

Neuro-Linguistic Programming – Skill Building Exercises

Skill Builder #1 – Increase your skill in using Language Patterns. Using the "Structure of Magic" Presuppositions.

Skill Builder #2. – Increase your "communication power" by combining multiple language patterns and making your communication irresistible.

Skill Builder #3 – Daily exercises to increase your Basic NLP Skills and Communication Skills.

Skill Builder #4 – Increase your skill at Anchoring yourself and others.

Skill Builder #5 – Irresistible Communication, Influence and Persuasion, Part 1.

Skill Builder #6 – Irresistible Communication, Influence and Persuasion.Part 2

Skill Builder #7 – Irresistible Communication, Influence and Persuasion.Part 3

Skill Builder #8" – Irresistible Communication, Influence and Persuasion.Part 4

Please feel free to email me on your successes and other interesting NLP techniques and experiences you are having.

We will continue to add new exercises to this page, so keep that in mind as you continue to improve your own skills here.

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Skill Building Exercises – Using Presupposition

One of the best ways that I have found to learn language patterns is to each and every day take one pattern and write out examples of that pattern for a current theme that is important to you in your "real life." In this way, their use can become unconscious and automatic. I have heard that Richard Bandler required his NLP Practitioner students to write out 100 examples of each of these patterns. You may want to do that also.

By using presuppositions, we are able to make a statement and have basic assumptions contained in that statement accepted, unconsciously, as being true. See "Advanced Language Patterns Mastery" for more information on presuppositions and how to purchase this skill building manual.

The real "power" of using presuppositions comes from using 3, 4 or more of them together. Of course, to be able to chain many presuppositions together means that we must first learn to use each one of them individually and then move on to grouping them together. It has been said that when 3 presuppositions are used in a row that it is impossible not to accept the embedded presuppositions/assumptions.

The themes that I will use in demonstrating each pattern, as we work through these exercises are:

- **"To be an excellent communicator you will need to learn the importance and use of non-verbal communication."** Here I will presuppose that in order to be a good communicator you must know how to use the 93% of communication that is non-verbal.
- and **"Creating and maintaining rapport is critical to building or enhancing a relationship."** Here I will presuppose that getting and maintaining rapport is crucial to building a relationship."

Pick one, two or more themes for yourself to use throughout the month or if you wish pick a different theme(s) for each language pattern – your choice.

Week 1

Day 1 Practice using "Some Quantifiers" – (ALL, EACH, EVERY, SOME, FEW, MANY, NONE)

In my case I'll take the theme number 1: **"To be an excellent communicator you will need to learn the importance and use of non-verbal communication."** and write an example:

Every one I know who is really excellent at communicating has mastered the use of non-verbal communication.

Now I'll take the theme number 2: **"Creating and maintaining rapport is critical to building or enhancing a relationship."** Here I will presuppose that getting and maintaining rapport is crucial to building a relationship and write an example for this pattern:

Few people really understand that creating and maintaining rapport is so critical to building relationships.

- For today practice using some quantifiers with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 2 Practice using Generic Noun Phrases – (Noun arguments standing for a whole class)

Theme number 1: The world's greatest communicators all have learned that to be a great communicator one has to learn and use non-verbal communication.

Theme number 2: Psychologists tell us that the ability to create rapport is the very foundation of creating a

good relationship.

- For today practice using generic noun phrases with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 3 Practice using Relative Clauses – (Complex noun arguments, statements that have a noun followed by a phrase beginning with WHO, WHICH, or THAT)

Theme number 1: All of the experts who have spoken to me have talked about the importance of understanding and using non-verbal communication.

Theme number 2: Good relationships are ones which are built on rapport.

- For today practice using relative clauses with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 4 Practice using Subordinate Clause of Time – (BEFORE, AFTER, DURING, AS, SINCE, PRIOR, WHILE, YET, NOW, AGAIN)

Theme number 1: Before you can communicate like an expert, you will have to learn non-verbal communication skills.

Theme number 2: After you have build a relationship by creating and maintaining rapport, you will know why it's so important.

- For today practice using subordinate clause of time with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 5 Practice using Cleft Sentences – (Sentences starting with IT IS or IT WAS)

Theme number 1: It is knowing how to use non-verbal communication that made Richard Bandler one of the great communicators.

Theme number 2: It was our ability to create and maintain rapport that made our relationship outstanding.

- For today practice using cleft sentences quantifiers with your theme(s). Write out at least 5 examples for each theme(s).
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Week 2

Day 1 Practice using Pseudo Cleft Sentences – Identified by the form of "What [sentence] is [sentence]".

Theme number 1: What we know about non-verbal communication is it is the key to being an excellent communicator.

Theme number 2: What knowledgeable psychologists tell us about relationships is creating and maintaining rapport is critical.

- For today practice using pseudo cleft sentences with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 2 Practice using Stressed Sentences – (Voice stress) such as: I am especially interested in the OUTSTANDING results that NLP has gotten.

Theme number 1: Learning non-verbal communication skills will make a FANTASTIC improvement in your communication skills.

Theme number 2: Creating and maintaining rapport is the only way to have WONDERFUL relationships.

- For today practice using stress sentences with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 3 Practice using Complex Adjectives – (NEW, OLD, FORMER, PRESENT, PREVIOUS)

Theme number 1: Enhance your previous communication skills by learning how to use non-verbal communication skills.

Theme number 2: Improve your present and future relationships by learning how to create and maintain rapport.

- For today practice using complex adjectives with your theme(s). Write out at least 5 examples for each theme(s).
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Day 4 Practice using Ordinal Numerals – (FIRST, SECOND, THIRD, FOURTH, ANOTHER, NEXT)

Theme number 1: First, you improve your non-verbal communication skills and then you watch your communication results soar.

Theme number 2: The first change to make to improve your relationships is to learn to create and maintain rapport.

- For today practice using ordinal numbers with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 5 Practice using Comparatives – (Words ending with ER, MORE, LESS)

Theme number 1: More people improve their total communication by learning non-verbal communication skills than by any other method.

Theme number 2: Better relationships are developed by creating and maintaining rapport.

- For today practice using comparatives with your theme(s). Write out at least 5 examples for each theme(s).
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Week 3

Day 1 Practice using Comparative As – (AS.....AS) For example: What else gets **as** many results **as** NLP does? (Presupposes that NLP get results.)

Theme number 1: What is as effective in improving your total communications as learning and using non-verbal communication skills?

Theme number 2: Nothing is as important as creating and maintaining rapport in building relationships.

- For today practice using the comparative as – as with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 2 Practice using Repetitive Cue Words – (TOO, ALSO, EITHER, AGAIN, BACK)

Theme number 1: You too can be an excellent communicator by learning and using non-verbal communication skills.

Theme number 2: Either we learn how to create and maintain rapport or our relationships will suffer.

- For today practice using repetitive cue words with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 3 Practice using Repetitive Verbs and Adverbs – (Verbs and adverbs beginning with "re" for example REPEATEDLY, RETURN, RESTORE, REPLACE, RENEW)

Theme number 1: Repeatedly practicing non-verbal communication skills will cause quantum improvements to your communication results.

Theme number 2: One thing we know is we can renew our relationships by creating and maintaining rapport.

- For today practice using repetitive verbs and adverbs with your theme(s). Write out at least 5 examples for each theme(s).
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Day 4 Practice using Quantifiers – (ONLY, EVEN, EXCEPT, JUST)

Theme number 1: The only way we may become excellent communicators is to learn to use non-verbal communication skills effectively.

Theme number 2: Except for rapport it is difficult to create and maintain good relationships.

- For today practice using quantifiers with your theme(s). Write out at least 5 examples for each theme(s).
-

Day 5 Practice using Change of Time Verbs and Adverbs – (BEGIN, END, STOP, START, CONTINUE, PROCEED, ALREADY, YET, STILL, ANYMORE)

Theme number 1: Someone once said to my friend John, "Stop being mediocre; learn and use non-verbal communication."

Theme number 2: Have you discovered that creating and maintaining rapport is critical to a relationship, yet?

- For today practice using change of time verbs and adverbs with your theme(s). Write out at least 5 examples for each theme(s).
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Week 4

Day 1 Practice using Change of State Verbs – (CHANGE, TRANSFORM, TURN INTO, BECOME)

Theme number 1: It's a well known fact that to transform your communication ability we need to learn and use non-verbal communication skills.

Theme number 2: Even some of TV's talk show hosts are beginning to know that creating and maintaining rapport is a critical factor in relationships.

- For today practice using change of state verbs with your theme(s). Write out at least 5 examples for each theme(s).
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Day 2 Practice using Factive Verbs and Adjectives – (ODD, AWARE, KNOW, REALIZE, REGRET, BELIEVE, PLEASED)

Theme number 1: Are you aware that to be an excellent communicator it is important to know and use non-verbal communication skills.

Theme number 2: Most people are not aware that creating and maintaining rapport is critical for relationship building.

- For today practice using factive verbs and adjectives with your theme(s). Write out at least 5 examples for each theme(s).
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Day 3 Practice using Commentary Adjectives and Adverbs – (LUCKY, FORTUNATELY, FAR OUT, OUT OF SIGHT, GROOVY, HAPPILY, NECESSARILY, REMARKABLE, INNOCENTLY)

Theme number 1: Lucky for me, I learned early that non-verbal communication skills are vital for an excellent communicator.

Theme number 2: It is remarkable how creating and maintaining rapport improves relationships in just minutes.

- For today practice using commentary adjectives and adverbs with your theme(s). Write out at least 5 examples for each theme(s).
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Day 4 Practice using Counterfactual Conditional Clauses – (Verbs having subjective tense)

Theme number 1: If John hadn't learned non-verbal communication skills, he would not have become the excellent communicator that he is.

Theme number 2: If Carol had known that creating and maintaining rapport was so critical to relationships she could have taken the training necessary.

- For today practice using counterfactual conditional clauses with your theme(s). Write out at least 5 examples for each theme(s).
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Day 5 Practice using Contrary to Expectation – (SHOULD)

Theme number 1: Should you not know how important non-verbal communication skills are, call me to get the next seminar date.

Theme number 2: Should you not be totally happy with your relationships, learn about creating and maintaining rapport will be important for you to learn.

- For today practice using contrary to expectation with your theme(s). Write out at least 5 examples for each theme(s).
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Here is a list of nine other presuppositions to continue your everyday practice with:

1. Selection Restriction – If my professor gets pregnant, I'll be very happy. (Restricted to being a professor with the subgroup female) (Presupposes my professor is a woman.)

2. Questions – By asking a question we presuppose what is asked in a question. Have you taken my NLP book? (Presupposes someone has taken my book.)
 3. Negative Questions – Isn't Leading Edge Communications not the top management consultant company in Calgary? (Presupposes that Leading Edge Communications is a top management company.)
 4. Rhetorical Questions – Asking a question which does not require an answer. Who care about that. (Presupposes no one cares about that subject.)
 5. Spurious Not – I wonder if you are not already more confident than most? (Presupposes you are already confident.)
 6. Proper Names – Using proper names which presuppose the existence of that person.
 7. Pronouns – Using pronouns which presuppose the existence of a male, female or inanimate object.
 8. Definite Descriptions – I liked the man with the red Honda. (Presupposes that a man and a red Honda both exist).
 9. Change of Place Verbs – (COME, GO, LEAVE, ARRIVE, DEPART, ENTER) (Presupposes something moved)
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Skill Building Exercises – Using Multiple Language Patterns to Increase Your Effectiveness

The real "power" of using language patterns comes from using 2, 3, 4 or more of them together. Of course, to be able to chain many presuppositions together means that we must first learn to use each one of them individually and then move on to grouping them together. It has been said that when 3 or more presuppositions are used together that it is impossible not to accept the embedded presuppositions/assumptions.

If you have not completed the previous exercises on presuppositions – posted in October, 95 or do not have existing experience in their use – please stop and complete those exercises, now.

The previous, as well as the following exercises, are designed to assist you in learning how to use the majority of the 29 different presuppositions. However, once you have consciously learned to use each of them – you will find it easy to combine the use of 3, 4 or more of them together. After you have learned how to do this, it is no longer necessary to know which of the 29 presupposition you have used. Knowing the names of the presuppositions used will be irrelevant. All you want to be able to do is to string 3, 4 or more of them together so as to make it consciously impossible for the anyone to disagree with all of your assumptions. You will then begin using them on an unconscious level. You will be surprised and delighted with the results you get.

Please be aware that language patterns will work best after you have established rapport or elicited an emotional state where the thought, action or behavior would occur.

For our exercises this month we will be using these contexts :

Week 1 – This week we will practice using these language patterns in the context of non-verbal communication.

Week 2 – This week's context is sales and selling.

Week 3 and Week 4 Week 3's context is personal development and Week 4's context is hypnosis.

Week one, I will continue to use the 2 themes from the October exercises and demonstrating how to use several patterns together.

- **"To be an excellent communicator you will need to learn the importance and use of non-verbal communication."** Here I will presuppose that in order to be a good communicator you must know how to use the 93% of communication that is non-verbal.
- and **"Creating and maintaining rapport is critical to building or enhancing a relationship."** Here I will presuppose that getting and maintaining rapport is crucial to building a relationship."

Stop now and choose a theme or two that are important to you -- something that will help you get the results you want.

The objective here is to write a sentence or two which when spoken or read contains the presuppositions, (and later in the exercise – hypnotic language), which will have your presuppositions/assumptions accepted by the listener or the reader as being true and will cause the desired thoughts, behaviors or actions to occur.

Week 1

Day 1

Practice using Some Quantifiers – (ALL, EACH, EVERY, SOME, FEW, MANY, NONE) and **Generic Noun Phrases** – (Noun arguments standing for a whole class) and **Relative Clauses** – (Complex noun arguments, statements that have a noun followed by a phrase beginning with WHO, WHICH, or THAT) together in one or two sentences.

Theme 1. **"To be an excellent communicator you will need to learn the importance and use of non-verbal communication."**

To repeat, the objective here is to write a sentence or two which when spoken or read contains the presuppositions, (and later in the exercise – hypnotic language), which will have your presuppositions/assumptions accepted by the listener or the reader as being true and will cause the desired thoughts, behaviors or actions to occur.

My example:

You may already be aware of studies that have shown that all of the experts who really know communication skills recognize the importance of understanding and using non-verbal communication, as well, every NLP practitioner who gets results knows the how critical unspoken communication is in being truly effective.

Let's analyze the this week's examples to see just what is being presupposed by this sentence (what must be assumed to be true for the sentence to make sense):

- there are studies that show this (this infers this must be true)
- all experts (without any exceptions know this – must be true.)
- experts who really know (this infers that if they don't agree then they don't really know communication skills and are not an expert)
- understanding and using non-verbal communication is important
- non verbal communication is necessary for understanding
- as well (not only experts but another group knows this too)
- every NLP practitioner who gets results uses non-verbal communication
- non-verbal communication is critical
- non-verbal communication is truly effective

The above presuppositions are created through the use of:

2 – some quantifiers – all, every

3 – generic noun phrases – studies, experts, practitioners

and 3 – relative clauses – that, who, who

Now, an example for theme number 2: **"Creating and maintaining rapport is critical to building or enhancing a relationship."**

Again using **Some Quantifiers** – (ALL, EACH, EVERY, SOME, FEW, MANY, NONE) and **Generic Noun Phrases** – (Noun arguments standing for a whole class) and **Relative Clauses** – (Complex noun arguments, statements that have a noun followed by a phrase beginning with WHO, WHICH, or THAT)

Theme 2 – My example:

You may be surprised to know that few of the most powerful communicators who really know how critical creating and maintaining rapport is to building and enhancing relationships actually teach their students how to consciously develop relationships with loved one who are important to them.

What is being presupposed here is:

- few communicators teach this
- powerful communicators know this
- creating rapport is critical to relationships
- few – actually – teach this
- it is possible to consciously develop relationships
- we can do this with loved ones
- loved ones are important
- etc.

The above presuppositions are created through the use of:

2 – some quantifiers – few, most

4 – generic noun phrases – communicators, relationships, students, loved ones

and 3 – relative clauses – that, who, who

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 2

Practice using Subordinate Clause of Time – (BEFORE, AFTER, DURING, AS, SINCE, PRIOR, WHILE, YET, NOW, AGAIN) and **Cleft Sentences** – (Sentences starting with IT IS or IT WAS) and **Stressed Sentences** – (Voice stress) such as: I am especially interested in the OUTSTANDING results that NLP has gotten.

Theme 1: "To be an excellent communicator you will need to learn the importance and use of non-verbal communication."

I'm not sure whether it is before, after or even during this seminar that you will be absolutely amazed when you look back and think about how you understand, now and use non-verbal communication to begin to make fantastic changes to your life.

What is being presupposed here is:

- you will be absolutely amazed
- you will be amazed because of this seminar
- you will look back at this experience later
- you will think about this experience later
- you will think about how you understand
- you understand now
- you will use non-verbal communication
- you will begin to make changes to your life
- the changes will be fantastic
- etc.

The above presuppositions are created through the use of:

3 – subordinate clauses of time – before, after, during

1 – cleft sentences –it is

and 2 stressed sentences – absolutely amazed, fantastic

Theme 2: "Creating and maintaining rapport is critical to building or enhancing a relationship."

Before you understand completely, you must realize that it is critical to build and enhance satisfying relationships by creating and maintaining rapport. After you have learned that, your relationships will take on a whole different character.

What is being presupposed here is:

- you must do this first
- you will understand completely
- you must realize this
- this is critical
- what is critical is creating and maintaining rapport
- you will have learned this
- you relationships will change
- your relationships will be all (whole) be different
- etc.

The above presuppositions are created through the use of:

2 – subordinate clauses of time – before, after

1 – cleft sentences – it is

and 3 – stressed sentences – critical, whole different

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 3

Practice using negative questions and Complex Adjectives – (NEW, OLD, FORMER, PRESENT, PREVIOUS) and Ordinal Numerals – (FIRST, SECOND, THIRD, FOURTH, ANOTHER, NEXT)

Theme 1: "To be an excellent communicator you will need to learn the importance and use of non-verbal communication."

Is it not important that you recognize that your present communication skills are not as effective as they could be? And after you have recognized this for perhaps the third time you may begin to look for new methods and ways to improve and use non-verbal communication skills. Is that not so? (tonality downward – as a command)

What is being presupposed here is:

- it is important that you recognize

- your present communication is not totally effective
- you communication skills can be better
- you will recognize this
- you will recognize it at least 3 times – you will have recognized it once twice before
- you may look for new method and ways to improve
- you can improve and use non–verbal communication skills
- this is true
- etc.

The above presuppositions are created through the use of:

2 – negative questions –Is it not?, Is that not so?

2 – complex adjectives – present, new

and 1 – ordinals – third

Theme 2: "Creating and maintaining rapport is critical to building or enhancing a relationship."

I'm not sure whether you have realized or not, yet, that to improve your new and your present relationships, it is vital first to create and maintain rapport. Is it not this knowledge that will cause quantum leaps in fulfilling your relationships. Is this not so? (tonality downward – as a command)

What is being presupposed here is:

- you may have realized
- you will have realized (yet)
- you have relationships
- you can improve your new and present relationships
- creating and maintaining rapport is vital
- the first thing to do is create and maintain rapport
- there are other thing to do (after first)
- this is important knowledge
- this knowledge will cause quantum changes
- this knowledge will assist in fulfilling your relationships
- this is true (Is it not so?)
- etc.

- The above presuppositions are created through the use of:

2 – negative questions –Is it not this ?, Is this not so?

2 – complex adjectives – new, present

and 1 – ordinals – first

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 4

Practice using Comparatives – (Words ending with ER, MORE, LESS) and **AS ... AS Comparatives** and using **Repetitive Cue Words** – (TOO, ALSO, EITHER, AGAIN, BACK)

Theme 1: "To be an excellent communicator you will need to learn the importance and use of non-verbal communication."

Many people think that nothing gets as good results as becoming better at the using non-verbal communication skills either consciously or unconsciously. And the more you find this out for yourself, the more you'll be convinced that it is something that you too should do also.

What is being presupposed here is:

- many people agree with this
- nothing get results like this does
- non-verbal communication skills can get better
- non-verbal communication skills can be used consciously
- non-verbal communication skills can be used unconsciously
- you will find this out for yourself
- you will be convinced
- the more you find it out the more convinced you will be
- you will convince yourself it's something you should do
- others have (also)
- etc.

The above presuppositions are created through the use of:

4 – comparatives – good, better, more, more

1 – as – as comparatives – as good results as

and 1 – repetitive cues words – also

Theme 2: "Creating and maintaining rapport is critical to building or enhancing a relationship."

I'm wondering if it has occurred to you already that your relationships are not as satisfying as they could be when you have become better at creating rapport, too.

What is being presupposed here is:

- it may have occurred to you
- it will occur to you (already)
- your relationships are not as satisfying as they could be
- your relationships could be improved
- you relationships will be better
- relationship satisfaction depends on creating rapport
- others have improved rapport (too)
- etc.

The above presuppositions are created through the use of:

1 – comparatives – better

1 – as – as comparatives – as satisfying as

and 1 – repetitive cues words – too

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 5

Practice using Repetitive Verbs and Adverbs – (Verbs and adverbs beginning with "re" for example REPEATEDLY, RETURN, RESTORE, REPLACE, RENEW) and **Quantifiers** – (ONLY, EVEN, EXCEPT, JUST) and using **Change of Time Verbs and Adverbs** – (BEGIN, END, STOP, START, CONTINUE, PROCEED, ALREADY, YET, STILL, ANYMORE)

Theme 1: "To be an excellent communicator you will need to learn the importance and use of non-verbal communication."

What we know is that experts have repeatedly told us that the best communicators have learned and continue to learn to use non-verbal communication skills. And it only stands to reason that we have to recognize that if we are to continually renew and increase our communication abilities; we should keep up-to-date on non-verbal communication techniques, don't you agree with me. (tonality downward – as a command)

What is being presupposed here is:

- we know something
- experts have said this over and over and over
- best communicators have learned to use non-verbal communication skills
- it is reasonable
- there is something we have to recognize
- we can renew and increase our communication abilities
- we can keep up-to-date on these skills
- you agree
- etc.

The above presuppositions are created through the use of:

2 – repetitive verbs and adverbs – repeatedly, renew

2 – quantifiers – best, only

and 2 – change of time verbs and adverbs – continue, continually

Theme 2: "Creating and maintaining rapport is critical to building or enhancing a relationship."

Stop for a moment and think about your relationships. Are you repeatedly having difficulties with the people around you? Only you can answer this question. No matter what your answer is, it is absolutely clear that you can begin, right now, to renew or restore your relationships. Think about how much better you will feel after you will have completed this.

What is being presupposed here is:

- stop
- stop only for a moment
- think about relationships
- difficulties may be repeating
- you may be having difficulties with people around you
- there are people around you

- only you know the answer
- it doesn't matter what your answer is
- something is absolutely clear
- you can begin
- you can begin, now
- relationships can be renewed and restored
- etc.. etc., etc.,

The above presuppositions are created through the use of:

3 – repetitive verbs and adverbs – repeatedly, renew, restore

2 – quantifiers – only, better

and 2 – change of time verbs and adverbs – stop, begin

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Week 2

This week we will practice using these language patterns in the context of sales and selling.

Use any 3 or 4 of the following presuppositions:

Some Quantifiers – (ALL, EACH, EVERY, SOME, FEW, MANY, NONE)

Subordinate Clause of Time – (BEFORE, AFTER, DURING, AS, SINCE, PRIOR, WHILE, YET, NOW, AGAIN)

Stressed Sentences – (Voice stress) such as: I am especially interested in OUTSTANDING results.

Ordinal Numerals – (FIRST, SECOND, THIRD, FOURTH, ANOTHER, NEXT)

Comparatives – (Words ending with ER, MORE, LESS)

Repetitive Cue Words – (TOO, ALSO, EITHER, AGAIN, BACK)

Quantifiers – (ONLY, EVEN, EXCEPT, JUST)

Change of Time Verbs and Adverbs – (BEGIN, END, STOP, START, CONTINUE, PROCEED, ALREADY, YET, STILL, ANYMORE)

Change of State Verbs – (CHANGE, TRANSFORM, TURN INTO, BECOME)

Factive Verbs and Adjectives – (ODD, AWARE, KNOW, REALIZE, REGRET, BELIEVE, PLEASED)

Contrary to Expectation – (SHOULD)

Day 1

Theme :Presuppose that the customer will buy or should buy the car tires you are selling.

When people buy our tires, John, it is because they realize that the safety of their family is more important than the few extra dollars they have to pay over cheaper, poorer quality tires. I imagine that this is extremely important for you also. Isn't that right? (downward tonality of a command)

Subordinate clause of time – when

Factive verbs and adverbs – realize

Comparative – more

Some quantifiers – few

Stressed sentences – extremely important

and others.

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 2

Theme :Presuppose that the customer will buy or should buy the home you are selling.

I'm not sure whether or not you have realized just how much you will really enjoy and feel totally comfortable in this home. Just for a moment imagine yourself sitting here in front of a warm cozy fire while outside it's absolutely freezing and the wind is howling and it's almost a blizzard out there. As you look back at that now wouldn't that feel good.

For a stretch exercise determine which presuppositions are used in these sentences.

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 3

Theme :Presuppose that the customer will buy or should buy the hot tub you are selling.

You won't be able to forget this fantastic hot tub. You may be driving to work in the morning or you may be driving home after work and maybe even all day in between, you may think about sitting in the hot tub with your wife giving you a wonderful massage. And you will imagine just how warm and comfortable you'll feel – so relaxing, – so comfortable. Doesn't that sound great!

For a stretch exercise determine which presuppositions are used in these sentences.

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 4

Theme :Presuppose that the customer will buy or should buy the car you are selling.

As you think about it now, imagine yourself getting behind the wheel, feel yourself settling down into these big soft comfortable seats; listen to the purr of that engine. And as you see all your friends and neighbors waving to you enviously. You want to feel good now, don't you.

For a stretch exercise determine which presuppositions are used in these sentences.

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

Day 5

Theme :Presuppose that the customer will buy or should buy the seminar you are selling.

Stop for a moment and recall a time when you were trying to communicate with someone, perhaps it was your boss, your child or your spouse, but no matter how hard you tried you were unable to communicate in a way that achieved what you wanted. Now, consider that same event, but this time, because of this workshop, you actually have the ability to totally communicate with just the right language to achieve what you want. Now, that would be ideal wouldn't it!

For a stretch exercise determine which presuppositions are used in these sentences.

For today practice using these three presuppositions with your theme(s). Write out at least 2 examples for each theme(s).

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Daily Practice Guide For NLP Basic Skills

INTRODUCTION

There will be hundreds of opportunities to practice these basic NLP skills in your everyday life and many of these opportunities will be entirely risk free. Use those times. You need not take risks. Practice everyday in all kinds of situations — enjoy the process. Assume an attitude of adventure, of playing and practical learning. The more you enjoy the adventure, the more and deeper will be your learning.

Increase your learnings by noting what you have observed each day in the space provided or in your NLP journal.

If you should happen to not be familiar with or understand basic NLP, a basic NLP book such as "Introducing to NLP (Neuro–Linguistic Programming)" by Joseph O'Connor and John Seymour will help you become familiar enough with it to be able to use these exercises.

Week One – DAY 1

Note: All eye patterns directions refer to the person as you look at them and your right or your left unless specifically stated. They are also generalizations for most of the population. i.e. right handed people.

Watch for "visual" eye accessing cues today. Watch other people's eyes move in an upward direction today. The movements may be slight flicks or they may last for some time. Simply notice eye movements up and each time you notice one, say to yourself, "VISUAL". Begin to correlate when someone is remembering a picture from the past and when someone is constructing a picture they have not seen before.

What did I notice today? Was there a correlation I could make?

Week One – DAY 2

Today notice eye patterns for "Auditory" accessing. Check for eye movements at the mid–point of the eyes, especially left or right movements of the eyes at the mid–point. This left or right shift is an auditory eye movement. It may go very quickly or slowly. When you see this, say to yourself, "Auditory, this person is finding sounds." They are listening to sound to understand and make sense of the world. the world to make sense of what is going on. Begin to correlate when someone is remembering sounds from the past and when someone is constructing a sounds they have not heard before.

What did I notice today? Was there a correlation I could make?

Week One – DAY 3

Today, check for eye movements down to the person's right (or to your left). Our language reflects the intuitive knowledge of this purposeful movement of eyes down right to retrieve or elicit feelings and emotions. The phrase, "He was down right angry" is common in North America

Also today, you can look for another auditory eye movement which is down to their left (your right). When you see someone's eyes move down to their left, say to yourself, "Auditory digital, – this person is probably listening to an internal dialogue – talking to themselves." Then check to see if you are correct.

How could you be sure if either of these patterns are true?

What did I notice was happening when the eyes were down and to their right? Was there a correlation I could make?

What did I notice was happening when the eyes were down and to their left? Was there a correlation I could make?

Week One – DAY 4

Today, watch lower lips. Lower lips can swell, shrink, grow wider, disappear, change color, and quiver. Are there other changes that you can notice? These changes can be subtle but distinctive, moment by moment. Continue observing as throughout the course of your conversing. For, today focus your awareness on lower lips and record what you notice below.

What did I notice today? Was there a correlation I could make?

Week One – DAY 5

Today, watch the breathing of the other people as you continue to talk to them. Are they breathing in the upper chest, lower chest or abdomen? Match their breathing with your own and then notice if or when this matching changes rapport. Practice matching breathing at least four or five times today.

What did I notice today? Was there a correlation I could make?

Week Two – DAY 1

Today, check for minor muscle changes around the other person's mouth. Notice tension, relaxation, indentations, lines, smoothness, sharpness, angles, skin shining or tone which will be there if you actually begin to notice. Does the change in muscle tension also change the skin color? Build your sensory awareness by noticing these small changes. From now on you will also see the major changes that have been happening, mostly out of awareness..

What did I notice today? Was there a correlation I could make?

Week Two – DAY 2

Today, notice the skin colors you see around you. Also notice when certain spots in others' complexions change colors. You will find it easy to notice skin colors by assuming you can see them and label these colors, grayish, bluish, rose, sort of green, on the pink side, brownish, etc.

What did I notice today? Is there a correlation or correlation's that I could make?

Week Three – DAY 1

Today, listen for auditory predicates. Here are some examples:

say, tell, heard, click, ring, harmonize, tone, shout, sound, explain, amplify, listen, voice, discuss, question etc.

I heard these auditory predicates today? What else did I notice today? Were there any correlation's that I could make?

Week Three – DAY 2

Today, listen for kinesthetic predicates. Here are some examples:

feel, comfortable, handle, shore up, soft, walk through, tangible, impress, shock, rough, smooth, move, tough etc.

I heard these kinesthetic predicates today? What else did I notice today? Were there any correlation's that I could make?

Week Three – DAY 3

Today, listen for predicates and decide quickly what representational system (visual, auditory, kinesthetic) that the other person is using. Listen for predicates in a group of three or more people. Can you remember the

main representational systems used by each person present? Notice that people shift from one representational system to another. Did you noticing these shifts?

Did I notice the different predicates today? Was I able to notice which people tended to use visual, auditory or kinesthetic predicates. Is there a correlation I could make.?

Week Three – DAY 4

Today, correlate the predicates that people use with their eye movements and with tone/tempo. How do "visuals" sound? How do "auditories" sound? How do "kinesthetics" sound? How do visual accessing people differ from people who use auditory accessing patterns and those using kinesthetic accessing patterns?

Also, pick up on a shifts from one representational system to another simply by voice, tone, tempo shifts, Listen to these patterns in person and on the telephone.

Was there a correlation I could make?

Week Three – DAY 5

Today, begin to notice how breathing shifts correlate with the content of the conversation. Also today, match the predicates and tone and tempo to develop rapport.

What did you notice today? Was there a correlation I could make?

Week Four – DAY 1

Today, watch breathing shifts, Are they suddenly breathing faster or slower, with pauses or do they maintain a regular pattern? Does their visible breathing place ever vary from lower abdomen to upper chest or vice versa? Remember, you can always pick up breathing patterns by watching the shoulders rise and fall against a stationary background.

What did you notice today? Was there a correlation I could make?

Week Four – DAY 2

Spend another day on breathing, Notice breathing and tone and tempo shifts. Is there a connection? Do visuals really speak more quickly than auditories? At what speed do auditories tend to speak. What about Kinesthetics? Is there a correlation between the speed of speech, breathing rate and predicates. Continue to practice matching breathing.

Also today, connect skin color shifts with breathing shifts. What do you notice?

What did you notice today? Was there a correlation I could make?

Week Four – DAY 3

Today, notice the correlation of lower lip changes to skin color changes, Allow your conscious mind to really enjoy making these observations in different settings.

Also today, go ahead and notice big body shifts, correlating them to the breathing shifts. What did you notice today? Was there a correlation I could make?

Week Four – DAY 4

Today, notice head tilts. How much information can I learn from correlating head tilts to other information? For example notice head tilts with eye movements. Is there a correlation between the two? Notice head tilts with predicates. Is there a correlation between the two?

What did I notice today? Were there other correlations I could make?

Week Four – DAY 5

Today, begin to correlate sensory predicates (visual, auditory, kinesthetic) with tone and tempo. Are you able to immediately estimate correctly whether a person is visual, auditory or kinesthetic by tone and tempo alone? How does a person sound when accessing visually, auditorally or kinesthetically? What are the differences between visual, auditory and kinesthetic patterns?

Also today, listen to the shifts in volume of those with whom you are talking. Can you tell when you have rapport by the voice of the other person? Also, listen to the individual timbre of the other. Timbre is the character or quality of each person's voice which makes it distinct from everyone else's.

What did I notice today? Was there a correlation I could make?

Think about this yourself. What other skill building exercises could you develop to increase your basic skills?

For Example:

What about checking noses and the muscle tone around them. Noses become sharper, softer, pointed, and blunt; they flare! Noses change color as well. Enjoy playing around with noses for a day. Then you can consciously forget about noses, unless they are sending you an important message. When they do, you will receive the message on a conscious level as well as an unconscious level.

What about watching chins, especially when they quiver. You might even become a chin expert. You may be surprised and delighted to notice just how much and how many chins do quiver. Can you see shifts in chin outlines, in chin placement in relation to necks, in relation to noses, and in relation to the content of the communication.

Stop and think of the possibilities. By continually enhancing your sensory acuity you will not only see the minor changes; you'll definitely notice the not so subtle shifts around you.

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Anchoring Exercises – NLP Basic Skills

INTRODUCTION

What is the Basis for Anchoring?

- our brain is designed to make associations and link our experiences together.
- we understand language because we have built links between words and a specific set of internal experiences.
- this process of making linkages is called anchoring.

Stimulus–Response Conditioning and Anchors

- Pavlov's experiments.
- we make these associations all the time and often the anchors that get set up are quite random.
- Anchors are neither good nor bad – they are simply more or less useful.

Why Do We Use Anchors?

- the purpose for creating anchors is to provide specific and reproducible ways to access our feelings and emotional states when we need them.
- the anchors can be an images, sounds or cue words, or touch/pressure applied to part of your body – they can be internal or external.
- anchors can be set up and custom designed by choice.

Components of an Effective Anchor

Intensity of the state accessed

- access state fully and intensely.
- associate into the state.
- seeing what you are seeing.
- hearing what you are hearing.
- feeling what you are feeling.

Purity of the state

- one specific set of feelings or emotional state.

Timing of the anchor

- start the anchor just before you reach the peak of the experience.
- pair the anchor with the response as it peaks. "Hold" it for about 5–10 seconds.

Use a separator state

- once the response peaks, distract yourself to a neutral state.
- the neutral state isolates the pairing between the peak experience and the anchor from other random experiences and associations.
- this keeps the association unique.

Use a unique anchor

- a distinct visual, auditory or kinesthetic anchor.

Accurate duplication of the anchor

- the best response will occur when you reproduce the anchor (trigger) exactly as you set it up
- match the visual, auditory and kinesthetic parts of the anchor exactly.

Week One – DAY 1

Today, take a little time to notice the power of one of your already anchored visual experiences.

Start by looking back into your past for visual anchors. Take a look at an old school yearbook or photo album and use either of them to revivify a past visual anchor such as a team jacket, a school sweater, a smile or a frown of someone you knew then, a look of a favorite room or what ever else you may notice. As you look at what you have determined is an old anchor, notice what association it links to, notice the visual submodalities that are important.

Do the same for a current visual anchor that you have. i.e. notice what association it links to, notice the visual submodalities that are important.

Is there a pattern or a predominate submodality? Are there differences between your current and your past experiences. What did you learn about yourself?

Week One – DAY 2

Today, take a little time to notice the power of one of your already anchored auditory experiences.

Today, search back into your past for auditory anchors. You may be able to use your old school yearbook, photo album or a record album to remind you of an auditory anchor. It might be a school song, or another song that had special meaning to you back then, perhaps it's a childhood nickname, or the special way someone you love spoke your name, maybe the way your parents or a teacher called your name when you were in trouble.

As you re–create the old anchor, notice what association it links to, notice the auditory submodalities that are important.

Do the same for a current auditory anchor that you have. i.e. notice what association it links to, notice the auditory submodalities that are important.

Repeat this same process for auditory internal dialogue anchors. Examples might have been: "groovy", "right on", "do it now!"

Do the same for a current auditory internal dialogue anchors that you have. i.e. notice what association it links to, notice the auditory submodalities that are important.

Is there a pattern or a predominate submodality? Are there differences between your current and your past experiences. What did you learn about yourself?

Week One – DAY 3

Today, take a little time to notice the power of one of your already anchored kinesthetic experiences.

Today, look back into your past for kinesthetic anchors. Again you may be able to use your old school yearbook or photo album to remind you of an kinesthetic anchor. It might be the way you and your team mates gave each other the "high five", a pat on the back when you scored a basket or a goal, the way some one special touched you, a feeling of warmth as you laid on the beach etc. Search for some meaningful kinesthetic anchor.

As you re–create the old anchor, notice what association it links to, notice the kinesthetic submodalities that are important.

Do the same for a current kinesthetic anchor that you have. i.e. notice what association it links to, notice the kinesthetic submodalities that are important.

Are there differences between your current and your past experiences. What did you learn about yourself?

Week One – DAY 4

Today, take a little time to notice the power of one of your already anchored olfactory experiences.

Today, think back into your past for olfactory anchors. It may be the smell of your grandmother baking bread, or some special meal your mother made, maybe it was pungent smell of making homemade horse radish, etc. Search for some meaningful olfactory anchor.

As you re–create the old anchor, notice what association it links to.

Do the same for a current olfactory anchor that you have. i.e. notice what association it links to.

Are there differences between your current and your past experiences. What did you learn about yourself?

Week One – DAY 5

Today, take a little time to notice the power of one of your already anchored gustatory experiences.

Today, think back into your past for gustatory anchors. It may be the taste of your grandmother's home made bread, candy floss, or some special meal your mother made, maybe it was a sour taste, a salty taste or a sweet taste, etc. Search for some meaningful olfactory anchor.

As you re–create the old anchor, notice what association it links to.

Do the same for a current gustatory anchor that you have. i.e. notice what association it links to.

Are there differences between your current and your past experiences. What did you learn about yourself?

Week Two – DAY 1 – The Circle of Excellence

The purpose of this exercise is to access and anchor a state of excellence that you want to have in other areas of your life. For example, you may want to add confidence to other areas of your life. One of the great things about the Circle of Excellence anchoring technique is that it can be used to anchor any resourceful state that you may wish.

Identify a State of Excellence

"What state of excellence do you want more of in other places in your life?" By state of excellence, we mean a state in which you have access to all your resources and capabilities.

Set up Circle of Excellence

"Imagine a circle of excellence in front of you on the floor. What size, shape and colour is it?"

Access State of Excellence and Anchor it to the Circle.

"Remember a time when you had that state of excellence (resource) you want now. See what you are seeing, hear what you are hearing and feel what you are feeling with that resource, now. Make sure the state is powerful and fully accessed. As soon as you can feel this resource is reaching it's peak, step into the circle, take that resource with you and make it part of the circle. Hold that state for at least a count of ten but remain in the circle for as long as you can hold that state

Separator State

"Step back out of the circle," and then quickly think of something different – a neutral state.

Test Anchor

"Step back in the circle" and make sure the resource is automatically re-accessed. If the response is not automatic, repeat the above steps, making sure you are fully associated into the state of excellence.

Identify a Context (Time and Place) When You Want Excellence

"Think of a time or situation in the future when you would like to have more of this state of excellence."

Link State of Excellence to This Context

Ask yourself "What will let me know its time to have those resources available?" "How might things go wrong in that future situation?" As soon as you begin to access the "problem" situation, step into the circle.

Be sure that you accesses the resource state. When the resource state is accessed, step back out of the circle and create a separator state.

Test and Make Sure its Automatic in the Future

Again think about another future situation where you would like to have this resource state. Think of a time in the future when this problem might occur? Where? With whom? As you just begin to get the problem state response to make sure that it occurs only briefly and step into the circle so as to automatically access the new state of excellence. When the new state of excellence occurs, remain for at lease a count of five and then step back out of the circle and create a separator state.

What happens now, when you think of what used to go wrong?"

What states would best assist you in being more successful in your life?

Week Two – DAY 2

Today, stack a series of resource anchors kinesthetically. To stack anchors, hook one anchored experience onto another and onto another etc.

For example: Remember an intense moment of joy. See what you see, hear what you hear and feel what you feel. As the feeling reached it's peak – touch your middle finger and thumb together, hold it for at least a count of five. Break the state. Test the state by again putting your middle finger and thumb together (this is called firing the anchor). Repeat these instructions until you automatically get a state of intense joy state by firing the anchor.

Now add humor, by accessing a time you really were enjoying something humorous. Follow the same procedure as above. See what you see, hear what you hear and feel what you feel. As the feeling reached it's peak – touch your middle finger and thumb together, hold it for at least a count of five. Break the state. Test the state by again putting your middle finger and thumb together. You will experience a feeling that is a mixture of both joy and humor.

Now using the same process, stack a feeling of delight or ecstasy.

Add as many states and the kind of states you think will be useful.

How can you use this process to better your life?

Week Two – DAY 3

Super Charge Your Stacked Anchors By Using Submodality Enhancement

Today practice enhancing your personal anchors (i.e. motivation anchors) by using submodality changes. For example, bringing the picture closer and brightening a picture may make you want it more. For example: find an area where you want a strong motivation anchor, stack past examples of your successes, and for each example move the picture closer and make it brighter. As an example, as a salespeople, think back to times when you really were motivated to sell. Make the picture 3-D and the size of a football field. Increase the intensity. Anchor that state. Notice which submodality changes makes you feel more motivated. Anchor that feeling with a visual, auditory or kinesthetic anchor.

Note the submodality changes that most enhance your personal experience for future use.

How will this skill be useful to you? Could you use this process to make any pleasant emotional state even more pleasant?

Week Two – DAY 4

Create a Relaxation Anchor for Your Own Personal Use

Today, establish a personal anchor for yourself that you can use to experience a feeling of relaxation. Recall a state of deep relaxation and link this feeling to the word, "relax" – said with a special calm intonation. A relaxation anchor can also be "created" during any experiences when you are already deeply relaxed such as while in the bath or listening to relaxing music. Memorize your internal kinesthetics, notice your breathing, and your body kinesthetics as you fire a specific anchor. The anchor can be auditory, "relax" and kinesthetic – i.e. a feeling in the chest, a touch etc.

Where and when could this anchor be useful for you?

Week Two – DAY 5

Establishing a Powerful "Uptime" Anchor. Uptime in NLP means being in a state where you are very tuned in to external sensations. An "Uptime" anchor – an important resource to have available.

A powerful uptime anchor can be created by finding a some place in your life where you have particularly enjoyed an enhanced sensory experience. Start by selectively focusing on visual, kinesthetic, auditory and olfactory experiences as you set a specific kinesthetic anchor. (i.e., a specific touch, make a fist, or hold your wrist, etc.)

See what you see, hear what you hear and feel what you feel. As the feeling reached it's peak – touch your right middle finger and thumb together, hold it for at least a count of five. Practice focusing and tuning your awareness exclusively to your external environment, screening out your other systems by closing your eyes or blocking out sounds..

Seeing things – Focus on forms, shapes, colors, brightness, and movement around you, using both panoramic and detailed viewing. When fully engaged visually. Set your anchor.

Hearing It all – Listen for the differences in sounds around you and notice where each of the sounds are located. Listen to intonation patterns and tempo of any voices near you and to the sounds around you. When your auditory channels are fully tuned to awareness. Set your anchor.

Engage all your feelings – Feel the textures and shapes of objects around you. Also, notice any of body sensations – notice both internal and external sensations in yourself and your environment. Take careful note of the temperature, pressure and humidity of the air against your skin, and the feeling of the clothing touching you. Set your anchor.

Smell What's Here! – Smells go straight to the brain without any filtering. Notice the smells in the air and environment. What smells are there? Which is strongest? Are there other, more subtle smells? Take note of tastes, also. When your smell awareness and tastes are most enhanced. Set your anchor.

Selectively focus in on each sense system, begin to tune into all channels simultaneously so that your attention is completely engaged with your external environment. Set your anchor as you do this and continue to repeat this until you are completely satisfied. You have a good "uptime anchor" when you need only fire the anchor and your attention automatically goes to your external experience. Test your anchor several times today.

How can you use this anchor?

Week Three – DAY 1

Today make a list of visual, auditory, internal dialogue, olfactory, and kinesthetic anchors that are currently present in your life.

For example:

visual – wife's smile, stop light, Canadian flag;

auditory – morning alarm clock, national anthem, favorite song;

internal dialogue – "That's stupid", "Better get up", "Hurry up", "Watch out";

olfactory – the smell of coffee, baking bread, someone's perfume;

kinesthetic – warm bath water, touch earlobe, cool breeze;

Week Three – DAY 2

Today , take yesterdays list of visual, auditory, internal dialogue and kinesthetic anchors and determine which of these anchors are common to many other people as well. These may be called universal anchors.

Week Three – DAY 3

Evoking A Response and Setting a Visual Anchor

Today develop a specific visual anchor you can use with others. Pick out a distinctive but neutral gesture or body position which you can easily do but don't tend to do as a matter of habit.

When you are in an interaction, notice when a person is in a very positive emotional state (facial animation, voice, body movement, etc.) and identify the person's own personal anchors, Often the person will make a particular visual gesture, adopt a certain body position. make a particular sound, or use certain words when in a positive emotional state, These anchors when repeated by the communicator will re-trigger that positive state in the person.

Concentrate on visual anchors. So while the person is in a positive state, set a visual anchor. Each time that state comes up again, repeat the anchor.

When the person is in a neutral state, test the anchor by firing the visual anchor and notice how strongly you elicit that same positive emotional state. Calibrate. Do they return to the same insensitive positive state?

Use the visual anchor you have established whenever appropriate to the situation and outcome. How can you use this on an ongoing basis?

Week Three – DAY 4

Evoking A Response and Setting an Auditory Anchor

Today practice evoking a response using auditory tonal anchors with words, i.e., you might ask another person

using an "excited" tonality and tempo. "What's it like when you remember a time when you were readily excited about something?" Anchor the response with a simple phrase in a specific, intonation pattern, i.e., "O-KAY", "great" etc. Remember, pick out sounds or words that you can repeat exactly but don't use as a habit.

Try several. When you set and then fire your anchors later, do you get most or at least some aspects of the anchored physiology? Normally people usually don't go from resting state to an intense state such as "excited" – in one smooth move with one fired anchor. Usually, what you will get when you fire your anchor is a portion of the former "excited" physiology.

Week Three – DAY 5

Evoking A Response and Setting a Kinesthetic Anchor

Today develop a specific kinesthetic anchor you can use with others. Pick "touches" that are both unique and can be easily added to your normal interactions with a variety of people – i.e., hand on shoulder or spot on back, touch to hand etc. Set and fire a kinesthetic anchor as an interactional gesture, repeat it a couple of times today. Add this and other kinesthetic anchors to your personal anchoring repertoire and develop how and where you might use them in future.

Are you able to set and fire kinesthetic anchors with precision?

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Irresistible Communication, Influence and Persuasion

Part 1

Please keep in mind that we are discussing these processes based on being in – or creating long term relationships.

There are several skills necessary to be able to communicate irresistibly. These skill really are about influence and persuasion. Some of these skills are:

1. **Establishing and maintaining rapport.** Be sure that you are matching the other person exactly. Start off with a second or two delay in your matching or mirroring and then move to matching the other person almost simultaneously within a minute or two. Avoid matching the other person using subtle matches. This is not a match – do and move exactly as they do. The only way to get into deep rapport is to be willing to do what they do – 100% the same.
2. **Having a definite outcome.** Set an outcome for everything you do. If your are to influence and persuade you must know the outcome you want to achieve.
3. **Using Advance Language Patterns.** We have already practiced some of the Advanced Language Patterns. Using 3, 4 or more of them in combination will make it impossible for the conscious mind to recognize and negate all of the suggestions. Refer to "Advanced Language Patterns Mastery" and the previous exercises for using presuppositions, cause and effect, embedded commands, single and double binds etc.
4. **Verbal pacing and leading.** We will be learning more about this in this month's exercise. We will be pacing what is undeniably true and leading to what we want to be believed as true or what has yet to be established as being true.
5. **Eliciting or creating emotional states.** Basically we are talking about having the ability/skill to either elicit or create an emotional state in the other person, that is the perfect emotional state for them to be in if they were to naturally go ahead and carry out the mutually beneficial suggestion or action. This includes the ability to be able to put yourself into this state (all your verbals and non-verbals will indicate you are in this state) before you create or elicit the same emotional state in others.
6. **Matching the other person's criteria.** Eliciting and matching exactly the other person's criteria for the context you wish to influence and persuade. Utilizing criteria is critical!! (More about this in future exercises)
7. **Matching process/strategy.** Irresistible influence and persuasion is obtained when you are able to determine the process/strategy the other person uses. Again this is context dependent. Find out their process and put your content into that process and it will be absolutely irresistible to them. (More about this in future exercises).

O.K., on to what this skill building exercise is about.

Verbal pacing and leading.

When I first started learning about NLP, I learned about pacing, to get rapport, and leading to an outcome. So, I learned to pace voice tone, tempo, volume and timbre; body physiology; visual, auditory, and kinesthetic predicates: criteria, buzz words etc. Only later did I discover how to use this same concept for verbal pacing and leading and how powerful it is.

So, how does it work? It works by blurring the distinction between what is absolutely true and undeniable (observable in the person's own experience) and what we want to be believed as true (or has yet to be established as true). (I am not saying that what you are suggesting is not true; only that it has yet to be established as being true in their minds.

It's harder to explain than to demonstrate, so, let's demonstrate how it works.

We will use this process. Most of you will already be familiar with it.

- Pace, pace, pace. lead
- Pace, pace, lead, lead
- Pace, lead, lead, lead (and then repeat this same pattern over and over, like this)
- Pace, pace, pace. lead
- Pace, pace, lead, lead
- Pace, lead, lead, lead

etc.

O.K., lets use the process to pace and lead you into learning to use and actual do the process.

Outcome: To use the process to pace and lead you into learning to use and actual do the process.

As you look at what I have written in this skill building exercise and you read each of the words, you have thoughts, in your mind, about what I'm saying and how you can begin to incorporate this material into your everyday life. And as you have thoughts and have the feelings that you are having, you know that this is something that really interests you and because of that it will be easy for you to learn. And as you wonder about being able to understand and learn what I'm writing here, you begin to think about where in your life you can use this process and what outcome you might want to obtain by using this skill. And you wonder how you can set aside enough time to really learn these skills to improve your results.

O.K., exactly what verbal pacing and leading did I just do. Let's dissect it. I followed the above pattern that I suggested.

Pace: As you look at what I have written in this skill building exercise

Pace: and you read each of the words,

Pace: you have thoughts, in your mind, about what I'm saying

Lead: and how you can begin to incorporate this material into your everyday life.

Pace: And as you have thoughts

Pace: and have the feelings that you are having,

Lead: you know that this is something that really interests you

Lead: and because of that it will be easy for you to learn.

Pace: And as you wonder about being able to understand and learn what I'm writing here,

Lead: you begin to think about where in your life you can use this process

Lead: and what outcome you might want to obtain by using this skill.

Lead: And you wonder how you can set aside enough time to really learn these skills to improve your results.

Are you beginning to see how powerful this is? When used correctly it is almost impossible to tell which statements we are using are undeniably true and which statements we want to be believed as being true (or action we are suggesting be taken).

Of course, I would now talk about these skills for a few sentences without using the pace, pace, pace, lead pattern (just like the two sentences above) and then I would continue on by repeating the same pattern with more verbal pacing and leading. Such as:

Pace: You came to my Internet site

Pace: and began to look for something that might interest you.

Pace: And when you saw this month's exercises, they seemed interesting enough that you started to read them.

Lead: And as you were reading, what you read caused you to pay even more attention to the process and begin to integrate these techniques with the other information that you have on influence and persuasion to become even more powerful as a communicator.

ETC. ETC. ETC.

O.K., it's your turn. The skill building exercise this month is to use the following form to become skilled at verbal pacing and leading. For each of the 4 weeks this month, choose an outcome you want to achieve and a person or persons you will influence and persuade (who will benefit from the achieved outcome, also), using these techniques, to get that outcome. Use the form to learn and incorporate the techniques and then begin that week to use verbal pacing and leading in your speaking. After all it is VERBAL pacing and leading. So, practice using them as you speak. Yes, it does work when written as well.

Here's the form

Week _____

My Outcome _____

Pace: _____

Pace: _____

Pace: _____

Lead: _____

Pace: _____

Pace: _____

Lead: _____

Lead: _____

Pace: _____

Lead: _____

Lead: _____

Lead: _____

Continue on using the same outcome and repeating the pacing and leading process.

Pace: _____

Pace: _____

Pace: _____

Lead: _____

Pace: _____

Pace: _____

Lead: _____

Lead: _____

Pace: _____

Lead: _____

Lead: _____

Lead: _____

Lead: _____

These techniques are very powerful. Have some fun with them as you incorporate their use into your influence and persuasion skills. Remember to use the other skills given at the beginning of this exercise to add even more power to your influencing and persuasion skills. Check out the demonstration example. What were the presuppositions that I used. The cause and effect patterns. Where were the embedded commands. etc. Use the email links in my site to give me some feedback. Thanks.

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Irresistible Communication, Influence and Persuasion

Part 2

Please keep in mind that we are discussing these processes based on being in – or creating long term relationships.

As we discussed last month, there are several skills necessary to be able to communicate irresistibly. Some of these skills are:

1. **Establishing and maintaining rapport.**
2. **Having a definite outcome.**
3. **Using Advance Language Patterns.** Refer to "Advanced Language Patterns Mastery" and the previous exercises for using presuppositions, cause and effect, embedded commands, single and double binds etc.
4. **Verbal pacing and leading.** If you completed last months exercise you are gaining more proficiency in using verbal pacing and leading.
5. **Eliciting or creating emotional states.**
6. **Matching the other person's criteria.**
7. **Matching process/strategy.**

O.K., on to what this skill building exercise is about. Lets combine Skill 3 (using Advance Language Patterns) and Skill 4 (Verbal Pacing and Leading) to make what we did last month even more powerful.

Advanced Language Patterns and Verbal Pacing and Leading – Combined.

We will continues to blur the distinction between what is absolutely true and undeniable (observable in the person's own experience) and what we want to be believed as true and we will increase it's power by adding some Advanced Language Patterns to it. We may just have to become conscious of already having done this in some cases.

We will use the same example we used last month. First lets add, highlight, and make changes to allow us to use embedded commands. We will use bold to emphasize the embedded commands.

As always, we always have an outcome in mind for our communication.

Outcome: To use the process to pace and lead you into learning to use and actual do the process.

The Original Version:

As you look at what I have written in this skill building exercise and you read each of the words, you have thoughts, in your mind, about what I'm saying and how you can begin to incorporate this material into your everyday life. And as you have thoughts and have the feelings that you are having, you know that this is something that really interests you and because of that it will be easy for you to learn. And as you wonder about being able to understand and learn what I'm writing here, you begin to think about where in your life you can use this process and what outcome you might want to obtain by using this skill. And you wonder how you can set aside enough time to really learn these skills to improve your results.

The Revised Version:

As you **look at what I have written** in this skill building exercise and you **read each word**, you have thoughts, in your mind, about what I'm saying, very powerful thoughts, thoughts about how you can begin to **incorporate this material** into your everyday life. And as you have thoughts and have the feelings that you are having, you know that this causes you to **become really interested** and because of that you can **learn quickly** and **begin now** to **use it often**. And as you wonder about being able to **understand and learn** what I'm writing here, you begin to think about where in your life you can **use this process** and how to **achieve your outcome** by being able to **use this skill**. And you wonder how you can **set aside enough time** to **really learn** these skills to **improve your results** and **enjoy life more**. That would be OK wouldn't it?.

Embedded commands used:

look at what I have written

read each word

incorporate this material

become really interested

learn quickly

begin now

use it often

understand and learn

use this process

achieve your outcome

use this skill

set aside enough time

really learn

improve your results

enjoy life more

Naturally by using so many embedded commands in combination with each other they will be much more easily accepted.

O.K., let's review the verbal pacing and leading. Let's dissect it. I have still followed the pattern that we worked with last month. And as we look at it — what are the presuppositions. Remember presuppositions from the Advanced Language Patterns exercises.

Pace: As you **look at what I have written** in this skill building exercise

Presupposed: you are looking at the exercise, I wrote the exercise, the exercise will build your skills.

Pace: and you **read each word**,

Presupposed: you will read each word.

Pace: you have thoughts, in your mind, about what I'm saying

Presupposed: As you read you think, you use your mind, you think about what I have written

Lead: very powerful thoughts, thoughts about how you can begin to **incorporate this material** into your everyday life

Presupposed: your thoughts are powerful, you are thinking about beginning, you will incorporate this material into your everyday life.

Pace: And as you have thoughts

Presupposed: you continue to think.

Pace: and have the feelings that you are having,

Presupposed: you have the feelings that you have.

Lead: you know that this cause you to **become really interested**

Presupposed: you know that doing what you are doing causes you to become really interested in this material

Lead: and because of that you can **learn quickly** and **begin now** to **use it often**.

Presupposed: your knowing and being interested causes you to learn, you will learn quickly, you will start now, you will use this material often.

Pace: And as you wonder about being able to **understand and learn** what I'm writing here,

Presupposed: you will wonder, you will wonder specifically about being able to understand the material. I wrote this material.

Lead: you begin to think about where in your life you can **use this process**

Presupposed: your are beginning to think using this material, and using this process in you own life.

Lead: and how to **achieve your outcome** by being able to **use this skill**

Presupposed: you have an outcome you want to achieve, you will use this skill in achieving the outcome.

Lead: And you wonder how you can **set aside enough time** to **really learn** these skills to **improve your results** and **enjoy life more..**

Presupposed: you are wondering, you will set aside time to learn this material, you will really learn these skills, these skills will improve your results. You will enjoy your life more because of this material/skill.

Are you beginning to **see how powerful this is?** When you **use it correctly** it is almost impossible to tell which statements we are using are undeniably true and which statements we want to be believed as being true (or action we are suggesting be taken).

Of course, I would now talk about these skills for a few sentences without using the pace, pace, pace, lead pattern (just like the two sentences above) and then I would continue on by repeating the same pattern with

more verbal pacing and leading. Such as:

Pace: When you came to my Internet site, just as so many people **come to my site and enjoy it immensely,**

Pace: you began to **find something interesting.**

Pace: And when you were able to **look at this month's exercises,** you began to **get excited** and as that excitement began to grow, first slowly and then much faster. **Now** it seemed so interesting that you started to read it.

Lead: And as you were reading, what you read caused you to **pay even more attention** to the process and **begin to integrate** these techniques with the other information that you have on influence and persuasion to **become even more powerful** as a communicator.

ETC. ETC. ETC.

O.K., it's your turn. Using the verbal pacing and leading examples that you wrote last month, write out new versions combining the verbal pacing and leading pattern with embedded command and other advanced language patterns. Examine what you have written to ensure that the presuppositions that you used are appropriate for getting you your stated outcome.

These techniques are very powerful. Have some fun with them as you incorporate their use into your influence and persuasion skills. Remember to use the other skills given at the beginning of this exercise to add even more power to your influencing and persuasion skills. Check out the demonstration example. What other language patterns did I use i.e. cause and effect patterns. Use the email links in my site to give me some feedback. Thanks.

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Irresistible Communication, Influence and Persuasion

Part 3

This month we will focus on:

Eliciting and Creating Emotional States.

Naturally as we have in the past, we will continue to keep in mind that we are using these processes based on being in – or creating long term relationships.

REVIEW

As we have discussed over the last few months, there are several skills necessary to be able to communicate irresistibly. Some of these skills are:

1. **Establishing and maintaining rapport.**
2. **Having a definite outcome.**
3. **Using Advance Language Patterns.** Refer to "Advanced Language Patterns Mastery"
4. **Verbal pacing and leading.** If you completed last two months exercise you are gaining more proficiency in using verbal pacing and leading along with Advanced Language Patterns.
5. **Eliciting or creating emotional states.** The subject of this month's exercises. Basically we are talking about having the ability/skill to either elicit or create an emotional state in the other person, that is the perfect emotional state for them to be in if they were to naturally go ahead and carry out the mutually beneficial suggestion or action. This includes the ability to be able to put yourself into this state (all your verbals and non-verbals will indicate you are in this state) before you create or elicit the same emotional state in others.
6. **Matching the other person's criteria.**
7. **Matching process/strategy.**

O.K., on to what this skill building exercise is about. Lets focus on Skill #5 – eliciting and creating emotional states to improve our ability to influence and persuade as well as build rapport.

Eliciting and Creating Emotional States.

Before we actually get into Eliciting and Creating Emotional States, let's review a little of what I call working theory or what is it that makes this work so well and so easily. We'll briefly look at these important concepts.

1. Start with an outcome in mind. What is the "emotional state" you want to produce in yourself and in the other person.
 2. Almost anything is possible when you are in rapport with someone.
 3. To create an emotional state in someone else you must first put yourself in that state.
 4. The mind cannot tell the difference between a very intense recalled emotional experience and a very intensely imagined emotional experience.
 5. When a person is immersed in a past emotional experience, with a feeling of present reality, they will relive that experience exactly as the memory was incorporated at the time it actually happened. In other words they will actually get into that "intense" emotion right here and right now as you are speaking to them.
 6. It is possible to chain a series of states together to lead a person from say curiosity to commitment.
-

Please note we will only cover just the very basics here.

In order to understand this let's assume that we are going to influence or persuade someone to act or think in a certain way that would be mutually beneficial to them and to us.

So, let's go through the above concepts one at a time and learn now exactly how it works. Believe me, it is worth your time to understand these concepts and use them continually in all your communication. Now, let's move on.

Our major outcome will be to influence or persuade someone to act or think in a certain way.

Start with an outcome in mind.

In this case the outcome is to produce a certain useful state in someone. Outcome = what is the "emotional state" you want to produce. For example if you were a salesperson, you might want to create a state of curiosity about your product or service.

- Determine what state would it be natural for the person to be in to do or think the way we know would be beneficial to them and us. i.e. curiosity.

Anything is possible when you are in rapport with someone.

- Get into rapport with the person. You presuppose that you are in rapport. i.e. act as if you already have rapport.
- Be sure that you are matching the other person **exactly**. Yes, exactly.
- Initially start off with a second or two delay in your matching or mirroring.
- Then move to matching the other person almost simultaneously within a minute or two.
- Avoid matching the other person using subtle matches. **This is not a match** – do and move exactly as they do.
- The only way to get into deep rapport is to be willing to do what they do – absolutely 100% the same.

To create an emotional state in someone else you must be in that state.

- Establish rapport. Decide what state you want to elicit or create.
- Then in your own mind get into the same emotional state that you want the other person to have.
- Elicit or create the state as described below.

The mind cannot tell the difference between a very "intense" emotional experience recalled from the past and a very "intense" emotional experience created in the imagination.

- Any emotional state can be produced at will – right here – right now!
- The sights, sounds and feelings of an emotional experience are "super glued" or linked together. So by eliciting or creating one of them we will automatically bring in the others. i.e. if we were to get a person to feel curious they will automatically bring into mind the total experience with all the visual

and auditory components.

- We can create an emotional state just by describing it in a certain way.

Eliciting and Creating Emotional States.

Hypnotist talk about re–vivification. In re–vivification, the person is immersed in the experience, reliving it exactly as the memory/experience was incorporated at the time it actually happened. Re–vivification, we'll equate it to state elicitation from now on, is much more common than most people realize. Excellent communicators use it all the time. Sales people, politicians, therapists, talk show hosts, religious leaders use state elicitation to get listeners to relive previous experiences. These experiences can either be positively or negatively charged.

Basically we can get another person to immediately experience any mood or emotion – at will.

What are some of the states will be extremely useful in our communication?

- Curiosity
 - Frustration
 - Open to new possibilities
 - Committed
 - Convinced
 - Strong connection
 - Wanton desire
 - Confidence
 - Trust
 - Loyalty
 - Excitement
 - etc., etc., etc.
-

Let's use the above example of a sales person wanting to get his customer into a state of curiosity about his product or service. Our outcome then is to get the other person into a state of curiosity and link that state to our product. How would we go about it? Naturally this is harder to explain than to actually do.

I'll be the salesperson and you can take the position of a person who is interested in improving your communication by using Advanced Language Patterns to improve your results. You can be my friend, John.

Here's the process

First, I decide on the state – curiosity.

Then I ask myself, what are the components that make up the state of curiosity. For example what would a person be thinking, seeing, hearing, feeling or doing if they were actually in a state of curiosity.

Here's what I came up with.

Components of Curiosity:

1. Begin to wonder about it.
2. Peaks my interest.
3. Ask myself questions.
4. Continually comes to mind.
5. There's something in here for me.
6. What can I learn here?

Now, I use these components and Advanced Language Patterns to tie them together and elicit the state of curiosity. For example:

I don't know about you, John, but so many of my customers tell me that when you first learn about Advanced Language Patterns, you begin to get really curious and want to learn even more about it. And it is so natural. It's like, have you ever had a time in your life when you notice that there is something happening and you just begin to wonder about it. And no matter what you are doing, whether it's during the day or during the night, it keeps popping into your mind and that makes you even more curious about it. Somehow it's really able to peak your interest to the point where you just can't stop thinking about it until you find out more about it. And the more you continue to think about it, the more you become even more curious about it. And as you do that, you find yourself asking yourself these questions. "What's this all about?" "How does this work?" "What can I learn here?" It's like you're saying to your self, "I don't know what's really going on here but it seems like what's going on here is so full of opportunities and I like it. I don't know exactly what it is yet, but there's something here that is really important for me." And as you think about Advanced Language Patterns, it's exactly those kind of thoughts and feelings that you and others become aware of. It's really amazing that it does happen just like that, over and over again, until you take the action you need to take to satisfy your curiosity. Now, is there something that I can do to help you get the results you want?

Or

Isn't it interesting how people think, John, like if you were to think of something that you've been curious about in the past. Something that somehow gets into your mind, and it's there and no matter what you're doing; sometimes during the day or during the night it continues to pop into your mind until you actually do something about it. It's like maybe ever time you look into a mirror and see yourself, it pops into your mind and you wonder about it and how it can help you. And you somehow know deep down inside of you there is something that you have to find out about; no matter what it takes or what it costs, you'll do what ever it takes right now or within a very short time. Perhaps within a day or too at the latest, because you understand that you have a need to satisfy that curiosity within you. And that's the interesting thing about people, John., it happens just like that. It's really very interesting, isn't it?

These are two quick examples of how you might take the components/structure of curiosity and then elicit that state in someone else.

How we can then chain curiosity to another state will be covered in future exercises.

This month's exercise will be in interactive exercise between you and me. Together we will develop the components/structure of four different states. And then we will write our the language we could use to elicit each of the states in someone. The interactive part takes place when you email me the results of your thinking. I really will appreciate it when I get this feedback and will publish the most common components for each emotional state. Having these common components will make it much easier to elicit each of these in the future. Thank you in advance.

Choose any 4 of the following states, develop the components for the state and write out the script to elicit. Do one a week.

Sent email to:Leading Edge Communications Ltd.

Please remember this exercise is to be interactive . By combining our experiences and components and structure of the various states we can generate a list of the most common components for each state. Having these common components will make it much easier for all of us to elicit each of these in the future. Thanks Again.

In a future exercise we will learn how to chain these states together. For example we might chain Frustration to Curiosity to Interest to Learning. This of course would be a very useful chain of states to use when someone is having trouble learning something.

Thanks for your interest.

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Irresistible Communication, Influence and Persuasion

Part 4

This Skill Building Exercise will focus on:

Chaining Emotional States Together Or How to Lead Someone From One State to Another.

Naturally as we have in the past, we will continue to keep in mind that we are using these processes based on being in – or creating long term relationships.

REVIEW

As we have discussed over the last few months, there are several skills necessary to be able to communicate irresistibly. Some of these skills are:

1. **Establishing and maintaining rapport.**
2. **Having a definite outcome.**
3. **Using Advance Language Patterns.** Refer to "Advanced Language Patterns Mastery"
4. **Verbal pacing and leading.**
5. **Eliciting or creating emotional states.** Basically we are talking about having the ability/skill to either elicit or create an emotional state in the other person, **(or yourself!)** that is the perfect emotional state for them/you to be in if they/you were to naturally go ahead and carry out the mutually beneficial suggestion or action.
6. **Chaining Emotional States Together.** Develop the skill to be able to lead someone (or yourself) from one emotional state to another.
7. **Matching the other person's criteria.**
8. **Matching process/strategy.**

This month's skill building exercise is about chaining the emotional states that we learned to elicit last month together in order to lead someone from one emotional state to another emotional state. We will focus on Skill #6 – Chaining Emotional States Together. This skill will greatly improve our ability to influence and persuade as well as build rapport.

Chaining Emotional States Together.

Please note we will only cover just the very basics here.

In order to understand this let's assume that we are going to **influence or persuade someone to act or think in a certain way** that would be mutually beneficial to them and to us.

Start with an outcome in mind. What is the state that you would like them to be in at the end of the process so that they will naturally be able to act or think in a way that is beneficial to both of you.

For our exercise we will chain 3 states together. We will use some of the states that we learned to elicit in past exercises – slightly modified to fit the context we will be using.

So, we will be chaining three states together.

State A to State B to State C

Curiosity (A) to Open To New Possibilities (B) to Future Success (C)

For our example we will assume that the person has expressed some Curiosity – which we will deepen and then link to Open To New Possibilities and then link to Future Success.

We could, of course, have to paced and led the person from whatever state that they were currently in – if it was not Curiosity, into Curiosity (A). We could do that by linking their present on-going experience to Curiosity with some of our Advanced Language Patterns that we have already learned – such as cause and effect. i.e. You came to my web site and began to read some of the words that were written there. And as you read, you had thoughts. And having had those thoughts caused you to begin to become very curious about how you could use this valuable information in your everyday life. etc.

Most of the time when we are chaining states from one state to another state may require too large of a state shift to go directly from the state that they are in to the desired end state. So, one or two intermediate states may be required. In our example to shift someone from Curiosity to Future Success would be too big of a jump. Therefore, we are using an intermediate state of Open To New Possibilities.

We'll use that same context that we used to elicit curiosity in Skill Builder #7, which will help us integrate the exercises. The context is that of a sales person wanting to get their customer into a state of Curiosity about their product or service, begin to see what the New Possibilities are and as a result of using the product or service they will experience Future Success. We will use time distortion to future pace the customer to have already experienced Future Success in their mind.

I'll be the salesperson and you can take the position of a person who is interested in improving your communication by using Advanced Language Patterns to improve your results. You can be my friend, John.

Let's assume that we are meeting face to face and you have asked me about my product, "Advanced Language Patterns Mastery"

First we deepen the state of Curiosity

Thank you so much for asking. You know, John, isn't it interesting how people think? I find it so amazing that so many of my customers tell me that when you first learn about Advanced Language Patterns, you become so curious about it that you want to learn how you can use it in your life. And it is so natural. It's like, have you ever had a time in your life when you notice that there is something happening and you just begin to wonder about it. And no matter what you are doing, whether it's during the day or during the night, it keeps popping into your mind and that makes you even more curious about it. Somehow it's really able to peak your interest to the point where you just can't stop thinking about it until you find out more about it. So, you find someone, like me, to ask about it. And because you asked about it, you become even more curious about it. And as you do that, you find yourself asking yourself these questions. "What's this all about?" "How does this work?" "How can I use this?"

Bridge To Open To New Possibilities And Begin to Elicit The State

It's like you're saying to your self, "I don't know what's really going on here but it seems like what's going on here is so full of opportunities. I like it. I don't know exactly what it is yet, but there's something here that is really important for me." And as you think about that and Advanced Language Patterns, it's exactly those kind of thoughts and feelings that you and others become aware of. It's those very kind of thoughts and feeling that cause you to ask me about it.

And because you're clever enough to not accept things you're told without asking about them, you want to know more about this because it's possible to get really interested in learning how you can make changes in your life through the use of language and language patterns. And because you have had this growing sense of

curiosity and a ever growing sense of new opportunity about this – you want to know more. You may find that as you learn more about this, John, you start believing how important learning about language patterns is to your life.

And learning more allows you to begin to change some of your beliefs from the ones you used to have, to new and more useful ones. And it happen, just like that. You find that you see new opportunities and you see new possibilities and you see these thing in a new and different way. And you can benefit from that, be open to that and be able to accept the possibility that it can happen almost without any effort at all.

Bridge To Future Success And Begin to Elicit The State

It's really amazing that it does happen just like that, without conscious effort, because you have taken the steps and actions you needed to take to satisfy your curiosity and to see the possibilities for yourself. By having chosen to learn to use language patterns, you have already are already taking the actions you want to take. The actions that are the beginning of you future success.

Just imagine, six months from now. You're proficient in using language patterns and because you've become so proficient, you've have had the success that you wanted and you've been able to get that success without a lot of pain or effort. And having achieved this success, you can look back on today as the day that you made a decision to be more successful. And that makes you feel good.

Now, what is the one thing I can tell about "Advanced Language Patterns Mastery" you that will make you even more eager to go ahead.

Your exercise (the minimum required) for the next four weeks is to think of two situations in your life where you can chain three or more emotional states together to get a beneficial outcome. During the first two weeks create the necessary wording to elicit and chain the emotional state together for the first situation. During the final 2 weeks do the same for the second situation.

Please let me know how you enjoyed this exercise.

And email me the some examples of the wording you used to elicit and chain your emotional state together.

email: Leading Edge Communications Ltd.

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