
Welcome, to your
NLP World
MASTER PRACTITIONER MANUAL



Index

Quantum Linguistics	- 3	Values Hierarchy shift	- 40
Presuppositions in Language	- 6	Wheel of Life	- 41
Hierarchy of Ideas	- 9	SECTION 2 Metaprograms	- 01
Hierarchy Negotiation Model	- 10	Basic Metaprograms	- 03
Cartesian Coordinates	- 11	Expressional Metaprograms	- 16
Double Induction	- 12	Advanced Submodalities	- 20
Meta-Model 111	- 13	Compulsion Blowout	- 21
Model Operators	- 14	Foreground/Background	- 22
Prepositions	- 15	Allergy Model	- 23
Time Scramble	- 17	Modeling	- 24
Decision Destroyer	- 18	12 Principles of Training	- 28/29
Going Beyond Boundaries	- 19	Family Therapy Model	- 30
Linguistic Resourcing	- 20	Effective Presentations	- 33
Future Sourcing	- 21	Meditations	- 36
De-Identification Pattern	- 23	Use of Hakalau Now State	-37
Pattern of All Patterns	- 24	Time Based Techniques Script	- 38
VALUES	- 25	Drop Down Through Technique.	-39/40
Spiral Dynamics	- 27	Changing the Time Line	-41/42
Values Levels	- 28/9	Putting a Goal Out There	-43
Memes Inside and outside	- 30	Logical Levels of Therapy	-44
Memes (“I” “We”)	- 31	Phobia Model	-45
Transition Structure	- 33	Keys to achievable outcomes	-46
VALUES to Motivation	- 34		
Values from Strategies	- 35		
Values Elicited page	- 36		
Changing Values	- 37		
Values conflicts	- 39		

Welcome, to your

NLP World

QUANTUM LINGUISTICS & VALUES

SECTION



Terry Elston - Managing Director



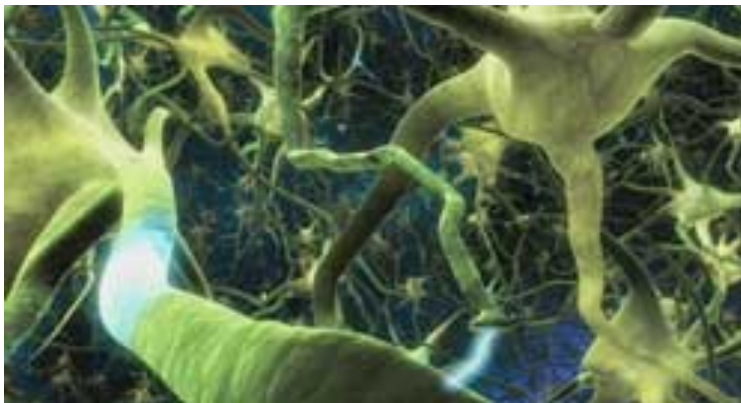
Terry Elston – *Into the quantum field*

REALITY

Lets' start with a simple premise.....

REALITY IS A CONSTRUCTION, MADE OUT OF:

- Space
- Time
- Energy
- Matter

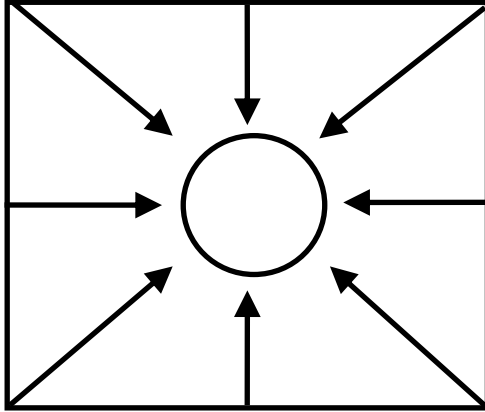


How We Construct Reality

- We create what we observe.
- We observe with our minds.
- Observations are measurements.
- Measurements transform nothing into something.
- We make measurements through our language.

QUANTUM LINGUISTICS

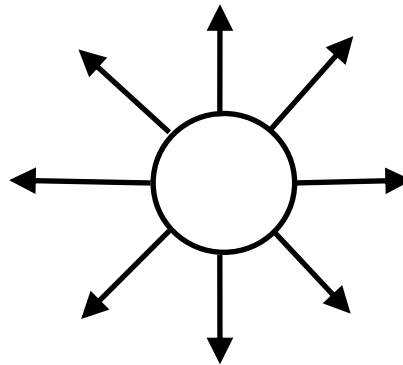
Inductive & Deductive Language



DEDUCTION

Deduction: "Since I can't drive any car, I won't be able to drive a Cadillac."

INDUCTION



Induction: "If I can learn to do this, I can learn anything."

So when you are using language, look to see how you can pierce your clients model of the world with conscious use of inductive language patterns..... can you not?

PRESUPPOSITIONS

Definition:

1. Existence (bringing something from nothing to something)
2. Possibility/Necessity (can, can't, will, won't, should, could, must)
3. Cause – Effect (if this happens then that will happen)
4. Complex Equivalence (this IS this)
5. Awareness (see, feel, hear, think - VAKOG)
6. Time (when it happens)
7. Adverb/Adjective (how slowly/quickly change takes place)
8. Exclusive OR/ Inclusive OR (invoice or card)?
9. Ordinal (series/sequence that delivers an outcome)

ADVANCED PRESUPPOSITIONS

The Solution

Now, construct a solution for each presupposition:

1. Existence: Are you sure?

Evidence challenge with **not + time**

Example: I have anxiety.

Response: When are you sure it's not there?

2. Awareness: Pace the presupposition, plus switch referential index (you can also add "not").

Example: I didn't realize that upset you.

Response: What you didn't realize was what else you were communicating your upset.

Response: I didn't realize how upset *you* were.

3. Possibility: If Modal Operator of Impossibility, remember it's "can do the process of not."

Example: I can't stop drinking.

Response: How can you...not stop drinking?

If Modal Operator of Necessity, chain it to Modal Operator of Possibility, i.e., can.

4. C=Eq: Take the opposite, pace it to the limit and use a counter example with a Referential Index Switch to the solution.

Example: My wife never has dinner done; that means she doesn't love me.

Response: How much will you have to eat so she knows she loves you?

ADVANCED PRESUPPOSITIONS

The Solution

5. C>E: Switch position, chunk up effect, Switch Referential Index, and do a "not" on Cause.

Example: My wife doesn't understand me.

Response: What is it that you don't totally understand in yourself that causes you to think that she doesn't understand you?

6. Time: Since time is a Nominalization, you can use the decision destroyer.

Example: I regret my decision.

Response: When did you decide that? Before regretting it what were you deciding?

7. Adjective, Adverb: Comparative Deletions

(Same behaviour—different context.)

Or: Chunk up to a common intent (which gives you a Mind Read), what, when, how, plus exclusive or.

Example: I can't decide if I should take the trainer's training or go home.

Response: So if you don't do what you want, how will you learn what you need to learn?

Example: Should I stay in this relationship or not?

Response: How will you ever be able to relate to anyone if you aren't free to do what you want?

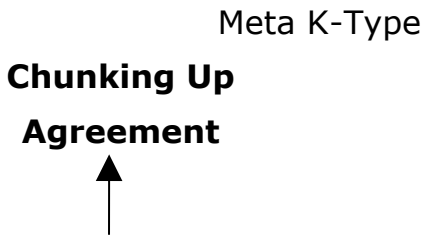
8. Ordinal: Reverse the order and apply one on top of another.

Example: I need to know why I do it before I change what I do.

Response: So why don't you change while you do it?

HIERARCHY OF IDEAS

The Model



- "For What Purpose...?"
- "What is the intention...?"
- "What is this an Example of?"
- "What would that get for you?"

In Mediation, chunk up to get agreement. Chunk-up until you get a Nominalization.

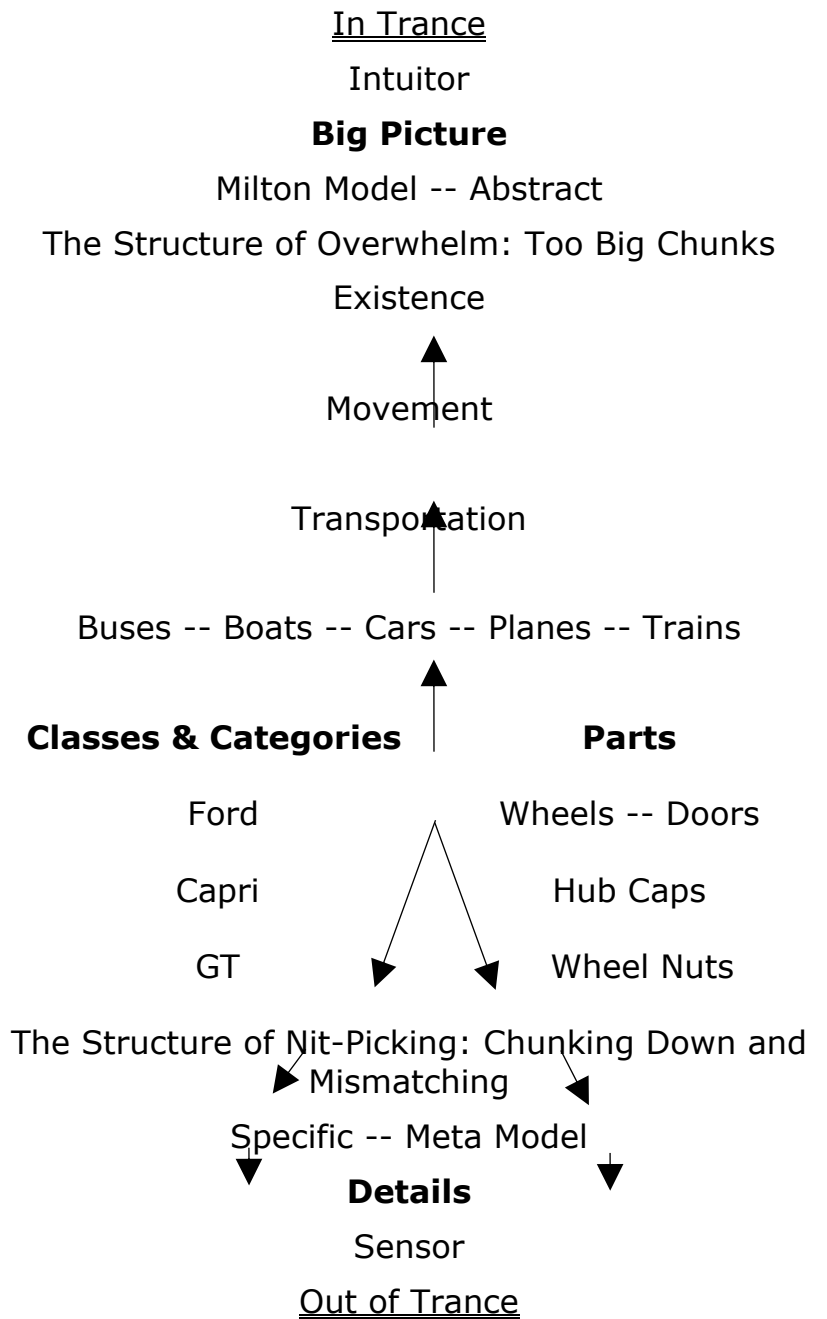
The Structure of Intuition: The ability to chunk-up to find connections & relationships, and then to chunk back down to relate to the current situation.

It's rare to find a large chunker who sorts for information -- they are usually small chunkers.

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

Distinctions
Chunking Down

AD Type



HIERARCHY OF IDEAS

Negotiation Model

1. Chunk up - until you get same word
(At least until you get a Nominalization.)

2. Separate intention from behavior
 - Use a conditional close
 - "So if you get _____ "X" _____ then however we do it is OK."

3. Chunk down only as quickly as you can maintain agreement.

QUANTUM LINGUISTICS

Cartesian Coordinates

Converse

$\sim AB$

Example:
What wouldn't happen
if you did?

Theorem

AB

Example:
What would happen
if you did?

Non-Mirror
Image Reverse

$\sim A \sim B$

Example:
What wouldn't happen
if you didn't?

Inverse

$A \sim B$

Example:
What would happen
if you didn't?

Quantum Linguistics double induction for awareness, possibility, existence

Words for Master Practitioner one

Words for Master Practitioner two

Could you begin to realise that (their words) is expanding inside you

Perhaps you can be aware of the feeling of (their words) growing bigger inside you?

Is it possible you could start to realise that (their words) sparkles all the way through your mind?

Maybe you already know that you have so many possibilities of (their words) building up to the successes you can see - now?

You might be able to see many pictures of your (their words) coming true.

Could you use your ability to see the possibilities of (their words), to allow this feeling of (their words) to integrate into your inner being?

Perhaps you CAN'T realise that (their words) are expanding inside you

Maybe you HAVEN'T been aware of the feeling of (their words) growing bigger inside you

Maybe it's NOT possible for you to start to realise that (their words) sparkle all the way through your mind?

Maybe you DON'T already know that you have so many possibilities of (their words) building up to the successes you can see - now?

You might NOT be able to see many pictures of your (their words) coming true.

Could you NOT use your ability to see the possibilities of (their words), to allow this feeling of (their words) to integrate into your inner being?

META MODEL III
Directed Questioning for a Specific Result

Start

1. "What's wrong?"

2. "What Caused this problem?"

3. "How have you failed to resolve this?"

4. "How can you overcome the solution to your problem?"

FLIP

5. "What would you like to change?"

6. "When will you STOP IT from being a limitation?"

7. "How many ways do you know you have solved this?"

8. "I know you are changing and seeing things differently."

Confirm

SMALL PRINT DISCLAIMER: This is an example. This is only an example. If this were the real test, then you would already know about MMIII.

MODAL OPERATORS

Classification of Modal Operators

1. Negative Necessity

Doesn't allow
Don't have to
Got to not
It's not time
Must not
Not necessary
Ought not
Shouldn't
Supposed not to

2. Improbability

Couldn't
Don't dare to
Don't deserve
Don't let
Don't prefer
Don't pretend
Don't wish
Had better not
May not
Might not
Wouldn't

3. Impossibility

Am not
Can't
Doesn't permit
Don't choose to
Don't decide
Don't intend
Impossible
Try not
Unable to
Won't

4. Necessity

Allow
Got to
Have to
It's time
Must
Necessary
Need to
Ought to
Should
Supposed to

5. Probability

Could
Dare to
Deserve
Had better
Let
May
Might
Prefer
Pretend
Wish
Would

6. Possibility

Able to
Am
Can
Choose to
Decide
Do
Intend
It is possible
Permit
Try
Will

PREPOSITIONS

A preposition is a word that connects a verb and a noun by indicating a relationship between the things for which they stand.

Prepositions limit verbs (much like adverbs) as to some circumstance of space, time, manner, degree, cause or reason. Whereas an adverb limits a verb in and of itself, a preposition requires a noun: "Mary is in (the house)."

aboard	concerning	like
about	considering	notwithstanding
above	despite	of
according to	down	off
across	during	on
after	excepting (except)	on account of
against	exclusive of	on behalf of
along	for	onto
along side of	for the sake of	opposite
along with	from above	out of
amidst	from among	outside of
among	from behind	over
apart from	from beneath	owing to
around	from between	past
As against	from over	pending
As between	from under	regarding
As compared with	in	regardless of
As for	in addition to	relating to
aside from	in behalf of	relative to
As to	in case of (in the event of)	respecting
At	including	round
barring	inclusive of	saving
because of	in comparison to (with)	short of
before	in compliance with	since
behind	in consequence of	through
below	in consideration of	throughout
beneath	in front of	to
beside(s)	in lieu of	touching
between	in opposition of	toward(s)
beyond	in place of	under
By	in preference to	underneath
By means of	in regard to	until ('till)
By reason of	inside of	unto
By virtue of	in spite of	up (upon)
By way of	instead of	via
into	with	without
with the intention of	with a view to	without a view

PREPOSITIONS

SPACE

Across	Down	Onto
After	Except	Out of
Along (side)	From above	Outside
Apart from	From below	Over
Around	In	Relative to
Aside	Including	Short of
At	In front of	Through
Before	In place of	Toward
Behind	Inside	Under
Beside	Into	Up
Between	Off	With (in/out)
Beyond	On	
By		

Other spatial Predicates:

Here	There
This	That
Away	Above

TIME

Past	Present	Future	A-temporal
Before	Here	After	
Then	Now	When	
Look back	Already	Look ahead	
	Looking		
Just	During	Soon	
Did		Want to	Until
		Would be	Like
		If	
Happened	Happen	Will happen	
	Happening		
Was	Is	Will be	Being
Made	Make	Will make	
	Making		
Did		May	
Decision			
	Deciding		
Different			
	Differently		

TIME SCRAMBLE

An Example of Temporal language

What's the problem?

How do you know it's still a problem?

Go inside and try to have the same problem.

It was a terrible problem, wasn't it?

When you look back at yourself having those issues.....

....you want to make changes – (pause) haven't you?...

What would it be like when you have made those changes, **now**?

In the future, as you look back and see what it was like to have had that problem...and you think about it **now**, if you could have made these changes for **yourself** so that you could STOP doing it...having made those changes and see yourself now.

How do you like the way you look **NOW**?

DECISION DESTROYER

Where client says, "I've already decided."

This process *requires* rapport!

1. Pace the problem. Get the client back to the decision.
2. "Where were you when you were deciding that?"
3. ".....just before that where were you?" (get them back before the decision)
4. "NOW, as you think about your present situation in life, notice how many options you have, now."
5. "Think of that problem and notice how you feel now."
6. "As you think about the next time you may do X, knowing what you know now, notice how much better you feel, not doing it."

GOING BEYOND BOUNDARIES

"It's a good thing to NOT Know"

1. What is it?
2. What is it not?
3. How do you know? (Re: What it is not.)
4. What is it that you need to not know to know this?

(Alternatively: "What is it that you are pretending to not know to know this?")

LINGUISTIC RE-SOURCING

1. Can you tell me what the problem is?
2. Are you sure? How can you tell?
3. When did you decide that?
4. When don't you do it now?
5. What are you deciding then?
6. How is that different from how you were?
7. How do you know that, now?
8. What other changes would you like to make?

FUTURE SOURCING

Big picture:

1. Time heals: When it does--we have moved on, learned and re-directed our focus in life.
2. Everything that could have happened influences what actually does happen. — Feynman. (Based on calculations to discover an electron's fate, add up all of the possible histories. Many histories will cancel. Whatever is left represents what will actually occur--expressed as a pattern or sine wave of possibilities.)
3. Past, present and future are simultaneous. I.E. time is a metaphor, it does not exist at the level of direct experience.
4. The past, present, and future are treated cybernetically by the brain (I.E., unconscious mind).

Use for any nominalization--because they are all dependent upon time. In the case of beliefs, decisions, values, etc, you still need to identify feelings because they are often the best evidence that change has occurred following an intervention.

Technique:

Set frames: Time Heals - elicit reference experience.

1. Define problem and denominalize.
How are you _____ing, now?
How do you know you are _____ing, now?
(You can use the meta model and or elicit the strategy here; the key is to bring the feeling or behavior into present tense.)
2. Have client float above their Time Line and orient toward the future.
Notice or think of yourself down there _____ing, and then turn and look toward the future.

3. Discover future learnings.
 In a moment I'm going to ask you to consider: "What are the future learnings that when conscious and integrated will allow the (nominalization) to release?.....while you begin to float over the future until your unconscious mind arrives above the point where the learnings are integrated..." Now do you understand?

 Ready....go...remembering to consider: "What are the future learnings that when integrated and conscious will allow the negative emotion to release?Just keep moving toward the future until you've learned what you needed to learn."
 (If the client stops at some point above the time line, but doesn't get the learnings have them associate to the future memory.)
4. Ratify the change.
 "Knowing that (learning), notice how are you feeling, now? (Elicit positive emotions, verbally, if necessary.) As you're feeling (k+)....now, turn around and look back on the past and..."
5. Bring resources back to now and re-direct future direction and priorities.
 "...Begin floating back toward now only as quickly as your unconscious realigns your past in light of your learnings so your('re) present, focusing on what's really important about your life, now, and in the future.
6. Identify new future direction.
 "As you look toward the future what's important to you, now?"
7. Test and verify the future pace.

DE-IDENTIFICATION PATTERN

Useful for challenging and transcending boundary conditions associated with complex equivalence's. Complex equivalence's are language construction of identification. With a slight adjustment of language you can use this easily on yourself therapeutically or as a meditation if you continue to repeat steps 3 through 6.

1. Elicit the identification in the form of a Complex Equivalence.

Look for:

- the verb "to be"
- Or "Means"

2. Pace and feedback the complex equivalence (for instance "I am a mother" you say "Ok, you are a mother..")

3. "Is that all you think you are?" (Look for a physiological shift.)

4. "Aren't you more than that?" (There should be agreement.)

5. "What are you that's not (e.g. a mother)?"

We want a verbal answer here. (You have expanded the identification that encompasses a larger neural network. You need a word to stabilize the shift.)

6. "And beyond (the word elicited in #5), is that all you are? How much more are you than that?"

For extra leverage:

"You do know you are more than that, don't you?"

7. "How do you know?"

- Anchors the change to the client's reality strategy.

THE KEY TO ALL
QUANTUM LINGUISTICS

1. Chunk up to find the most basic presupposition
How is this a problem now?

2. Structure response as question

3. Presuppose solution in question
 - Associate problem
 - Dissociate problem
 - Associate resources to NOW
 - Future Pace resources

4. Bring presuppositions into consciousness (restate the problem).

5. Future pace test by taking them out into a future situation and notice how they react.

From values to Motivation



How to truly motivate
people in all areas of
their lives

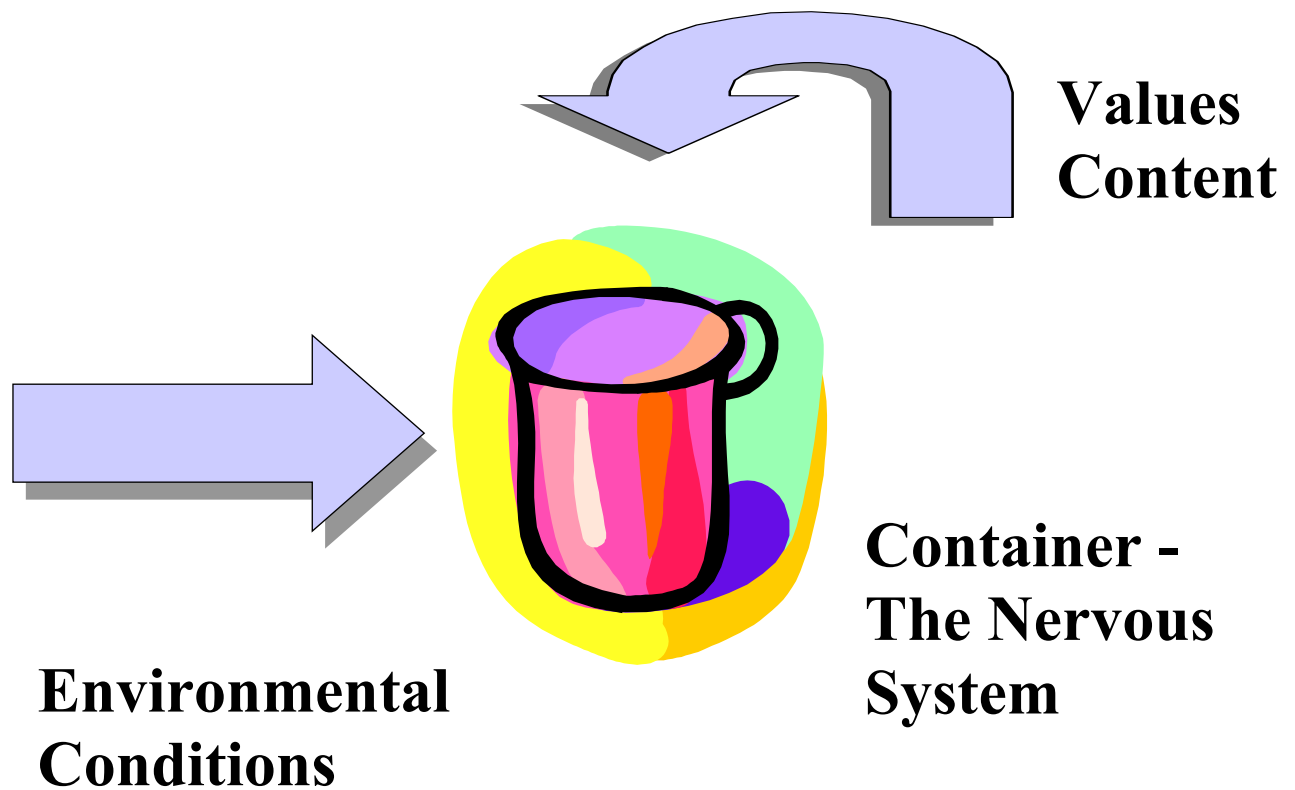
THE EVOLUTION OF VALUES

CLAIRE GRAVES' SYSTEM

1. AN – Beige - Band — Survival Oriented
2. BO- Purple- Tribe — Tribal Oriented
3. CP – Red - Empire — Aggression Oriented
4. DQ – Blue - Passive Hierarchy — System Oriented
5. ER – Orange - Active Hierarchy — Materialistically Oriented
6. FS – Green - Social Network — Group & Cause Oriented
7. GT – Yellow - Functional Flow
8. HU – Turquoise - Global Flux

CLAIRE GRAVES' VALUES

The 3 parts of a values level



There are three elements to a values system. First there is the container (the nervous system) in which the values are held. Then there is the environment, in which the person lives. These two determine and affect the values content, which is what we normally think of as being values.

Definition: A MEME is a self replication package of information which tends to propagate itself through the population spreading ideas and concepts. Values are an example of MEME's.

THE VALUES LEVELS

1. AN – Beige - Band — Survival Oriented
2. BO- Purple- Tribe — Tribal Oriented
3. CP – Red - Empire — Aggression Oriented
4. DQ – Blue - Passive Hierarchy — System Oriented
5. ER – Orange - Active Hierarchy — Materialistically Oriented
6. FS – Green - Social Network — Group & Cause Oriented
7. GT – Yellow - Functional Flow
8. HU – Turquoise - Global Flux

HEY THAT'S A GOOD IDEA!

Why is a good idea a good idea?

1. Beige
2. BO- Purple- Tribe — Tribal Oriented
3. CP – Red - Empire — Aggression Oriented
4. DQ – Blue - Passive Hierarchy — System Oriented
5. ER – Orange - Active Hierarchy — Materialistically Oriented
6. FS – Green - Social Network — Group & Cause Oriented
7. GT – Yellow - Functional Flow
8. HU – Turquoise - Global Flux

MEME'S

MEMES

Life Conditions *Outside*

Thinking Systems *Inside*

A single living interdependent entity



8

Seek the order beneath
earth's chaos

A complex system at
risk of collapse



7

Learn how to be free and question

The natural habitat of all humanity



6

Form communities to
experience growth

Full of opportunities to
take control



5

Pragmatically test options for success

Divinely controlled and guilt-driven



4

Obey rightful higher
authority

Rough and hard
like a jungle



3

Fight to survive in spite of others

Mysterious and frightening



2

Placate spirits and
gather for safety

A state of
nature






1

Act much like other animals







Internal Controls

External Controls

The SECOND TIER — “Being Levels”

	9		“I”
Whole View	8		“We” Harmony with living systems
Flex Flow	7		“I” Knowledge of Natural Flows

THE FIRST TIER — “Subsistence Levels”

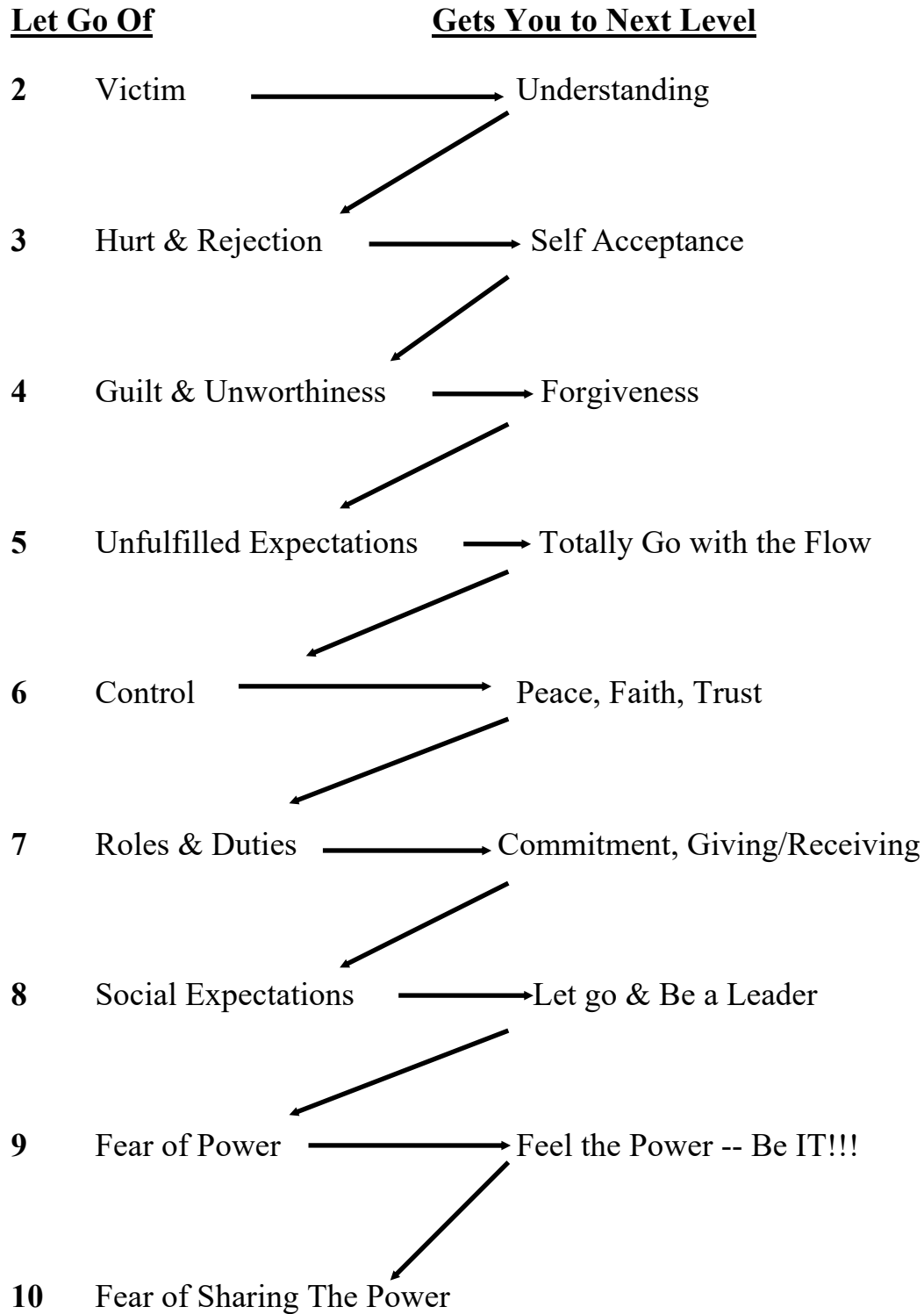
Human Bond	6		“We” Equality & Community
Strive Drive	5		“I” Autonomy & Achievements
Truth Force	4		“We” Meaning & Purpose
Power Gods	3		“I” Raw Dominance & Control
Kin Spirits	2		“We” Clan’s Well-being & safety
Survival Sense	1		“I” Physiological Survival

THE CORES OF VALUES & ETHICS

<hr/> 8 <hr/>	Holistic/Experiential	Patterns of the Whole Sense of collective individualism To serve the entire living system
<hr/> 7 <hr/>	Existential/Systemic	Integrated Processes & Flows To align conflicting alternatives Personal responsibilities in being
<hr/> 6 <hr/>	Sociocentric/Humanistic	Relative Needs of the Collective Fit in with group's norms & attitudes Best serve the people's common good
<hr/> 5 <hr/>	Multiplistic/Rational	Situational Rules of the Game Individual principles of conscience Autonomy and self control to win
<hr/> 4 <hr/>	Absolutistic/Moralistic	Commandments of Higher Authority Comply with rules, avoid punishment Duty (with guilt) to do what is right
<hr/> 3 <hr/>	Egocentric/Exploitative	Law of the Jungle Impulsive drives & immediate rewards Guiltless service of raw self-interest
<hr/> 2 <hr/>	Tribalistic/Animistic	Ways of the Tribe Animistic beliefs & mystical signs. Serve the clan & ancestral ways

Eventually, more complex thinking overcomes less complex thinking because it offers more degrees of freedom to act in ways appropriate to the *milieu*.

TRANSITIONS FROM LEVEL TO LEVEL



Steps in VALUES elicitation

1. Standard Elicitation: "What's important to you about _____?"

- Career
- Relationships
- Family
- Health & Fitness
- Personal Growth
- Spirituality

Write down their exact words, and just ask (quickly) "what else, and what else?" until you get a list of about 8 or so. Keep them associated during the process or it doesn't work!

2. "Now will you please number the values according to their value to you?" Make the list and rewrite it.

3. Toward and Away - Start with the top value. "Why is that important to you?" Keep asking why? Until you get the away from (or not). Read the energy and listen to words. Write down percentage T&A

4. Work with top 5 and find away froms, negations etc.

5. Clean up top value. Elicit the list again

6. Decide which really are the top ones (some will be close).

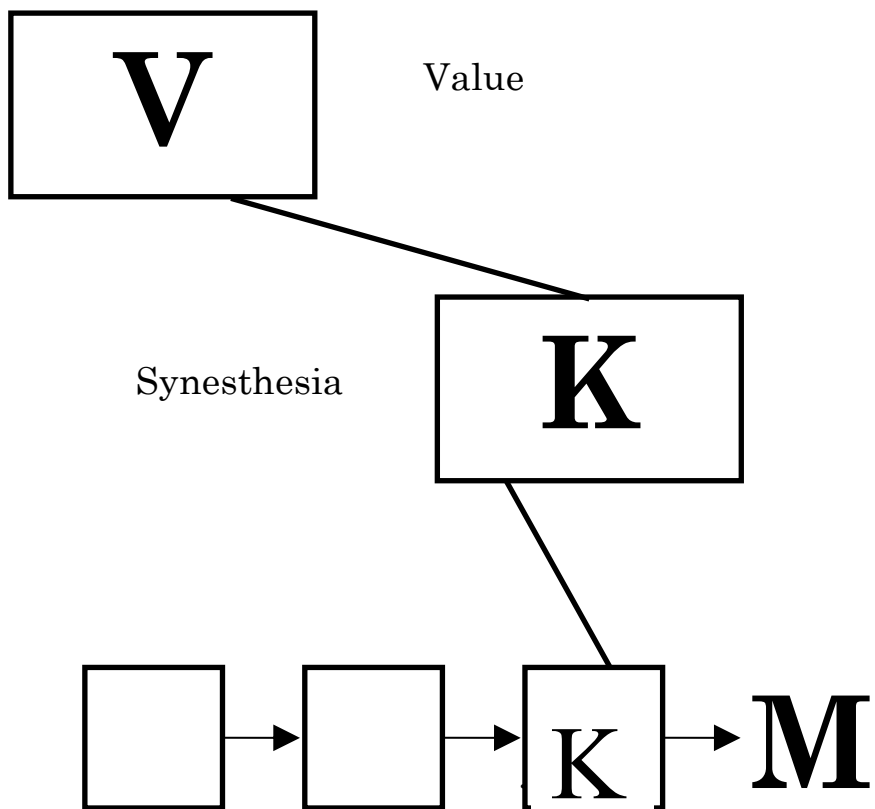
a) Of the above values, which is the most important to you?

b) Assuming you have (list values already chosen), is _____ or _____ more important to you?

c) Assuming you have (list values already chosen), if you couldn't have _____ but you could have _____, would that be OK?

(IF the client has trouble answering, then make sure that they are in a decisive physiology.)

VALUES FROM THE MOTIVATION STRATEGY



VALUES ELICITATION EXERCISE

Values as Elicited

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now, rewrite them in the order of importance:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VALUES UTILIZATION

Example: **Values as elicited, in hierarchy**

Results
Integrity
Success
Relationship
Money

In this case, you might feed back to them a sentence such as, “You know, Terry that because I am so committed to RESULTS and INTEGRITY, I want to tell you about a program that will insure our SUCCESS while improving our ability to improve our RELATIONSHIPS while making a lot of MONEY.”

CHANGING VALUES

Now, take the most important — your number one value and notice how you represent it. What is the picture that you have?

Notice, is it:

Associated -or- Dissociated?

Black and White -or- Colour?

Focused -or- Defocused?

Near -or- Far?

Bigger than Life, Smaller -or- Regular Size?

A Movie -or- Still?

Is the Movement Fast -or- Slow?

Panoramic -or- Does it have a Border?

Does it have a Location?

Are the sounds:

Loud -or- Soft?

Fast -or- Slow?

Is there anything about the Pitch, Rhythm, or Tonality?

Are there feelings? What are they?

Now do the same thing with another value, and notice that some of these elements are different with the second value. The elements that are different are the critical variables in YOUR storage of a value. These elements that you found to be different may not be the critical elements in someone else's storage of values.

VALUES ALIGNMENT

SIX TESTS

1. Logical level of abstraction

Is #1 value the most abstract?

Are all other values a subset of the higher value?

2. Syntax

Starting with the lowest value on the list, does this support the actualisation of the next higher value?
(Continue until you reach #1 Value)

3. Motivation Direction

Is the underlying motivation (or value) what is wanted or what is not wanted? Look for:

- a. Negations
- b. Comparative deletions
- c. Modal Operators of Necessity

4. Toward-Toward conflicts

Simultaneous incongruity

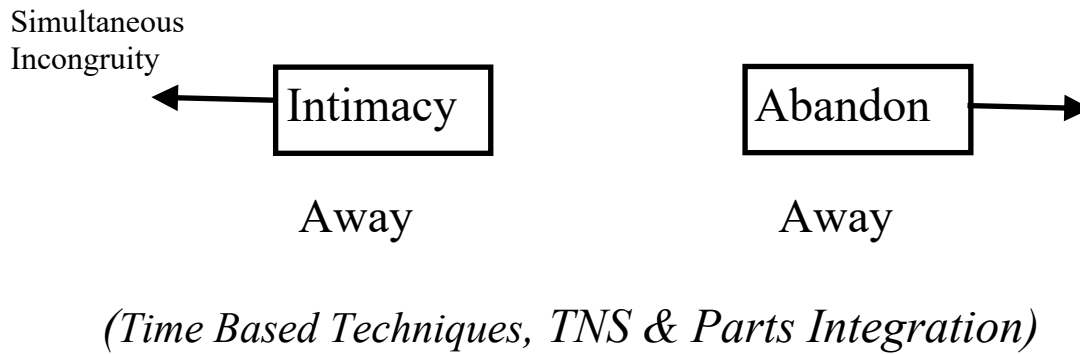
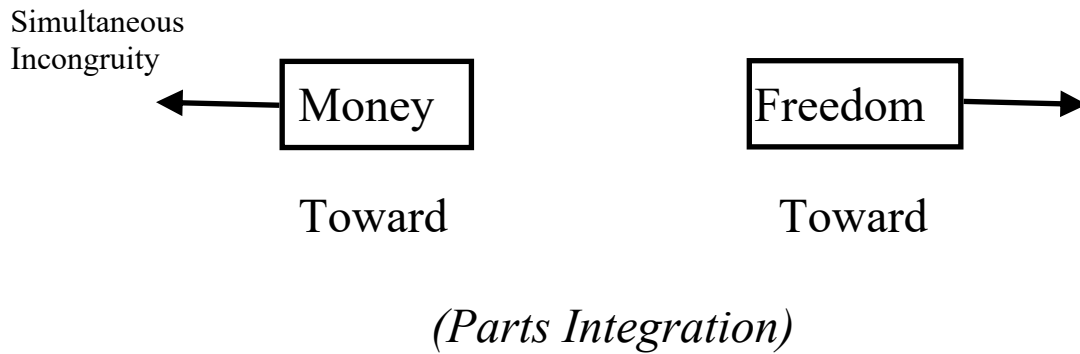
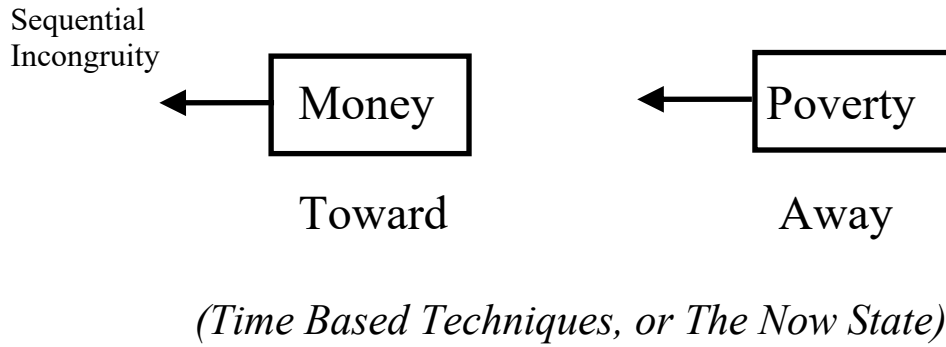
5. Toward-Away conflicts

Sequential incongruity

6. Away-Away conflicts

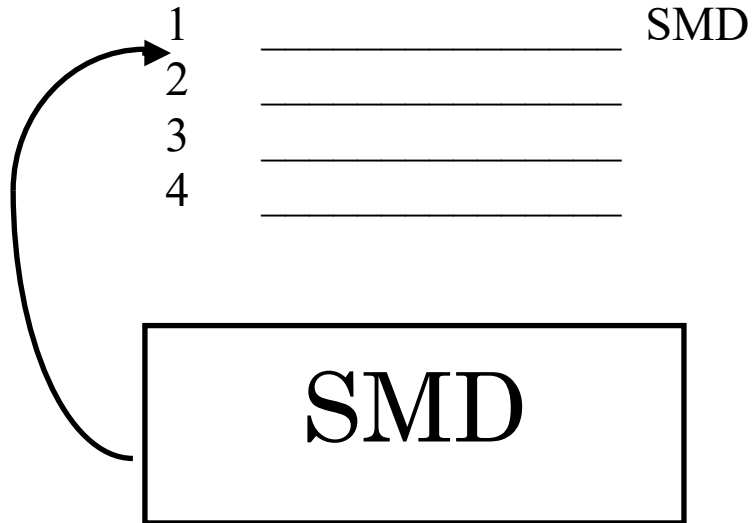
Simultaneous & Sequential incongruity

POSSIBLE CONFLICT IN VALUES HIERARCHY



VALUES

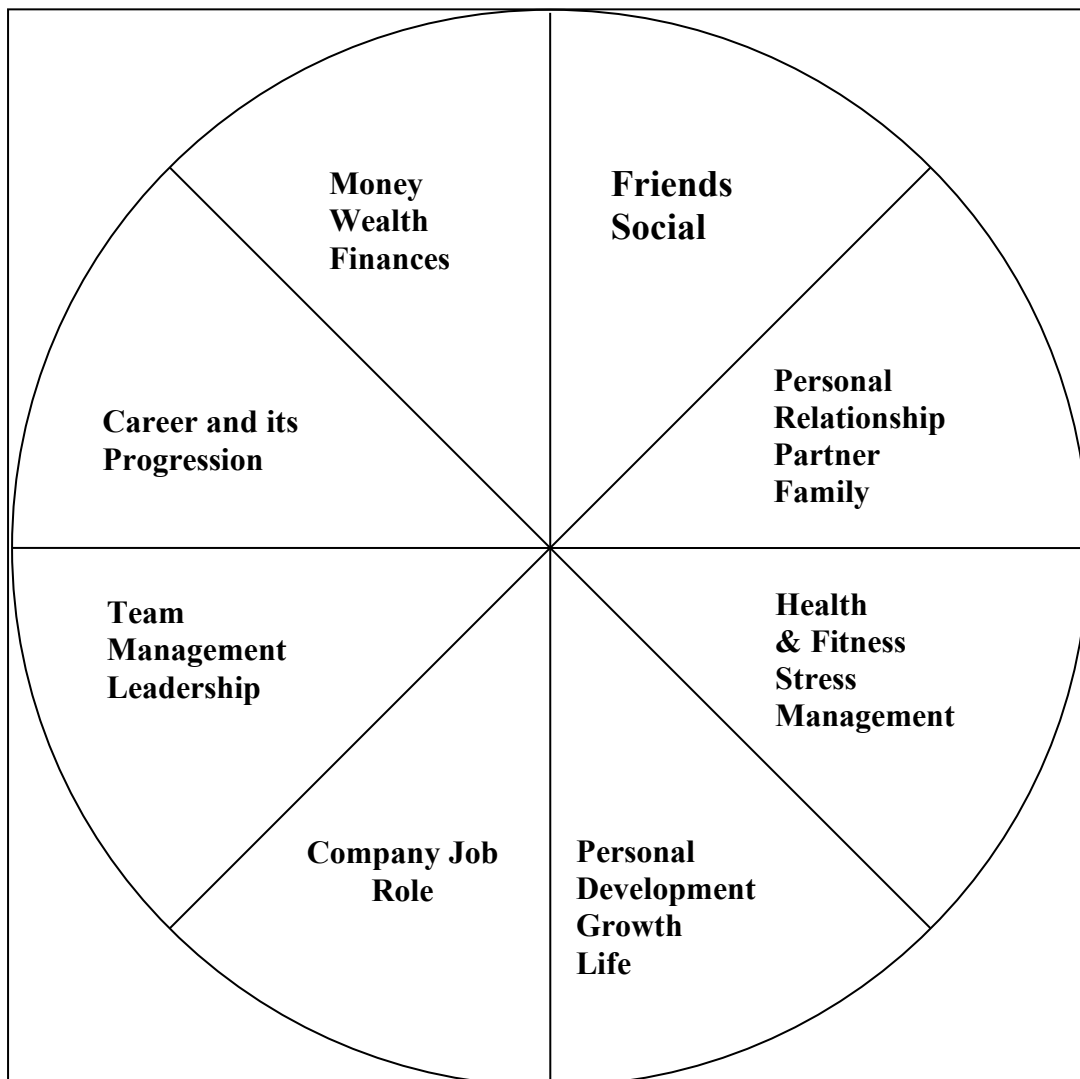
SUBMODALITIES VALUES HIERARCHY SHIFT



Values

1. What motivates us in advance
2. How we feel about what we've done afterwards – RE-EVALUATION

Values happen in all area of our life



From



to metaprograms

**The Secrets to why people do what
they do and how they are going to
behave**

General Comments about the process

Any reading is a snap shot of how a person was when you met them and it could change if the person experiences a significant emotion event i.e. bereavement, divorce, winning the lottery. The process relies totally on verbal and non-verbal cues. Its accuracy can be challenged however, all psychological profiles will have some degree of error.

The difference between this type of profiling and others is that we do not have to spend hours filling in forms to get the same result. We are generally more relaxed, which means that the results are more likely to be a real reflection on how we behave in our environment.

It is also worth noting we will probably act differently in different environments e.g. home, with a partner, when doing a sport or when with a person in authority like a parent or boss. This is normal. The profile is relevant to our environment, certain areas may or may not cross over to other areas of our life.

VALUES

Our values affect whether we are happy or not doing a job. They are the things that drive us. How we work is we evaluate our jobs against our values BEFORE and AFTER an event. If the events do not match up to a value we become de-motivated. Likewise if an event matches our values we get the feeling of motivation.

We also have our own personal motivation reasons as to what we want out of business/life/career. Any value that is not satisfied causes us to feel de-motivated in that area.

This should be kept in mind when you are dealing with any person and situation. Whether a person is classified in metaprograms as an extrovert, introvert, judger, perceiver or any of the many different types, it's useful to also note what the values of that individual are as those values will influence their behaviour (and therefore the metaprograms) in different contexts.

We get into values in another MP3 series called "*From Values to Motivation*"

The next 19 or so pages will give you the basis of metaprograms and the language patterns you can use to elicit them (alongside the CD set of course). After this, the 2nd section is dedicated to slightly more depth and information about the same metaprograms.

META PROGRAMS

THE BASIC META PROGRAMS

1. EXTERNAL BEHAVIOUR (What)

A) Introvert

B) Extrovert

2. INTERNAL PROCESS (How)

A) Sensor

B) Intuitor

3. INTERNAL STATE (Why)

A) Thinking

B) Feeling

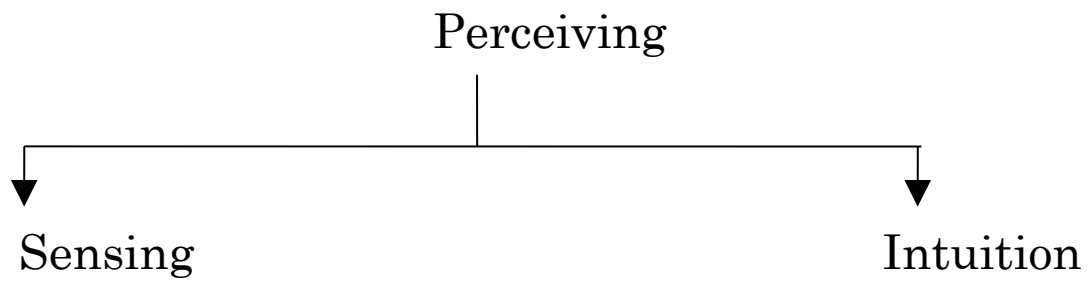
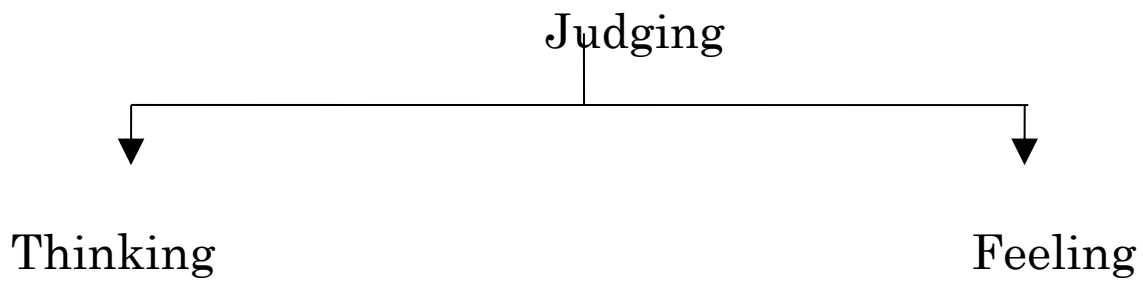
4. TEMPORAL OPERATOR (TIME) (What if)

A) Judger

B) Perceiver

META PROGRAMS

ORGANIZATION OF THE BASIC META PROGRAMS



META PROGRAMS

JUDGER CLOSE FOR SALES ETC.

Mr. Jones, you know there's a right way and a wrong way to do everything. And the right way to _____ is ...

-
1. Needs assessment.
 2. Proposal
 3. Accepts proposal, pays.
 4. And you can feel good about making a good purchase (Only #4 is associated the first time through. Then all associated the second time through.)
- Dissociated first time

MPVI™ TRAINING

THE COMPLEX META PROGRAMS

1. **RESPONDING TO SITUATIONS - Direction filter**

What do you want in a car (job/relationship)?

What's important to you about _____?

- A) Toward 10% (Pleasure Pull) ←OPTIMIST
- B) Toward with a little Away 30%
- C) Both Toward and Away equally 20% ←REALIST
- D) Away with a little Toward 30%
- E) Away 10% (Pain Push) ←PESSIMIST

2. **MOTIVATION REASON (the Why?) - Reason filter**

Why are you choosing to do what you're doing?

Do you prefer to create new procedures and never follow them or stick to the rules and guidelines?

- A) Options (Possibility) – 40%
- B) Both – 20%
- C) Procedures (Necessity) – 40%

3. **LANGUAGE MOTIVATION - Modal operator sequence**

How did you motivate yourself to go to work this morning?

What was the last thing you said to yourself just before you got out of bed this morning, left your house?

Can, get, Possible, Will, Time, Want, Would, Better, May, Should, Need, Hope, Have, Got, Must Necessary

4. LEADING SELF AND OTHERS - Management direction filter

a. Do you know what to do to increase the chances of success in a job?

b. Do you know what someone else has to do?

c. Do you find it easy to tell them?

- A) Self and Others (YYY) 15% - Leader
- B) Self Only (YYN) 75% - Potential Leader
- C) Self but Not Others (YNN) 3% - In it for themselves
- D) Others Only (NYY) 7% – Helper

5. MANAGEMENT, TEAM OR INDEPENDENT PLAYER - Affiliation filter

Tell me about a work situation in which you were the happiest, a one-time event.

- A) Management Player – 20%
- B) Team Player – 60%
- C) Independent Player – 20%

6. THE WORK PREFERENCE FILTER

Tell me about a work situation in which you were the happiest, a one-time event. (same as last question)

- A) People (Who) – 30%
- B) Information -Systems (Why and all other questions)- 5%
- C) Activity (How and When) – 30%
- D) Things (What) – 30%
- E) Place (Where) – 5%

7. PRIMARY INTEREST FILTER (Working Interest)

*Tell me about one of your favourite working experiences?
What's your favorite restaurant? Tell me about it.*

- A) People (Who)
- B) Information -Systems (Why and all other questions)
- C) Activity (How and When)
- D) Things (What)
- E) Place (Where)

8. HOW MUCH ENERGY A PERSON HAS - Action filter

*When you come into a situation do you usually act quickly
after sizing it up, or do you do a detailed study and then act?*

- A) Active - 20%
- C) Both – 60%
- B) Reflective (Reactive) – 20%
- D) Inactive (?% Not known)

9. PAYING ATTENTION – Attention Direction

*When you listen to to a conversation do you hear what is
going on or do you go inside and listen to what they mean?
or (No question, just observe — you are looking for the
compulsive Others person.)*

- A) Others, Outside with you - 75%
- B) Both Inside and Outside – 15%
- B) Self, Inside with themselves – 10%

- 10. DEALING WITH STRESS - Emotional stress response**
Tell me about a situation (context-related) that gave you trouble, a one-time event.
Tell me about a work event (a one time event) that gave you trouble?
- A) Thinking, Disassociated, Does not feel stress – 15%
 - B) Choice – 70%
 - C) Feeling, Associated – Gets Stressed 15%
- 11. ORGANISING THEMSELVES - Time storage filter**
What direction is the past and what direction is the future for you?
Do you have a personal organizer such as a Filofax™, diary that you use, electronic organizer
- A) Through Time – 50%
 Organized, Planners, Structured, Decisive.
 Administrative
 - C) In Time – 50%
 Flexible, Impulsive, Unplanned, Open-minded, Need autonomy
- 12. JUDGING RESULTS - Frame of reference filter**
How do you know when you're doing a good job?
- A) Internal (They know) – 20%
 - B) Internal with External Check – 40%
 - C) Equal Internal & External Balanced – 5%
 - D) External with Internal Check – 30%
 - E) External (Need to check) - 5%
- 13. CONVINCER REPRESENTATIONAL FILTER**
How do you know when someone else is good at what they do?
Do you have to: -
- A) See it? (visual) 55%
 - B) Hear about it? (Auditory) 30%
 - C) Read (Digital, self talk) 12%
 - D) Do it with them (Kinesthetic) 3%

14. CONVINCER STRATEGY

-Convincer demonstration filter

How often does someone have to demonstrate competence to you before you're convinced?

- A) Automatic (Always) – 8%
- B) Number of Times – 52%
- C) Period of Time – 25%
- D) Consistent - 15%

15. COMMUNICATING & RECEIVING INFORMATION

- Chunk size filter

If we were going to do a project together, would you want to know the big picture first, or the details first. Would you really need to know the... (ask other)?

- A) Big Picture, Global, Abstract – 10%
- B) Big Picture then Details, Global to Specific – 75%
Deductive
- C) Details then big picture, Specific to Global – 10%
Inductive
- D) Details, Specific – 5%

16. HOW THEY UNDERSTAND AND DECIDE

- Relationship filter

*What is the relationship between these three coins?
What is the relationship between what you're doing this year on the job and what you did at this time last year?*

- A) Sameness (matching) 15yrs or more - 10%
- B) Sameness with Exception 3-5yrs – 55%
- C) Differences with Exception 1-2yrs – 25%
- D) Differences (mis-matchers) 6months – 10%

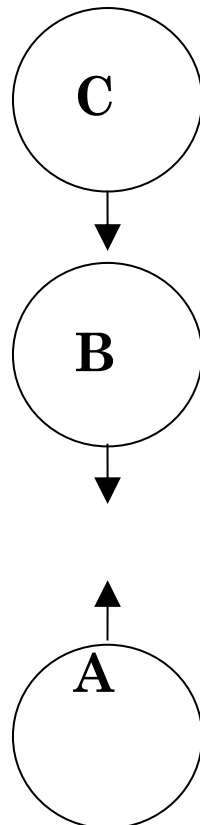
The next page is a exercise to show you how to determine the above characteristics.

META PROGRAMS

DISCOVERING THE DIRECTION FILTER USING THREE COINS



ATTENTION DIRECTION EXERCISE



17. REPRESENTATIONAL STYLE

We have four different senses that we use to represent the world to ourselves.

1. Visual
2. Sound
3. Feelings
4. Words

Over time one of these senses becomes more dominant. This gives us different personality traits, since we **DIRECTLY TRANSLATE AND ACT UPON WHAT IS GOING THROUGH OUR MIND AT ANY ONE TIME**. This trait also determines how we communicate (What we say is also a direct translation of what is going through our mind at that moment in time.)

VISUAL

Visual people tend to work well in places where there is a lot visually going on. You like to be shown things. When a visual person buys anything they will use words like, 'Get an **EYE** full of that' or '**SHOW** me the **BIG PICTURE**'.

SOUND

Sound people work well when they are in harmony with what is going on or in a quiet place. They like to be told stories and hear things before they make a decision to buy (they can even buy things over the phone having never seen them before.) They use words like 'I can **TUNE** into that' or 'Let's **ECHO** that out.'

WORDS

People who communicate using 'Words' or self talk (The voice that plays over and over in our heads). They communicate by using lots of **NON-SENSORY** words. When they buy things it is based on detailed information not on how it looks, feels or sounds. People who communicate using self-talk will say 'The overall **COMPLEXITY** of the **SITUATION MEANS** I have to **CONSIDER** the facts', just to make a decision yes or no.

FEELING

People who process things through their feelings will like jobs that involve manual/physical work or where they are around people who are sensitive. They like to be comfortable in their work and will sit down to ponder over things. When making a decision to buy, they will have to get a feel for or touch the product. They will use words like; 'I can get in **TOUCH** with that' or 'that **FEELS** right to me.'

LEADERSHIP

Tell me how you would or do go about leading people?

How we like to be led and how we lead others?

This profile looks at how we like to be led and therefore determines the type of culture we will be happy in. Is it one where we like to be told what we have to do or do we respond well if we are encouraged to achieve a goal? The lines and hierarchy determines the order and intensity we will use to be led or lead someone. This also directly links into how we learn, and has many implications to our management style.

This profile can determine how well a person will do in a management or team context. It can also determine if the person will cause problems in a team or not. Leaders tend to cover most areas of the grid. Others cover only a few aspects of the grid. This reading will give us an insight into how effective a person will be in many varying situations, and can determine levels of responsibility in given situations.

Each type becomes more Global as we get further down. The reading given relates to the intensity of the answer. A 5 is average. We are aiming for a 5 at all levels with the flexibility to become more intense in one specific type and when it is required. The top transactional leadership types are very authoritarian and 'Typical Management' the next set is more subtle and persuasive, more of a hands off leader than a manager. All the types are important and a great manager/leader will have total flexibility.

Non-leadership

LAISSEZ-FAIRE

Avoids decisions, withdraws when needed, uninvolved and takes no stand

Transactional Leadership

MANAGEMENT BY EXCEPTION: *(Environment - Where)*

Intervention only when collaborators deviate from expectations. As long as things are going according to expectations, he or she does not try to change anything. Gives negative feedback when there is failure to meet standards.

CONTINGENT REWARD: *(Behaviour - What)*

Contracts an exchange of reward for effort. Tells collaborators what to do if they want to be rewarded. Assures collaborator that they can get what they want in exchange for effort. Gives special commendations and promotions for good work.

Transformational Leadership

MANAGEMENT BY OBJECTIVE: *(Skills/Capabilities - How)*

Provides collaborators with clear representations of the desired goals and evidences to know when the goals have been achieved. Encourages collaborators to use their own capabilities and resources

INTELLECTUAL STIMULATION: *(Beliefs - Why)*

Leader's ideas compel collaborators to rethink some of their own ideas. Old ideas are thought of in new ways. Stresses intelligence, rationality and careful problem solving.

INSPIRATIONAL: *(Value - What's important)*

Operates as a kind of 'Cheerleader' Motivation and encouraging collaborators to do their best or to give a little extra. Emphasises values, empowering beliefs in future possibilities

INDIVIDUALISED CONSIDERATION: *(Identity - Who)*

Gives personalised attention to neglected members, treat each collaborator individually, coach and advise.

CHARISMATIC (IDEALISED INFLUENCE): *(Spiritual - Who else)*

Has a sense of vision, mission and gives collaborators a sense of purpose. Is a model collaborator. Gains respect and trust.

META PROGRAMS

COMMUNICATION STYLE

(Developed with Donna Morabito, adapted from Kappas)

18. INFORMATION PROCESSING STYLE

When you need to work through a problem or a challenge in your life, is it absolutely necessary for you to:

Talk about it with someone else, or

Think about it by yourself only?

A) External

B) Internal

19. LISTENING STYLE

If someone you knew quite well said to you, "I'm thirsty," would you:

Find the comment interesting, but probably do nothing about it, or

Would you feel really compelled to do something about it?

A) Literal

B) Inferential

20. SPEAKING STYLE

If you felt that someone around you was not performing as well as they should, would you:

Come to the point and tell them directly, or would you

Hint, imply and give them clues.

A) Literal

B) Inferential

NOTES:

- A Literal Listener may not know when an Inferential Speaker complements them.
- An Inferential Listener may think that any question is a request for action.

META PROGRAMS

LINGUISTIC MARKERS

What to say to this person as you talk to them. (Where three dots appear ‘...’ you can provide the necessary information.)

1. Responding to situations - Direction Filter

Pessimist - Away: “Here’s what we want to avoid. This will reduce our potential problems and liabilities.”

Away With Toward: “Here’s what we want to avoid... here are our goals.”

Realist - Both Toward And Away:

“Here are our goals... and just as important, here is what we want to avoid.”

Optimist - Toward: “Here are our goals and objectives.”

Toward With Some Away: “Here are our goals and objectives... here’s what we want to be to be careful to avoid.”

2. Motivation Reason - Reason Filter

Both: “As you consider the possibilities of this project, also consider what obligations we have...”

Procedure - Necessity: “Consider the obligations we have... We really must do this.”

Options - Possibilities: “Consider the possibilities in this project... we really can do this.”

3. Language Motivation - Modal Operator Sequence: Use their Modal Operator in a sentence.

4. Leading self and others - Direction Filter

Self and others: “You are the leader you know what to do and you can lead this project”

Self Only: “You know that what other people do in this project is not important to you, and that is why...”

Self but Not Others:

“Who are we to tell them what to do? But that’s why we must.”

Others Only: “The boss knows what we need to do, so that’s why we should...”

5. Management Team Independent - Affiliation Filter

Management Player: “I know you want to be in charge...”

Team Player: “I know that you want a team to play with...”

Independent Player: “You have a high need to be independent, and that is why it is important to foster teamwork in this situation.”

6. The Work Preference Filter

People: “Let me tell you about the people who will be working on this project.”

Systems: “Let me tell you how the system works.”

Activity: “Let me tell you how things happen and when they happen.”

Things: “Let me tell you about what we’ll be working with.”

Place: “Let me tell you where you will be working”

7. Working Interest - Primary Interest Filter

Activity: Interested in “how”. “Let me tell you how this will work.”

Information: Interested in “why” or “what” information is available. “Let me tell you what you need to know, and why.”

People: Who they are with is important. “Let me tell you who you will be working with on this project.”

Place: Location is important. “Let me tell you where this project is ...”

Things: Interested in “what”. “Let me tell you what we’ll need.”

8. How much energy a person has - Action Filter

Active: “Let’s go and do this project. There’s no need to wait.”

Both: “You’ve had all the time you need to study this, and now is the time for action”

Reflective: “I know you want to study this. It’s OK. Take all the time you need to make the decision now.”

9. Paying Attention - Attention Direction:

Outside: Here are all the things you need to consider right now

Is not just about language, it's also about their physiology.

Inside: As you go inside and think about that and its implication for the future, what are your thoughts.

10. Dealing with Stress - Emotional Stress Response

Associated: "I know this situation upsets you, but..."

Choice: "You have the choice to react or not in this situation..."

Dissociated: "I know that this situation doesn't upset you at all, and perhaps you need to show some feeling in this situation."

11. Organizing themselves - Time Storage Filter

Through Time:

"Time is of the essence, as you know, so let's..." "Let's take this step by step."

In Time: "You know that we are apt to lose track of time, so let's keep track of what time it is." "Keeping our options open"

12. Judging results - Frame Of Reference Filter

Internal: "I can't convince you of anything. Only you will know for sure."

Internal With External Check:

"As you check inside you will know that the evidence indicates..."

Balanced: "As you consider what you think, and what others think..."

External: "Consider what others in this project think..."

13. Convincer Strategy

Just make sure you use the correct representational system to convince them.

E.g. A visual person will need to see pictures, and auditory to hear stories etc.

14. Convincer Strategy

Automatic: (There is no need to convince this person, they will be, automatically)

Consistent: "I know you will never be completely convinced, and that's the reason why you'll have to do this to find out."

A Number of Times: "Here are ____ (a number of) options. I'm sure that you will find one of them is right for you."

One Time: “Here is the option which makes the most sense.”

A Period of Time: (Call the person in a period of time which is no less than 10% of the total period of time, and say:) “I’ve been so busy since the last time we talked, it almost seems like _____(total period).”

15. Communicating and Receiving Information - Chunk Size Filter

Global: “Here’s the big picture...” (Don’t give too many details, stay abstract.)

Global to Specific: “Here’s the big picture...now here are the details.”

Specific: “Here are the details.” (Be specific. Don’t use abstractions.)

Specific to Global: “Here are the details...and here’s the big picture.” (Perhaps they will develop the big picture on their own.)

16. How they understand and decide - Relationship Filter

Sameness: “This is the same as what you already know (or “are doing”).”

Sameness with Exception: As you consider what I’ve said you’ll find it is the same as what you already know. Then as you consider it, you will probably find the reasons why it’s different, and those are the reasons why you will want to do it.”

Difference with Exception: “I don’t know if you will believe this or not...”

Differences: “You probably won’t believe this...”

ADVANCED SUBMODALITIES

THREE ELEMENTS THAT REALLY MAKE A DIFFERENCE

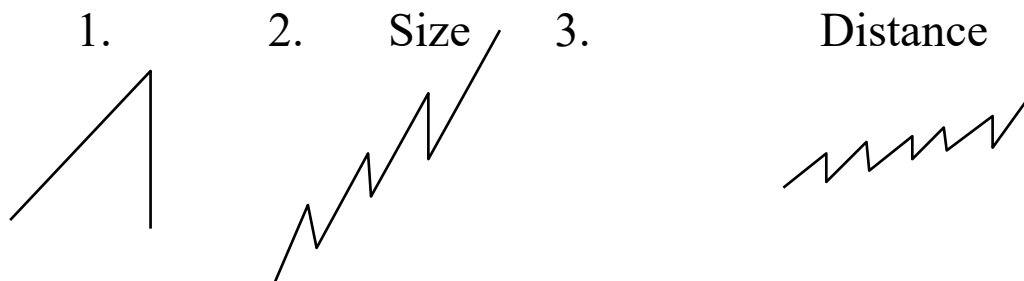
Elicitation of universal experiences

- Stop light
- Go light
- Shopping - had to have
- Food compulsions
- The moment before
- Values (be careful)
- Christmas
- A belief - no longer true
- Sun coming up - absolutely true

Drivers Contrastive analysis

- Associated/dissociated - digital
- Distance - analogue/noncontinuous
- Size - analogue/continuous
- Location
- Brightness
- Color/B&W - digital

Thresholds



COMPULSION BLOW-OUT

WARNING: This is a very "hard" technique. (It's like a sledge hammer.) If you begin it, you *must* complete it. When you finish, the client must have a positive future representation of what they will do without the problem. If there is a compulsion and a revulsion you must blow out both.

PART I

1. Elicit a description of the thing compelled about
2. Elicit a description of something similar, but not compelled about

	Compulsed	Non-compulsed
EG:	Pistachio	Peanuts
	Ice cream	Yogurt

3. Get SubModality differences
4. Test the differences for drivers

PART II

If you have an SMD which is infinite in extent then do a really fast continuous increase as in Method #1. Otherwise use Method #2.

Method #1

1. If Size or any other infinite driver, blow up beyond known universe.
2. Initially feeling of compulsion will increase
3. At some point it will pop, or blow out

Method #2

1. Use ratchet method (like a car jack)
2. Crank it like a jack
3. They will go over the top

Both techniques use 8-10 to complete.

1. Wait till the client settles down — 5 minutes
2. Test by having them make a picture, no compulsion
3. Swish old picture with new picture.



ACKNOWLEDGEMENT: The Compulsion Blow-Out was developed by Steve Andreas.

Foreground/Background

DISTINGUISH FOREGROUND AND
BACKGROUND

ASSOCIATE CLIENT TO THE PICTURE IN
FOREGROUND

1ST STAGE: "NOW, EVERYTHING THAT IS
NOT THE FOREGROUND, BRING THAT
INTO YOUR AWARENESS"

DO THIS A NUMBER OF TIMES UNTIL YOU
NOTICE SHIFTS

2ND STAGE: "NOW, I WANT YOU TO
EXPERIENCE EVERYTHING IN THE
UNIVERSE THAT'S NOT THE FOREGROUND
AND BRING THAT INTO YOUR
AWARENESS"

ADVANCED SUBMODALITIES

ALLERGY MODEL — SNEEZING

1. Find the submodalities of the substance/allergic (for instance pollen – “when you consider pollen, do you have a picture?”)
2. Find something “similar/not-allergic” (associated e.g. flour)
3. Anchor “similar/not-allergic” (perhaps on a knee or by being associated to the picture)
4. Have them visualize a plate of plexiglass (dissoc)
Place allergic on other side
Fire anchor throughout whilst lifting plexiglass
5. Associate with anchor held
6. Test and Future Pace

MODELING

The Concept:

Given a specific behaviour, ability or skill that an individual can perform, one can replicate that behaviour (ability or skill) in half the time it took to teach the skill originally. We start with the idea that all people are equal in terms of physical and mental capabilities. The only differences are the issues of motivation — values, beliefs, attitudes which drive one to be excellent (an independent variable in the training function) — either sticks or carrots as the motivation force.

All NLP Was Created by Modeling & Creating Techniques

Some of the Concepts Utilized Were:

- Rapport from Hypnosis
- Anchoring from Pavlov and Behavioural Psychology
- Strategies from Pribram et al — the TOTE Model

The Key: **DE-NOMINALIZATION**

OVERVIEW OF THE MODELING PROCESS

1. Find someone or someone's behaviour that is worth modeling.
Find a model of real excellence.
2. Find their...
 - Beliefs and Values
 - Strategy (Mental Syntax)
 - Physiology
3. Install this in yourself.
4. Design a universal training.
5. Train others.
6. Train Trainers

THE MODELING PROCESS

Key Elements in Modeling

1. **Physiology** — Key is breathing, then posture.
2. **Filter Patterns** — (Including Values) - Provide the emotional energy. Answer “Why?” The area is most neglected. Provide desire. Find enabling, disabling.
3. **Strategies** — Elicit

Other Points

1. Modeling is separating what is essential from what is idiosyncratic.
2. In modeling, may have to chunk a large behaviour down into the individual functions.
3. Then feedback. Where they are getting feedback from, and what the mechanisms are, and the adjustments.

Two Ways to Do Modeling

A. Imitation

1. Do it then model self to see how you did it.
2. Essential to all modeling is to separate what is essential from idiosyncratic — the difference that makes a difference.
3. Then consciously start dropping pieces to find what's essential.

B. Cognitive Approach

1. Analyze into components
2. Physiology
3. Strategies

4. Motivation
5. Contrastive Analysis — separate what is essential from idiosyncratic — the difference that makes a difference. Then consciously start dropping pieces to find what's essential.
6. Sensitivity Analysis — Determine what's critical. Start changing things to find out if they make any difference. Find out if it makes a difference in terms of results.
7. Strategies — A lot of patient pushing to find out what they are doing in their heads while they do it.
8. Install in self — test is when you can get the same results as the experts do.
9. Universal training design.
10. Train trainers.

Four Outputs of Modeling:

1. A training on how to do it more effectively
2. Selection criteria — (beats training every time)
3. Man-Machine interface
4. Man-Man interface

TRAINING DESIGN

UNIVERSAL TRAINING DESIGN

12 Principles of Training:

1. **Chunking** — If chunk too big, lose people; if too small, boredom.
2. **Patterns** — Sequence the teaching in the same order that the expert does it.
3. **Beliefs and Values** — The expert has certain supporting beliefs and values. Find out first what beliefs they have that differ. Remove disempowering. Install supporting — hypnosis, SMD's. Often double inductions are useful in doing this.
4. **Positive Suggestive Language** MUST be used by the teacher. Guard against negative IR's. Do not use "do not". Be totally positive and supportive about what the student can do. Negative embedded commands create a need for permission — have a totally positive teaching approach.
5. **Feedback** is most critical component of all!! **There are Two Types:** Immediate & Delayed. To train the unconscious, feedback must be immediate. Consc-mind can handle the delayed well. But most important may be unconscious mind! (Code training — they could not practice error. Need to make sure that the trainees do not practice error.) Basketball test: 1/3 visualizing, etc. Change w/o feedback no good. 7 +or- 2 Chunks of attention. Stay out of the correction mode. Stay in a success mode.
6. **Chunk at a level where failure is impossible.** So they can succeed at each level, at each step. But don't make it too trivial so that it's too easy, or else boredom.

TRAINING DESIGN

UNIVERSAL TRAINING DESIGN (CONT.)

7. **Visual Rehearsal** — In almost every modeling, they have found that the successful people are doing visual rehearsal each time. Each shot each time. Disassociated, then associated. The human mind cannot tell the difference between a vivid visualization, and a real memory.
8. **A positive internal dialogue.** To control:
 - a) Stop It — (hard to do. Meditation 20-+ years.)
 - b) Jam It — (Mantra does this.)
 - c) Substitute a Positive Internal Dialogue — (This is the choice in pistol, and in most training. Can use a listing of the steps or positive affirmations. Perhaps can also change the SMD's of the negative internal dialogue. May need to change the SMD's only.)
 - d) Give it something useful to do
9. **Positive Teaching Techniques** — Positive Language, Congruency.
10. **Design small wins.**
11. **While teaching, be a model of excellence.**
12. **Get people to laugh at themselves.**

FAMILY THERAPY MODEL

USING TIME BASED TECHNIQUES AND NLP

Overview:

From an NLP point of view there are mainly two reasons why relationships end —

- negative anchoring, and
- unfulfilled strategies.

This model takes approximately 8-10 hours for a couple. Add 2 hours for each additional person.

Presuppositions of this Model:

- 1. Cleaning-up Negative Anchoring**
 - a) Delete negative anchors and experiences using Time Based Techniques. Clean up negative events.
 - b) Practitioner can also do positive anchoring — Have them remember positive states.
 - c) You can also show them how to set their own anchors.

- 2. Unfulfilled Strategies — Teach them the necessary strategies to fulfill in the relationship.**

FAMILY THERAPY MODEL

USING TIME BASED TECHNIQUES AND NLP (CONT)

- a Values

- b Love Strategies
 - Attraction
 - Recognizing Attraction
 - Deep Love

- c Primary Rep

The Steps

1. Ask:

“Is this marriage worth saving? Is it worth being married to your spouse?” *Ask this each time you start a session.*

2. Discover their Values

3. Meet with them individually and do individual therapy

- a. Disconnect negative anchors
- b. Delete guilt, anger, frustration, fear, etc.
- c. Do parts integration and negotiation:
 - Father
 - Mother
 - Significant others, etc.

- d. Check role models

FAMILY THERAPY MODEL

USING TIME BASED TECHNIQUES AND NLP (CONT)

4. Couple Therapy — Have Fun

- a) Go through clearing Time Line, Values, Love Strategies
- b) Set up and make agreements
 - 1. No Double Binds
 - 2. Communication to work out problems
 - 3. Generative, Supportive systems

5. Anchoring

- a) Handle Negative Anchors
- b) Give Example of how it works
- c) Positive Anchoring
- d) Re-anchor Positives at Beginning of relationship
- e) How to use anchors

6. Test and Future Pace

EFFECTIVE PRESENTATIONS

TRAINING ELEMENTS

1. Nested loops/open loops
2. Moment-to-moment structure of state, using hypnotic language patterns & anchoring of these states.
3. Content Sequencing
4. Content Chunking (logical level) (How)
5. Anchors (spatial, visual, physical, tonal)
6. Non-verbal demonstration of patterns (3 - 48 hours prior)
7. Chaining of states (certain orders generalizations)
8. Content (What/Why)
9. 4-Mat System
10. Applications of material covered (how/what/if)
11. Restructuring of student's M-O-W during Q & A session
12. Linking to each student's I/R & M-O-W
13. Use of temporal language
14. A feeling of familiarity.
15. Backtracking
16. K A V - Sequence & pacing (One of the elements of charisma.)
17. Bonding
18. Express emotions/heart
19. Fractionation
20. Reframing
21. Parts
22. Metaphor
23. Angular postures
24. Overt pattern demos
25. Expanded awareness
26. Familiarity (Kⁱ)
27. Humour
28. Presuppositions +
29. Stacked I/R's +30. Transformation

EFFECTIVE PRESENTATIONS

TRAINING SEQUENCING

1. Give info
 - What -- Explain
 - Why – Build Motivation

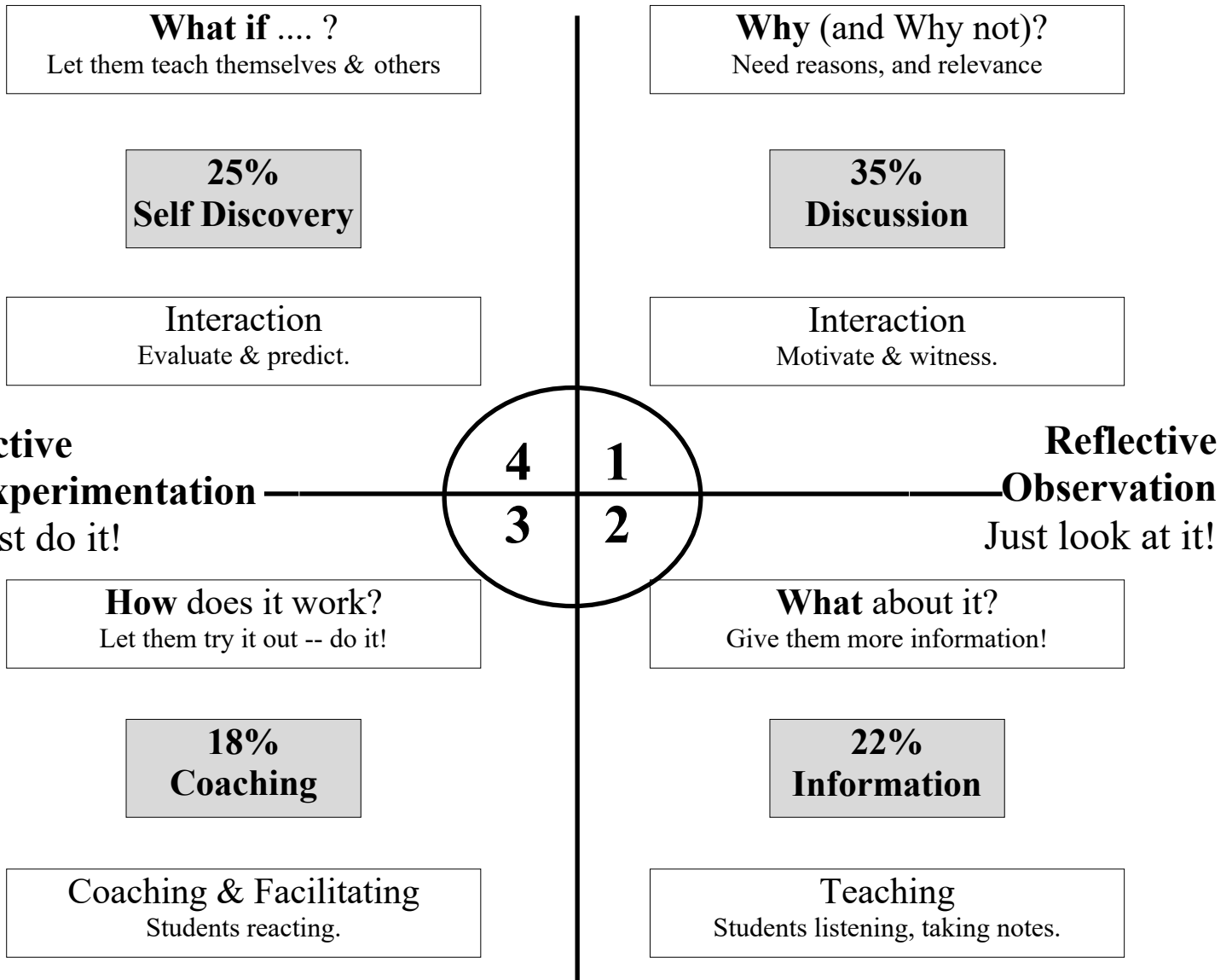
2. Exercise -- How

3. Discussion {
 What if... What tell me
 What Q's
 What discover

4. Teaching Unconscious Mind.

THE 4 MAT SYSTEM

Concrete Experience
What's Going on in the World?



Abstract Concepts
What's Going on in the Training?

THE VOID & ENTERING INTO IT

In 650 A.D., an Indian Sage named Patanjali wrote a little book called the Yoga Sutras in which he described the Void, or Transcendence and how to enter into it. This is a very short summary of his 8 limbs of Yoga. He said, “Yoga is the cessation of mental activity,” and is accomplished by:

- Yama** — When you are going to enter into the void, you probably would want to stop doing some things (Yama) ...
- Niyama** — } And there are some things that you would probably want to do (Niyama) in order to preclude any interruptions from inside or outside.
- Asanam** — } Then, you would probably want to sit down, since if you were to really enter the void standing up, you would probably fall over. Make the seat comfortable.
- Pranayam** — You may want to do a breathing technique to calm the mind, but know that when you enter the void, the breathing will probably cease anyway.
- Pratyahara** — Now turn the senses, which are normally turned outward, inward. Withdraw the senses from the outside and turn them to the inside.
- Dharana** — Focus on something inside, and put all your attention on it. The attention should be one-pointed, but gentle, and not hard concentration.
- Dhyana** — As you totally focus on the object of your attention, notice that the awareness begins to expand outward. Let it go outward as far as it will go.
- Samadhi** — When it expands to infinity then you are in the void. There is a moment of suspension, or no thoughts and no object of consciousness: as if there were consciousness itself with nothing that you were conscious of.

The last three are called Sanyama, and involve taking something into the void.

At the deepest level of the mind just before Samadhi, there is a place called “Rityam Bhara Pragyam,” “that place which knows only truth,” which is similar to the Hawaiian “‘O”.

Using The Now State

In addition to being the state of entering into deep trance while maintaining external awareness, The Now State, is the state to take something from the material realm into the void and vice versa.

According to the assumptions of Quantum Physics, you create your universe based on your personal observation. If you didn't 'know' something existed, then it didn't. So by 'knowing' something, you are actually creating it. At the same time, the 'knowing' at some level also created boundaries and can be limiting to your choices since it stops you from being in touch with all the infinite other ways of 'knowing'.

For getting rid of a problem

This process can be used for single negative emotions, behaviours or complex problems in situations that involve more than one emotion. The key is the client's ability to get in touch with the whole problem. Technically, the technique works by lighting up and removing the boundary conditions of the problem thus dissolving it into the void.

Process:

1. Talk about the issue (outside of The Now State)
2. Teach the client how to go into The Now State: "Pick a spot on the wall. As you focus on it, now pay attention to the peripheral part of your vision. Expand your awareness to incorporate the whole of the room. Now the sounds included. And feelings" Anchor it.
3. Elicit the problem: Ask the client "what is the problem, **now**?" Have the client talk about the problem, making sure they are in Their Now State. Ask the client "**Now**, how do you know you have that as a problem?".
4. Break state.
5. Test and future pace. Elicit new options.

TIME BASED TECHNIQUES SCRIPT

Always ask before starting the whole process: “Is it all right for your Unconscious Mind for you to release this (emotion or limiting decision) today and for you to be aware of it consciously?”

“Let this feeling (sound, picture, thought) take you back to the earliest time, which when accessed will allow the problem to disappear. Let me know when you are there by nodding your head”

“Ask your Unconscious Mind what it needs to learn from the event, the learning that will allow you to let go of the emotions easily. Your Unconscious Mind can preserve the learnings so that if you need them in the future, they’ll be there.” (pause) “Let me know when you have them” and when they nod or tell you they have them, ask them “tell me what you know about them.” (At this point it doesn’t really matter what they say, just notice if they are becoming more at cause for the situation or not).

“Notice the relationship between the ‘you’ now at your age and the ‘you’ back then. Notice all the learnings and experience you have now at your present age and what the younger you needed.” “Go and give the younger you all the experience and learnings it needs now.”

“What can you notice differently about that old problem, and what angles can you view it from now, so that it has changed itself. Will it to happen that it just reframes, in the light of this new view?”

(At his point you can use perceptual positions to reframe the memory. Get them to go inside other people, float above the event...anything which changes the perspective).

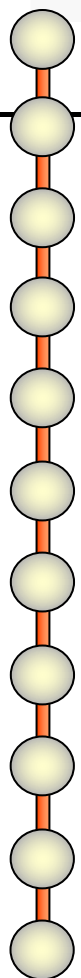
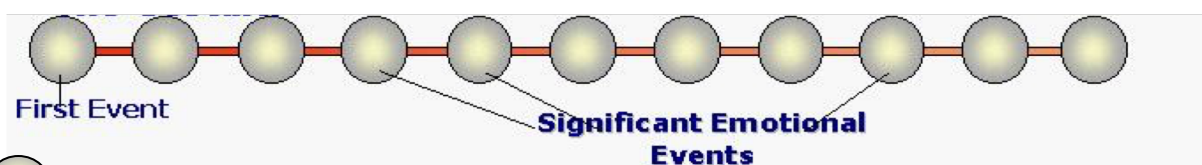
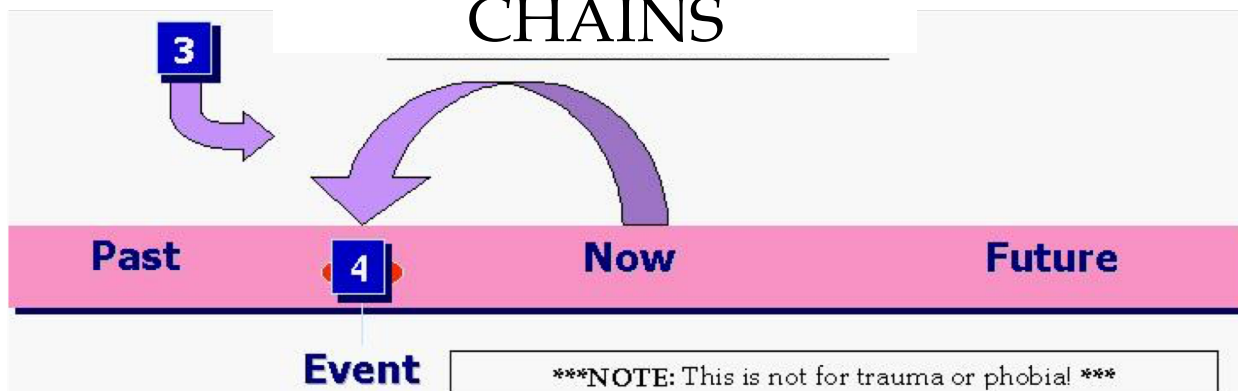
When the above has completed one memory – look for other contexts where this issue has been.

“Ask your unconscious mind if there are any other contexts that are *important* to travel to now in relation to that old issue?” (If there are) “allow your unconscious mind to take you to this memory”.

(If ‘no’ - say this) “Your unconscious mind can generalise these learnings and resources throughout every memory up and down your timeline. Tell every cell in your body about these changes and take them to every place they are needed in your body. Come back to now only when you have completed that process”.

NOTES: *If client says “I don’t know where the event is” then respond with “I know you don’t, but if you did...take whatever comes up...trust your unconscious mind.”*

EMOTIONAL CHAINS



THE DROP-DOWN THROUGH TECHNIQUE

Purpose: The “Drop-Down Through” technique is for the purpose of assisting a client in releasing negative emotions that do not release after *repeated* sessions. This process will eliminate the negative emotions on the rare instance of multiple gestalts.

WARNING: Follow directions exactly! Use only with *individuals*. This technique has *critical* components. This is not to be taught except in the context of Time Based Techniques Master Practitioner Trainings. Remember, you agreed to this before you were taught this technique. **Make sure you release the Negative Emotions first --**

1. Find the significant Event: “What is the significant event which, when accessed, will cause the problem to disappear? Can you tell me the first time you felt this emotion?”

2. Go back to the event: “I’d like to ask your unconscious mind to float up in the air, above your Time Line, into the past and down into the event—right into the event #4.”

NOTE: With trauma or phobia release the floating technique on negative emotions first!

3. Preserve the Learnings: “As you are in the event what is the emotion you’re feeling? What learning’s are there? What do you

need to have learned from this event, the learning of which will allow you to let this all go, easily and effortlessly.

4. Drop-Down Through: “As quickly as you can, can you drop down through the emotion. Sort of do a Kinesthetic 'Free-Fall,' as quickly as you can and tell me the name of the emotion that is underneath.”

5. Ask “As quickly as you can, just drop through that (emotion) ... What’s underneath that?”

6. Continue step #5 until chain has run all the way through a “void,” “nothing,” and/or unspeakable stage, and comes out the other side to a positive K. **Only go to 2 positive emotions!!!!** NOTE: If looping occurs more than once, use an inductive language pattern to exit the loop to a deeper level of meaning.

7. End the chain when you reach the second positive emotion. There should be an **obvious** physiological shift. (The chain tends to be collapsed at this point.)

8. Go Back to Position 3: “Float back up above the Time Line and go to Position #3, well before the beginning of the event, or any of the chain of events that led to that event, and turn and look towards now.”

9. Make Sure the Emotions Have Disappeared: “Now where is the emotion? Where did it go? That’s right, it disappeared.”

10. Required test: “Now, just float right down into the event and notice that the emotion has disappeared. Is the emotion totally gone! Good, come back up to Position #3.”

11. Continue to re-run the chain until no negative K is accessed.

12. Come Back to Now: “Now, come back to now, above your Time Line only as quickly as you can let go of all the (name the emotion) on the events all the way back to now, assume position 3 with each subsequent event, preserve the learning’s, and let go of the (name the emotion) all the way back to now. (When Client is done) Float down into now - and come back into the room.”

13. Test: (Client back at now.) “Can you remember any event in the past where you used to be able to feel that old emotion and go back and notice if you can feel it, or you may find that you cannot.” Good come back to now.

14. Future pace: (Client back at now.) “I want you to go out into the future to an unspecified time in the future which if it had happened in the past, you would have felt inappropriate or unwarranted (name the emotion) , and notice if you can find that old emotion, or you may find that you cannot. OK?” Good come back to now.

CHANGING THE TIME LINE

LOCATION/DIRECTION

NOTE: Any shift in the relationship between the body and the Time Line will have a profound effect on a person's personality, so make changes only after a thorough investigation, and a discussion with the client about consequences.

1. **Elicit the Client's Time Line.**
2. **Clean-up the past:** (Negative emotions and limiting decisions.)
3. **Check Ecology:** "Here are the consequences of shifting the Time Line (explain)... Is it OK with your unconscious mind to make this shift, and allow it to remain, and to be comfortable?"
4. **Rotate the Time Line:** "Now, just float up above the Time Line, right above now, and rotate your Time Line so that it is in the new desired direction (location), and tell me when you've done that."
5. **Reassociate:** "Good, now just float right down into the present, and organize your Time Line in the new way."
6. **Lock the Time Line into place:** "And you know the sound that Tupperware makes when it seals? Just like that, lock it in."
7. **Test:** "As you think of it, will it be all right for your Unconscious Mind to leave the Time Line this way, and you be comfortable?"
8. **Future pace:** "Is there any reason in the future why you wouldn't be totally comfortable with this organization of your Time Line?"

CHANGING THE TIME LINE LOCATION/DIRECTION #2

The Classic Through-Time Time Line:

Is left to right (or right to left).

Horizontal.

None of the Time Line touches the body

Known as “Judger” in Myers Briggs

Now is located in the center.



The Classic In-Time Time Line:

Is front to back (or back to front).

Can be any shape and one part of Time Line touches the body, even if fractionally

Known as “Perceiver” in Myers Briggs

Usually the issue when abuse of the body is involved
- (needs satisfaction NOW)

Client is located in Now. May be late as time is relative
to their own feeling of time, not yours!



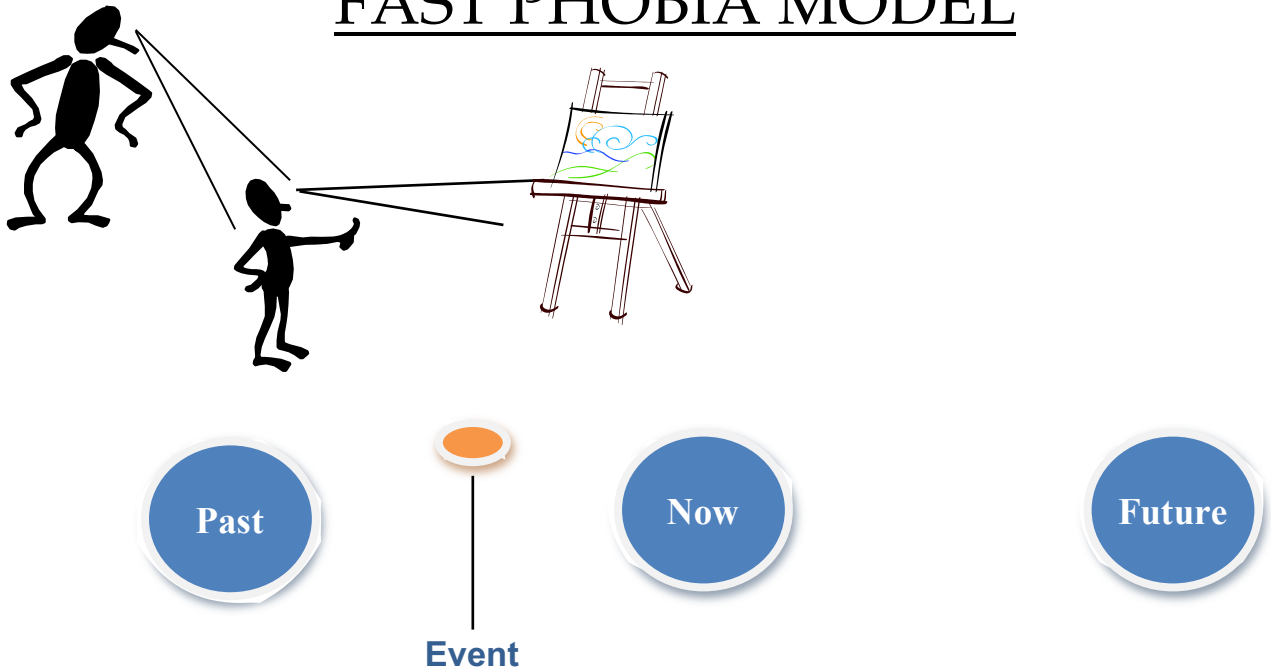
STEPS FOR PUTTING A SINGLE GOAL IN YOUR FUTURE

1. **Be sure the goal is stated so it is S.M.A.R.T.**
2. **Get the last step:**
“What is the last thing that has to happen so you know you got it?”
3. **Make an Internal Representation:**
A Visual representation,
or Auditory representation,
or Kinesthetic representation.
4. **Step into the Internal Representation — associate the Client**
5. **Adjust the SubModalities**—Adjust them for the most positive Kinesthetic or for the most “real” feeling.
6. **Step out of the Internal Representation — dissociate the Client.**
7. **Take the Internal Representation and float above now.**
8. **Energize the Internal Representation with four deep breaths:** Have the Client breathe in through the nose, out through the mouth, and blow all the energy into the Internal Representation.
9. **Float out into the Future:** Take the Internal Representation and float above the Time Line out into the future.
10. **Insert the Internal Representation into the Time Line:** “Let go of the Internal Representation and let it float right down into the Time Line.
11. **Notice the events between then and now re-evaluate themselves to support goal:** The Client may or may not have an experience of the reevaluation, so we call it to his (her) attention.
12. **Float back to now.**

Logical Levels of Therapy

- Elicit Presenting Problem
- Use questions to get the strategy
- Teach Me (1) How do you do it?
 - When do you do it?
 - When do you not do it?
 - How do you know it's time to do it?
- Teach Me (2) How do I do it?
- Take it to the Limit with submodalities (in all obscure directions)

FAST PHOBIA MODEL



Procedure: (Use Negative Emotions #1, first. If that doesn't work, then use this page.)

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

KEYS TO AN ACHIEVABLE OUTCOME

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

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

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