or a part. You can even end the pattern with a not-not pattern. Make sure the demo subject is associated to their problem when you deliver your pattern.

META PROGRAMS

You will want to demonstrate the Meta Programs elicitation. You want to show the class how it can be done in 8 minutes or less. You want to move quickly through the questions, gathering just the information you need before pushing on to the next question. You may need to cut off what the subject is saying if they are talking on and you already have the information that you need... you can let the subject know that you are not so much concerned with "what" they think but "how" they think.

VALUES

- Use one demo subject for the whole values elicitation.
- Have them pick an area of life, then, for example, if they picked career, ask them "What is important to you in the context of your career?"
- Elicit values
- Elicit values from motivation strategy
- Elicit their threshold values
- Create their hierarchy of values (put them in order of most importance)
- Test
- Do exercise... look at conflicts—toward/away, toward/toward, away/away
- Elicit the away froms
- Ask possible toward conflicts then away conflicts
- Get rid of the conflicts using precision re-patterning techniques or expanded awareness
- Do a parts integration if necessary
- Redo the values hierarchy
- Do a demonstration of how to change the values in the hierarchy by using sub modalities

COMPULSION BLOW OUT

This process is seldom if ever demonstrated in a classroom situation. It can take a long time, and it can be VERY uncomfortable for the subject. Once you start this demo, you must finish it. Use good judgment when deciding to do this demo.

STRATEGY INSTALLATION

It is easiest to demonstrate a change in the decision making portion of the buying strategy. For example, if someone has a VK synesthesia decision making strategy, and they want to add an extra step... of perhaps an auditory digital component such as "do I really need this?", you can have them visually rehearse the new strategy while simultaneously tracing in the eye patterns with your fingers and having them follow your fingers with their eyes. i.e. ...imagine seeing the article of clothing, asking yourself "do I really need this", and then getting a positive K. Have them rehearse the strategy at least three times with a positive and negative exit. Then test by asking what will happen the next time they walk into the store and see an article of clothing... their response, as well as their eye patterns should be those which were newly installed.

THE ALLERGY PROCESS

Make sure to pick someone who it is appropriate to work with. Think in terms of ecology. Work with someone who knows what the allergen is. Have them describe the allergen then have them come up with something that is similar to the allergen but does not cause the allergic response. For example, if they are allergic to cats, perhaps you could use a teddy bear.

Pre-frame by describing the allergy as being similar to a phobia of the immune system. Then create an anchor for free breathing.

Have them imagine a plexi-glass shield in front of them with a dissociated image of themselves behind it... then have the dissociated image interact with the similar object (i.e. Teddy bear) while breathing freely. Next have the dissociated image interact with the allergen while breathing freely. Finally have the client imagine lifting the plexi-glass shield and bring the dissociated image inside them while simultaneously firing the anchor.

EXPANDED AWARENESS FOR RELEASING A NEGATIVE EMOTION

Have the client get in touch with the negative emotion. Make sure that they are associated prior to releasing it, thus providing a contrast frame for when it disappears. Then have them go into expanded awareness by picking a spot on the wall above eye-level and then expanding into peripheral vision. Set a visual anchor with your hand. Then ask them to focus on "how they know the emotion is present" while remaining in expanded awareness. Also instruct them to preserve the positive learnings. Calibrate for a physiological shift, and then break their state. Repeat 1-4 times if necessary. Then test.

PRELIMINARY QUESTIONS CHECKLIST

- ☐ What is your outcome?
- ☐ What is your evidence procedure for knowing it's been a success?
- ☐ What do you want people to leave the presentation with?
- ☐ What is their outcome? How will they know that they have it? (Their evidence procedure)
- ☐ Number of people attending?
- ☐ Do they know each other? How well?
- ☐ What are their ages? Demographics?
- ☐ What are their personal and professional backgrounds?
- ☐ What attitudes might be expected? (Values levels, social or political orientation, etc.)
- ☐ What specific needs do they have?
- ☐ Is attendance required? Do they want to be there?
(Do they have an investment to be there or is someone else paying?)
- ☐ What are the expectations?
- ☐ How familiar are they with the content? Subject matter?
- ☐ What is the presentation environment (go and look at it)?
- ☐ What is the length of the presentation? Days/times?

STORY BOARDING

When you start to create a presentation, this story boarding method facilitates keeping the whole presentation in perspective, while working out the chunking and sequencing. (Adapted from the work of Michael Vance, Disney Studios.)

BRAINSTORM

Anything goes here – no judgments or evaluations. Be outrageous, wild, childlike, have fun, include fantasy, creativity, quick spontaneity, play on ideas, free linkage, variations on a theme. Go for quantity.

ORGANIZE

Using Post-Its™, organize the material into major pieces. Just stick the big chunks somewhere; don't argue or spend time fussing over where. Next, arrange the other chunks under them. Don't put them in order. Put them in multiple categories if they fit.

SEQUENCE

Keeping your outcome in mind, sequence large chunks. Decide what comes first, then what comes next. Ask what must come before what in the sequence. Break big chunks into smaller sequences. When unsure where something goes, put it aside.

REFINE

Make sure that the outcomes are met. Look at the levels of abstraction (chunking) and the sequence of the material.

CONTEXTUALIZE

Determine the flow of the presentation. Look at the content.

TEST FOR TIME

Determine how long the outline will take to present. Notice whether you have more material than time. If you have too much information or content, then prioritize and cut. Leave room for handling questions, discussions, unusual problems or lack of understanding.

STRUCTURING THE PRESENTATION

Consider the following as you assess every segment of your presentation:

CONTEXTUALIZE

Consider where you are in the presentation. Where are you going from there? How does this segment fit into the rest of the presentation?

METAPHOR

Stories that are appropriate to the segment being taught.

INFORMATION

Instruction on the content of the segment. Handouts may be necessary to supplement the instruction, depending on the amount and complexity of the information. Wherever possible, the leader should covertly demonstrate while teaching the information, modeling it, to install it at the audience members' unconscious level.

DEMONSTRATION

If necessary, demonstrate what is being taught. Prior to the demo, explain to the audience members what they will be seeing. The success of the demo determines the success of the exercise. Precisely demo the performance expected, because what you demonstrate determines what the audience members will replicate in the exercise. Demo what you want them to remember and what you want them to do.

EXERCISE

It allows the participants to integrate the information into their own neurology, try it out for themselves. Depending on the complexity of the information or technique, a handout may be necessary which outlines the pattern or technique. Monitor exercises to insure they produce the results you expect. Feedback can be given during the exercise.

CLEAN-UP

After the exercise, ask them what questions they have, comments, what did they learn. Discussion about learning, handling the problems and giving feedback. This is the time to discuss the What if...?

GENERALIZE AND FUTURE PACE

Assist in having the learning generalize to other areas. Future pace the use of it.

TRANSITION

Pre-frame and transition to the next segment. Transition both the content of the course as well as the next presentation (date, time, location, topic).

CHUNKING AND SEQUENCING

In considering the design of a presentation, it is important that you pay careful attention to the chunking and sequencing of the information. Chunking refers to the appropriate level of abstraction as well as the amount of material taught in the given time. Have you broken it down into the right building blocks and chunks of information? Sequencing refers to the order of the information as well as the right amount of set up and review. Are you teaching the information in the right order from simple to complex with the latter building on the former? One of the things that need to be done to make the presentation go easily is to sequence the information so that you are always teaching the unconscious mind at least 3 to 48 hours prior to teaching the conscious mind.

KNOW THE MASTER SEQUENCE OF THE INFORMATION

Have the entire presentation laid out before you teach the first segment. Then, for each segment or subject:

Pre-teach

Teach

Review

PRE-TEACH

Each chunk of information should be pre-taught at the unconscious level by demonstrating. For example, 24-48 hours prior to teaching the Clarity Model, go through each of the patterns and label them as you do. You could do this while teaching Sensory Acuity and it might sound like this:

"Sensory Acuity – you know what that is. (Offhandedly comment) that's a mind read! But Sensory Acuity is a good thing to have. It helps. That's a lost performative, which we're going to talk about in a few days. And Sensory Acuity will make you way more perceptive. That means you'll be able to see what people are doing as you look at them.... (etc.)"

REVIEW

Within a day or two after covering the information, cycle through it again

You can do this again at the unconscious level. This process will layer the information in at the unconscious level. Doing this will make your job as a leader much easier.

EXERCISE DESIGN

Exercises are the “How” of the presentation. As such, they are the hands-on, learning by doing. The following is a short overview for designing exercises.

Use the 4-Mat System in designing the Exercise (which is itself the “How” part of the presentation or module.)

WHY	Explain the reasons for doing the exercise.
WHAT	Cover the content. Explain the exercise.
HOW	Do a demonstration <ul style="list-style-type: none">- Overt outcome is what you announce- Covert outcome is the outcome you design into the exercise, and is to install minimum skill to proceed with the next exercise.

SEQUENCE FOR EXERCISE PRESENTATION

1. Set the State
2. Overview (Why, What, How)
3. Give Steps or Instructions (visual – handout /Wall Chart if needed)
4. Pre-frame the exercise—what they will encounter and post-hypnotic suggestions for handling.

ASSESSMENT

HAVE AN OUTCOME

Do you want the audience members to leave with a different Internal State, a different Internal Process or a different External Behavior? Or do you want all three?

HAVE AN EVIDENCE PROCEDURE

How will you know that you have your outcome? Will audience members exhibit new behaviors, different thinking, or will they be in a certain state? In addition, will you test them for knowledge, behaviors, thought processes, state control, etc?

CAUSE AND EFFECT

Who will take responsibility for producing the results – the audience members or the leader or both?



WHEN TO TEST

Will you test on an ongoing basis? Periodically? Or will you test at the end? The advantage of ongoing testing is that test anxiety is avoided. The advantage to a test at the end is you can test on the integration of all of the material at once.

LAYING OUT A PRESENTATION EXAMPLE

Introduction

Assumptions of
Empowered
Leadership

Sensory Acuity

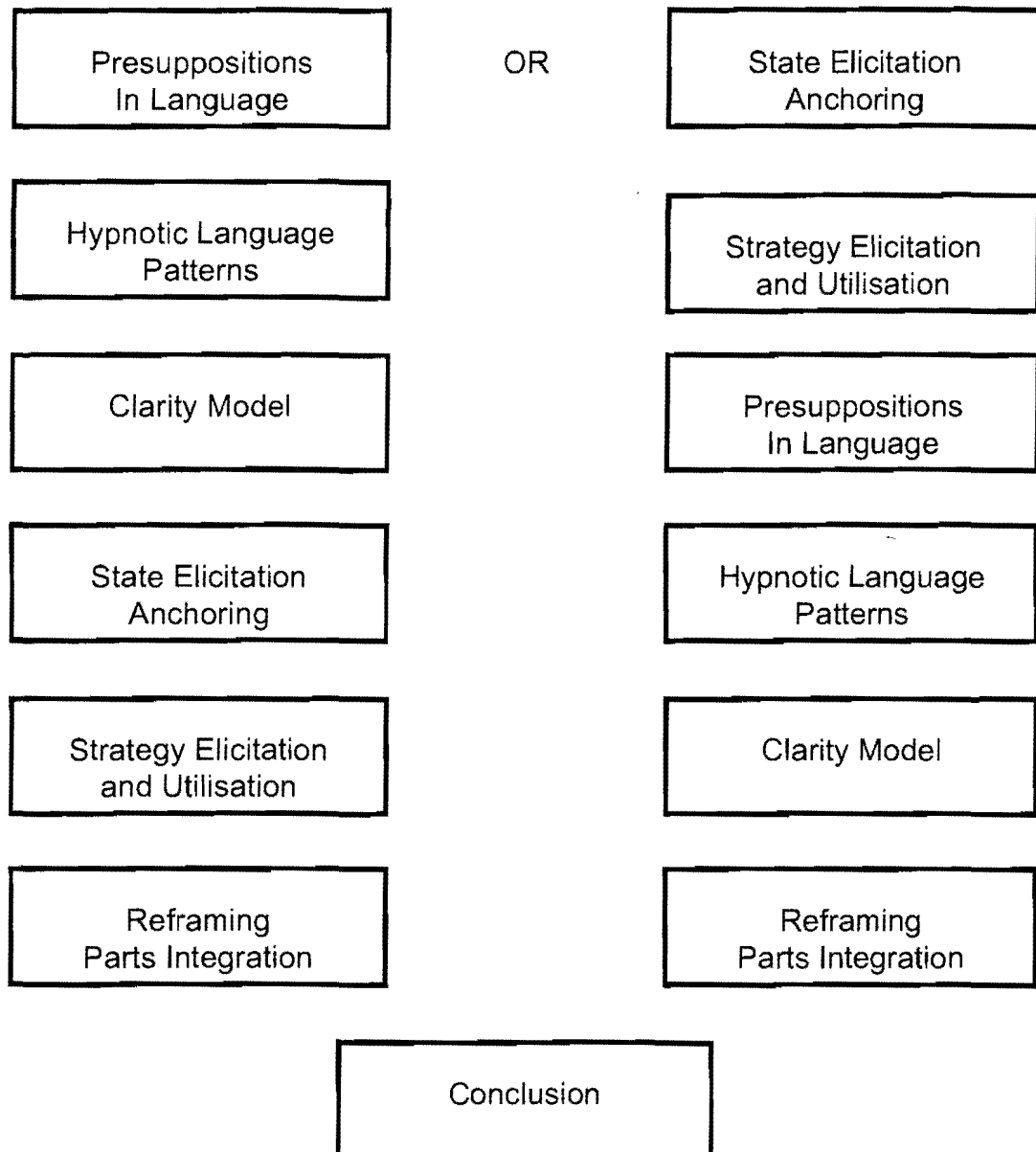
Rapport
and Eye Patterns

Rep Systems
and Predicates

Submodalities

Strategy Scrambler

CONTINUED



CHECKLIST FOR PRESENTATION LOGISTICS

BEFORE THE PRESENTATION

1. Choose and sign a contract for a seminar location
 - a. Location must match your pricing structure. If your seminar costs \$2,000, then the quality of the hotel should reflect your price.
 - b. Location should be convenient to your market: - If large city, close to public transit.
- If most people will be traveling by air, then close to airport for their convenience.
 - c. Make sure the place is large enough for the presentation and any exercises and breakaways planned.
2. Prepare materials needed
 - a. Presentation manuals — proofed, updated
 - b. Handouts
 - c. Tests
 - d. Assistants' roles, description, instructions
 - e. Feedback and Release forms
 - f. Flyers, brochures on products and upcoming presentations
 - g. Materials such as boards/bricks for board break
 - h. Music stands
 - i. P. A. System
 - j. Music for breaks, pre-presentation
 - k. Duplicate list of participants, address and telephone contact, paid/unpaid, notes (used to check people in, confirm addresses, collect any monies due, make nametags)
 - l. Plants or flower arrangements ordered for front of room. Table cloths ordered for stage, product table, water table – color can be requested to match décor
3. Determine number of assistants needed
 - a. One assistant for every 10 people is ideal
 - b. Line up assistants, perhaps backups if needed

4. Prepare Supplies

- ☐ 3x5 index cards (notes to presenter questions for presenter, etc.)
- ☐ Blue Tac, push pins, or other for hanging flip charts on wall
- ☐ Calligraphy Pens
- ☐ Cash box
- ☐ Certificates (if applicable)
- ☐ Course materials
- ☐ Credit Card Machine and Credit Card slips
- ☐ Kleenex
- ☐ Mailing supplies, Fed Ex, DHL, etc., if needed
- ☐ Name Tags, holders and collection baskets
- ☐ Note paper
- ☐ Order forms
- ☐ Paper clips, office supplies (scotch tape, pens, pencils, sticky notes)
- ☐ Markers for flipchart
- ☐ Price list of products and future presentations
- ☐ Participant Feedback Forms
- ☐ Release Forms
- ☐ Scissors
- ☐ First Aid kit

DAY PRIOR TO PRESENTATION

1. Visit seminar location.

- ☐ Confirm room is same as you contracted for. Hotels may move.
- ☐ Establish outcomes for each assistant.
- ☐ Establish and get alignment for outcomes for the presentation and for participants.
- ☐ Establish a sales goal for product and future presentations if offered.

2. Set up seminar room.

a. Audio Equipment

- ☐ Voice Amplification
- ☐ Mixer
- ☐ Compact Disk Player/ mp3 player
- ☐ Speakers (with trees/stands)

b. Promotion/display tables

- ☐ Upcoming schedule of events
- ☐ Products for sale
- ☐ Books and tapes
- ☐ Business cards
- ☐ Brochures
- ☐ Articles of interest

3. Meet with hotel liaison for specific requirements during seminar

- ☐ Break times
- ☐ Beverage service
- ☐ Verify receipt/location of any shipments received on your behalf
- ☐ Room key (to lock up at night)
- ☐ Tablecloths, product and assistants tables, stage, plants

4. Get a good night's sleep!

DAY OF PRESENTATION

1. Registration

- ☐ Select registration time
- ☐ Choose registrars
- ☐ Provide registration list (name, address and amount paid/due)
- ☐ Provide name badges
- ☐ Provide someone to prepare name badges

2. Room Logistics

- ☐ Check all doors
- ☐ Identify location of lights
- ☐ Locate room temperature controls
- ☐ Locate restrooms
- ☐ Decide on location and number of display and registration tables
- ☐ Get key to room (lock/unlock)

END OF THE DAY

- ☐ Feedback forms
- ☐ Collect name tags
- ☐ Secure/lock the room
- ☐ Reconcile sales (especially cash)
- ☐ Remove cash box from room
- ☐ Briefly meet with assistants to agree on meeting time for next day.

If this is the last day of the presentation, have some kind of completion gathering.

- Celebrate achieving goals
- Show appreciation

LOGISTICS CHECKLIST

OFFICE SUPPLIES

Name tags
9-volt batteries
Pens and pencils
Rubber bands
Paper Clips
Stapler
Staples
Tape
Duct Tape
3x5 cards
Tissue
Question / name tag
basket
Receipt book

MARKETING

Brochures
Schedule of Events
Product!

FINANCIAL

List of participants and
payment info
Reconciliation Forms
Paychecks for Reps

THINGS TO BUY THERE

Fruit
Sparkling cider

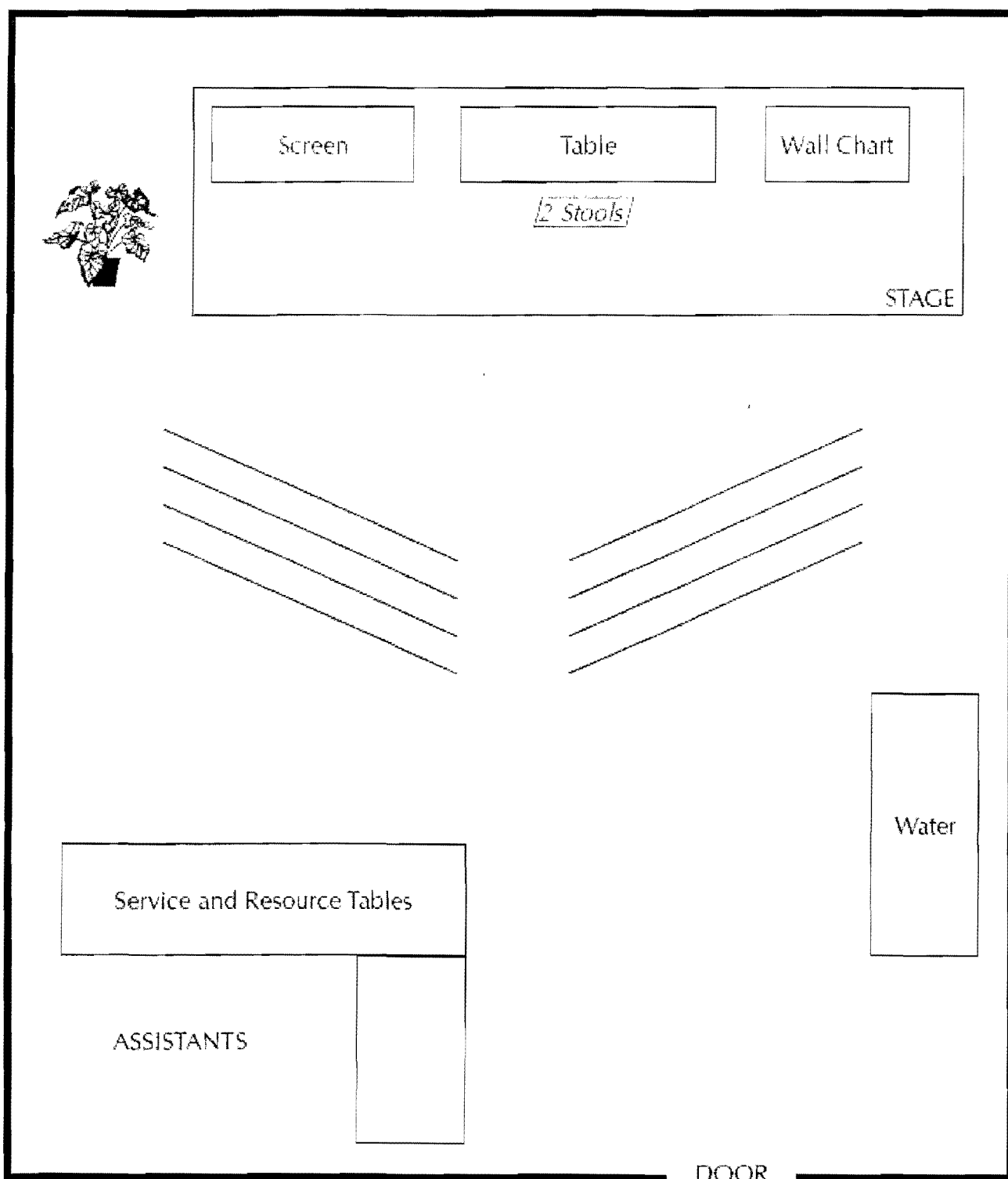
EXTRAS

Thank you cards for
Assistants

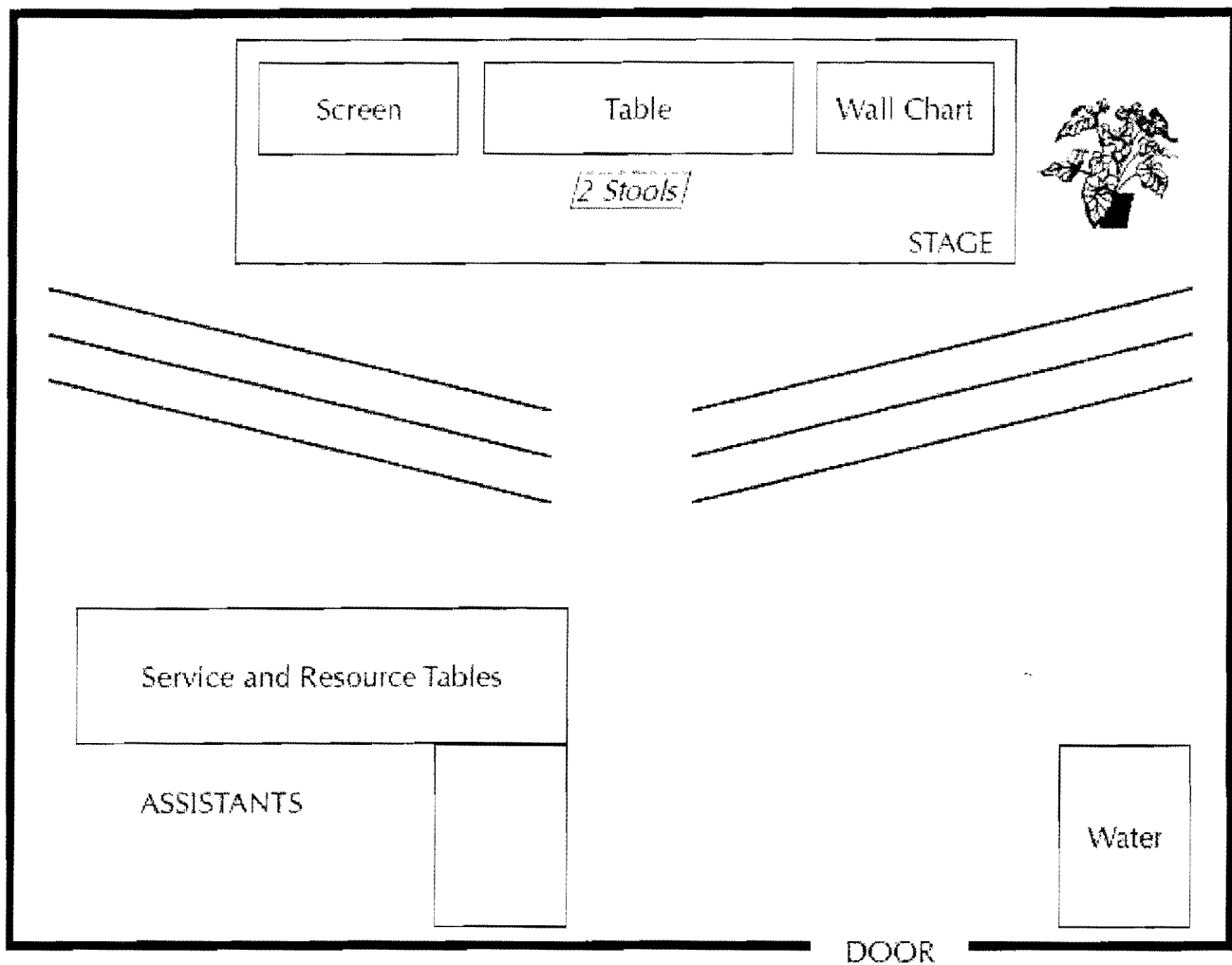
FORMS

Participant Agreement
Audio/Video Release
Feedback forms
Enrollment forms
Order forms
Price Sheets

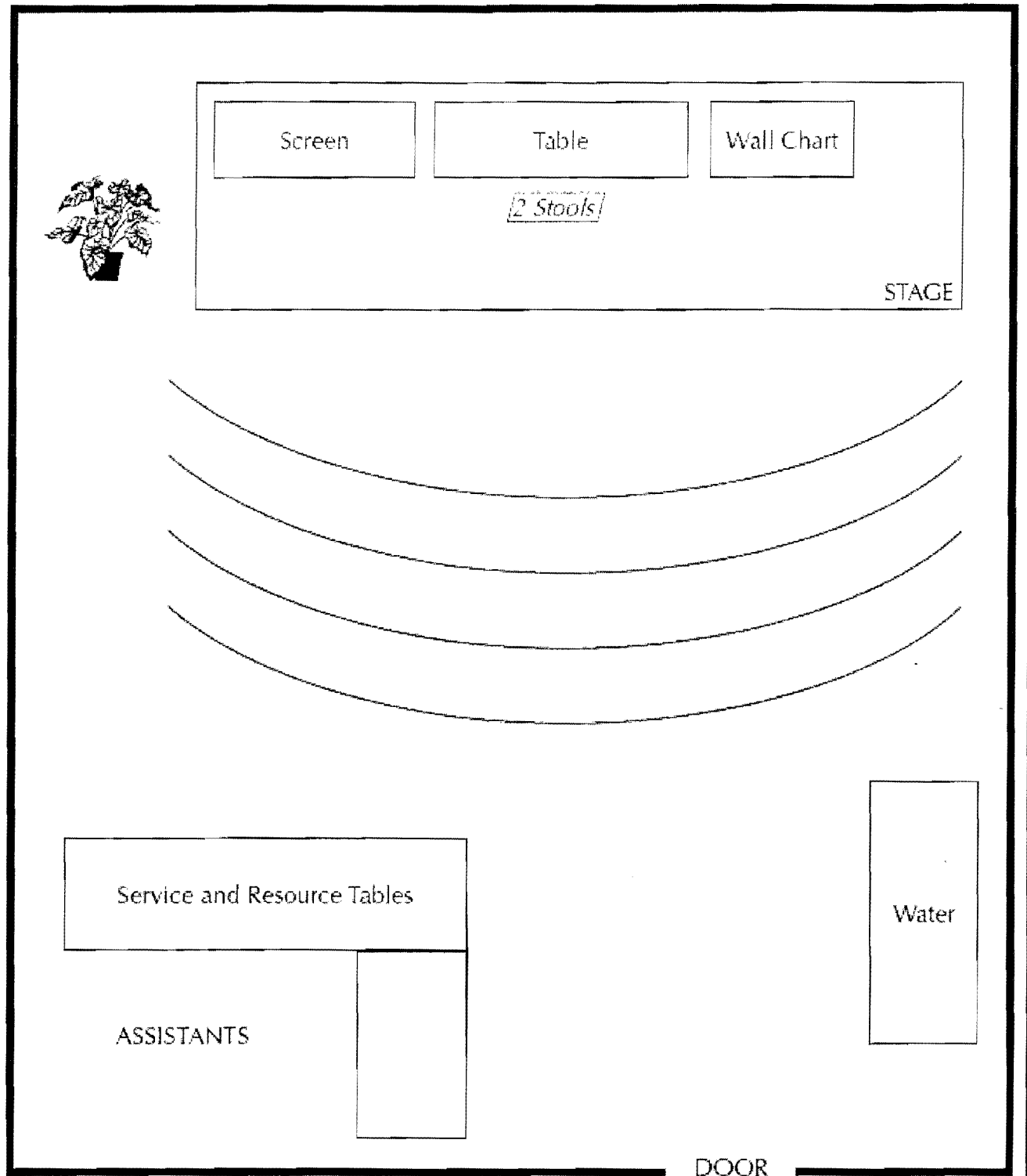
GENERAL ROOM SET-UP



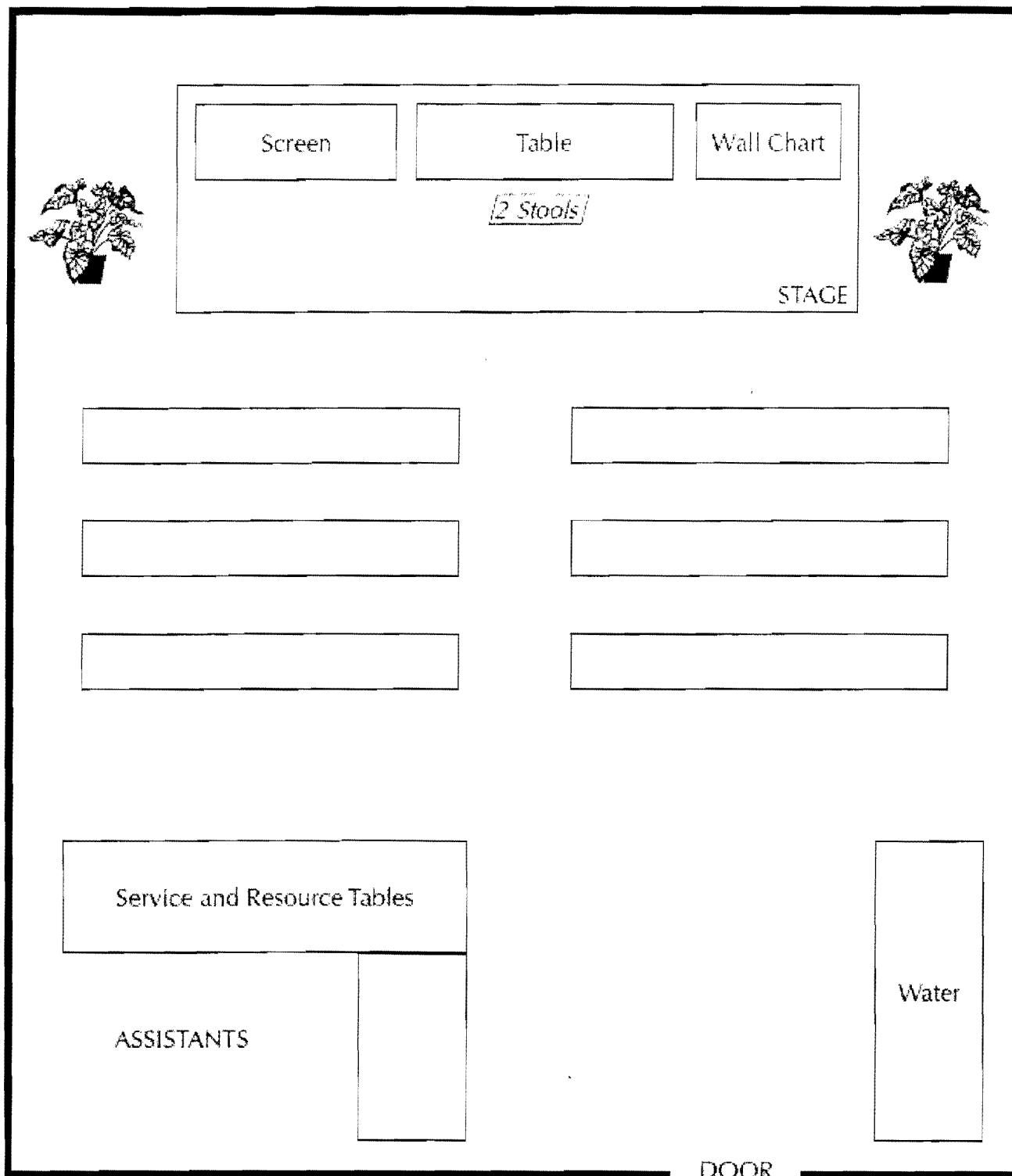
WIDE ROOM SET-UP



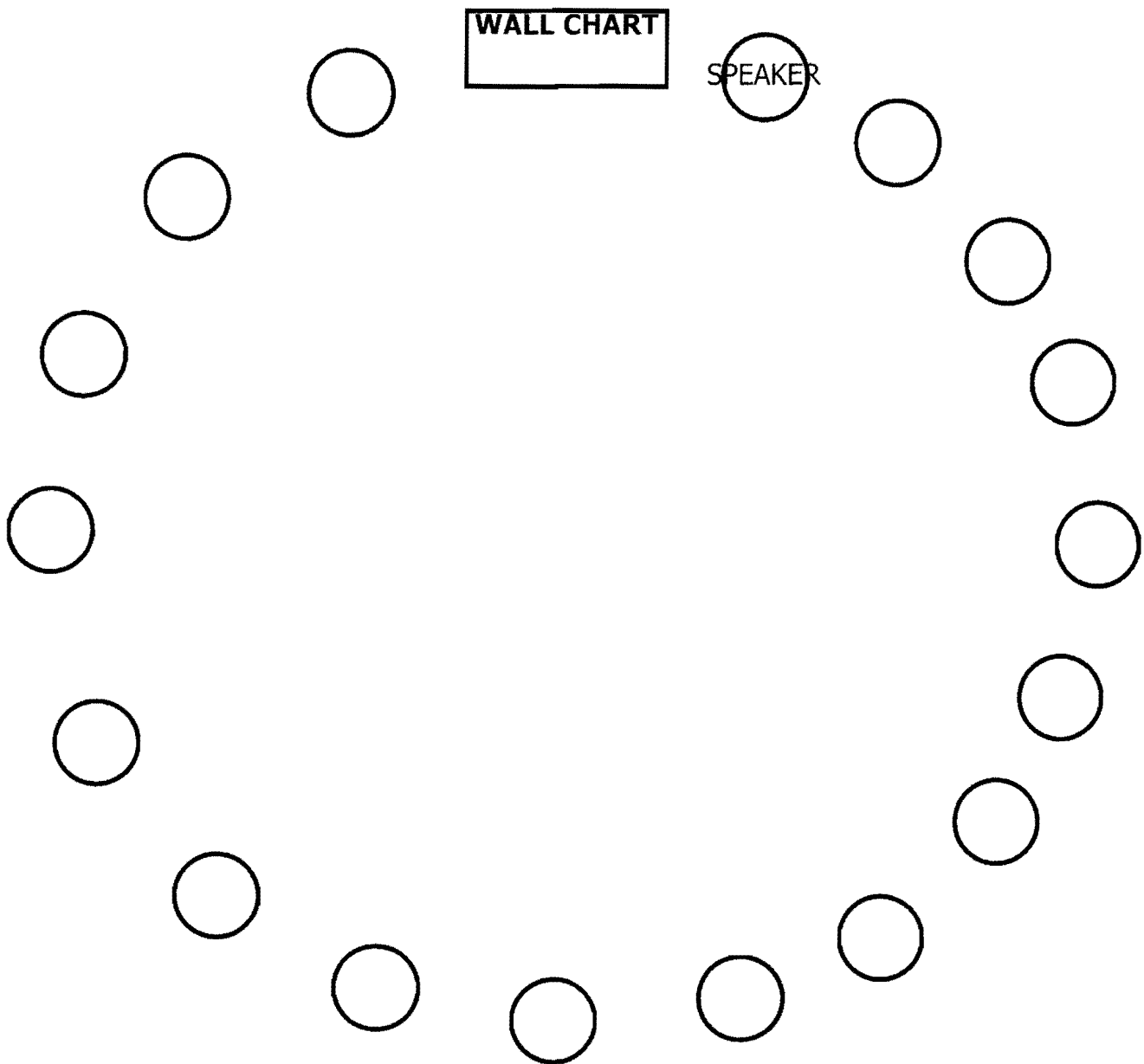
CIRCULAR CHAIR SET-UP



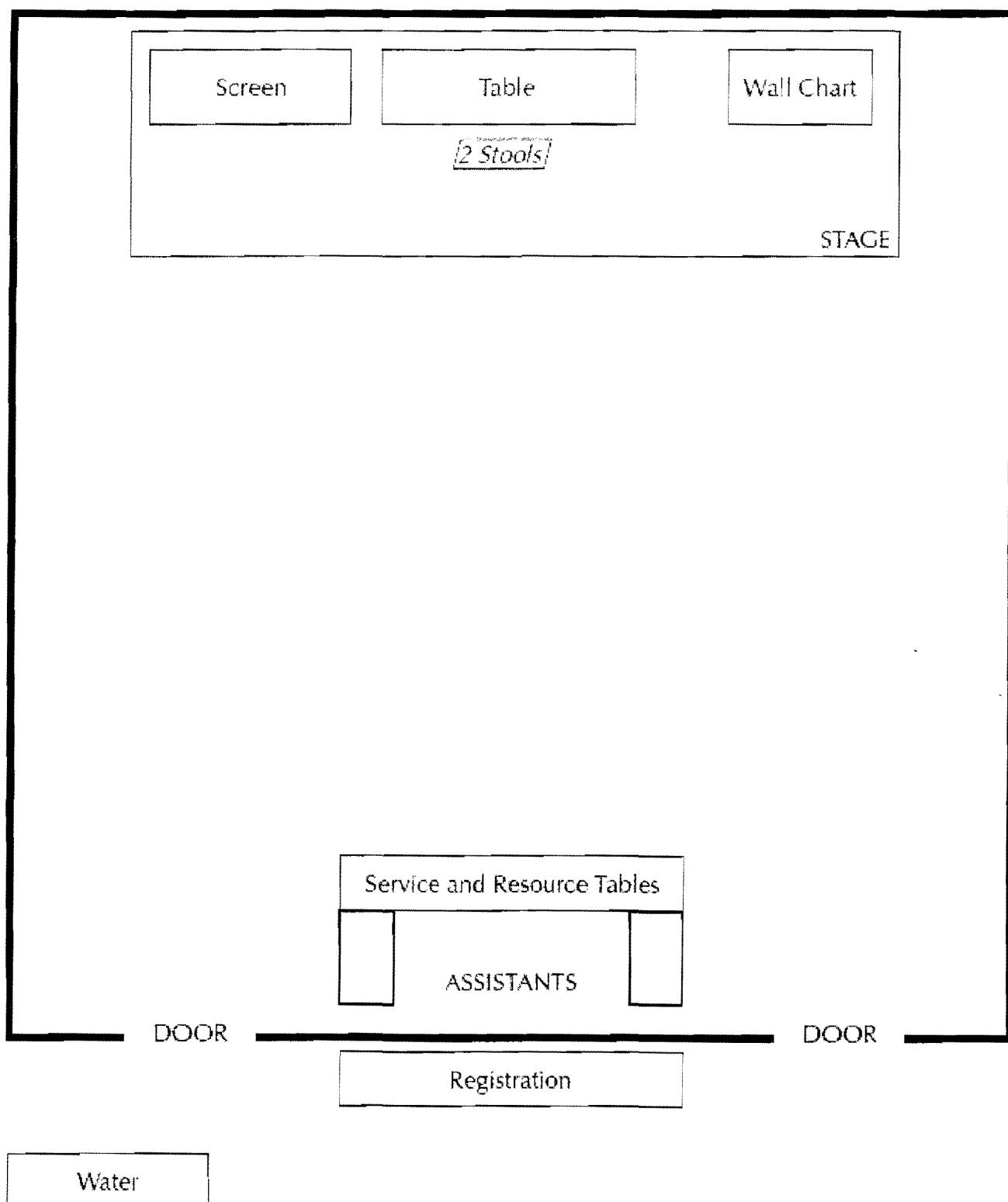
CLASSROOM STYLE SET-UP



INFORMAL CIRCLE

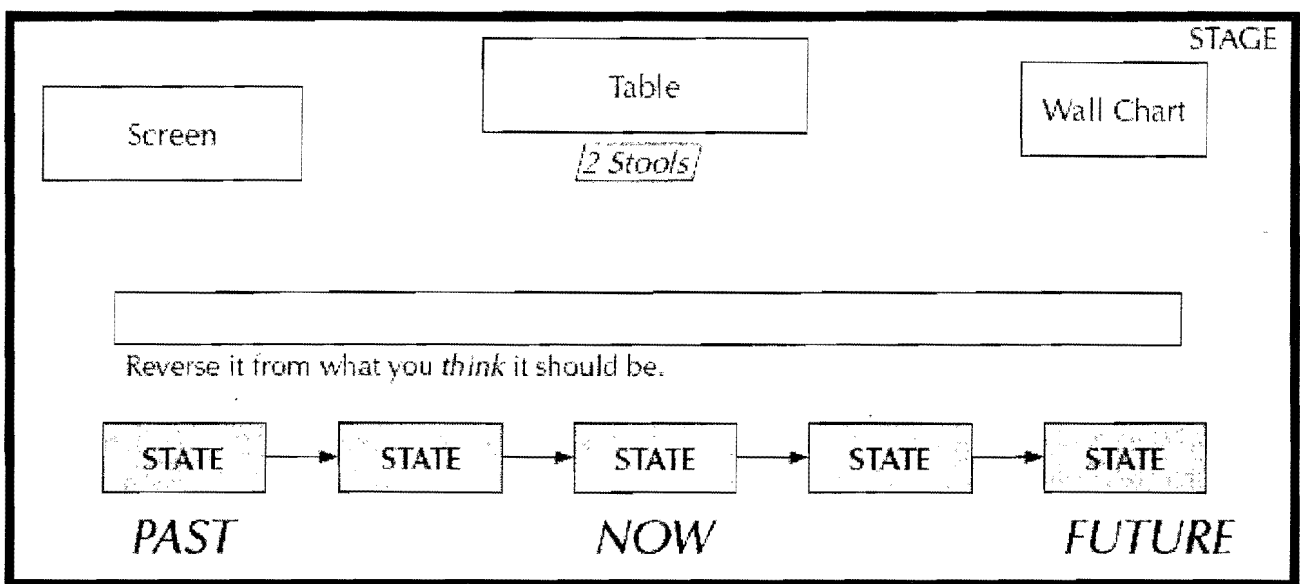
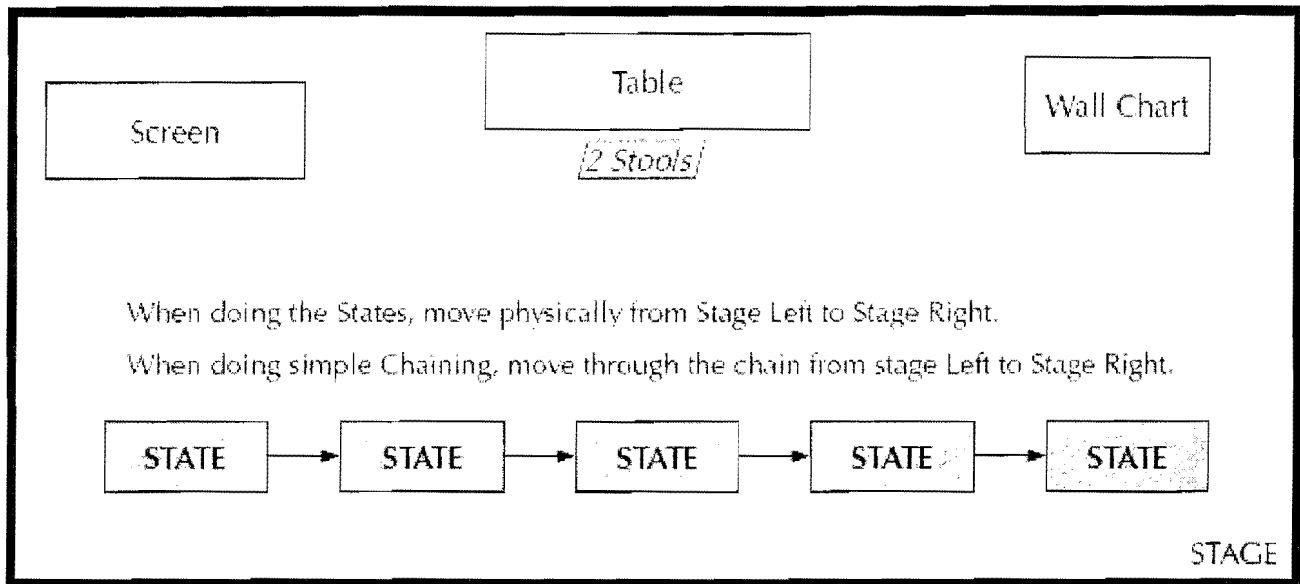


BIG ROOM SET-UP



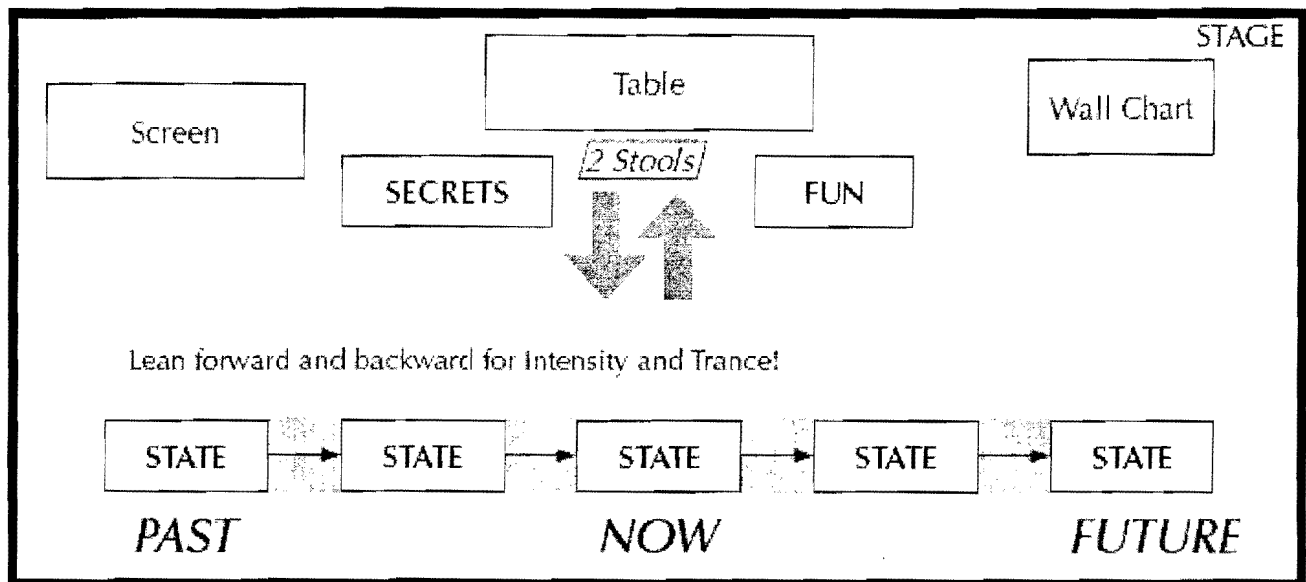
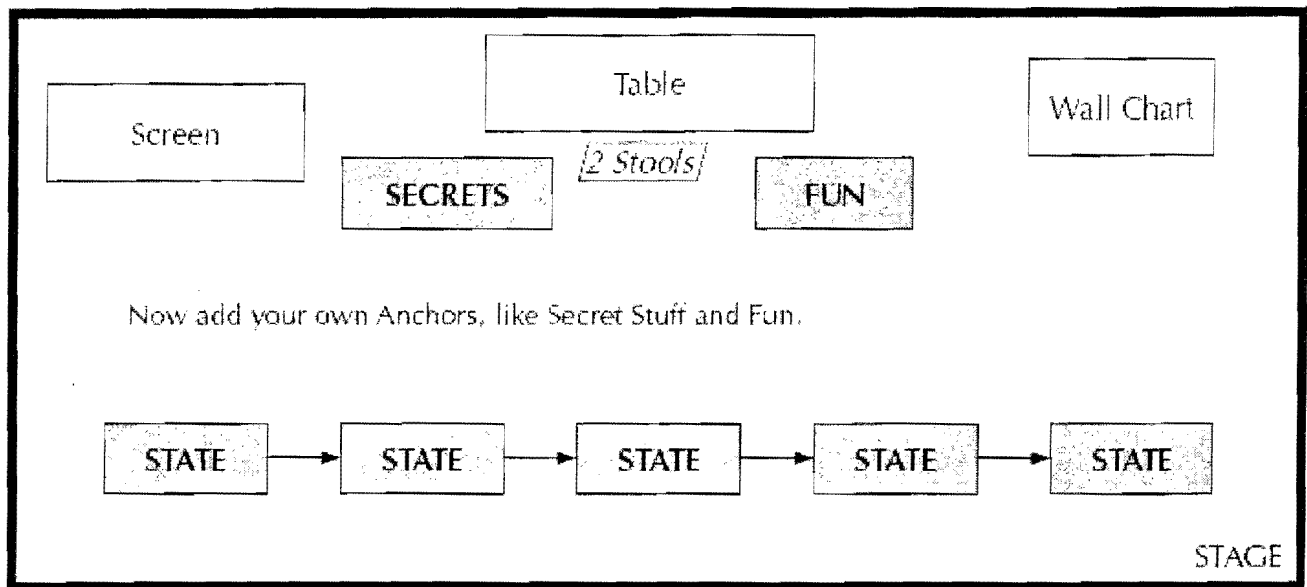
STAGE ANCHORING

Sample Locations



STAGE ANCHORING

Sample Locations



CHOOSING YOUR BUSINESS STRUCTURE

Before you decide to go into business, it is wise to become familiar with the most common business types in the United States. Outlined below are examples of the various different business types and some information regarding how to set up this type of business, why this particular business might suit your needs, and what some of the guidelines are. This is just to give you a brief understanding. This is not meant to replace consulting with a qualified attorney, if necessary.

SOLE PROPRIETORSHIP

This is the simplest type of business structure to choose. This type is most often chosen by someone who wants to be in business by themselves, without a formal corporate or partnership structure. This type of business is easily started. You can register your business name, open a bank account, apply for any state licenses, and you are in business! You do not need to file any other legal documents. This type of business is for the person who prefers to work alone, does not want to expand their business in large way, and doesn't want any partners or employees. This business type works well for the following types of professions: Therapists, Personal Coaches, Authors, Professional Presenters, and Independent Consultants etc. There are some tax benefits including the ability to deduct "home office" expenses, as well as business promotional expenses. (Make sure you seek a professional tax adviser to make sure you are following appropriate guidelines for your particular state regarding tax laws and such.) You should also be aware of one of the drawbacks of a Sole Proprietorship. There is no protection of personal assets in the event of liability or law suits.

PARTNERSHIP

A partnership is formed when two (or more) people want to share a business together. You do not need to fill out any formal documents, but it is best to at least have a signed written agreement between both parties. In a partnership, the partners each assume total liability for the debts of the business. One of the risks of a partnership is that if one partner becomes insolvent, the other one is liable for the debts of the company. The usual scenario in this type of business is that each partner will contribute equally. After the expenses are paid, the remaining income is split (in whatever percentage split is agreed upon in the beginning; usually the split is 50-50). This business type is relatively simple. There is a special form that is used for reporting income and expenses for tax purposes. The overall structure of this business set-up is that each partner takes as income, his or her percentage of the total income, and deducts his or her percentage of the total expenses. As with the Sole Proprietorship, there is no protection of personal assets in the event of liability or law suits to the partnership.

CORPORATION

This is a good business type to use if a group of individuals wants to come together and invest in a business, or anytime one or more individuals want to work together to sell products or services, and they want a more formal structure for their business so their personal assets would be protected in case of liability or law suits. A Corporation type of business works well when the business owner or owners projects rapid growth for the business, and when they foresee that the nature of the business will require employees, managers, offices, inventory, accounts receivable, accounts payable, and when there is risk involved. Usually in a smaller corporate structure, the owners are the ones who manage and operate the business. To form this type of business, you need to formally “incorporate” in a state, and apply for a federal employer I.D. number. Annual tax returns for the corporation are required, and taxes are levied against any profits the corporation monitored by the government (IRS...) Some of the benefits of a corporation type of business are: The corporate veil prevents creditors from taking the personal assets of business owners, and there is a recognized chain of command—meaning, someone is the “boss.”

SUB CHAPTER S CORPORATION

Sub-S has basically the same benefits as a sole proprietor type, with some of the added benefits of a corporation. You may want to discuss the various business options with a qualified attorney to best determine which business type would most suit your needs.

MAKING YOUR EVENT PROFITABLE

THE PROFIT AND LOSS STATEMENT

In any business, one of the most important things is the “Bottom Line.” In other words, you want to make sure your business is profitable. I have heard well-intentioned, good-hearted people say “It’s not about the money; I just want to do good things for the planet.” That is a noble attitude, but they won’t be able to help the planet very well when they go out of business because they didn’t pay attention to the Bottom Line. The form below is just a sample of how you can keep track of the profit and loss activity for any particular event. This statement will let you know if your business is on track, and if you find that your expenses are too high, you can see where, or in what areas you may need to cut back spending in order to make a profit.

See example Profit and Loss Statement on next page.

PROFIT AND LOSS FOR EVENT

Event: _____

Location: _____

Date: _____

INCOME:

Enrollments: _____ (_____ students @ _____)

Product Sales: _____

Private Sessions: _____

TOTAL INCOME: _____

EXPENSES:

Hotel room rental: _____

Personal hotel room: _____

Travel expenses: _____

Assistants' lunch: _____

Sound and video: _____

Stage and Equipment: _____

Coffee and Beverage: _____

Marketing and Advertising: _____

Course materials: _____

Office Supplies: _____

Trainers' fees: _____

Commissions: _____

TOTAL EXPENSES: _____

NET: _____

CHOOSING YOUR TARGET MARKET

Choosing your target market correctly is a very important element in the success of your business. You want to know “who” or “what type” of person is most likely going to be interested in your products or services, and how do you focus your marketing and advertising dollars on reaching mainly those people. Here are some guidelines that will help you better understand how to choose your target market, and how to reach those people who are your best potential customers.

FOR EXAMPLE

If your product or service is a seminar company and you specialize in certifying people in hypnosis, here are some questions to ask yourself:

What type of person is interested in being certified in hypnosis?

What age range?

What education level?

What values level would this person most likely be? What gender? (Predominantly male, female, or an equal mixture of both?)

What types of professions would they most likely be in?

What socio-economic level would they be in?

The answers to the above questions will let you know “who” your target market is.

Once you know “who” your target market is, then you just market and advertise in the appropriate places that those types of people would be most likely to notice. (For ideas on different advertising methods, see the Marketing and Advertising section)

FOR EXAMPLE

If you were going to do a radio commercial, or do a radio interview, and you wanted to advertise your Hypnosis certification course, you would want to pick a radio show with a more progressive, alternative type view and approach that reaches a more educated and open-minded audience.

If you were going to advertise in a magazine, you would want to pick a magazine like *Psychology Today*, or a magazine that would target people who may want to get certified in hypnosis to add more skills to their practice etc.

You may want to put up fliers on bulletin boards at colleges, (in the sociology or psychology departments) in gyms (for sports enhancement or weight management) etc.

Wherever you decide to advertise, keep in mind who would be likely to see your advertising, and make sure they are mostly your “target” market.

WHO DO I HIRE AND HOW FAST DO I GROW?

Depending on your business goals and how fast you want to grow your company, there may come a time when you want to hire people to help with the work load. Hiring the right people for the right job at the right time can be a very important decision to the future of your business. You will want to decide the best way to spend your financial resources based on what you want to accomplish. Here are some tips to help you make the right decisions when the time comes to bring new people in and expand your business.

1. The first person you hire should be someone who will take over the jobs that are keeping you from spending your energy on sales. This will free you up from many of the time-consuming administrative tasks, so that you can spend your time on projects that will generate income or streamline your operations. You can delegate tasks such as filing, mailing packages, ordering and picking up office supplies, entering information in your database etc.
Some of the benefits to hiring an entry level person rather than trying to immediately find someone to manage the whole operation right from the start are:
 - a. You can start the person on an entry level salary which is cost effective
 - b. You have the opportunity to see the quality of their work and can promote them according to their qualifications and work ethic
 - c. You can "groom" them by teaching them the inner workings of your business from the ground up.
 - d. Minimal time investment to train them
2. You may want to bring someone in part-time so that you have more flexibility as to how many hours you need them on a weekly basis.
3. You want to be in charge of sales as long as possible before you hire anyone to replace you. No one can sell you like YOU!
4. Hire the person who is a "problem solver" and not a "problem." An employee with a good attitude and a willingness to do whatever it takes can be priceless. A very smart, competent person with a bad attitude can be worse than having no employee to help at all.
5. Be aware to grow your business only as fast as the infrastructure can support it. For example, if you spend money on massive advertising that would generate hundreds of phone calls all at once, make sure you have a system in place to handle all the calls. For example a multi-line phone system, voicemail, and the personnel to take the calls.
6. If you are new in the industry or new in the business world in general, it is wise to grow slow and really keep expenses low. Like learning anything new, mistakes will be made along the way, and you are much better off if you make the mistakes on a small level with less at stake. You do not want to put 50,000.00 into your business, but not know how to correctly utilise it, and find that you have wasted money in areas that have not produced results.

VERTICAL PRODUCT INTEGRATION

Vertical product integration is the concept of having an entry level event or product that feeds into other events or products.

The key to really making vertical product integration work is to offer a product or seminar that is so powerful, and provides such terrific VALUE, that people want more of it! You then must provide them with the next step. If you offer a 2 day entry level seminar that introduces people to powerful techniques and gives them a chance to utilise them, then the next step could be a longer presentation that goes into even more depth about the techniques and introduces new techniques as well. If you offer a product, such as audio tapes on empowerment, then you could have a series from tape 1 to 10 that teaches them skills and builds on the previous tapes. Once again, if they get tremendous value each step of the way, you find that people will want the next thing that you are offering.

MARKETING AND ADVERTISING

Marketing and advertising are very important to your business and serve the purpose of letting people know who you are, and what services or products you have to offer. Understanding the differences between marketing and advertising will help you decide where to put your time and energy, based on the results you want to produce.

MARKETING

The relationship between you and your customer and includes:

- Knowing your marketplace
- Positioning yourself in the marketplace
- Targeting your ideal customer
- Figuring out your product line (or presentation courses that you will offer)
- Public Relations
- Advertising
- Different types of surveying methods
- Branding yourself in the marketplace

ADVERTISING

How you get the word out that you are in business, and how you get people to purchase your seminars, products or services and includes:

- | | |
|----------------------------------|-----------------------|
| Radio commercials and interviews | Television interviews |
| Articles | Newspapers |
| Magazines | Pennysavers |
| Flyers | Direct Mail |
| Telemarketing | Online advertising |
| Referrals | Email |
| Search Engines | Free Presentations |

In the beginning, you may find that you have to handle all aspects of advertising and marketing until you have the cash flow to pay marketing, advertising, or promotional companies to take care of these tasks for you.

QUICK START BUSINESS PLAN FOR SPEAKERS

The best place to start is to get clear on your approach to your business by writing a business plan. If you are unsure of how to write a business plan, there are many books on the subject, and there are even business plan writing software programs that you can buy to help you and guide you through the process. The business plan will help clarify your intentions and help you stay focused as you move toward your goals. It is wise to lay out your 1 year, 3 year, 5 year plan etc. This would include the number of seminars you want to do per year with your weekly, monthly, and/or yearly salary.

You would also want to estimate the number of participants at each seminar and the enrollment fees. You could even project in your potential up-sell into other presentations. Having a clear, focused and well thought out plan is crucial to the success of your business. Our business partner who has launched numerous VERY successful businesses and knows the importance of having a clear direction and moving toward it would always say... "If you don't know where you are going, any road will get you there!" When developing your seminar, use all the skills you have learned in Chris' Presentations including CREATE YOUR GOALS, Keys to an achievable outcome etc. You want to really think ahead to make sure you have the financial resources and the human resources to make your business plan work. You want to secure any financing requirements early on. If you are looking for investors, it will be even more important to have a good, solid business plan. Once you have your whole plan in place, you can insert it into your future using the Strategic Visioning process.

BEFORE THE SEMINAR

1. DECIDE ON THE CONTENT, LENGTH OR THE SEMINAR AND TITLE.

CONTENT

You want to consider your target market and the group of people that you want to attend. What do they want? What are they interested in? What would attract the group of people that you are sure you could enroll? Is this within your area of expertise and would you be credible presenting the material? Think about your market... if it is a business market, what would be useful to them? Perhaps you could talk about rapport, Win-Win sales techniques, Spin Patterns, meta-programs, internal filters etc. See Sample Introductory Weekends...

LENGTH OF SEMINAR

You will determine this by deciding what amount of time is reasonable to deliver your content. You will also want to take into consideration your target market's time availability and restrictions, and make sure that you create a seminar that would attract your target market and that would be feasible for them to attend. Generally two day introductions seem to have somewhat higher attendance than three days because of work schedules. Intros done on weekends seem to have a higher attendance than those done during the week.

TITLE OF SEMINAR

The title of the seminar is VERY important!!! Picking a clever and appropriate title can be a major key in attracting your target market. Your introductory seminar should have a title that is really exciting and straight and to the point. Keep the title short and memorable. You want to attract your target audience by making it very clear that you are going to present information that they are interested in. For example, if you were going to target business people, you may want to call your seminar "The 10 greatest sales skills of all time", or for Wealth "The 7 keys to Wealth". This is no time to be cryptic or vague. The title should directly convey the concrete essence of what is offered in the seminar.

2. HOW TO MARKET YOUR SEMINAR (SEE MARKETING AND ADVERTISING SECTION)

NETWORKING

1. The majority of people attending your early seminars will be people you know personally.
2. Figure out the minimum number of participants you need to do the seminar.
3. Make sure you use your personal influence to ensure that your participants show up so that you don't have to reschedule. Call them and confirm that they are going to be there.
4. You may want to write a list of everyone you know, then give them a call or email them and invite them to attend. Tell them they can bring a friend too!
5. The most important thing to remember is that the #1 source of referrals for people who you do not know directly is word of mouth. Word of mouth advertising from people who loved your seminar and told all their friends about it can be very helpful! Their friends will already have heard good things about you, and they tend to make a really "warm" and receptive audience. They are also more likely to continue to attend other events you hold.
6. You also want to keep your eye out for people who are affiliation oriented. Some people are involved with many other people and have networks of possibly thousands of people they could refer to you. Sometimes, just one person that is affiliated with a whole network of people can fill your entire presentation. It is smart to set up a win/win relationship with them and to make sure they get an equal exchange of value, compensation, support, etc.
7. Create win/win relationships with participants who work in large facilities, institutions, and businesses where word of mouth travels rapidly, and you will be using a pre-existing network.

BROCHURES

1. Make sure the brochures reflect the message you want to send to your market. Remember that a picture says a thousand words. Think about what message you want to convey and what images you are creating in the minds of your target market.
2. Review other successful seminar brochures within your geographic area and model yours after their successes. You can call many successful seminar companies and ask them to send you their brochures.
3. The cost of the brochures should reflect the cost of the presentation. If you are doing a longer, more expensive presentation, you would want fancier, more upscale and professional brochures. If you are doing a free presentation or low cost seminar, you could have a simpler, inexpensive brochure.

DIRECT MAIL

1. Direct mail results are estimated to be anywhere between 1% and 10% depending on the quality of the list being used.
2. Direct mail from purchasing mailing lists can be expensive and risky. Do your research and really make sure you have the financial backup to recover if your direct mail marketing doesn't produce the results you want.
3. Results of direct mail may be increased if telephone follow-up occurs (2% to 10% close ratio).
4. You can purchase a mailing list from national list companies.
5. Another good source of lists comes from professional organizations and associations and can often be purchased from their headquarters. For example, Realtors, Chiropractors, Massage Therapists, etc.
6. If you have credentials or certifications yourself, you may be eligible to provide your seminar participants with continuing education units or CEU's. You may be able to advertise your services in company newsletters, and able to buy their mailing list.
7. The first list you use for direct mail should be your own database of people. These are the people who most likely have had some contact with you, and who would be most likely to attend one of your presentations or seminars. Even if these people don't attend your seminars right away, keep them on your list and continue to mail them out information on all your upcoming seminars and events. If you keep them informed, they may eventually attend your events, and perhaps tell their friends about you as well.
8. You may want to keep a database that differentiates your "prospects" from your "hot list" from your "regular attendees". This will give you the flexibility to send to only those people on the list that you specify. As you grow, you will want to separate list by area and state etc. You can create all kinds of lists to sort by so that you can send more targeted direct mail.

PRODUCTS AND CATALOGS

As your business grows, you may be offering products which require a catalog and other people to assist you in the development and marketing of these products. Products are important because they provide a way to further get your message out to the world and they provide revenue. They are also a good form of indirect advertising. If people like your product, they will likely want to buy more products or attend your live presentations. They may also share their products with their friends and generate referrals and further interest in your programs.

OTHER SPONSORS

Continuing education departments at local colleges, local new age book stores, local chamber of commerce all have pre-existing networks to market your seminars.

DECIDE UPON REFUND, CREDIT, CANCELLATION POLICIES

Make sure to have these policies formalized in your mind or advertised on your brochure prior to someone canceling. It is important to set boundaries around your policies as well. If you bend your rules or policies for one person, you will find that everyone will expect that you do the same for them. Make sure your policies are fair and ecological, and then stand by them.

DURING THE SEMINAR

LOGISTICS

1. Support Person: You may want at least one person with you during the seminar to enroll participants, handle logistics, do registration, sell products etc.
2. Create a logistics checklist: You want to have a logistics checklist so that you remember all the vitally important things like batteries, release forms, name tags, feedback sheet, tape, markers, etc.

ENROLLMENT FORMS

1. Have enrollment forms available for all relevant future presentations. You want to have participants put at least a deposit down when they enroll. The deposit is determined by the demographics of your area and target group. You want enough of a deposit that they have made a commitment and one that is low enough that they would have the money for it at the present moment.
2. Study Groups: Study groups are a nice way to keep people "in the loop" and practicing their skill set between presentations. Have enrollment forms or sign up sheets available with a date and time for the first meeting. You may want to let one of the audience members put themselves in charge of organizing it etc.
3. Have your Practitioner brochures ready for your first Intro event.

AFTER THE SEMINAR

1. Read feedback sheets ASAP for maximum learning
2. Set up or conduct study groups
3. Announce your next Introductory Seminar
4. Start mailings and customer follow up!!!!

It is very valuable for you to have some sort of follow-up contact with the participants in the first month after the seminar. You may want to send them mailings on the other seminars that you offer, or even send them certificates of completion. In general, it is useful to have some sort of contact with everyone on your mailing list or in your database every three months or so. You can do this by calling them, sending a postcard, sending an email etc.

SAMPLE INTRODUCTORY WEEKENDS

RELATIONSHIPS WEEKEND

DAY ONE

- Goal Setting – Keys to Achievable Outcome
- Rapport
- Predicates and translating between representational systems
- Lunch
- Love Strategies
 - Attraction
 - Recognizing Attraction
 - Deep Love (Elicitation / Utilisation)
- Collapsing Negative Anchors
- Closing Day Induction

DAY TWO

- Setting Positive Anchors
- Meta-Programs and Communicating with Different Personality Styles
- Lunch
- Values
 - Elicitation
 - Find Complex Equivalences
 - Utilisation
- Setting goals in Future Time Stream's Together
- Closing Day Induction

SAMPLE COLD-CALLING TELEPHONE SCRIPT FOR OFFICE PRESENTATIONS

Hi, my name is _____. I'm with the _____ Company.

We help (REAL ESTATE AGENTS) and Sales professionals to maximize their potential and make more money.

We're offering a FREE 45 minute presentation on the psychology of optimal performance. It will assist your agents to develop new unconscious habits that are consistent with the goals they want to achieve. And it will give them some tools that they can use to immediately increase their sales.

I understand that you hold weekly sales meetings _____, is that correct?

Do you have outside speakers come in for these meetings?

And you're in _____, is that right?

We'll be in your area over the next couple of weeks.

Would it be best if _____ just came in to share his ideas during one of your scheduled meetings?

If "Yes", schedule immediately!

If they say "schedule's booked" or they brush off then smile and say:

"The programs we offer are phenomenal. How about if I drop off our brochures and a flier on the program and then we touch base afterward." (They respond O.K.) You say, "Your agents will love the program they'll thank you for bringing us in. It's a pleasure meeting you... and I look forward to talking with you again soon!"

