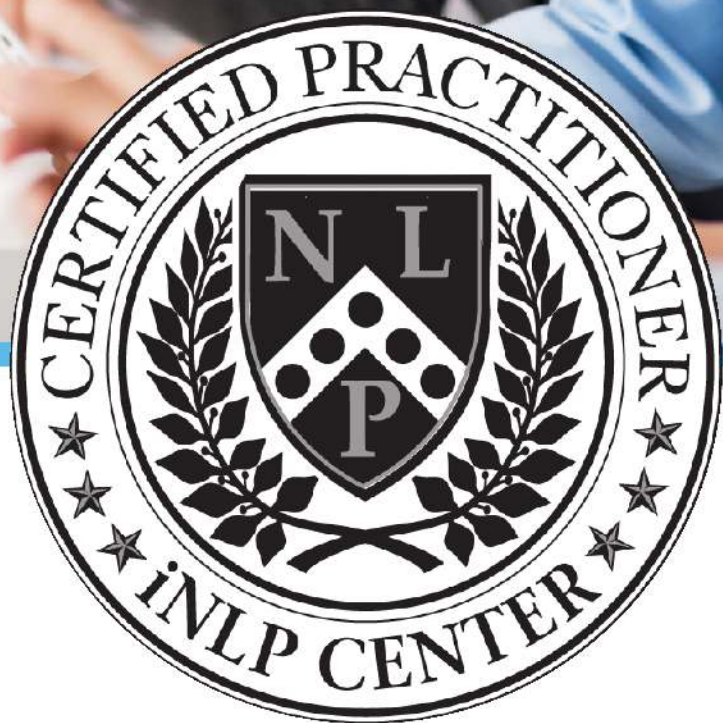


NLP Practitioner Trainer Manual



TRAINER'S MANUAL - NLP PRACTITIONER

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Introduction and Overview

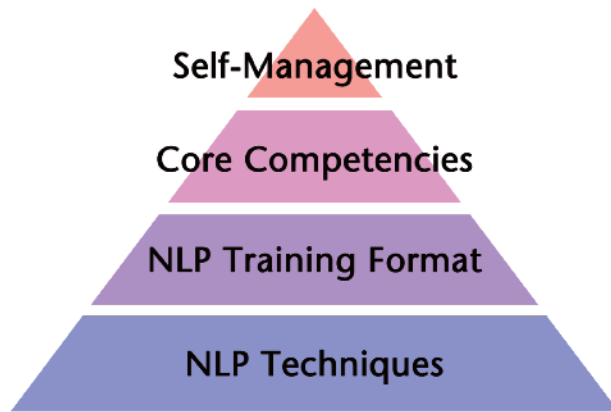
notes

This manual was designed to assist Certified NLP Trainers to deliver NLP Practitioner Certification courses. It outlines the attitudes, skills, format, and techniques that have been successfully employed by the iNLP Center while delivering NLP courses over time.

While this manual gives clear ideas about what has worked, it is not in itself complete. This manual was designed to be used as a helpful companion to the NLP Practitioner Certification Manual.

This manual does not have to be rigidly followed. An NLP Training is a wonderful journey over a period of time. Every training takes a slightly different course. Above all, the trainer should be aware of the specific needs of the group and be flexible in addressing those needs.

Trainer's Pyramid



notes

The Trainer's Pyramid represents the priorities of an effective NLP trainer. Self-management, at the top of the pyramid is the most important aspect of conducting a successful NLP training, followed by certain indispensable core competencies the trainer must utilize. With proper self-management and the basic core competencies in place, the trainer is ready to utilize the NLP training format to teach the major and minor techniques.

All levels of the Trainer's Pyramid are essential to the delivery of the training. It is interesting, however to examine the order of priority that is necessary for the training to work well.

On the surface, it would seem that the NLP techniques being taught would be the top priority. Imagine, however, that those techniques are being taught by a trainer who is preoccupied with himself, inattentive to questions, or harsh with the students. It doesn't take long to realize that no matter the content being taught, the character or state of being of the trainer determines the degree to which the training content is well received.

Moreover, imagine that the trainer exercises good character, but is unable to make the students feel at home in the training room (build community), does not know how to break teaching pieces down into manageable pieces, lectures extensively (in an experiential training environment), and does not model for the class what he is teaching. It is obvious in this setting that an NLP training would be ineffective. Without certain core competencies beyond quality character and the training content, the trainer will fail.

Now imagine the following training scenario: The trainer exemplifies quality character. She is open, respectful, clear, and congruent with the material she is teaching. She is comfortable with herself and therefore is able to address the student's questions and concerns in a way that makes them feel comfortable and respected.

notes

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Section 1: Self-Management

notes

There are several elements of self-management for the NLP Trainer. They include:

Adequate Rest

The trainer needs to be well rested and fresh when delivering an NLP course. We recommend that you take two days off before a training weekend and one day off after.

Preparation

In the early stages of being an NLP Trainer, we suggest 1/2 day of preparation for every day of training. This will allow you to be very thorough in your preparation.

Breath Control/Pacing

Slow, monitored breathing sets a tone of relaxation for the training. Most of the students will probably be anxious. Relaxed breathing on the part of the trainer will establish a pace for the students to follow.

Being a Host

Part of the Trainer's responsibility is to make the students feel well attended. Providing snacks, beverages, and a comfortable training environment is a part of that responsibility.

Sensory Acuity

The essential element in discovering whether or not the training is working! The appropriate sensory acuity stretches beyond the bounds of what the trainer intends (presupposition #2) to communicate to what message is received by the class. An astute trainer will not be concerned so much with what is supposed to work, but what is actually effective based on observation.

Flexibility

Noticing the class response to your communication is pointless without the ability to adapt the training appropriately. Perhaps you will need to spend more time on certain elements of the training. Perhaps you will need to move on to other material in spite of the fact that some members of your class do not understand the present material. Perhaps you will have to bring in material that is not part of your previous plan. All of this requires judgment and flexibility on your part.

Congruence

Have you had a profound experience with the material you are teaching? Has it changed your life in some way? Can you tell an inspiring story about how a particular technique has shaped your understanding? The more you can do so the more congruent your message will be.

notes

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Section 2: Core Competencies

notes

All of the core competencies reflect methods for creating a successful NLP training. Additionally, it is at times helpful to consider Chunking and Association/Dissociation as useful in troubleshooting problems that arise in the training.

Chunking

The trainer needs to be aware of multiple levels of chunk size in the activity ongoing in the training. Here are some of them:

- Individual students: are they choosing small enough chunk sizes to work with during the small group exercises?
- The group: are they on board or confused? Are they too caught up in the details that it prevents them from grasping the purpose of the teaching? Is their energy level high or low?
- The training: is the training on course, according to the training syllabus? Is the trainer spending time on issues that do not reflect the present training purpose?

Ability to Associate or Dissociate Students

Here is a general principle to follow with students:

- Associate the students who aren't taking the training seriously.
- Dissociate the students who are taking it too seriously.

Some behaviors which may reflect a student who is not taking the training seriously are: avoiding others, joking around too much, tardiness, lack of effort in doing the exercises.

Behaviors which may reflect a student who is taking the training too seriously include: self-criticism, asking too many questions, tense physiology, anxiety when being the Programmer.

These are not exhaustive lists. What are others you can think of?

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notes

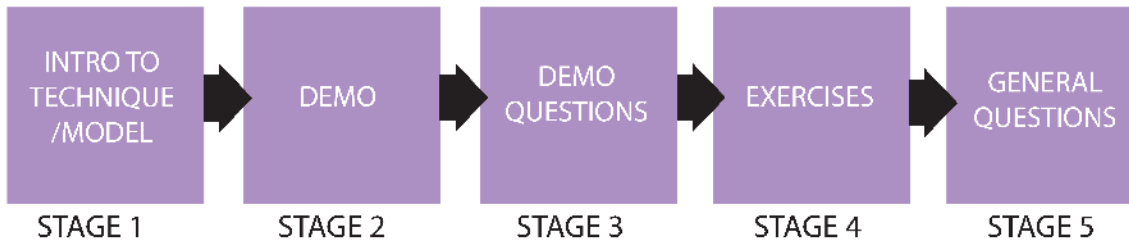
- If a sense of community has not developed by the fifth day of the training, developing one should be the highest priority of the trainer. How would you accomplish that?

[illegible]

Section 3: NLP Training Format

notes

The NLP Training Format is used when teaching all the NLP techniques in the training. It is a process which consists of five stages: introduction to the technique/model, demonstration, questions about the demonstration, small group exercises, and general questions/comments.



STAGE 1

Introduction to the Technique or Model

This time is used to give the students a brief overview of the technique or model, explain what it is used for, and establish the interest of the students in learning it. It is this interest that will motivate some students to volunteer to be demonstration subjects.

- Typically the introduction to any model or technique is relatively short, as we rely on the experience of the process to educate the students more than lecture.
- The introductory remarks should reflect the trainer's clarity on and enthusiasm for the technique. For the most part students will rely on the trainer's state to motivate them to experience the technique for themselves.
- The more personal the trainer is in relating the introduction to herself, the more interest the students may take.

STAGE 2

Demonstration

The demonstration is the student's opportunity to observe an expert do what they will be asked to do. It provides an opportunity for the trainer to model his expertise.

There are three elements of an effective demonstration; choosing an appropriate demonstration volunteer, dividing the attention between the volunteer and the class, and balancing the teaching and therapeutic aspects of the demonstration. All of these

elements are dependent upon the trainer's sensory acuity.

notes

Here are some tips on choosing a demonstration subject:

- Choose someone you like, and whose personality you are comfortable with. There is no need making the more complicated than it needs to be.
- Never choose a polarity responder as a demonstration subject. Likewise, do not choose anyone who has not personally bought-in to the training.
- Ask for several volunteers to name the problem they want to address as a volunteer. Don't commit to working with anyone until you have heard all the volunteers, then choose the one you are most comfortable with. A good idea is to use your sensory acuity to determine which volunteer seems most congruent about wanting a change and working in front of the group.
- Choose people who are, in general, responsible and resourceful. Then, even if the demonstration turns out to be difficult, you can trust that the volunteer will manage herself.

Here are some thoughts about dividing attention between the demonstration volunteer and the class:

When doing a demonstration of NLP techniques for the class, a division of attention between the class and the client is necessary. As a general rule, the client should get the majority of the attention. The trainer can update the class on where she is at in the process during times when the client needs to process some information internally or is stuck. In these instances taking the attention off the client can relieve some pressure, and give the trainer opportunity to give the client indirect suggestion.

For example:

We are on step four of the Six Step Reframe. John (client) is now accessing his creative part to generate new behaviors. We have identified the part that makes him do behavior X, and discovered that the positive intention of behavior X is for him to protect himself. Protecting ourselves is very important, and now John is generating new ways to protect himself. This doesn't mean he has to give up behavior X, it means he will become better at protecting himself as he gains more choices.

This kind of language is frequently irresistible to the demonstration volunteer. He knows he is not being spoken to directly, but hears and responds to every word nonetheless. Often when the trainer turns his attention back to the demonstration volunteer after such remarks, the instructions have been carried out.

Balancing the teaching and therapeutic aspects of the technique being demonstrated: notes

While doing a demonstration, two things are happening. One, the volunteer is receiving a therapeutic technique. Two, the class is being taught. A balance between the two of these outcomes is necessary. The general rule of thumb is to remember that in the Practitioner Certification Training, the principal outcome is learning and practicing the techniques. Most often, meaningful therapeutic gains are the result of such learning and practicing. However, if a trainer must choose between doing therapy with the volunteer and teaching the skill, teaching the skill takes priority.

STAGE 3

Questions About the Demonstration

After the demonstration is complete, the trainer invites questions from the class specifically about the demonstration and how to perform the technique. This is not the time for theoretical questions or comments. The purpose of this time is to further prepare the class to do the technique with each other in the small group exercises. All other questions should be diverted until after the exercise.

The question the trainer asks himself during this period is, "Will the answer to this student's question help him perform the technique more effectively?" If so, answer the student's question. If not, ask the student to save the question until after the exercise.

STAGE 4

Small Group Exercises

As the class participates in the small group exercise, the trainer should be generally available to students for help. There are five things to watch for and correct if necessary:

- Are they using their Meta Person for help?

Get in the habit early of using the Meta Person as the first option when the Programmer needs help. This way the Meta Person will be challenged to learn the technique from a dissociated position. Relying on the Meta Person will also foster teamwork and a sense of community.

If the trainer notices that certain individuals are not utilizing their Meta Persons, those individuals can be reminded to do so in private. Or, if this is a pattern in the class, the class can be further instructed about the role of the Meta Person and reminded to use her.

- Are they using their manual for help?

notes

It helps some students to know that they can turn to their manual for help as they are doing interventions with clients. Knowing this the Programmer can slow her pace down and concentrate on completing one step at a time. This process may ease some performance anxiety.

- Has the client chosen an appropriate chunk size problem for the technique being practiced?

This question represents a fundamental concern the trainer needs to have throughout the practitioner training. Here are some signs that the Client has chosen too large a chunk to work on.

- The Client is overwhelmed emotionally.
- The Programmer is overwhelmed.
- The technique is producing no positive outcome and the client has a hard time completing the steps as directed by the programmer.
- Ecology concerns keep coming up.
- Is there rapport between the Programmer and Client?

It is not uncommon that students will end up working in small groups among people with whom they have personality differences. The trainer needs to monitor this and use her judgment in monitoring such groups. Upon the request of the student the trainer should allow the student to switch groups.

The trainer should intervene without being asked only in extreme situations in the groups, such as a verbal altercation between the students. In most situations, if the students are not asking to switch groups, the trainer should leave them to establish some working rapport on their own. The trainer can coach any student regarding this matter on an individual basis.

- Does the energy level in the room reflect the student's interest in the technique?

If there is low energy in the room it usually means the students are not engaged with the teaching material. Here are some reasons why this may be the case:

- The students are confused and need further instruction in the teaching content.
- The students are tired and need a break as soon as possible.
- The students are finishing their rounds and are running out of things to do.

In any such case the trainer should act immediately to remedy the situation by further clarifying, suggesting a break, or calling the student back to the large group.

STAGE 5

General Questions/Comments about the Technique or Model

notes

After the small group exercise the trainer has the opportunity to close the teaching piece with the class. The trainer's outcomes in doing this are as follows:

- Answer any further questions about the technique itself, it's purpose and sequence of steps.
- Invite and encourage any comments from the class as to their experience in their small group. This is critical to the success of building a community among the students. Many times students share freely in small groups but are reluctant to share their experience with the class as a whole. The trainer can take individuals aside who have positive experiences during the small groups and encourage them to share their experience with the class.
- Take the opportunity to model the technique or concept further for the class.
- Focus on application or integration of the teaching into their lives outside the training. Ask the students to identify where and when the relevant model is applicable in their present relationships and situation.

Section Four : Training Content/NLP Techniques

notes

Opening (1:00)

1. Welcome Class
2. Tell about yourself
3. Invite students to briefly tell about themselves - name, where they are from, and purpose for enrolling.

Definition of NLP (00:15)

Trainer's Perspective:

In one sense this entire training is an introduction to NLP. It takes at least ten days to begin to understand what NLP is and how it applies to individual situations. Let this fact take some pressure off your formal introduction. The formal introduction can be short and sweet, as a lead into some experiential exercises.

Training Purpose:

To introduce students to NLP.

Introduction to the Technique/Model:

(In student practitioner manual)

There has never been an official definition and now that NLP has been in the public domain for over 20 years, there never will be. Trainers and marketers keep coming up with new spins, but it is not really necessary. NLP is what it is, a smattering of concepts and models from some of the greatest minds the world of psychotherapy has known, distilled into workable models by John Grinder and Richard Bandler and their crew of early followers.

The models were never intended to masquerade as cookie-cutter techniques that lose touch with the underlying exploration of subjective experience, but that is the way of things!

(Additional material in Audio 1a)

Notes from audio:

Demonstration: N/A

notes

Questions about the Demonstration: N/A

Small Group Exercises: N/A

General Questions/Comments:

Take questions from students

Themes of NLP (00:30)

Trainer's Perspective:

The themes of NLP are the underlying principals present in most NLP methods.

Training Purpose:

To give a brief overview of the principals you will be referring to many times throughout the training.

Introduction to the Technique/Model:

(In student practitioner manual)

Outcomes.

At the very heart of NLP are outcomes. The way we use this word in NLP can be equated with the word goal. When we ask, "What is your outcome?" we want to know what you want to accomplish.

Since NLP contains very powerful and effective techniques, we want to know specifically when and where to appropriately apply them. In NLP there are no "shoulds." As a practitioner it is not your job to determine what is best for the client. You simply ask them what they want, get specific information about it, then proceed.

Knowing your own outcome gives you a map to follow - a way to judge whether or not what you are doing is working. Are you arriving closer to your goal? If not, change what you are doing. By continually comparing where you are to where you want to be, you'll know in what direction to proceed.

(give example or ask students for an example)

Sensory Acuity.

Sensory acuity refers to our ability to become aware of internal or external surroundings. "Sensory" refers to the five senses that we use in discovering and exploring. "Acuity" refers to the level of awareness we achieve.

notes

Your use of sensory acuity in practicing NLP is inseparably linked to the amount of success you will experience. It is how you will know if the technique you use is working, if your presentation is well-received, if you have rapport, what to do next...

In this training you'll learn to notice things about people and communication that you've never noticed before. Sometimes it is challenging to know what to do with all the new information you will receive from people. This training will teach you to integrate it with new ways of communicating based on evidence in the world and in your mind and body.

(give example or ask students for an example)

Behavioral Flexibility.

Your ability to change what you do based on the feedback you get is your level of behavioral flexibility. The more flexible you are, the more choice you will have.

A rigid person has little latitude in which to maneuver. Consider the man who tried to open his front door to go outside. Finding it locked, he kept trying to turn the doorknob. Twenty years later he's still there, cranking on that knob. Of course, this is a silly example. However, most people have certain "doorknobs" they've been cranking on for quite some time. What are your doorknobs? In this training you may decide to rethink your strategy to get home.

Flexibility is gained by applying new knowledge and finding new applications of previous knowledge. It allows us to unlock doors, become more effective, more powerful and influential. The ability to change our behavior until we get our desired outcome is the source of personal power. It's not magic. It just makes sense and takes a lot of emotional resourcefulness to remain flexible and open to options when things don't go your way. We'll be working on this.

(give example or ask students for an example)

Techniques.

Unfortunately, NLP is primarily known for techniques. In this training you will learn and practice a variety of them. The techniques are organized into step-by-step processes that can be applied systematically. I will demonstrate many of the techniques on video with my wife, Hope, who at the time was new to NLP. They will give you a great idea of what it will be like to work with a client.

Techniques streamline your work and organize what you do, so you don't have to

reinvent any wheels. NLP techniques are just examples of useful patterns and strategies that have produced desirable results in specific situations.

notes

If you look into a professional mechanics toolbox, you'll find a variety of tools. Every one of those tools does its job very well, yet each tool is only useful for doing certain things. You could use a wrench as a hammer or a hammer to drive a screw, but the results wouldn't be quite what you'd want, ideally. There are also things certain tools can't do at all. You can't loosen a nut with a screwdriver.

Each of the NLP techniques will accomplish certain results fairly consistently, some poorly, and some not at all. Part of your education will be learning to know what to do when and whether or not a particular intervention (with yourself or others) is appropriate to attempt in the first place. You will practice the techniques during your training and report on them for feedback.

(give example or ask students for an example)

States of Excellence/Physiology.

Our behavior is largely determined by the physiological state we're in at any given time. Imagine the following: You get up on Monday with an incredible hangover. You stumble through your morning routine with a splitting headache, leave for work and have a blowout in heavy traffic on the freeway. You arrive at work an hour late to a scowling boss who demands two reports that you haven't completed yet. You're incredibly frustrated. A co-worker then comes to tease that you're "late again" and how do you respond?

Needless to say, your response may be a bit different than if you had just had the most pleasurable morning of your life; so incredible that you decided it was worth it to be an hour late for work.

Problem behaviors occur as a result of the state we were in just beforehand. NLP includes strategic ways to change states that lead to problem behaviors into states that lead us in the direction we want. Every time this happens, you will have a new "state of excellence." In this training you will have the opportunity to identify the states of excellence you already have, gain some new ones and transform "stuck" states into more resourceful states.

Curiosity: Defining vs. Exploring.

Exploring is driven by curiosity and attempts to expand an idea. Defining is driven by pragmatism and is intended to reduce an idea into something useful. NLP was created through exploration. It was proliferated through defining.

Most people learn NLP by studying techniques that were the result of the defining process. Most people never learn to explore NLP. This course will attempt to balance the process of learning by remembering to promote exploration along with the models and techniques.

notes

[illegible][illegible]

[illegible]

Introduction to VAK (00:20)

notes

Trainer's Perspective:

The VAK model is one of the fundamental models of NLP. It affects every aspect of our experience. Students will have a significant opportunity here to expand their self-awareness by learning this deeply unconscious aspect of human experience.

Training Purpose:

To introduce students to the model that our communicating experiences are comprised of the three main modalities; visual, auditory, and kinesthetic. This introduction is to prepare the students to learn the Eye Accessing Cues chart with its corresponding exercises, and to learn VAK Process Words.

Introduction to the Technique/Model:

Introduce this model with an explanation that for the purpose of communication, most of our experience falls into three modalities; visual, auditory, and kinesthetic. Point out that once we learn to recognize how our communication patterns fit into the modalities, we can learn to recognize communication breakdowns and correct them more effectively.

(From student practitioner manual, module 2)

The three primary information processing styles are: Visual, Auditory, Kinesthetic. They are also referred to as modalities or representational systems (rep systems) – these are ways we represent the world through our five senses. When information reaches our brains, it is given meaning and forms a subjective experience of the world – this is our representation and perception. Although we use all of the representational systems, we tend to have a preference for one over the others, just as we prefer certain styles of clothing over others or certain kinds of friends or activities over others.

Many believe that in developed countries, around 60% of people are predominantly Visual, with 20% Auditory and 20% Kinesthetic, however this remains speculative.

The representational system that we use predominantly is our own special language of internal experience and embraces all the mental processes of thinking, remembering, imagining, and perceiving.

Visual

Visual people tend to process information quickly. A picture says a thousand words. Visually oriented people tend to talk quickly as they describe in words the images that are flying through their mind. They may speak in a higher pitch and they tend to sit more erect and generally breathe more shallowly. They use gestures a lot, which tends to be nearer head height. They are less distracted by noise and they use visual predicates like, I see what you mean or I get the picture.

Auditory

People who are predominantly auditory do things more rhythmically. Their voice tends to be mid-range and they talk to themselves, either internally or externally; they may even move their lips when they're reading. They breathe from the middle of their chest and use some hand gestures, but not extensively. They can repeat instructions back to you easily and are distracted by noise. Auditory thinkers often tilt their head to one side in conversation, as if lending an ear or on the telephone. They memorize things in steps or sequence and like to be told things and hear feedback in conversations.

They tend to use auditory predicates such as, that rings a bell or that clicks, and are interested in what you have to say. They can be excellent listeners and enjoy music and spoken voice. Once you are tuned in, it is difficult to miss the varied tones, tempered cadence and richness in the voice of an auditory person.

Kinesthetic

Kinesthetic people typically breathe from the bottom of their lungs, so you'll see their stomachs going in and out. They process thoughts more slowly than a visual person, which often causes impatience. Kinesthetic people tend to speak more slowly as well and employ long pauses between statements as they process things that are said and discover the feelings they get.

They respond well to touch and physical rewards. They use predicates such as, I want to get a handle on it or a firm foundation and will be able to access their emotions more readily. They are interested in how you feel and typically learn by doing.

Additional material in Audio 2a

Notes from audio:

Demonstration:

An effective story would demonstrate how mismatching modalities lend to misunderstanding in relationships.

You could use the following example:

A couple goes to see their therapist, each complaining that the other is unloving. The conversation goes like this:

John: My wife doesn't appreciate my love for her. When I hug her or want to be close to

her she stiffens up and reacts in a cold manner.

Mary: What do you mean? I tell you I love you all the time. But when was the last time you said those words to me?

John: Words are cheap. Anyone can say I love you and not mean it. How about a hug to make me feel close to you now and again?

Mary: All I want is for him to talk of his love for me, and here he is wanting to smother me by hanging all over me.

Therapist: It looks to me like the two of you do not know how to show each other your love. Let's see what we can do to help you...!

Make the VAK incongruities obvious enough for the students to pick up on them. Use spatial anchors to segregate the conversation between John and Mary. Keep the demonstration going until everyone in the class understands what is going on. This will help the class understand the implications of the VAK Model.

Questions about the Demonstration:

Remember to ask questions only to clarify what was going on in the demonstration story.

Small Group Exercises:

Tell students to take five minutes or so to review the list of predicate phrases in their manual. Then ask if they have questions regarding the list.

Additional material in Audio 2b

Notes from audio:

General Questions/Comments:

Does all our communication fall into the three modalities?

Most of it does. Rarely do we communicate with reference to taste and smell. The majority of our experience relates to what we can see, hear, and feel. Even when we use neutral words like “understand” we are at a deeper level assimilating our experience of things we have seen, heard, or felt.

notes

VAK Process Words Group Story (00:30)

notes

Trainer's Perspective:

By now the students have an initial understanding of VAK process words. Notice how the sense of community is developing in the group as they practice the group story exercise.

Training Purpose:

Process words and the group story exercise are designed to expand VAK awareness and build skill and flexibility in using this model conversationally.

Introduction to the Technique/Model:

Explain that you will be doing a fun exercise to help increase and integrate awareness of the VAK model. Refer them to the process words list in their manuals and explain that they may refer to the list during this exercise.

Demonstration:

Call up three volunteers to help you demonstrate how the technique is done. Person A starts a story using one sentence that includes a Visual word. Person B adds a sentence to the story that includes a Auditory word. Person C adds to the sentence to the story that includes a Kinesthetic word. Person D adds a sentence to the story that includes a Visual word. Keep taking turns for two more cycles.

Questions about the Demonstration:

Take questions about how to do the exercise only.

Small Group Exercises:

Divide students into groups of two, four or five are necessary, avoid groups of three. Allow the students to relax and go at their own pace to replicate demonstration. It is designed to be fun and non-technical in nature. Be careful not to let the exercise drag on past the point where the begin to find it laborious. Should be done for 10 minutes.

General Questions/Comments:

Take questions and feedback regarding the exercise. You may ask students if they found one modality more difficult than another modality.

Eye Accessing Cues Chart (00:30)

notes

Trainer's Perspective:

The NLP Eye Accessing Cues is one of the more interesting claims NLP makes about communication. No other model recognizes the distinctions that NLP makes about eye movement patterns.

Training Purpose:

To familiarize students with the Eye Accessing Cues chart as well as integrate knowledge and self-awareness of the VAK Model.

Introduction to the Technique/Model:

Introduce the Assessing Cues chart by explaining how our eye movements correspond to internal thinking patterns.

Remember to explain that the chart refers to 90% of people. The other 10% are what we call reversed. Reversed simply means you are physiologically organized differently (usually the opposite horizontally of the chart). It does not imply any defect. Some people are simply organized differently, we don't know why.

(In student practitioner manual)

Additionally, when people are thinking and talking, they move their eyes in what is known as eye-scanning patterns. These movements appear to be symptomatic of their attempts to gain access to internally stored or internally generated information. This information is encoded in our minds in one or more of the VAK representational systems.

When a person "goes inside" to retrieve a memory or to create a new thought, she exhibits certain behaviors indicative of the representational system she is accessing at the moment. Keep in mind that these are generalizations based on casual observation only. Many eye movements happen too fast or almost too fast to track.

Most people (an estimated 90%, based on non-scientific observation over the years) are organized according to the following chart. The rest are organized in some other fashion, commonly the direct left/right reversal of the chart. No one knows why this is the case.

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

VR – Visual Remembered

When people look up to their left, they are generally accessing pictures they have actually seen before; eg, the color of their first car

notes

VC – Visual Constructed

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

AR – Auditory Remembered

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

AC – Auditory Constructed

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

AD - Auditory Digital

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

K – Kinesthetic

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

(Additional material in Audio 2c, 2d)

Notes from audio:

Demonstration:

You should be able to demonstrate this to the class using your own eye movements. Give plenty of examples asking the class to pay attention to the eyes.

These are examples of what to say (you are demonstrating with your own eyes):

If you ask me the color of my first bicycle, (moving eyes to Vr) my eyes would have to search for that information.

notes

[illegible]

Eye Accessing Cues: Exercise One (00:30)

notes

Training Purpose:

To learn the Eye Accessing Cues through observation of eye movement patterns.

Introduction to the Technique/Model:

Explain that this exercise is simply asking questions designed to elicit certain responses in the client, and observing those responses in order to familiarize ourselves with the Eye Accessing Cues chart. Refer to the Eye Accessing Cues Chart while explaining the process.

Demonstration:

N/A, move on to the exercise.

Questions about the Demonstration:

N/A

Small Group Exercises:

Choose a partner, sit facing each other. Use the worksheet and take turns asking each other the sample questions on the worksheet and making notes on the faces of where your partner's eyes moved for each question.

Tell students to know the question they will ask and not read it while asking the question. The person being asked does not speak, they only think of the answer. After the asker makes takes their notes, both people discuss. Then, after ten minutes, they switch roles.

General Questions/Comments:

Ask for general questions and comments regarding exercise.

Questions they may ask:

Is this model scientifically proven?

No. This model was created by observation only.

My partner's eyes didn't move according to the chart. What does this mean?

Your partner may be reversed, so you may want to check for that. It is also helpful to ask your partner what her internal experience is when responding to the questions. For example, If you ask me how I felt on my last birthday, I may access an image of the birthday party before I can know how I feel. This will give visual cues instead of kinesthetic.

Eye Accessing Cues: Story Telling Exercise (00:30)

notes

Training Purpose:

Further observation of accessing cues in a less structured setting as well as an opportunity for the client to learn which is her primary modality.

Introduction to the Technique/Model:

Explain that this next exercise is to give further experience with eye accessing cues and to begin to learn each student's preferred modality.

Demonstration:

N/A - move on to the exercise.

Questions about the Demonstration:

N/A

Small Group Exercises:

Have students choose a new partner. Each person will take turns telling a true story about something in their life. Explain that as one student is telling her story, the job of the other is to track the eye movements and determine the preferred modality. This can be done by observing where the student's eyes move most often. Also, have them listen to the predicates (descriptive words and phrases - primarily verbs, adverbs and adjectives) which will often presuppose one of the representational systems. This will give them information about the person's unconscious choice of representational systems, and it also indicates what type of sensory experience she is most likely to notice. A key outcome is to stay in structure - not to get associated with the story to the point of missing the eye movements. Have each student tell their story for five minutes, then switch roles.

General Questions/Comments:

After the exercise check to see if students learned what their primary modality is and if what they learned surprises them. If so, this is an opportunity to point out that they have been placing unconscious emphasis on one modality. This will allow them to make better conscious utilization of that modality. This also opens up opportunities for expanded self-awareness by learning more about the other two modalities.

A question students might ask:

I couldn't detect an emphasis on one modality.

Sometimes this means that the client is balanced in her use of the modalities. If this is the case, she will demonstrate a fairly equal use of each, depending on the context of the story.

Non Verbal Communication and Rapport

notes

Matching and Mirroring (01:00)

Trainer's Perspective:

This exercise represents an opportunity for students to begin taking risks with each other. They have had some opportunity to interact with each other so far in the training, but not enough to feel really safe taking risks. So, this is a time to stretch them by encouraging them to pick controversial topics on which to converse. This stretch has a built in ecology since it is done in the context of rapport.

Training Purpose:

To develop rapport building skills. Since rapport is an element that affects all NLP outcomes, this skill is essential to the success of any NLP intervention. Remind the students that when an intervention is not going well, rapport is one of the first things to check.

Introduction to the Technique/Model:

Explain the concept of matching and mirroring.

(In student practitioner manual)

The basis for rapport is that when people are like each other, they like each other. Knowing no other method, if you were challenged to go create rapport with a stranger, chances are you would start a conversation and attempt to find something in common with her (if you were smart). Using the NLP concept of mirroring, we simply take this principle to the next level and find even more in common at the level of physiology.

It is not that different than relocating to a foreign country. If you want to live well there, you are much better off learning the language. And when you decide to move toward another person's personal space in your own country, even for a few moments, you are better off learning to speak their unique body language. This is what mirroring is all about.

Is mirroring ethical? Can you mirror someone with integrity? Well, can you relocate and learn a foreign language with integrity? You could relocate and learn the language in order to scam the locals if you were unethical. Your integrity is another matter entirely.

The Six Elements of Rapport

notes

When we want to improve our communication with someone, the primary way to do this is by matching or mirroring them. This is the replication of what they are doing either exactly or as a reverse i.e. if you were facing them and they lifted their right hand, then you would lift your left hand to mirror them, or right hand to match them.

Match the modality

By discerning someone's modality (Visual, Auditory, Kinesthetic), it is possible to communicate in a way in which they see, hear, feel and understand you best.

Match and mirror physiology

When we replicate the physical actions of another such as their hand movements, posture, facial expression, eye blinking rate or movements, it undeniably sends a message to their unconscious mind that we are like them.

Match their voice and language

By matching the way that they speak such as the tone, volume and tempo. If they use specific words, you can often use these too. By using their predicates, rapport will be reinforced.

Match their breathing

By breathing at the same rate, from the same location (high, middle or low). As this is a very subtle method, it can have a very high impact. In addition, it allows you to create an experience within yourself that resembles their inner level of tension.

Match the size of the pieces of information they use (chunk size)

If you are speaking with someone who is always talking about specific details, then by matching this style, you will build rapport. Similarly, if someone is always talking about the big picture, then do likewise to build rapport.

Match their common experience

By matching other people's similar interests, rapport is built very quickly. Matching hobbies, backgrounds or beliefs is what we stereotypically determine as rapport. This is what usually builds relationships when they first begin.

Calibration

To test whether you are in rapport with someone, you can become aware of their reactions to your communication. This is called calibration. By watching how they react to you in these minute ways, you can change your communication with them accordingly.

Pacing and Leading

Another way to determine if you have rapport with someone is by noticing how their communication changes as you change yours. If someone is speaking very quickly and you match the speed and then slow down, if they also slow their speaking, then you are pacing them. By this rationale, if you notice someone copying you, i.e. they lift their glass just after you do, then you are pacing them. This is a powerful sign of rapport.

(Additional material in Audio 3a, 3b)

Notes from audio:

notes

Demonstration:

N/A - move on to small group exercise.

Questions about the Demonstration:

N/A

Small Group Exercises:

Explain that they are going to do an exercise that utilizes the nonverbal forms of communication about which they have been learning. Explain the entire process before beginning the exercise. Students should be in pairs and have chosen their two topics before beginning the first conversation.

1. Both people (A and B) choose two topics on which to have a five-minute discussion. They should choose one topic on which they share similar opinions, and one topic on which opinions differ.

2. A and B hold a five minute conversation about the topic on which they agree, while mismatching physiology.

3. A and B then hold a five minute conversation about the topic on which their opinions differ while matching physiology.

4. Discuss the differences between the two conversations.

Be sure to allow a full five minutes for each conversation. This may seem long, but is necessary to get the full effect of the power of matching and mirroring.

Don't allow them to ask unnecessary questions or make comments between rounds. Questions and feedback can come after the exercise is over. Make sure all feedback is done as a class. Many people have similar profound experiences and this stimulates the sense of community.

(For a deeper understanding of this exercise, listen to Audio 3c in online practitioner training.)

Accessing States (1:30)

notes

Trainer's Perspective:

This is an essential prerequisite to anchoring and many other NLP techniques, such as the 6-step reframe, where the client is instructed to access a creative state. Let them take their time and build their awareness of how they best access their resources.

Training Purpose:

To gain greater access to internal resources that the client already possesses. At the end of the exercise each client should have at least three ways to access her resources.

Introduction to the Technique/Model:

Explain that we will be learning some methods for building flexibility and getting in touch with our own internal resources. In many of the NLP techniques we will be learning it is necessary to do this.

(In student practitioner manual)

Our behavior is largely determined by the mental and emotional states we access at any given time. Frustration and relaxation, for example, are very different states and thus elicit different behaviors or reactions to similar situations. Behavioral flexibility comes from having access to a large variety of states for a variety of situations. Emotional intelligence requires an ability to make fine distinctions among various states.

People have an emotional vocabulary much like a linguistic vocabulary. If, for instance, all you know is good, bad, mad, and glad then all of your experience (your reality) will be generalize into these few categories. The larger number of states you can experience, the broader your experience in life will become.

There are numerous ways to access states. The following exercise is designed for you to explore and discover which of the ways offered work best for you. Practice. Find the ways that work best for you.

Then systematically build your emotional vocabulary (the number of states you have access to).

Break State.

Interrupt, distract, or guide your partner or yourself to a "neutral" state.

notes

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notes

Basic Kinesthetic Anchoring (02:30)

notes

Trainer's Perspective:

Anchoring is a subtle and profound phenomenon that approaches a cause/effect model of the world. In NLP practitioner training we use anchoring overtly. At a deeper level, who can really explain the depth of impact that cause and effect has upon us?

Training Purpose:

To introduce students to anchoring and teach basic competence in kinesthetic anchoring.

Introduction to the Technique/Model:

Explain that anchoring is a conditioned response to a specific stimulus. This is the concept Ivan Pavlov used when he trained his dogs to salivate at the sound of a bell. Anchors occur as an everyday phenomenon. Elicit examples: Stop lights, alarm clocks, school bells, etc...

Explain that in NLP we use this phenomenon to our advantage by choosing our own anchors to use in a positive way, and by changing any anchors to which we have associated negative reactions.

(In student practitioner manual)

In the context of behavioral change work, anchoring refers to 'a stimulus that triggers a specific physiological or emotional state or behavior'. In other words, an anchor is an automatic reaction to something, such as stopping at a red light, cheering at a home run from the home team, or reacting to a confrontation. We have all been conditioned to behave in certain ways and this is what we will be exploring in this module.

Understanding how anchoring or conditioned responses work gives us the opportunity and ability to access intentional, desired states that we can utilize to help achieve our outcomes.

Often we create anchors involuntarily. For example, if you think of your favorite teacher's name from school, or the smell of a certain food or perhaps a photo from a vacation or a song you heard, you may find that a host of emotions return immediately. Anchors can empower or disempower, motivate or demotivate.

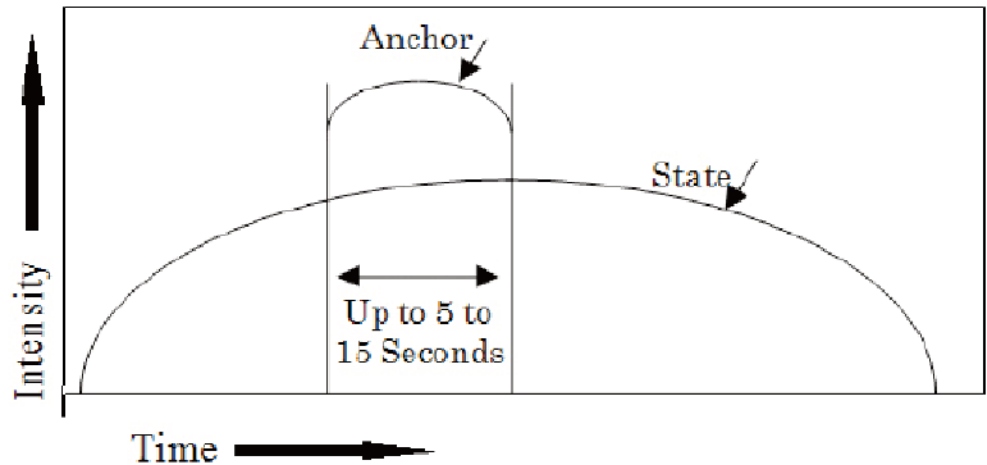
Throughout our lives, we spend a lot of time reacting unconsciously to the effects of anchors. Anchors can be created in any rep system. When creating a self-anchor, you touch a chosen part of your body in a unique and specific way, which can be repeated

i.e. touching yourself on the knee or a knuckle as you enter a predetermined state, such as confidence. Repeat the process and soon you will associate the touch of your knee with the feeling of confidence. Soon, you will only need to touch your knee in order to feel more confident. This is how to anchor yourself intentionally.

notes

The four keys to successful anchoring:

- 1.The Intensity of the experience
2. The timing of the anchor
3. The uniqueness of the anchor
4. The replication of the stimulus



(Additional material in Audio 4c)
Notes from audio:

Demonstration:

Do a demonstration of basic kinesthetic anchoring. Choose a demonstrative person for the demonstration if you can. You want the class to see the state shift when you fire the anchor you have established.

Steps:

1. Chooses a resource that you want more available to you, such as confidence, joy, curiosity, passion, etc....
2. Access the resource state and then anchor it with a kinesthetic anchor, by associating a specific touch to the oncoming of the state.
3. Break state.
4. Test the anchor by firing it and noticing whether or not you go back into the state automatically. If so, then proceed. If not, return to step 2.
5. Identify where and when, specifically, in the future you would like more access to the resource state. When you decide where and when specifically, think of that specific time and place while firing the kinesthetic anchor.
6. Let it "settle in" and then break state.

7. Future pace. Think about the specific time and place in the future without firing the anchor and notice the resource being more available to you. notes

(For example of this demonstration, watch "Creating an Empowering Anchor" video.)

Questions about the Demonstration:

Be sure the class understands the elements of effective anchoring: timing, intensity of the state, uniqueness of the anchor, accurate duplication of the anchor. All elements are essential to anchoring success. If any one of the elements is off, an anchor is likely to fail.

Only take questions about how to do the exercise.

Small Group Exercises:

Groups of 3- Programmer, Client and Meta Person. Have each group repeat demonstration. Three 20-minute rounds so each student gets a turn in each role. Groups will need coaching on the elements of effective anchoring during their exercise.

General Questions/Comments:

Can I use anchoring for myself?

Yes. Self-anchoring can be a very useful way of managing emotions or stress. Use the anchoring process to establish self-anchors and apply them to various contexts.

Can I teach someone to anchor online?

Yes, you will be teaching a self-anchor.

What are some examples of auditory and visual anchoring?

Use of voice tone, certain gestures, facial expressions, timed with the client's state. Duplicating these auditory and visual cues may reproduce the state in the client.

Kinesthetic Anchor Collapse (02:30)

notes

Trainer's Perspective:

Anchor Collapse is an opportunity to use anchoring to integrate a stuck state. This is the first time in the training students are working on a stuck state.

Training Purpose:

To refine anchoring skills and develop flexibility in using anchors to resolve problems.

Introduction to the Technique/Model:

This technique presents another way to use anchoring to create a shift in state. It utilizes two anchors, one for the stuck state, and one for the resource state.

(In student practitioner manual)

Collapsing anchors is a technique used to neutralize a negative anchor by absorbing it into a positive anchor. It is based on the assumption that, given the option, human beings will normally select an outcome that is pleasurable over one which is painful.

Demonstration:

The trainer needs to be concise in establishing the anchors to be integrated. It is important for the class to see and understand which anchor is the stuck state and which anchor is the resource state. Remember to demonstrate break states and emphasize sensory acuity in testing the anchors.

Steps:

1. Identify and anchor an unresourceful (stuck) state that you would like to integrate.
2. Break state.
3. Test the unresourceful anchor to make sure it works.
4. Identify and anchor a highly resourceful state that you typically enjoy very much and anchor that state in a different place on your body (this state need not relate to the unresourceful state in any way – a logical connection is not required, although it does need to be as strong as or stronger in intensity than the negative state).
5. Break to a neutral state.
6. Are you ready? Are you sure you want to integrate the unresourceful state? If so,

FIRE BOTH ANCHORS at the same time and RIDE IT OUT until you get past the confusion and feel at ease. notes

7. What about the unresourceful state now? Think about it. Even when you fire the unresourceful anchor, how do you feel? If it worked, you should feel neutral or mildly resourceful when you fire the old unresourceful anchor.

8. Future pace by considering where and when in the future this may be relevant.

(trainer: refer to video "Anchor Collapse" in online Practitioner training module 4 for an example of how to do this with a student)

Questions about the Demonstration:

Make sure they understand the need to fire the resource anchor before they fire the stuck anchor when doing the collapse.

Only take questions about how to do the anchor collapse.

Small Group Exercises:

Groups of 3- Programmer, Client and Meta Person. Three 30 minute rounds so each student gets a chance to do each role.

General Questions/Comments

I still feel stuck, even after I collapsed the anchors.

Usually, this means the resource state was not strong enough, or not the appropriate resource for the stuck state. It is a good idea to strengthen the resource anchor, identify an additional resource, or choose a less intense stuck state.

Association-Dissociation (01:15)

notes

Trainer's Perspective

Association/Dissociation are actually submodality distinctions that are also mentioned in the submodality section of the practitioner training. Because they are uniquely powerful, we teach them as a stand-alone intervention as well.

Training Purpose

To teach students to understand the personal growth opportunity and choice represented by association/dissociation and be able to associate or dissociate at will. Doing this exercise now serves two practical training purposes:

1. Prepare students to learn the New Behavior Generator.
2. Understanding the structure of optimism vs. pessimism

Introduction to the Technique or Model

Explain what association vs. dissociation is. Also note to the class that the current purpose of learning association/dissociation is preparation for learning the New Behavior Generator, which you will be doing next. You can mention as well that you'll be giving an association/dissociation homework assignment related to optimism and pessimism.

(In student practitioner manual)

Perhaps no other submodality distinction has such a universal effect as association/dissociation. Learning when to associate and when to dissociate can mean the difference between being an optimist or a pessimist; being calm or afraid; keeping your love alive or allowing it to fizzle.

Optimists tend to associate with the positive events in their life and dissociate from the negative. They use the good feelings from their successes to stay motivated. They view their failures from a more detached point of view - not allowing themselves to get stuck in the feelings.

Pessimists associate with negative events and dissociate from the positive. They are left with residual feelings from past failures and use these as a lens to view the future. Dissociating from their successes leaves them without a way to recapture their momentum.

Whether you are an optimist or a pessimist, it should be by choice. Both have their uses. A woman in counseling complained that her husband was a hopeless pessimist. When asked what he did for a living she replied, "He's a safety engineer." \$90,000 per year to be a pessimist. Not bad. Now he only needs to learn to make a simple shift on the way home from work.

(Additional material in Audio 4f)

Notes from audio:

notes

Demonstration

Do a demonstration with a student. Choose a volunteer who is capable of visualizing. All you need to do is help a student associate into and dissociate from a pleasant memory. Ask the student for feedback on her experience in both states.

Questions about the Demonstration

Only take questions about how to associate and dissociate.

Small Group Exercises

Groups of 3- Programmer, Client and Meta Person. 10 minute rounds so each student has the chance to play each role.

Steps:

1. Choose a pleasant memory to work with.
2. Associate into the memory.
3. Dissociate from the memory.
4. Discuss the difference in experience between association and dissociation.

General Questions/Comments

You can dissociate in the kinesthetic channel by standing in one spot and experiencing feelings associated with a memory. Then, "leave those feelings in that spot" and walk to a "neutral" spot across the room.

Ask students if they have questions.

Common student question:

I can't see images in my mind. Can I still dissociate?

Yes, you can dissociate in the auditory channel by hearing the sounds inside your head vs. coming from across the room.

New Behavior Generator (02:00)

notes

Trainer's Perspective

The New Behavior Generator is a classic NLP technique dating back to the early days. It's very useful for performance, including sports performance.

Training Purpose

Students will integrate their recently learned skill - association and dissociation - and put it to practical use by improving an existing behavior.

Introduction to the Technique or Model

Explain the purpose of the New Behavior Generator as a tool to help rehearse any new behavior.

The New Behavior Generator is an NLP process to help you identify and rehearse new choices, applying them to specific situations in which your options are limited. This tool can be helpful in concrete circumstances where you feel stuck or are not performing to your potential.

Examples:

Responding to criticism or feedback from another person

Improving specific elements of sports performance, such as a baseball swing

Identifying and rehearsing new choices, such as what to do when you walk in the door from work

Demonstration

Demonstrate the New Behavior Generator with a student. Be sure to choose a volunteer who can associate and dissociate well. Make sure you work with a "light" stuck state.

(From student practitioner manual, module 4)

Purpose: To gain access to additional behavioral choices in a given context.

1. Identify a stuck state in which you feel you have limited choices.
2. Consider this state from a dissociated pointed of view, seeing yourself stuck "over there" as if you were a neutral observer.

3. From the dissociated state, identify several behavioral choices that you would like to have in that situation. notes

4. Check ecology. What would happen if you incorporated this behavior in that situation? Ask yourself this question for each new alternative.

5. Associate into one of the new behaviors by "stepping into" the image and performing the new behavior.

6. Future pace.

(Additional material in Audio 4k)

Notes from audio:

Questions about the Demonstration

Only take questions about how to do the New Behavior Generator.

Small Group Exercises

Remind students to work with a light stuck state, not a huge life issue. Groups of 3, 20 minute rounds.

General Questions/Comments

Take general questions, comments and feedback from the class.

Introduction to Strategies (00:30)

notes

Trainer's Perspective:

Strategies is a very useful application of the VAK model. You'll need to get super clear and simple in your teaching of it. Here's why - VAK strategies is an oversimplification of our mental and emotional process.

Strategies assumes that thinking is sequential in nature (it may not be). Strategies assumes that one thought or feeling happens at a time (this might not be true). Strategies assumes that there is a beginning, middle and end to an internal process that leads to a given outcome (which may not be true).

Why bother with all this, then? Because it is incredibly useful. The very "truths" that are questionable in the NLP strategies model are what make it so constructive. In other words, power of strategies is taking a complicated mental and emotional process and simplifying it, so that you can focus, direct and control the outcome.

Training Purpose:

Students will learn an overview of the strategies model, as well as 2-3 specific applications.

Introduction to the Technique/Model:

You can introduce strategies as an application of the VAK model. How does VAK apply to decisions, motivation, spelling and other specific outcomes? This is what we're going to learn!

(In student practitioner manual)

The Strategies Model promotes the idea that our thoughts are sequential in nature. It means that we cannot think of two things at the same time. We must first think of one, then the other (this isn't necessarily true, but it may prove useful to you). Eventually, our thought process leads to an outcome. We may call the outcome a "decision" or "motivation." These labels do not really refer to "things" but processes that are made up of internal thinking patterns.

Strategies are made up of visual, auditory, kinesthetic, olfactory, and gustatory information. When we elicit someone's strategy, we are finding out in which order they compose the VAKOG phenomenon on their way to the results they experience as decisions, motivation, or even fear, depression and so forth. Once known, we decide what, if any, changes can be made to make it more adaptive. Sometimes it is even useful to think of specific skills as strategies; such as: memory, name-remembering, spelling, creativity, flexibility, skiing, writing, painting, etc.

Phases of Strategy Work

notes

1. Elicitation:

Find out what strategy someone is already using for an outcome.

2. Designing:

Streamline what is there to make it more effective, or design a new strategy "from scratch."

3. Installation:

Make the new sequence an automatic and unconscious part of the person's behavior.

4. Testing:

Provide a behavioral test and use nonverbal cues to confirm that the new strategy is functioning automatically, without conscious effort.

In addition there is:

5. Strategy Utilization:

Leave the strategy as is, but run information through it to get specific results. You can also recontextualize an existing strategy so that it is used to process a different set of content.

Guidelines for Elicitation

1. Use all accessing cues: predicates, eye cues, breathing changes, tonal shifts, hand gestures, etc.

2. Make sure you get a logical sequence. It may seem strange to you, but it should be possible to get from one step to the next.

3. Notice loops (recurrent sequences of steps). This will help you sort out what is going on by simplifying it, and avoid an endless string of VAK's.

4. If you're not sure about the sequence, try it out two (or more) different ways, and find out which way the person responds more congruently, reading nonverbal cues.

5. Listing possible Representational System options can help the person know what class of information you want. "How do you know it's time to get up?" "I don't know." "Well, do you see something, or do you hear something, or do you feel something?"

6. Be sure you are eliciting a strategy, and not installing one (usually your own!).

a. Use unspecified predicates. "So you have this feeling. How do you know to have

this feeling?" (Not "What do you see that gives you this feeling?" unless you've noticed an obvious visual access.)

notes

b. When you suggest what the subject might be doing, be sure to give more than one option, to give him an idea of the range of possibilities.

c. Counter example statements can help avoid installing rather than eliciting a strategy. Say something you think the client will disagree with (especially with compliant clients).

Design

1. It's always important to maintain the function of the strategy, even though you may want to accomplish the function with completely different steps. Often it's also important to keep certain steps, such as Visual Construct, for generating alternatives. Identify the function and the specific steps you want to preserve.

2. Intervene before the strategy goes haywire, not after.

When redesigning strategies you can:

1. Make up what you think could work.

2. Check yourself to see if you have a useful strategy for this function. What do you do? Does it need to be adapted for this person or for their problem context?

3. Find someone who can do what you're interested in, and model him. What does he do that works? How can you streamline his strategy to make it even better?

General guideline to preserve ecology: Make the least amount of change to get the results you want. If you make a major change, or lots of small changes, you're much more apt to do something that has unecological repercussions.

Installation

The most common way to install a new strategy is by rehearsal. The programmer simply guides the client through the VAK sequence until it becomes natural and automatic for the client. Installation using this method may take anywhere from three to 12 rounds. If you find it taking longer you may need to check ecology or reevaluate whether or not the strategy you've chosen is appropriate in sequence.

notes

Things to look for:

As you install new strategies you should make sure they meet the following well-formedness conditions:

Well-Formedness Conditions for Strategies

1. Contains a representation of the desired outcome
2. No loops
3. Contains cue that prompts action
4. Uses all representational systems
5. Uses the least number of steps to get the desired outcome
6. Preserves positive functions and any positive byproducts; eliminates negative consequences
7. The sequence flows smoothly (congruently) to and from each step of the strategy.

Representational System Characteristics

Each representational system can best represent the aspect of the world that it corresponds to directly. Although this should be obvious, many people get into trouble by representing an experience with the wrong sensory system. If the task is to select people to answer telephones, an auditory representation will be much more appropriate than a visual one. Yet many people screen applicants for such a job by visual neatness, rather than a pleasant voice tone and tempo.

Digital (word) descriptions (usually auditory or visual) are secondary experience, so they always contain much less information than the raw primary experience they describe. Auditory digital is particularly good to use as a kind of filing system: for keeping track of experience, categorizing experience, or for setting a direction.

Often strategies begin with an auditory digital question that the rest of the sequence is designed to answer. "What do I want to eat?" "What do I want to learn?" "How can I chunk this task down?" "What would be fun to do?" etc. Auditory digital is also good for providing a summary, as a running commentary on the raw data, or a conclusion. "That's a good idea." "Yes." "That one is too expensive." etc. Auditory tonal can add impact to the evaluative comment.

Each major modality has unique qualities. The visual system can represent an enormous amount of data simultaneously and instantaneously. "One picture is worth a thousand words" is a vast understatement.

The auditory system is sequential, so any auditory processing inevitably takes somewhat longer than visual processing.

notes

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Decision Strategies (02:30)

notes

Training Purpose:

To learn to detect existing decision strategies and install new ones.

Introduction to the Technique/Model:

(In student practitioner manual)

Life is a process made of one decision after another. Some decisions we agonize over, others are so taken for granted that we hardly recognize them as decisions. The reality is that every action we take from when to blink to whom to marry is decided upon, consciously or unconsciously.

The Strategies Model in NLP provides a way to be conscious of our decision-making process. Discovering the process allows you to evaluate it and/or change it to become more effective.

Consider the NLP training participant who was discovering how she decides what to order from a menu: first she looked at the menu then asked herself, "What are other people having?" Then, another internal voice said in an annoyed tone, "No! Think for yourself!" Then she felt bad. Her internal dialogue would continue until she felt so bad that she just picked something at random from the menu to avoid further bad feelings. Can you imagine what it would be like to go through life with this decision strategy? What if you picked a marriage partner using this strategy? (see Heart of the Mind, by Connirae Andreas, for further examples of decision-making strategies).

Whether or not you are currently satisfied with your decision-making abilities, the Strategies Model will provide further insight into your process, and provide opportunities for fine-tuning if you desire.

Hook people by suggesting there is an easily discovered and correctable difference between their good decisions and bad decisions.

Demonstration:

Decision Strategy Elicitation, Comparison and Installation Exercise

To demonstrate, elicit a bad decision and a good decision by a student. Compare and contrast. Help the student rehearse the elements of a good decision in a needed context.

1. Identify two specific and concrete decisions: 1) a decision the client considers to be a good decision and 2) a decision the client considers to be a bad decision. notes

2. Elicit the VAK decision strategy used for each of the two decisions. Associate the client into each situation. Don't just remember, go back there, be there and recap the process, step by step, in terms of VAK.

a. Speak in present tense, and be sure the client uses present tense. "So you see the menu in front of you. And then?"

b. Backtrack to get the next step: When you get a specific VAK step (or steps), backtrack ("So you make a picture of one possibility..."). "And then?" Continue until you have the entire VAK sequence.

3. Testing the elicitation: Test your elicitation of each decision strategy once you have it. Run the client through the sequence again from the beginning, watching for nonverbal confirmation or disconfirmation.

4. Compare and contrast the good decision with the bad one. How do they differ? If they do not appear to differ in terms of VAK, then determine what other ways they differ.

5. Ask the client if she would like to apply the good decision-making process in the context of the bad decision. Would this make sense? (Ecology)

6. If the client wants to move forward, then install the good decision-making process in the context of the bad decision. Do this by asking the client to imagine herself in that situation and then mentally apply and rehearse the good decision-making strategy until it feels natural.

7. Test/Future Pace the new strategy by asking the client to imagine making a decision in the same context in the future. Verify installation by checking non-verbal cues.

(For an example of this demonstration, watch "Decision Strategy Elicitation" video.)

Questions about the Demonstration:

Only take questions about the specific elicitation/installation that you did - and not theoretical questions.

Small Group Exercises:

Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role.

Closely supervise to ensure students are keeping it simple and not getting confused by every stray eye movement.

notes

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Motivation Strategies (02:30)

notes

Trainer's Perspective:

Most people have at least one area in their life in which they are using one of the four poor motivation strategies listed in the manual. The motivation section can serve as a solution for most people.

Training Purpose:

To learn to detect poor motivation styles and install new, more productive motivation strategies.

Introduction to the Technique/Model:

(In student practitioner manual)

Most motivation strategies can be categorized as one of two possibilities:

1. Moving away from a negative outcome.
2. Moving toward a positive outcome.

Both kinds can be effective, and many people use both. Someone who is moving away can avoid difficulties well, however may never stop to consider what he wants.

Someone who is moving toward notices what's pleasant and desirable, but may ignore possible problems and may fail to prepare for them.

Good outcome specification is essential for effective motivation: by starting with a positive outcome and then checking carefully for problems or limitations.

Over the years NLP trainers have identified different styles of ineffective motivation, based on discoveries made with strategy work (see Heart of the Mind by Steve and Connirae Andreas). Four common ineffective styles, which may be found in varied combinations, are as follows:

1. The Negative Motivator: this person becomes motivated to act only after imagining horrible consequences of waiting any longer.
2. The Dictator: Gives herself "orders" in a stern, commanding voice, much like a military commander. The commands often contain words like: must, have to, should, etc...
3. Imagine Doing It: this person imagines himself doing an unpleasant task and feels bad, rather than imagining the task completed and feeling compelled to get that result and feel good.

4. Overwhelm: this person imagines the entire task as one global mass of work and does not chunk it down into one step at a time. The feeling of overwhelm is discouraging.

notes

Have fun giving and asking for examples of the four ineffective motivation styles. It's a good chance for everyone to poke fun at themselves and open up to new possibilities.

Demonstration:

Choose at least one student volunteer to work with and install a new, effective motivation strategy. Do the following steps:

1. Identify a time when you had a problem motivating yourself the way you'd like to.
2. Elicit the VAK strategy and discover which of the above four styles apply to you, if any.
3. Design a new, more effective strategy.
4. Check ecology.
5. Install the new strategy by rehearsal.
6. Future pace.

(For an example of this demonstration, watch "Motivation Strategy" video.)

Note:

The best motivation strategies:

- Are short.
- Include a representation of the task completed or the positive consequences associated with doing it.
- Internal voices are pleasant and compelling.
- Internal voices use terms like: can, want, desire, will, etc...
- The task is chunked down appropriately.

Questions about the Demonstration:

Stay focused on the work you just did.

Small Group Exercises:

Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role.

People get stuck most often on the redesign of the poor motivation style here, so be available to help them with redesign.

notes

Introduction to Meta Model (01:00)

notes

Trainer's Perspective:

As you introduce the Meta Model, keep in mind that the students will be focused on small chunk language patterns for the entire day. Often they experience this as tedious as they near the end of the day. Using humor is a good way to break up any monotony that develops. It is the trainer's attitude and energy that will keep students focused on the repetition necessary to install these language patterns in their thinking.

Training Purpose:

To introduce students to the Meta Model concept so they understand its value.

Purpose of Meta Model: To Bring Specifics to the Surface



Introduction to the Technique/Model:

(In student practitioner manual)

The basic principle here is that people end up in pain, not because the world is not rich enough to allow them to satisfy their needs, but because their representation of the world is impoverished. Correspondingly, then, the strategy that we as [practitioners] adopt is to connect the client with the world in some way that gives him richer choices.

- John Grinder and Richard Bandler in *The Structure of Magic*

notes

The function of the Meta Model is to help us identify and transform problematic vagueness - deletions, distortions and generalizations - in our thinking and communication with others.

Deletion, Distortion and Generalization

Deletion is a process by which we selectively pay attention to certain dimensions of our experience and exclude others. Take, for example, the ability that people have to filter out or exclude all other sound in a room full of people talking in order to listen to one particular person's voice. Deletion reduces the world to proportions that we feel capable of handling. The reduction may be useful in some contexts and yet be the source of pain or lack others.

Distortion is the process that allows us to make shifts in our experience of sensory data. Fantasy, for example, is the process that has made possible all the artistic creations humans have produced. Similarly, all the great novels, all the revolutionary discoveries of the sciences involve the ability to distort and misrepresent present reality.

Generalization is the process by which elements of a person's learned model of an aspect of the world come to represent the larger category of which the experience is an example. Our ability to generalize is essential to coping with the world. The same process of generalization may lead a human being to establish a rule, based on one experience (or one series of experiences) Don't express any feelings.

The function, then, of the Meta Model is to help us identify problematic deletions, distortions and generalizations in our internal thinking patterns and our linguistic interactions with each other, and to propose ways of transforming them or revising their use.

It is important to get the class's buy in with the Meta Model before attempting to practice it. Start by relating the value of clarity and specificity in communicating by citing examples of how things can go wrong if we are vague where specificity is needed. For example:

"I'm afraid."

Ask the class when they hear that comment what they naturally would want to know. You are looking for someone to ask, "Of what?"

We need to know this information as it will determine the course of the communication from that point on. The answer "I'm afraid of you" would be very different than "I'm afraid of spiders". And it wouldn't make any sense to attempt an intervention until you have this information.

notes

[illegible]

[illegible]

Meta Model Drills (05:00)

notes

Trainer's Perspective:

As you introduce the Meta Model, keep in mind that the students will be focused on small chunk language patterns for the entire day. Often they experience this as tedious as they near the end of the day. Using humor is a good way to break up any monotony that develops. It is the trainer's attitude and energy that will keep students focused on the repetition necessary to install these language patterns in their thinking.

Training Purpose:

To learn each of the nine Meta Model language patterns and install them in the student's thinking and communication.

Introduction to the Technique/Model:

Now that you understand the concept of the Meta Model, we are going to take time to learn and practice each of the nine Metal Model distinctions. This will be a lot of focus on language patterns!

You will repeat the following process one time for each of the nine Metal Model distinctions.

The trainer teaches each Meta Model distinction following the process below for each (you will end up doing this process 9 times) one for each distinction:

1. The trainer introduces one Meta Model distinction
 - a. Explain distinction
 - b. Give three examples of distinction
 - c. Give three examples how to challenge the distinction
2. The trainer gives at least three additional examples of the distinction. This time, ask the class to challenge the examples.
3. The trainer asks the class to give three more examples of the distinction and how to challenge them.
4. The class breaks down into small groups of three (Client, Programmer, Meta Person) to practice the current Meta Model distinction, taking turns giving examples and challenging the Meta Model distinction. 10 minutes total per distinction.
 - a. The client makes statement that violates the current Meta Model distinction.
(statement must be relevant to the client's personal life, not theoretical)

- b. The Programmer asks a question to challenge the current Meta Model distinction to challenge the Client's statement.
- c. When challenged by Programmer, the client notices any internal shifts.
- d. The Meta Person notices the client's Eye Accessing Cues when the Client is challenged by the Programmer.
- e. Each person gives brief feedback.
- f. Switch roles and repeat the process until everyone has played each role.

notes

5. Return to the class for discussion and present next distinction.

It is important to stay with this structure as it is very focused on installing the Meta Model distinctions into the class's communication patterns.

(In student practitioner manual)

Meta Model Distinction

1. Deletion (Missing Info)

Deletion occurs when critical information is missing from a statement, such as the direct object or the implied comparison.

Examples:

a. I don't understand.

You don't understand what (or whom), specifically?

b. You shouldn't be scared.

I shouldn't be scared of whom (or what), specifically?

c. Do you think you could talk less and think more?

Talk less than whom? Think more than whom?

d. If you made more effort, you'd be better off.

More effort than whom? (source of the comparison)

Better off than whom?

(Additional material in Audio 6b)

Notes from audio:

2. Unspecified Referential Index (Pronouns)

notes

A phrase that deletes who is doing the acting. Using a general subject that doesn't refer to a specific person. Frequent words: a person, someone, people, they, one, we, she, it. Also, generalizations that apply to classes or groups of individuals: Americans, Catholics, Jews, managers, workers, men, women, etc.

Examples:

- a. A person could get really fed up with you.
- b. People don't like you.
- c. She isn't going to learn what she doesn't want to know, is she?
- d. A wife should at least fix a man dinner.
- e. They are going to love this!

Challenges:

- a. Which person?
- b. Which people?
- c. Who?
- d. Which wife should fix which man dinner?
- e. Who are they?

(Additional material in Audio 6d)

Notes from audio:

3. Unspecified Verbs

Process words which are missing a complete description and verbs that are, to a greater or lesser degree, unspecified. Also, omitting the verb, or the object of the verb, or both.

Examples:

- a. Don't force me to get angry with you again.
- b. You never express your feelings.
- c. I wish you wouldn't chatter on like that.
- d. Oh, stop pretending.

Challenges: Point to missing specifier.

- a. Force you how?
- b. Express in what way?
- c. Chatter how?

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Notes from audio:

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Notes from audio:

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Challenges:

According to whom?

What would happen if I did/didn't?

(Additional material in Audio 6i)

Notes from audio:

6. Universal Quantifiers

Words that are absolute generalizations without a referential index. Frequent words: always, never, every, all, none, etc.

Examples:

- a. You always wear that shirt.
- b. With you, it's always something.
- c. She's angry all the time.
- d. He's never on time.
- e. Every time I try, I fail.
- f. None of my efforts have ever succeeded.

Transformations highlight the universal quantifier and open it to question. General response examples include:

Positive Challenges:

- a. Always? I never wear anything else?
- b. Always? Without exception?
- c. So she's never not angry?
- d. Never? Not once?
- e. Every single time? Without exception?
- f. None? Not even one?

(Additional material in Audio 6j)

Notes from audio:

7. Cause - Effect

notes

The implication or direct claim that one thing causes, or is caused by, another when there is no well-formed logical support or demonstrable, sensory-based evidence to support a causal connection. Frequent words: makes, because, if...then, as...then, then, since, so...

Examples:

- a. Look what you made me do.
- b. Whenever you come along, our team loses.
- c. If it weren't for the economy, I'd be doing fine right now.
- d. I didn't call, so he killed himself.
- e. It's a rainy day, so I'm sad.

Challenges:

- a. How exactly did I make you do that?
- b. So our team always wins when I am absent?
- c. How, specifically, does the economy affect my being fine?
- d. Who have I not called who hasn't killed himself?
- e. How does the rainy day affect your mood?

(Additional material in Audio 6k)

Notes from audio:

8. Mind Reading

There are four different type of mind reading. They are as follows.

8a. Believing one knows the thoughts, feelings, intentions, meanings, motivations, or other internal processes of another person - with no basis in reasonable, logical grounds for interpretation or direct, sensory observation.

Negative Examples:

- a. You are just trying to make me look foolish.
- b. You are deliberately annoying me.
- c. I'm sorry to bore you with my story.

Positive Challenges:

- a. How do you know what I'm trying to do?
- b. Are you sure you know my intentions?
- c. So you think you will bore me?

notes

Negative Internal Dialog Examples:

- a. They must be thinking how foolish I look.
- b. I knew she was going to say that.
- c. I'm boring her.

Positive Internal Dialog Transformations:

- a. I wonder what they're thinking.
- b. I thought she might say that.
- c. I notice her eyes wandering. I wonder what that's about.

8b. Believing that another person knows, doesn't know, or should know the thoughts, feelings, intentions, meanings, motivations, or other internal processes of oneself without direct communication.

Negative Examples:

- a. You know how I feel about you.
- b. You always knew I would leave you eventually.
- c. You know what I'm going through!

Positive Challenges:

- a. How do you do that?
- b. When do you believe I began to always know that?
- c. What makes you believe that?

Negative Internal Dialog Examples:

- a. They can all tell I don't feel confident right now.
- b. She should know I want to be left alone for awhile.
- c. When I think of something, he always picks up on it!

Positive Internal Dialog Transformations:

- a. They may not perceive how I'm feeling right now.
- b. She can't know I want to be left alone for awhile.
- c. We often have very good rapport with each other.

8c. Believing one knows that another person doesn't know or understand what is apparent to their sensory observation, what has been or is being expressed or explained, or what their capabilities are to understand.

Negative Examples:

- a. You wouldn't understand.
- b. I already told you.
- c. You don't know how hard I'm working.

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- a. It's wrong to go on welfare?
- b. You have lousy taste in clothes.
- c. Your ideas are stupid.
- d. It's a good thing President Obama was elected.

notes

Challenges:

According to whom?

For Whom?

(Additional material in Audio 6m)

Notes from audio:

Demonstration:

As stated above

Questions about the Demonstration: N/A

Small Group Exercises:

As stated above in Introduction.

During the small group exercises the client will make a Meta Model violation statement that represents a relevant issue for her personally. This way she can pay attention to her internal experience as she is asked the Meta Model questions and notice how the challenge affects her. The students will find more value in the Meta Model if it is practice in this personal, rather than theoretical, way.

General Questions/Comments:

Will this annoy the people to whom I am asking the questions?

We need to remember that the Meta Model should never be practiced at the expense of rapport. Our first concern is the relationship that we are building with those to whom we're communicating. If rapport is present, then the Meta Model questions will be met little or no resistance. If rapport is not present, we need to establish it before asking Meta Model questions.

Exploring Submodalities (01:30)

notes

Trainer's Perspective:

This inner exploration will most likely be a unique experience for the students who don't realize that their thoughts have a VAK structure. Here they will not only begin to learn about that structure, they will also learn profound ways to influence themselves and others through that structure.

Training Purpose:

To learn to understand and use the VAK Model in a more specific way and to build a foundational understanding of all submodality interventions.

Introduction to the Technique/Model:

Explain that submodalities are the small bits of information within each of the VAK modalities. Give examples of how they are reflected in our everyday language:

Visual: He has a bright future
 I take dim view of that
 I need some distance from my problems

Auditory: Your message is loud and clear
 He took a harsh tone with me

Kinesthetic: There way a cold feeling in the room
 My feelings come and go in waves

Elicit submodalities of the class by asking the class members to think of someone they like, and gathering submodality information about that person. Then ask the class to think of someone they dislike, and gathering submodality information about that person. Then compare and contrast the two people in terms of the submodalities.

(In student practitioner manual)

Submodalities are often called the "building blocks" of internal experience. They are what give our internal experience the various qualities it can possess. Submodalities do not refer to what we are thinking as much as they define how we are thinking it. Since the quality of our thoughts has much more influence over us than the content of our thoughts, you'll find that a working knowledge of Submodalities gives you more control over your own experience.

There are numerous submodality techniques; each designed to accomplish a specific

outcome. The best use of submodalities, however, comes from self-exploration and knowledge of how specific submodalities affect you personally.

notes

A hungry lion appears differently at a distance of three feet as opposed to a distance of one thousand feet. Perspective is everything! The same principle applies to your internal pictures. How does the "distance" of internal images affect you in any given situation? The answer to this question and many more like it will put you on your way to many useful self-discoveries.

Here is a list of common visual, auditory, and kinesthetic submodalities. The list is not complete. What additions would you make?

Visual

size, brightness, association/dissociation, color/black and white, slide/movie, frame/panorama, focus, speed of movement, direction of movement, 3-dimensional/flat, shape, location, number of images, aspect ratio (height to width), distance

Auditory

tempo, pitch, volume, rhythm, continuous or interrupted, tonality, associated/dissociated, location, duration, distance, harmony, clarity, stereo/monaural, number

Kinesthetic

location, pressure, temperature, texture, movement, duration, intensity, shape, number, frequency (tempo)

(Additional material in Audio 7a)

Notes from audio:

Demonstration:

Ask the class to review the list of VAK submodalities in their manuals (listed above). Invite them to ask questions to clarify the meaning of any of the distinctions they do not understand.

Questions about the Demonstration: N/A

Small Group Exercises:

Groups of three. Give 30 minutes to complete the exercise, depending on their

energy for it. High energy = more time.

notes

Explain how to do this exercise to students (also included in their manual):

Think of a mildly pleasant experience to use as the content for the exercise, such as walking in the park. It is necessary for the experience you choose to have elements of each representational system: visual, auditory and kinesthetic. For example, you may remember or imagine walking through the park, seeing the green grass and the blue sky, hearing the chirping of birds and laughter of children, while feeling the distinct pleasure of appreciation for your life.

Then, select a submodality from the list to explore, any submodality from any of the three categories. This is an opportunity to learn something new and build your internal flexibility. Begin to experiment with your chosen submodality distinction simultaneously, then notice what happens.

For example, if you chose the visual size to play around with, you can do the following: make the visual image of the park bigger and bigger, then make it smaller, smaller and smaller still until it is the size of a postage stamp. What happens? What happens to your feelings as you play with the size? And the sounds? What about other visual aspects such as brightness, association/dissociation, movement, etc...?

Change only one submodality and a time, from one extreme to the other. This allows you to notice the isolated effects it can have on your experience.

Notice the following while doing the exercise:

1. Does shifting one submodality automatically shift others along with it?
2. Do your feelings change when shifting visual or auditory submodalities?
3. Where and when could you use some of the submodality distinctions you are learning?

As they do the submodality explore exercise make sure they choose a neutral or mildly pleasant memory to work with. Be sure they all adjust the same submodality at the same time and return to the original memory submodalities between each round of the exercise.

General Questions/Comments:

Look for comments or questions about driver submodalities. If you don't get any, ask the group if they noticed if shifting one particular submodality automatically shifted others.

Mapping Across with Submodalities (02:30)

notes

Trainer's Perspective:

A clear distinction between content and structure is necessary in order to do a submodality map across. Many NLP students will initially be confused about the difference between submodalities and the content of their stuck or resource state.

Training Purpose:

To learn an effective intervention which builds on the knowledge of submodalities.

Introduction to the Technique:

The Map Across presents an opportunity to utilize submodalities in a specific way to create a change in specific situations in our lives. The Map Across uses the knowledge of VAK structure to apply our resources into specific situations in which we feel stuck. To do this effectively we need to choose a specific person, place, or object around which we feel stuck.

Demonstration:

(For an example of this demonstration, watch "Mapping Across Submodalities" video.)

Do this demonstration with a student who is able to easily visualize.

Steps for Demonstration:

1. Identify a Problem State. Choose a state or situation in which you are not as resourceful as you want to be.
2. Elicit the visual, auditory, and kinesthetic submodalities that characterize the problem state. You may choose to list them on paper under the heading "problem state."
3. Identify an appropriate resource state. Ask, "What resource do you need in order to change the problem state to meet your desired outcome?"
4. Elicit the visual, auditory, and kinesthetic submodalities of the resource state. You may choose to list them on paper under the heading "resource state."
5. Ecology check. Ask, "What would happen if you had the desired resources in the problem state?"

6. Map Across. Direct the client to experience the problem state image, sound and feelings within the resource state submodalities (context). If I were guiding your in person I might say, "Now, I'm going to ask you to view the problem in a different way. First, instead of a dark, dim image, make it bright, then allow it to move to the middle of your field of vision, with a panoramic view, etc...".

notes

Continue to guide the student until they have "mapped across" all the submodalities of the problem state to match those of the resource state.

7. Test/Future Pace. What is it like for you to think about that old problem now? When is the next opportunity you'll have to be in that situation?

- Eliciting the submodalities here is relatively easy as they have just completed the submodality explore exercise.
- Note key differences in the submodalities of the stuck state vs. resource state and point them out to the class for their learning.
- Write down the submodality distinctions of the client on the board if you cannot demonstrate them visually by marking them out.

Questions about the Demonstration:

It is critical that the students understand the content structure distinction made in this technique before attempting the role of Programmer. Be sure to have at least three ways of explaining this distinction to the class.

Examples:

With this technique we apply the submodalities of the resource state to the content of the stuck state.

This technique is like taking vegetables off a paper plate (stuck submodalities) and putting them on a silver tray (resource submodalities). The vegetables are the content and the trays are the context.

With this process we focus on using the resource submodalities in a stuck situation. The stuck submodalities are dropped, and the resource submodalities remain with us.

Small Group Exercises:

Do exercise as demonstrated. Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role. People who understand the content/structure distinction should be Programmers first.

notes

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notes

(For an example of this demonstration, watch "Fast Phobia Cure" video.)

(In student practitioner manual)

Do the demonstration using the following steps:

1. Establish rapport, then deliver two standard reframes:

a) Phobias are an example of what psychologists call one-trial learning. Most phobias were created as a result of one experience in which you 'learned' that something was dangerous. The fact that you have the ability to learn something so quickly and so well is evidence that you can just as quickly learn additional responses.

b) The part of you that has been protecting you all this time by making you phobic, and thus avoiding certain situations, is an important and valuable part. We want to preserve its ability to protect you in situations that are truly dangerous. And we also want to refine and improve its ability to protect you by updating some information.

2. Access phobic state (partially) by asking about it: "What happens when you become phobic?" Calibrate to the phobic state and be prepared to use the Break State.

3. Establish Two-Place Dissociation.

a) "With your eyes open or closed, imagine you are sitting in the middle of a movie theater and you see a still, black and white snapshot of yourself on the movie screen."

b) "Now float up out of your body and into the projection booth (with a phobia of heights use the back of the theater) where you can see yourself sitting in your seat, and also notice the still, black and white snapshot on the screen."

4. Run a Black and White Movie.

a) "Now stay in the projection booth until I ask you to leave it, as you watch and listen to a black and white movie of yourself in one of those situations during which you had a phobic reaction. I want you to watch the entire event, starting before the beginning of the event and finishing after the event is completely over, when you were safe again. From your position here in the projection booth, you can see yourself down in the theater watching this movie, until the scene is finished and the person on the screen is completely safe. Let me know when the scene is over, then stop the movie as a still picture of you after the event is completely over and you are safe."

b) If the client has difficulty with these instructions:

notes

- 1) Chunk down the stimulus so the client sees, for example, only the bottom half of the screen.
- 2) Use additional submodalities to increase dissociation - increase distance, dimness, decrease the size of the picture, make it fuzzy, etc...
- 3) Utilize the kinesthetic system: "Put your hands on the glass and feel the cool, hard surface that separates you from the movie."
- 4) Remember Break State whenever you need it.

5. Run the movie backward.

a) "Now that you have a still picture of you on the screen after the event is completely over, I want you to leave the projection booth (release any anchor for dissociation) and go step inside the picture on the movie screen. Once you are inside the picture, turn on the color and sound, then run the movie of that experience backward very quickly from inside the movie. Do this in about 1-2 seconds, so you end up back at the first picture you put on the screen."

b) Anchor the backward direction of the movie with a sound indicating the proper 1-2 seconds it should take to run it backward. Zzzzziiip!

c) The client should repeat this step until the movie runs backward very quickly and smoothly.

6. Test and Future Pace.

a) Have the client try to re-access the phobic state, or think of the thing that caused the phobia. Check for any indication of the phobia by using your sensory acuity to compare the current response with the earlier phobic response.

If you still get part or all of the phobic response, check to be sure that the client followed your previous instructions exactly. If so, repeat the entire procedure as many times as necessary, doing it faster each time, until none of the phobic response remains.

7. Close.

"Since you were phobic you have probably been purposefully avoiding certain situations you thought were unsafe, you missed out on opportunities to learn about them. As you have opportunities in the future for learning about these situations, I suggest you use common sense and your natural ability to keep yourself safe until you have learned about them thoroughly."

Questions about the Demonstration:

Be sure they understand that the entire technique is done from a safe, dissociated position. To ensure this we use two-place dissociation. Make sure they know the need not to allow the client to get stuck in the movie.

notes

Small Group Exercises:

Do exercise as demonstrated. Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role. Keep a close eye out for panic responses and be ready to assist any unresourceful Programmers.

General Questions/Comments:

Client associates into a panic response.

Be very directive, using break state skills. Use submodalities to reduce the effects of the traumatic memory.

Milton Model (02:30)

notes

Trainer's Perspective:

In one sense, the Milton Model is easy to teach because it uses the same linguistic distinctions as the Meta Model. In another sense it is difficult to teach because it is so embedded in our language. When we speak we are typically more vague than specific. Therefore, learning how to speak in a vague manner is akin to asking a fish how it likes the water. The fish may reply, "What water?" as it takes the water completely for granted.

In an intensive training the Milton Model needs to be taught at least two days after the Meta Model. In a weekend program, the Milton Model can be taught on the weekend following the Meta Model. This is to allow integration of the Meta Model and focus on the value of specificity for a period of time. This way the class will have a contrast to the Milton Model vagueness, which will assist in the learning.

Training Purpose:

To learn the skill and value of being intentionally vague, contrasted with the specificity of the Meta Model.

Introduction to the Technique/Model:

Introduce the Milton Model by contrasting it with the Meta Model. Explain that using the Meta Model we gather specific information, and with Milton Model we are intentionally vague. The times when we are intentionally vague are times when we want to give another individual the opportunity to fill in his or her own experience of our words. It is a very respectful way to communicate. For example: "You can accomplish your goals in a way that is comfortable".. What goals? In what way, specifically? Comfortable for whom? Using the Milton we purposefully leave out this information to let the client discover for herself the answers to these questions.

(In student practitioner manual)

The Milton Model is the inverse of the Meta Model. It allows you to use language that is artfully vague so that clients can give it a meaning that is appropriate for them. The Milton Model uses many of the same distinctions as the Meta Model. It just uses them to be intentionally vague.

Why be intentionally vague? Ask any politician. Using vague language allows you to influence people without having to give a lot of details. Better yet, when you are vague, the listener fills in her own details.

notes

Milton / Meta Model Distinctions:

notes

1. Mind Reading

Statements that claim to have the ability to know what someone else is thinking or feeling.

a) I know that you are the type of person who wants to be really successful. I also know that this seminar will make the comprehensive changes you want to make.

b) You realize that you need to improve your communication. All of my other clients were just at this point when they were able to see that it was in their own best interest to hire me.

c) So many people just like you feel that NLP is the world's greatest communication model.

(Additional material in Audio 8b)

Notes from audio:

2. Lost Performative

Statements of judgment, beliefs, or standards which are expressed in such a way that the individual who is making the judgment or setting the standard is not identified.

a) It is going to make pervasive changes in your life.

b) It has been proven that once you hire a communication firm like mine, Jim, that productivity goes up.

c) One thing we know is that people who have studied NLP in-depth think that it is the world's greatest communication model.

(Additional material in Audio 8c)

Notes from audio:

3. Cause and Effect

notes

Statements that claim that there is a cause and effect relationship between one thing and another thing.

a) Coming to this seminar will cause you to begin to understand communication and begin to make changes in all areas of your life.

b) Now that we have realized that you have a communications problem we can begin the work to solve it.

c) Studying the world's greatest communicators has led to a model that can be easily transferred to others, NLP.

(Additional material in Audio 8d)

Notes from audio:

4. Universal Quantifiers

Words that imply or state absolute conditions as being true.

a) Every time someone who has taken this seminar talks to me about the pervasive changes they have made, I feel all the work that I have done has been worthwhile.

b) All of what I have said about my communication firm can benefit you in everything that you are going to do by starting now.

c) NLP, the greatest communications model in the world today, says always put yourself in a state of excellence before giving a presentation.

(Additional material in Audio 8e)

Notes from audio:

5. Modal Operators

notes

Words that suggest that something is necessary or possible and which define the boundaries of a person's model of the world. (must, can, may, try, intend to, have to, should, able to, pretend to, ought to, possible to, have to, suppose to, decide to, wish to, got to, need to, let, allow, want to, could, permit, choose to, would, will, won't,)
Match your use of modal operators to the client's modal operators.

a) One thing we know is that we must develop the capability to be an excellent communicator; this seminar will help you make many changes.

b) When you give yourself permission to hire my firm, Jim, we can begin to work on getting results right now.

c) From what I have been able to discover, NLP could be the greatest communication model in the world.

(Additional material in Audio 8f)

Notes from audio:

6. Nominalizations

Words that change a process or verb into a static event or noun.

a) When you have completed this seminar and made comprehensive changes, you'll agree that this was an excellent decision.

b) Many organizations like yours; Jim, make the decision to use our company to improve their communication.

c) NLP is the greatest communication model in the world.

(Additional material in Audio 8g)

Notes from audio:

7. Unspecified Verbs

notes

Verbs that do not have phrases that specify how or on what an action is performed.

a) At this seminar you can begin to make many changes, now.

b) For all those reasons, you should hire our communications firm.

c) NLP can create changes in your life because it is the greatest communication model in the world today.

(Additional material in Audio 8h)

Notes from audio:

8. Lack of Referential Index

The use of a noun or pronoun to refer to a non-specific group or category. The person doing or receiving the action is deleted.

a) One can, you know, make many changes and this seminar shows you how.

b) It is a good thing for all employees to be able to master communication skills and my company is an expert in getting those results.

c) It has been said that NLP is the greatest communication model in the world today.

(Additional material in Audio 8i)

Notes from audio:

9. Comparative Deletions

notes

Statements that do not specifically state what or how a comparison is being made.

a) This seminar makes more pervasive changes than any other seminar given today.

b) Most of the people that I have worked with want me to return time and time again and they use my firm over and over.

c) The best communicators in the world are able to build rapport with ease and they use NLP technology whether they know it or not.

(Additional material in Audio 8j)

Notes from audio:

Demonstration:

The trainer teaches the Milton Model in three segments, utilizing three Meta Model distinctions in each segment. The Milton Model Summary page in the NLP manual is a useful tool for doing this.

The Milton Model is taught using the following process:

1. The trainer refers to each distinction reminding the class by use of examples how each distinction is used in the Meta Model. The trainer then gives examples of how to use the distinction as Milton Model intentional vagueness.

2. The class gives examples of how to use the same Milton Model distinction.

3. Divide the class into groups of 3- Programmer, Client and Meta Person so each student has the chance to play each role. to practice using three Milton Model distinctions at a time. Each programmer makes a Milton Model statement to the client, the client reports on his internal experience of the programmer's statement. Spend 30 minutes per round.

4. Return to the class for questions and answers. Here the trainer should take every opportunity to answer questions by using the Milton Model, and give the class a chance to discover what the trainer is doing by recognizing her Milton Model statements.

5. Repeat with three new distinctions (9 distinctions = 3 rounds).

notes

[illegible]

As-If Frame (01:30)

notes

Trainer's Perspective:

The As-If Frame is a nice follow-up to the Milton Model, as it presents the students an opportunity to apply their newly acquired skill in the art of vagueness. The As-If Frame is also simple enough to that many can do it without formal Milton Model training.

Training Purpose:

This is an effective technique to dissociate the client from the present and gain a broader perspective with regard to any issue.

Introduction to the Technique/Model:

(In student practitioner manual)

Pseudo-orientation in time is a technique often used by Milton Erickson to shift a client's perspective and increase choice around a particular issue. It is very useful for getting "unstuck" and building flexibility due to the utilization of a unique future-perspective. Orient your client six months into the future.

"This is January. I want you to imagine you are traveling six months into the future until you arrive in the month of June. Take all the time you need to travel forward in time until you find yourself arriving in June. Now, in June, you've made many changes in your life that have been serving you very well. And now that you have the solutions to certain problems you experienced back in January, you can look back over the last six months and notice how you resolved one of them. There are many things to learn from hindsight, and as you notice how you were able to resolve this issue over the last several months, take notice of the things you did that worked very well for you. Also notice the things you tried that did not work so well, that you were able to learn valuable lessons from. Notice and learn all you can about how you arrived at your current place of success before coming back to January. Now take all the time you need to reorient yourself in the present, and to this room."

Explain that the As-If Frame is a method of using a future perspective on a present problem. Many times if we feel stuck in the present, referring to a future in which the present problem has been resolved can provide key insights that we can use now.

Demonstration:

notes

(For an example of this demonstration, watch "As If Frame" video.)

Do a demonstration using the As If Frame with a volunteer. The client may keep her eyes open or closed during the demonstration. Be sure to emphasize taking the client into the future past the point of resolution of the present problem.

Questions about the Demonstration:

It is appropriate to point out that we do not use specific language in identifying the future context. We say it is a context in which the present problem is solved, but leave no further details. This may help them to remain vague in their language patterns since they have not had Milton Model training yet.

Small Group Exercises:

Do exercise as demonstrated. Groups of 3- Programmer, Client and Meta Person. 15 minute rounds so each student has the chance to play each role.

General Questions/Comments:

Look for opportunities to do live work when students ask questions about application.

Outcome Specification (02:30)

notes

Trainer's Perspective:

This technique provides opportunity to contextualize all other NLP techniques. A clear and specific understanding of the client's outcome will determine which technique to use. It also provides a method of determining if the intervention was successful. Did the client get what they wanted?

A helpful realization about Outcome Specification is that the power of the technique is in the questions. In a way they produce their own result. This means that the requirements of the programmer are simple: read the questions to the client and track the information.

Training Purpose:

To teach the skill and value of setting clear outcome, the intervention that precedes other interventions.

Introduction to the Technique/Model:

Explain to the class that getting a clear and specific outcome is the foundation of all NLP interventions. Knowing specifically what the client wants to accomplish and how the client wants to accomplish it determines what other interventions are used.

Frequently, 90% of the work is done by the time the client is absolutely clear on what she wants. You can even ask the class to remember a time when they were so certain of what they wanted, so specific about what they wanted, and informed about how to go about getting it. Those that have had this experience will usually testify to the power behind it.

Explain that Outcome Specification is a process of attaining such a clear and specific goal.

(In student practitioner manual)

In NLP, we call the process of clarifying goals and desires Outcome Specification. This chapter will be a guide through the process. We recommend that you read the chapter once, then return to it with a specific goal in mind. Then, write down your honest answers to each question presented.

Perhaps no other phenomenon in the world of personal growth is as powerful as being clear about our goals. Knowing what we want to achieve helps us find purpose-driven courses of action and clarifies which courses of action are not necessary.

So many of us remain unclear about what we want. We drift through life, dabbling in this and that, but not willing to commit to something specific. Committing to specific goals requires sacrificing other potential pursuits, and many of us are not willing to make those sacrifices. We often make half-hearted commitments to whatever is in front of us, or to what we think others will approve of.

notes

Explain to your students each part of the Outcome Specification process.
(Included in student practitioner manual)

1. What, specifically is your goal?

- a. State your goal in positive terms. Say what you want...not what you don't want.

Incorrect: *"I don't want to be unemployed any longer."*

Correct: *"I want to find gainful employment."*

Incorrect: *"I don't want to be afraid."*

Correct: *"I want to feel comfortable."*

- b. Self-directed. Make your goal a self-directed statement.

Our goals should be within our control...goals for ourselves, not others. So often we believe others need the change more than we do. There is nothing more frustrating (and fruitless) than insisting that others change. Often that desire is held within us in such a way as to discourage the very change we seek in them. How inviting is it to you when another insists that you change? Our energies are better spent on things we can control...our own behaviors, attitudes and goals.

Incorrect: *"I want my spouse to make more money."*

Correct: *"I want to achieve greater financial stability."*

We're not necessarily saying that desire for change in another is wrong. We may want people close to us to make changes that we believe will make them happier. In this case, we suggest that it would still be more helpful to state our goals in self-directed terms. We would consider what we personally want to do to encourage and invite them to change.

- c. Appropriate size goal. Make your goal a size that is achievable.

Do you believe your goal is realistic and achievable in a reasonable amount of time?
If you do have a very large goal, can you break it down into smaller goals that will serve as "steps" to the larger one?

2. How will you know when you have achieved your goal? What will be your evidence of success? notes

Now is the time to get specific in your goal. What, specifically, will you see, hear and feel or possess that will indicate success? Will you see higher numbers in your bank account and fewer bounced checks? Will you hear more pleasant or uplifting words coming out of your own mouth and feel more at peace with yourself? Will you see a new car, boat, or people in your life? How, specifically, will you know when you have what you want?

It may also be helpful to choose a specific calendar date by which you want to have achieved the goal.

3. Where, or in what situation(s) will the goal be relevant? Where might it be irrelevant?

Appropriateness tends to be contextual. Some things may be universally applicable, but many of the goals we pursue are best applied to specific situations. If we want to become more expressive and jubilant, some situations you encounter will be enhanced. You may enjoy baseball games or parties much more. Other situations, such as library browsing or funerals may not be the best place to manifest this particular goal.

In what specific situations do you want to manifest your goal? Where would it be inappropriate to manifest your goal? Knowing this helps us stay focused and more grounded in our approach.

4. What stops you from pursuing this goal wholeheartedly?

List specific situations, behaviors, emotions, attitudes or traits that you believe prevent you from total commitment to pursuing your goal. We are not suggesting you try to resolve them now, but become aware of them. Our purpose here is to take a realistic look at perceived obstacles, not overcome those obstacles. Awareness and acceptance of the perceived obstacle are enough for our purpose here.

5. What personal resources that you already possess can you draw upon to help you achieve your goal?

A personal resource is an ability, skill, talent, emotion, quality or trait that we possess and can apply to most situations, especially if we are conscious of it. We might consider our ability to say "no" a resource when telemarketers call. We might also consider things like confidence, enthusiasm, passion, or any personal skill to be resources. Resources can be almost any personal characteristic that is helpful.

6. What additional resources do you need in order to achieve your goal?

notes

We may not always have all the resources we need to achieve our goals. Sometimes resources need to be acquired.

If we want to be a better mother or father and find that a lack of patience prevents us from becoming so, we may need to develop patience before we can have what we want. Perhaps we need to learn relaxation, go to counseling, or take a parenting course in order to develop the resource. It may take time and effort seeking outside resources before we can call "patience" our own.

7. How might the pursuit of your goal affect the important people in your life? Is there any risk associated with achieving this goal?

Could pursuing this goal adversely affect any relationship? How can you pursue this goal in a way that respects and benefits the people in our life?

If we aren't thoughtful, chasing after important goals can damage relationships with those closest to us. Nothing is more tragic than putting a lot of energy into achieving something important and having it backfire because those around us seem to resent us for taking the time to pursue it. This occurs, most often, because we fail to consider the impact upon the lives of others before we charge off to improve ourselves.

Here are some examples to illustrate this point:

Jerry, who was about to succeed in his efforts to quit smoking as part of his goal to regain his health, reported the following:

Just as the cravings were getting under control, my wife (also a smoker) started to shun me. She no longer wanted to talk to me. She seemed to resent me for not smoking. Then it dawned on me how much time we used to spend together, "smoking the evenings away". Now when she smokes I leave the room to avoid the temptation to light up. What a loss she must be experiencing...and I didn't even consult her before deciding to quit.

Laura, a mildly overweight homemaker, reported the following in her efforts to slim down:

One Saturday I came home to find Frank had made a batch of cookies and a cake for dessert. When I complained of his lack of support, he just kept on waving the cookies under my nose and saying, "C'mon...just try a few". A week later I asked him to level with me...he had never before made dessert in our 11 years of marriage! He confessed that he had begun to worry that other men might make advances toward me, and was beginning to become worried and a little jealous of those fantasies!

Making changes in our lives inevitably affects the lives of those with whom we live. It's helpful to make every effort to prepare them, include them, and ask them how we can respect them as we pursue our goals.

notes

Underlying every failure to achieve something wonderful may be a fear of what that achievement will mean. Often this fear is unknowingly formulated as such:

"If I accomplish X, then people will expect Y of me".

If I get into shape, women will expect me to date them.

If I make more money, there will be no end to my wife's demands.

Thus we sabotage our efforts and remain less powerful or happy than we have the capacity to become.

The purpose of these questions is to identify what issues such as this exist for you. Becoming aware of them may help us get beyond self-sabotage.

8. What are the daily actions you will need to take in order to achieve your goal? What is the first step you can take today?

The purpose of this question is to prompt you to identify the actions you will need to take in order to achieve your goal.

9. Given everything I have considered to this point, is achieving this goal worth the effort? Is it worth the effort and sacrifice that will be required of you?

This question begs to bring about the "moment of truth". Accomplishment involves work and sacrifice. Succeeding isn't always easy. Often the goals we think we want to pursue aren't the goals we really believe are right for us. Perhaps when we add in all the factors, we will realize this goal is not as important as we first thought. If such is the case, we suggest that the process has still been worthwhile, as we now know not to spend our efforts pursuing something that we really don't want.

If we answer a congruent "yes" to this question, then we are on our way.

Demonstration:

Do a demonstration with a volunteer. The most important factor in demonstrating this technique is to stay with the structure of the model. Ask the question, write down the answers, and move on to the next question. After the last question, briefly review the questions and the client's answers with the client. Check for congruence in the client during the review.

(For an example of this demonstration, watch "Outcome Specification Video" video.)

What follows is an outline of the NLP Outcome Specification process.

Outcome Specifications Summary

1. What do you want?
 - 1a. State your goal in positive terms
 - 1b. Be self-directed
 - 1c. Choose an appropriately sized goal
2. How will you know when you have it? What will be your evidence of success?
3. Where, or in what situation(s) will the goal be relevant? Where might it be irrelevant?
4. What stops you from pursuing this goal wholeheartedly?
5. What personal resources that you already possess can you draw upon to help you achieve your goal?
6. What additional resources do you need in order to achieve your goal?
7. How might the pursuit of your goal affect the important people in your life? Is there any risk associated with achieving this goal?
8. What are the daily actions you will need to take in order to achieve your goal? What is the first step you can take today?
9. Given everything I have considered to this point, is achieving this goal worth the effort?

Questions about the Demonstration:

Technical questions only.

notes

Small Group Exercises:

Do exercise as demonstrated. Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role. Oversee the exercise closely to ensure that they do not get caught up in content and try to problem solve.

notes

General Questions/Comments:

Although Outcome Specification often takes a significant step towards solving many problems, the technique itself does not represent a problem-solving frame. Outcome Specification is designed to gather information about what the client wants, not what problem the client wants to solve.

Many people who are used to communicating in content will likely have a hard time staying with the structure of this technique.

Perceptual Positions (02:30)

notes

Trainer's Perspective:

Learning this model and technique is likely to be one of the more moving experiences that the participants have in the training. And the trainer can rely on this one regularly to create a shift in the client. Feel free to let the students choose to work on deeply personal or intense relationships, as long as they choose a specific memory as the content.

Training Purpose:

To learn multiple perspectives and apply them to a specific memory in a relationship with another.

Introduction to the Technique/Model:

The introduction is quite simple. The trainer claims that in all relationships among people there are three points of view to take. The trainer then explains what each position represents, using spatial anchors.

The power of this model is in the experience of it. The introduction to it need only be adequate to produce an intellectual understanding of it.

(In student practitioner manual)

First Position

First position represents your individual point of view. You have a lifetime of experiences that have lead to the formation of your personal beliefs and values. Your feelings and opinions are of utmost importance in First Position. In First Position you notice the behavior of others and how that behavior affects you as an independent person. You have your own private mind, dreams and personal desires. First Position is where these are manifested, where the boundaries of identity are established and maintained.

Second Position

Second Position is where another's point of view is considered. Second Position is possible after realizing that those with whom you interact have their own opinions, beliefs, values, and feelings. Your behavior directly affects them in some way. Second Position is where you may explore what or how they are thinking of you.

Instruct your volunteer in the following steps:

notes

1. Identify a specific memory that involves a relating issue that you would like to explore. Don't choose a memory that is traumatic or that you are not open exploring deeply. Be sure to choose a specific event or memory, not an entire relationship full of memories!

2. Sit comfortably, get in touch with your body and remember this memory as if present, seeing through your own eyes and feeling what you felt at the time. Become aware of all aspects of your first position experience, paying attention to what you feel, think, believe and how you are personally reacting to this situation. Once you really feel "in that moment", hold on to it for a couple minutes then clear your mind.

3. Move to the Third Position by taking an objective point of view, as if a neutral observer. You do this simply by imagining you are a neutral observer and seeing yourself from a distance. As you do so, notice the pattern of communication between *those two people* and that each person *over there* has his/her own point of view, beliefs, goals, and motivation. Look at the big picture, the pattern of relating, noticing what you imagine a truly objective, non-emotional observer would notice.

4. Next, move to the Second Position by taking the other person's point of view. Imagine seeing yourself through his or her eyes and notice how the other feels about the issue, and what you look like through the other's eyes. Notice what's important for the other person and how this experience impacts him or her.

5. Go back to First Position and ask yourself, "What have I learned from this experience?" or, "What is different now that I have explored various perspectives?"

6. Future pace by choosing which position you would like to remain in for the next period of time. If other than first, mentally move to the appropriate position and imagine proceeding into your future while maintaining this perspective and retaining the insights you have gained.

If the student is comfortable it is a good idea to allow him to talk about his experience in each position. This will further educate the class regarding each position.

notes

Meaning Reframing (1:30)

notes

Trainer's Perspective:

Training Purpose:

Introduction to the Technique/Model:

Your mind is heading down a road it's been a million times and you expect it to continue that way. Then WHAM! A reframe redirects you. Suddenly, new possibilities are open; your mind is momentarily freed from the meaning trap it was in and you can now consider new directions. What will you do with this rare moment?

When people have an experience they do not like, it is not the external aspect that is responsible for the disliking, but their internal response. It is important to understand that the response itself is not based on what is happening (externally) but rather on the meaning that has been attached to it. When we reframe or change the meaning of the experience, that will then change the response.

Meaning reframing is used when the "problem" behavior is appropriate but the meaning attached to it may be limiting (i.e. there is nothing actually inherently bad about the "problem").

Working Theory:

An external event or sensory experience elicits a response to which a meaning is attached, usually unconsciously. Reframing is the ability to attach a new meaning to an external event or sensory experience which, in turn, causes a new response to it.

All meaning is context dependent. If the context or frame is changed, then the meaning and the response to the meaning will change.

Broadening your viewpoint through reframing will only allow you to consider making a change 1) if the new view makes more sense to you than what you have been thinking and 2) if it is an undeniably valid way of looking at the world.

The purpose of reframing is to elicit a useful response, not to find "truth." Meaning reframing is usually appropriate when someone uses a pejorative word, one "loaded" with negative evaluation, such as "lazy," or "stupid."

By giving ourselves the flexibility to change the way we see something, we are giving ourselves the opportunity to achieve our outcomes more easily.

Examples of complaints and reframes:

notes

Complaint: I'm shy.

Reframe: Intelligent people often are.

Complaint: I yell at my kids too much.

Reframe: You must really care about them.

Complaint: Life is so difficult.

Reframe: Yes. Mature people actually understand this.

Complaint: I always sabotage my success.

Reframe: At least you take responsibility for it.

Complaint: I was beaten as a child.

Reframe: I am so glad you survived it and have more choice in your life as an adult.

Remember, after understanding the complaint and before delivering the reframe, you must ask yourself, "What else could this mean?" or "What could this mean that is positive?" The answer to these questions is the reframe you are looking for.

Not every reframe will "work." Some will not be well-received or will fall flat. This is fine! Just look for another opportunity when the time is right. You will know when a reframe works when you get a pause or "aha" or other indicators of a change in perspective in response to the delivery.

Demonstration:

Explain how meaning reframes are done. Give at least three examples of complaints followed by reframes. Then, ask the class to give examples of complaints. Ask other students to respond with reframes. Continue to ask for reframes until one the reframes work for the student with the complaint. Repeat this process at least three times.

Questions about the Demonstration:

Answer questions as they come up during the demonstration.

Small Group Exercise:

Groups of 3. Students practice making complaints and delivering reframes. 30 minutes total.

General Questions/Comments:

Answer questions as needed.

Six Step Reframe (02:30)

notes

Trainer's Perspective:

The Six Step Reframe has potential to be both profound and confusing. The best strategy is for the trainer to understand the technique in the simplest terms possible. Better to understand it as a method of self-acceptance and creativity than in terms of the multitude of detail contained in the steps. Find an unwanted behavior, discover the positive intention, generate new choices, done. Simple.

If the trainer has this "simple" frame while teaching the Six Step Reframe, the students will experience it as simple.

Training Purpose:

To utilize the Six Step Reframe model in this specific format to create a change in some unwanted behavior.

Introduction to the Technique/Model:

Introduce the Six Step Reframe as a sort of universal problem-solving model. Students are going to use positive intention and creativity to generate new choices in a place where they are stuck.

Emphasize the Six Step Reframing is for problems that fit the structure, "I do X, and I can't stop".

Since the students already know the Meta Outcome, you can use it as an illustration to clarify the flow of the Six Step Reframe. Once the Meta Outcome (positive intention) is established, we can build on that by discovering additional behavior that will satisfy that intention. Anything you can do to help keep it simple will help.

(In student practitioner manual)

Here are the steps, with an explanation and an example.

1. Identify the problem behavior

This should be a specific behavior that you can't stop doing. Don't choose something vague like "unhappiness." Choose something concrete that you do, that you want to stop doing, like sleeping in after your alarm clock goes off. The more specific the behavior, the better the potential results. It is important to choose only one behavior here.

2. Identify the positive intention behind this behavior

notes

Recognize the value of the positive intention. In NLP there is a presupposition, or common belief, that behind every behavior is a positive intention. Truly understanding and applying this principle to ourselves will bring about a powerful change in our attitude toward ourselves. Here are some examples:

Joseph yells at his children regularly. The first messy bedroom or pile of toys in the middle of the floor that he sees when he arrives home from work sends him into a fit of anger and yelling at his children. He then yells at his wife for allowing the children to make such messes. The children become afraid of him and run to pick up their toys and do whatever else he wants them to, fearing for their safety.

Joseph feels guilty and ashamed that he resorts to such cruel behavior in order to have a clean house. He would never admit this, however. And he does insist on living in a clean house. He feels powerless to stop yelling...as this produces the results he wants, even though he feels bad about it.

Joseph decides to ask a friend, named Susan, for help. Susan is an NLP Practitioner. Here is how the conversation goes once they have identified Joseph's problem:

Joseph: I wish I could stop yelling at my kids when they make a mess, but it just happens automatically. I can't control it.

Susan: So, when you see the mess you just begin yelling without thinking about it?

Joseph: Yes, that's it. And I really don't like myself for doing this. I am a bad father.

Susan: Let me ask you, Joseph. When you yell at your kids, what do you really want? What is your positive intention?

Joseph: I want them to learn to clean up after themselves. How will they ever learn?

Susan: Yes, you want them to learn to clean up after themselves. If they learn to do that, what will that do for you?

Joseph: Well, I will feel like I am teaching them to be responsible. Like I am a good father.

Susan: And I can tell being a good father is important to you....

Joseph: (Begins to cry) Yes, it really is important. I really want to be a good father.

Susan: Do you understand that this is your positive intention? You want to be a good father – somehow yelling at your kids is one way you have chosen to accomplish this. Now you are seeing that this behavior is inappropriate, but the positive intention is still very valuable. Do you understand this?

Joseph: Yes, I see that now.

notes

Susan: Next, let's find new ways of accomplishing your positive intention. We don't want to lose that.

In this example, Joseph felt ashamed of himself for being a "bad father" and yelling at his kids. He wasn't seeing that, deep down, he was actually trying to be a good father. Even though his method of yelling did not accomplish this, that does not mean he did not at some level intend to.

This is the concept we want people to understand, fundamentally. No matter what we do, we can trust that at some level of our consciousness we are acting out of a desire to do good. Once we accept this about ourselves, we become free to stop judging or criticizing ourselves. We can then open ourselves to new ways of behaving that are consistent with who we want to be.

3. Conditional Close

Ask yourself, "If there were other ways of accomplishing this positive intention, would I be interested in discovering them?"

The conditional close is a simple question that allows us to open up to new possibilities. This is a question that requires a simple "yes" or "no" answer. If you answer no, then you must return to step two and allow yourself to experience your positive intention more deeply. Once you understand and accept your positive intention, you should be naturally interested in additional ways of fulfilling it.

4. Brainstorming

Use your personal creativity to brainstorm many new ways to accomplish the positive intention.

Once we've accepted the positive intention and are willing to consider new ways of fulfilling it, we are ready to begin brainstorming. In the brainstorming process we are identifying new ways of fulfilling the positive intention only. In Joseph's case, he would make a list of as many ways possible for him to be a good father.

It is important here that Joseph does not attempt to find ways to stop yelling. He has probably been trying to do that for some time already, and it hasn't worked. What Joseph must do is free himself from trying to solve this behavior problem and address his deeper need to become a better father in general. Then, he is free to brainstorm as many ideas as he can think of.

It is helpful to relax and access a creative state in order to have a successful brainstorm.

5. Identify at least three new choices from your brainstorm list

Some people brainstorm up to ten new possible behaviors. Others brainstorm dozens. How many new behavioral possibilities you have to choose from is not as important as identifying at least three new behaviors that you would like to try. If you cannot identify three new behaviors to try, then you must repeat step four.

notes

6. Ecology Check

Ask yourself, "Do I object to any of the new choices? Am I willing to commit myself to using them, beginning right now?"

Once we have identified the new behaviors we want to try, it is wise to take a moment to ponder the outcomes of those behaviors. Do we really believe they will work? Are these behaviors fair to ourselves and others? Do we stand to lose anything important if we engage in these behaviors? Are we willing to make any personal sacrifices required by these behaviors? Are we willing to make every effort to do them?

Imagine yourself performing these behaviors and their possible outcomes in order to answer the above questions. Do this for each new behavioral possibility.

Joseph identified three new behaviors that he was interested in trying. He was clear that the new behaviors were meant to fulfill his positive intention to be a good father, not merely stop his behavior of yelling. The new behaviors were as follows:

1. Have breakfast with his children before he goes to work. Joseph realized that part of being a good father is to spend more time in general with his kids. He had gotten used to leaving for work without even saying good morning to his kids. Now, he wants this to change, believing that if he connects with his children every morning, he will feel better about himself and his children throughout the day. This will make coming home in the evenings a more pleasant experience.

2. Play with his kids more. Joseph realized that it had been a long time since he played with his children. They love to play baseball. Joseph decided to play baseball with his kids every Saturday morning.

3. Acknowledge his wife more. Joseph realized that his wife does so much around the house that he does not appreciate. He decided to let her know how much he cares for her more often.

Once Joseph began to practice these new behaviors, he found that he enjoyed himself with his children more than before. He felt better about his relationship with his wife. He remembered what it was like for him to be a child, and how easy it is for children to forget to clean things up. And he found it much easier to encourage his children to be responsible for their belongings.

Demonstration:

notes

(For an example of this demonstration, watch "Six Step Reframe" video.)

Do not choose a confusing or overly complex person as a demonstration volunteer.

Six Step Reframing Summary of Steps to do with volunteer.:

1. Identify the problem behavior.
2. Identify the positive intention behind this behavior.
Recognize the value of the positive intention.
3. Conditional Close. Ask yourself, "If there were other ways of accomplishing this positive intention, would I be interested in discovering them?"
4. Brainstorming. Use your personal creativity to brainstorm many new ways to accomplish the positive intention.
5. Identify at least three new choices from your brainstorm list.
6. Ecology Check. Ask yourself, "Do I object to any of the new choices?
Am I willing to commit myself to using them, beginning right now?"

Questions about the Demonstration:

Spend the time necessary to simplify or clarify any parts of the demonstration that were potentially confusing. It is easy for students to get overwhelmed trying to follow the complexity of the steps and pay attention to the demonstration. The "simple" frame will come in handy.

Go over the main points for each of the steps but defer any theoretical questions until after they have experienced the technique. Too much information before they do the technique will probably serve to confuse them.

Small Group Exercises:

Do exercise as demonstrated. Groups of 3- Programmer, Client and Meta Person. 30 minute rounds so each student has the chance to play each role.

General Questions/Comments:

"I can't see that this behavior could ever be positive."

In Six Step Reframing we are not suggesting that the unwanted behavior is positive. We are suggesting that the intention behind the behavior is positive. We want to honor the positive intention and find additional ways of accomplishing it.

notes

[illegible]

Timeline (02:30)

notes

Trainer's Perspective:

This is one of those techniques that makes NLP unique. Most people are truly surprised and intrigued when they discover their timeline. It opens a new world of inner exploration and sets the stage for a broad array of interventions.

Training Purpose:

Students will discover and explore their own individual timelines.

Introduction to the Technique/Model:

We all have an inner representation of time. If we did not have a way of tracking which events are past, present or future, then we simply wouldn't know the difference among them.

The question is, how do we track time? We do so by way of an internal timeline.

Our language provides clues to how we sort and structure time according to submodalities. For example:

He has a bright future.

Let's put the past behind us.

I am looking ahead to many more successes.

I am hoping to escape the darkness of my past.

Often, language such as this is a direct reflection of a timeline.

In NLP we refer to "timelines" to describe how people spatially store information about events which occurred at different times (our unique way of internally representing chronological time).

It is supposed that if we did not have a system for coding time in this way, it might be difficult to differentiate between something that happened last week and something that happened, say, six months ago.

It can be very obvious where people spatially store their memories. How often do you notice that when people refer to past events they gesture to their left, or behind themselves? And when people refer to the future, they often gesture to their right, or in front. These are unconscious references to the location of the past and future. The structure of time for each individual can vary infinitely.

Timelines, like all experience, have structure and they also have submodalities. These

may easily be manipulated to change the meaning of events that occurred in the past, or to influence your perception of events that may happen in the future. You may already know what sort of Timeline you have. In fact, you may be aware that you run two or more Timelines, depending upon the type of task you're engaged in.

notes

What if you don't know what Timeline you have?

You can usually elicit someone's Timeline very directly by asking them to remember an event from the past, and then asking what direction that came from. Then ask them to think of a possible future event and ask what direction that came from. It is often easy to elicit someone's Timeline merely by watching them talk about past, present and future events. They will tell you non-verbally.

(Additional material in Audio 12a)

Notes from audio:

Demonstration:

(For an example of this demonstration, watch "Timeline" video.)

Do this demonstration with a volunteer.

1. Think of something you do repeatedly, such as eat breakfast, brush your teeth, get out of bed, etc. Then think of an instance when you did (or will do) this behavior:

- a. a year in the past
- b. two weeks in the past
- c. a day in the past
- d. the present
- e. a day in the future
- f. two weeks in the future
- g. a year in the future.

2. How do you keep these experiences in order, using submodalities? Since all are "the same" experience, how can you tell one happened a long time ago while another hasn't happened yet? How can you tell that one was a year ago while another was only a day ago?

3. Once you see the relationship between the past and future, fill in all of your memories, past and future, and notice how the timeline is formed. Where does it start? What direction does it go? Where does it end? Are there curves, light places, dark places, etc...?

notes

Changing Your Timeline (01:30)

notes

Trainer's Perspective:

This is an opportunity for students to make changes to their timeline and understand the possibility of working with Timeline.

Training Purpose:

Students will learn to make shifts to their timeline, if appropriate.

Introduction to the Technique/Model:

Explain to the class that now because they know their timeline they can make shifts to it when appropriate. This next demonstration will show them how to do that.

(Additional material in Audio 12b)

Notes from audio:

Demonstration:

(For an example of this demonstration, watch "Changing Your Timeline" video.)

Ask student volunteer what they did not like about her timeline and what she would like to change. Below are some examples of questions and suggestions:

Is your sense of time compressed? You can extend it.

Is the future dim? You can brighten it.

Does the past seem too far away? You can bring it closer. Your sense of time is malleable.

Is the direction of your timeline comfortable? You can change the direction.

Is your timeline too large or small? You can change the size.

Explore it and make the adjustments you need to make just by imagining them.

Questions about the Demonstration:

Make sure students understand that shifts to their timeline are merely submodality shifts.

notes

[illegible]