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## NLP NOTES



### NLP-NEURO LINGUISTIC PROGRAMMING

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## MY COMMITMENTS

Today, I promise to myself...

FIRST

SECOND

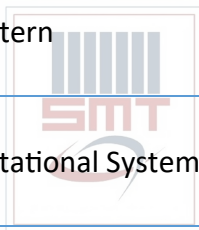


THIRD

FORTH



<b>S No.</b>	<b>Topic</b>	<b>Page No.</b>
1	NLP Introduction	7
2	NLP Communication Model & State	9
3	Presuppositions	12
4	Timelines	14
5	Sub-modalities & Its Techniques	15
6	Swish Pattern	25
7	Representational System	26
8	Sensory Rich Language	34
9	Anchoring	35
10	Circle of Excellence	36
11	Collapsing an Anchor	37
12	Fast Phobia Buster	38
13	Rapport	40
14	Milton Model—Hypnotic Language Pattern	44



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<b>S No.</b>	<b>Topic</b>	<b>Page No.</b>
15	Hypnotic Language in Therapy	50
16	Meta Model	54
17	Meta Programs	62
18	Outcomes	65
19	Reframing	69
20	Learning	73
21	Perceptual Positions	75
22	Disney Creative Strategy	77
23	Neurological Alignment	79



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## FOUNDATION CONCEPTS of NLP Subconscious Mastery

- 1) What is NLP? Its History and Development.
- 2) Conscious & Unconscious levels of mind and their working.
- 3) Pillars of NLP - Diagnose the issues of life with NLP & find the strategy to solve it.
- 4) NLP Communication Model- Gain the complete understanding of - How your mind works.
- 5) How to quickly come out of Emotional disturbances and resume your performance.
- 6) NLP Presuppositions - Beliefs that you need to plant in your mind to become a winner in every walk of life.
- 7) Submodalities & Personal Internal Representation- Learn what exactly memories are and how they affect the quality of your life.
- 8) Changing Personal Internal Representation - NLP Technique to erase the memories of painful events of past & make your life more peaceful.
- 9) Swish -How to get rid of unwanted behaviors or adopt the behaviors that can help you to get better results in life.
- 10) Eye accessing cues - Read a person & mind through his or her eye movements and also detect when someone is telling a lie.
- 11) Representational System -How to identify visual, auditory & Kinesthetic people & communicate accordingly to become a wonderful public speaker.
- 12) Sensory Rich Language - How to do an engaging & influencing communication.
- 13) Anchoring - Understand why sometimes we don't want to get into states like anger, depression, and sadness.
- 14) Boost your confidence - learn to be confident whenever it is required.
- 15) Rapport - Learn to establish Rapport for better relationships in your personal & professional life.
- 16) Milton Model - Learn to use Hypnotic statements to influence people.
- 17) Meta Model - Learn the art of asking right questions to find the real issue in any problems & solve it.
- 18) Meta Program - Learn to identify the motivational triggers of people & how to use them.
- 19) Outcome - How to design a life plan for yourself on which you can work with your maximum potential.
- 20) Neurological Alignment - Learn to identify & overcome the hurdles in your success.

## What is NLP

NLP stands for Neuro Linguistic Programming. It is all about how we can use our language (both Verbal & Non-Verbal) to program our Body & Mind.

### **N- Neurology:**

It's about the mind and how we think. It deals with our nervous system and the neural pathways of our five senses.

### **L-Linguistic:**

How we use language and how it (specific words and phrases) mirror our mental world and affects us. Linguistic also refer to our 'silent language' i.e. our non-verbal behavior like our postures, gestures, beliefs and habits that reveal our thinking style.

### **P-Programming:**

How we sequence our actions to achieve our goals. It suggests that our thoughts, feelings, and actions are simply habitual programs that can be changed by upgrading our 'mental software' (programming is borrowed from computer science)

### **Some definitions:**

- NLP is the study of human communication.
- NLP is the study of the structure of subjective experience.
- NLP is the influence on our mind and subsequent behavior.
- NLP is the way of modeling excellence.
- NLP is the ability to be your best more often.
- NLP is the powerful and practical approach to personal change
- NLP is what works.

My definition: \_\_\_\_\_

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## Conscious/Unconscious Mind

Mind works at different levels, in psychology the terminology used for it is – Conscious, Subconscious & Unconscious.

Whereas, NLP uses the term Conscious & Unconscious only.

### **For simplicity, You can consider -**

Unconscious Mind in NLP = (Subconscious + Unconscious) Mind of Psychology

NLP has a characteristic approach to the conscious and unconscious mind (unlike other system of psychology)

### **Conscious Mind:**

Everything that is in present moment awareness.

## **Unconscious Mind:**

A container of for many thoughts, feelings/emotions, resources, beliefs & possibilities.

The Conscious Mind is like the Rider of the Horse. He has controlling power over the Horse, he can utilize the potential of the Horse & direct it to act according to him.

The unconscious is like the horse that has all the potential & power; it does the work.

**It is not good if the horse decides the direction unless it is trained!**

## **Pillars of NLP**

### **You**

NLP encourages & empowers You to take the responsibility of change.

Remember, You can prove NLP to be an amazing tool by what u do, or You can prove it to be just useless by not using it at all.

### **Outcome**

NLP suggests to be aware of what exactly you want. It's good to begin with end in mind.

### **Presuppositions**

Presuppositions are the guiding beliefs suggested by NLP to be adopted & internalized. NLP suggests to act believing them to be true. They enable You to make the best choice of action even in the toughest situation.

### **Rapport**

Rapport is the environment of Trust & Understanding. It is essential for meaningful communication & defines the quality of relationship. NLP suggests to be the master of Rapport Establishment as it help you to become an influential person.

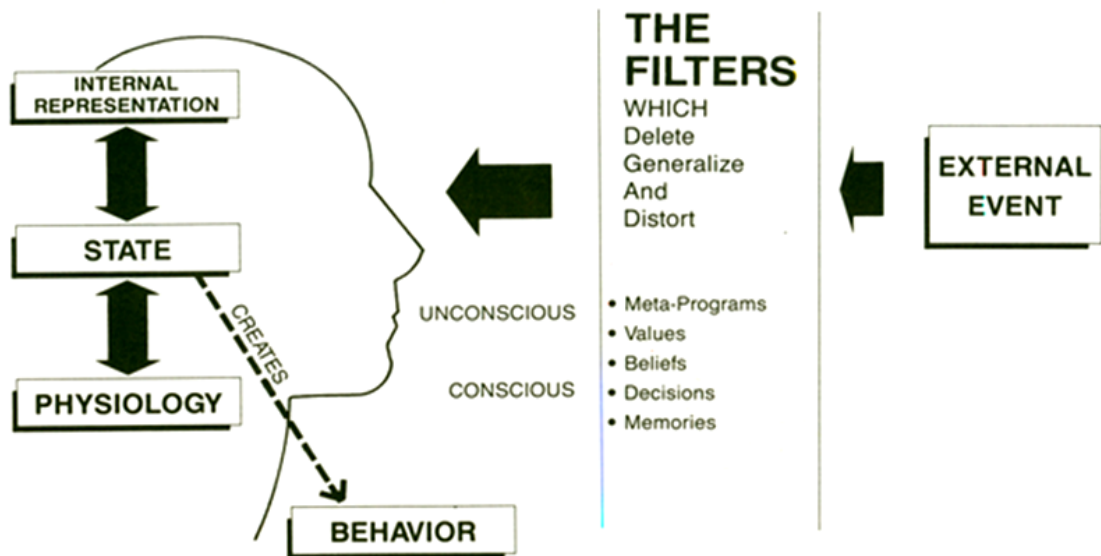
### **Feedback**

NLP suggests to keep track that whether you are getting closer or far from what you actually want (Your Outcome). Sensory acuity, the information that you get from your senses helps you to have relevant feedbacks.

### **Flexibility**

NLP suggests You to be Flexible. If what you are doing is not working then do something else, create more choices.

# NLP Communication Model



## How Mind Works to produce a Behavior (Quick Review)-

1. We perceive an external event through our 5 senses
2. The information perceived gets Deleted, Distorted & Generalized based upon our Past Experiences, Values, Beliefs, Information, Decisions, Meta programs etc.
3. Internal Representation of the Event is registered in the mind.
4. A matching Physiology is attained by the body.
5. A State gets created by the combination of Personal Internal Representation & Physiology.
6. A Behavior is produced & it is totally dependent on State.

## Detailed Understanding of Filters & State:

### State

State is the sum total of neuro-physiological process at a give point of time.

It is our way of being in any moment.

It is sum total of thoughts + emotions + physical energy

It is just your 'mood' at any point of time

### Two components of a STATE:

- a. Physiology
- b. Personal Internal Representation

**States can be resourceful or un-resourceful.**

**Resourceful states:**

confidence, happiness, delightfulness, concentration, ecstasy, decision making, love, flexibility, playfulness etc.

**Un-resourceful states:**

fear, phobia, trauma, sadness, guilt, discomfort, confusion, depression, frustration etc.

**How we create a STATE?**

We perceive the world through five senses i.e.

- see (Visual learning)
- hear (auditory learning)
- touch (kinesthetic learning)
- smell (olfactory learning)
- taste (gustatory learning)

We don't store the world as it is perceived through our senses; rather we delete, distort or generalize before we store it in our memory as our inner representation. This Internal Representation triggers a Physiology and thus a State gets achieved which is the sum total of both PIR & Physiology.



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**Understanding Deletion/Distortion/Generalization:**

**What do you see in this picture?**



Try to read the following passage:

**7H15 M3554G3  
53RV35 7O PROV3  
HOW OUR M1ND5 C4N  
DO 4M4Z1NG 7H1NG5!  
1MPR3551V3 7H1NG5!  
1N 7H3 B3G1NN1NG  
17 WA5 H4RD BU7  
NOW, ON 7H15 LIN3  
YOUR M1ND 1S  
R34D1NG 17  
4U70M471C4LLY  
W17H OU7 3V3N  
7H1NK1NG 4B0U7 17,  
B3 PROUD! ONLY  
C3R741N P30PL3 C4N  
R3AD 7H15.**



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**What do You see in the Picture bellow?**





**Deletion:**

Some of the information is left out and this limits thoughts and action.

**Distortion:**

Information is twisted in a way that limits choices and leads to unnecessary problems and pain.

**Generalization:**

One example is taken to represent a class in a way that narrows possibilities.

## How to change STATE

**State can be changed -**

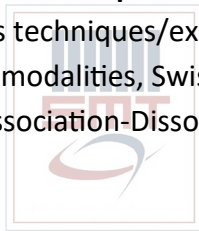
- a. By physiology
- b. By Changing Internal Representation

**(A) Using Physiology:**

Utilize 'as If' rule in changing physiology like facial expression, balance of spine, shoulder, breathing pattern etc.

**(B) Changing Internal Representations**

Through various techniques/exercises like Modalities/sub-modalities, Swish, Strategies, Anchoring, Reframing, Timeline, Parts Integration, Meta-model, Association-Dissociation, New Generator Behavior, Re-imprinting/Re-patterning. Etc.



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**NLP Presuppositions**

- Map is not the territory (first coined by Alfred Korzybski, a Polish mathematician) or, People respond to their experience, not to the reality itself.
- People already have resources they need or they can create them.
- If one person can do something, anyone can learn to do it: Modeling successful performance leads to excellence.
- Having a choice is better than not having a choice.
- People work perfectly or no one is wrong.
- Every behavior has a positive intention.
- There are no failures, there are only feedbacks in life.
- You cannot NOT communicate.
- The unconscious mind balances the conscious, it is not malicious.
- The meaning of your communication is not simply what you intend, but also the response you get.
- Work is Play!

- People always make the best choice available to them, at that time.
- The mind and body form a system. They are different expressions of the same person.
- Every experience has a structure, if you change the structure the experience will get changed.
- If you want to understand, act.
- Whatever happens, happens for a purpose.

**Exercises —**

1. Check an event of your Past where you suffered & identify the Pre-suppositions that could have helped you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



2. Pick the Presuppositions that are challenging you the most, discuss them & explore How life would change if you start believing them to be true.

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3. How Your life would change if You believe these Presuppositions to be True?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Timelines

## How You Mentally Represent Time

### TimeLine

Recall three past enjoyable events from your life between two and five years apart. For each event in turn, concentrate on the very first thought that comes into your mind and notice the physical location around you where the thoughts first originated.

Next, do the same thing for some pleasurable events that could happen to you in the future, perhaps special occasions such as birthdays, anniversaries. Close your eyes and spend a few minutes discovering the locations of past and future.

### In-Time

Your time line goes through your body.

You are associated in the now.

You are not aware of time passing.

You tend to have associated memories.

You tend not to plan.

You avoid deadlines or are not good at keeping them.

### Through-Time

Your time line passes outside your body.

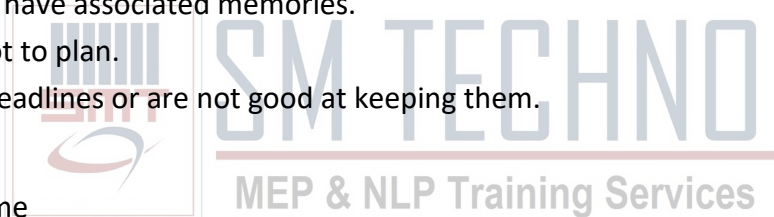
You are dissociated from the now.

You are aware of time passing.

You tend to have dissociated memories.

You tend to plan ahead.

You are aware of deadlines and are good at keeping them.



## Sub-Modalities

### Modalities/Sub-modalities

They are the fundamental components (the structure) of our experience.

Changing sub-modalities is a very powerful and effective intervention that changes the meaning on an experience.

### Checklist of possible Visual Sub-modalities:

Is it a movie or still frame?

Is it color or black and white?

is the image bright, dim or dark?

Is the image on the right, left or center?

Is the image is panoramic or framed?

Is the image up, middle or down?

Is the image life-size, bigger or smaller?

Is it 2-D or 3-D?

Is the image close or far?

Is the speed of the image fast, medium or slow?

Are you in the picture or watching from a distance? (Associated or Dissociated)

Is there any object or element that is consistent or focused?

Is there any color that impacts you most?

Is there anything visual that triggers strong feelings?

### Checklist of possible Auditory Sub-modalities:

Is there any sound in it? If yes are you saying something to yourself or hearing from others?

What specifically you are say or hearing? (Contents)

How loud is it? (Volume)

What is the tonality? (Tonality)

How fast is it? (Tempo)  
Where is the sound coming from? (Location)  
Is the sound in harmony or cacophonous?  
Is the sound regular or irregular?  
Are certain words emphasized?  
How long did the sound last? (Duration)  
What is unique about this sound? (Uniqueness)

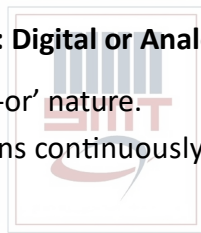
#### **Checklist of possible Kinesthetic Sub-modalities:**

Where is the feeling located in the body?  
What is the level of intensity, low or high?  
What is the level of pressure, hard or soft?  
What is the texture, rough or smooth?  
What is the weight? Light or heavy?  
What is the temperature? Hot or cold?  
What is the duration? Long, short, continuous or discontinuous?  
Which way is it spinning?

#### **Sub Modalities: Digital or Analogue**

**Digital:** 'either--or' nature.

**Analogue:** means continuously varying between limits.



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#### **Critical Sub-modalities**

Sometimes, changing some sub-modalities has little or no effect. Others, however, can make a big difference. These are the 'critical sub-modalities'.

#### **Before working with Sub modalities, understand-**

#### **Crucial Distinction: Association/Dissociation**

##### **Association:**

You are in the here and now.  
You are absorbed what you are doing.  
You are inside your body looking out from your own eyes.  
You feel bodily sensations.

##### **Association is good for-**

Enjoying pleasant experiences/memories  
practicing a skill  
Concentration

**Dissociation:**

You are thinking about something rather than being in it.

Feel distance from what you do.

You see yourself in your imagination.

You are aware of the time passing.

You experience distance from bodily sensations.

**Dissociation is good for-**

Reviewing any experience

Learning from the past

Keeping the track of time

Taking a step back from an unpleasant situation

**What is Ecology?**

Ecology is a concern for the overall system.

Ecology check is when you consider the change you are making fits into the wider system.

**Internal Ecology:**

Checking with your own feelings that a course of action would be a wise one to follow.

**Questions for an internal ecology: (Check in VAK)**

Is it worth it?

What will I lose/gain if I make this change?

What are the good aspects of the present situation?

How can I keep these good aspects while making the change?

What are the wider consequences of my actions?

**External Ecology:**

An external ecology check examines how your outcome will affect other significant people in your life.

Make a leap of the imagination and become them and find;

- How will your change affect them?

- How will they react?

- Does your outcome go against any of their life rules/values?

Internal and external ecology are two different perspectives on the same system.

**Congruence / Incongruence**

Your mental ecology is shown by your feelings of two types; feelings of congruence or incongruence.

## **Incongruence**

Incongruence is the feeling that the change has consequences that are uncertain, or are negative. (Incongruence is not bad, but you need to be aware of it and explore why you are feeling it)

A classic example of incongruence... 'yes...but' ...

Uneasy feelings are representation of incongruence.

Sometimes while doing ecology check, you get clear picture of unpleasant consequences. But other times you may get a 'gut feeling' or intuition that all is not well somewhere but you are able to say why. This intuition is an unconscious indication that the change is not completely ecological.

## **Congruence**

It means a feeling of an alignment in your identity, beliefs, values, capabilities and actions.

More congruence leads to more success.

## **Sensory Acuity (acuteness of thoughts or senses) and Calibration**

Your sensory acuity is your ability to use your senses, your vision, hearing and feelings.

### **How to elicit sub-modalities**

- Choose the state.
- Set rapport.
- Use everyday language and examples to help people to see, hear and feel.
- Presuppose there are sub-modality distinctions. Don't ask, 'Is there any picture?' because it introduces doubt. Ask, 'What picture do you have?'
- Be direct. Ask them to see what they saw, hear what they heard.
- Keep lively pace of your voice. Don't give person to get confused.
- Elicit, don't install. Don't suggest. Give the person freedom to explore their subjective experience. Don't presuppose it will be the same as yours.
- Look and listen for non-verbal clues.
- Use your own body language to help the client. There are some universal patterns of body language and voice tone you can use during elicitation. In general, if you raise your eyebrows, people will take that as an invitation speak. If you lower them and look away, it is seen as an invitation to shut up.
- Tonality:  
Raise your voice inflection at the end of a sentence---it is perceived as a question.  
Keep your voice level---it is perceived as a statement.  
Inflect your voice down at the end of a sentence----it is perceived as an order.

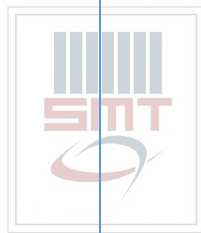
### Sub-modality Contrastive Analysis:

It is an exercise for wider use in NLP; an important tool to bring about the change.

Take two experiences and find the difference in their sub-modality structure. These will show you the critical differences that give these experiences their meaning.

### Sub Modalities Workshee

	Visual	Auditory	Kinesthetic
Experience One			
Experience Two			
Critical differences			



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Best use: Changing beliefs/self concepts, facilitating healing, creating interest in any task, person or activity, etc.



## Removing the effect of a bad-memory

**Removing the effect of a bad memory/past experience using the technique of altering sub-modalities:**

### Steps:

1. See that the event's movie is going to play on a TV behind a grey glass wall.
2. See the movie playing in B/W without sound; reduce the volume to zero if there is any.
3. Pause the movie at a scene which represents the complete movie.
4. Make a acid rain start inside the TV which washes out the picture.
5. Once the TV screen is blank, count with loud voice 1,2,3 and GO!. Make the TV collide with sun and burn into ashes.
6. Repeat the process if required i.e. the disturbing image comes back.

Note: If the memory again triggers an un-resourceful state, look for the message your mind is giving you through it.

### Visual/Kinesthetic Dissociation (Re-imprinting/Decision Destroyer)

This exercise is relevant for accidents, injuries, emotional/sexual abuse, failures, humiliation, past traumatic stress disorders etc (Not for phobia and trauma).

Sometimes we don't learn from experiences because we don't like to revisit them as they can be too painful.

Occasionally, they are so bad that we block out the whole visual representational system completely to avoid ever meeting that particular picture again. Then we may say we are not aware of any internal pictures. This protects us from pain, but it sacrifices the possibilities of working with a whole representational system.

The visual/Kinesthetic dissociation separates the feelings from the pictures, as it is usually visual system where the painful synesthesias are formed.

Note: This technique is difficult to do by yourself as the event may be very painful to deal with on your own.

### EXERCISE:

#### Part One

Think back to an unpleasant event in your life.

See it as if on a television screen. (creating dissociation)

As you watch this memory unfold from this point of view, notice what was happening at that time, what other people did that contributed to the situation...and how it was impossible for you to control every aspect of the situation.

Notice what you did at the time.

What were you trying to achieve.

Comeback to the present. What can you learn from that incident so that it will not happen again in that way?

## Part Two

As you think of that experience, what would you like to have happened instead? With the benefit of the hindsight, how should you have acted in order to achieve what you wanted to achieve?

Imagine (dissociated) doing that now in your imagination.

Relive the incidence in your imagination, but now see yourself doing something different (the recently imagined one) and see how the situation resolves itself in a better way.

If you are satisfied with that, imagine stepping into the situation (in the beginning) and living how you want to act in an associated way. Be back there seeing out through your own eyes, acting the way you should have acted and getting the result you wanted.

Blank your mental screen, and repeat it ten times. Blank mental screen after each repetition.

*By dissociating from the memory of the past event and dissolving the synesthesias, you are able to see the event in a new way and thereby lay it to rest. This is not denial. You are not denying the event happened. You know what happened, but you are now able to deal with it and move on. It is no longer a problem of your present.*

## Associating with RESOURCEFUL Memories



It is like Treasure Hunting; a key to create abundance in life.

Think of a situation that went well for you.

Be back in that situation now, seeing through your own eyes and feeling the good feelings again. (Associated experience).

Enjoy the memory by enhancing modalities.

Notice how what you did contributed to your success.

What exactly did you do that made it a success?

*How many situations can you think like that one? Do they have anything in common? How can you learn from these events to make even more of them in the future? Is there a situation coming shortly that you can profit from in the same way? How good would it be to do this consistently?*

## **Falling Down Laughing**

Think of some situation, or imagine it vividly if you have never actually experienced it, in which you

were talking to a friend-preferably someone whom you trust-who has a wealth of wisdom and experience. At some point he/she found what you said so funny that he fell down laughing. He laughed so hard that he had difficulty breathing, and he had to wipe the tears from his eyes as the laughter kept rolling out in spite of his trying to stop it...

Now think of some limitation or problem that you are experiencing in your life....

Now vividly imagine that you tell your friend about this situation that you are experiencing. As soon as you have told him the basics of your problem, he falls down laughing and can't stop, no matter what you do...

Think of your problem again, do you feel differently now?

### **Movie Music**

In this exercise you will learn how to change an unpleasant memory.

*Step 1: Watch Movie of Problem Situation:*

Begin by thinking of an everyday difficulty. As you think of this specific event, notice what images and sounds come to mind and watch a movie of this event unfold before you.

*Step 2: Select the Theme Music:*

Now select some 'theme music' that mismatches the feelings you got from the movie you just watched.

*Step 3: Repeat Movie with Music:*

When you have selected the music, have it playing nice and loud in your head as you begin to watch your movie again. Have the music continue playing all the way through to the end.

### **Silver framing (Literal Reframing)**

Think of a situation that makes you feel bad when you think of it. This could be an old memory, a current problem or limitation, or whatever...

Take a good look at the visual portion of that problem experience...and then step back out of it, so that you see yourself in that situation. If you don't visualize in consciousness, just have a 'sense' of doing these visual changes, or pretend to do it.

Now put a large silver frame, about six inches wide, around that picture, and notice how this changes your experience of that situation.

### **Godiva Chocolate**

This pattern is to create motivation.

One very useful application of this pattern is to change your feelings about tasks that you have congruently decided you want to accomplish, but don't presently enjoy doing it.

If you have congruently decided it is important to do, you may as well enjoy it.

## Outline

1. Motivation picture: Get an associated picture of something or activity you are wildly compelled to enjoy. Set this aside briefly.

2. Task picture: Get a dissociated picture of yourself doing something you have congruently decided you need/want to do, so you might as well enjoy it.

3. Ecology check: Is there any part of you that objects to your enjoying doing this task that you have decided you need to do?

### 4. Pattern:

(a) See the task picture (#2) in your mind, with the motivation picture (#1) right behind it. Quickly open up a small hole in the centre of picture #2, so that you can see picture #1 through this hole. Make the hole rapidly open as big as you need to in order to get a full feeling response to picture #1.

(b) Now shrink the hole down fast, but only as fast as you can maintain the feeling response to picture #1.

(c) Repeat steps 4a and 4b several times, as fast as you can.

5. Test: Look at the task picture #2. Are you drawn to it? If not, repeat step four, or go back to previous steps to be sure you have the right elements.

### **Handling inner critical voice:**

Nothing harms you more quickly than a few critical comments made by some person at the inappropriate time.

And the worst critic you will ever counter is the one who lives inside your own mind and cause lots of stress. The way you talk to yourself has a profound impact on your emotional state.

For example, when you commit a mistake, consider the tone of voice you use when you talk to yourself. Do you say, 'wow! Another learning experience!' or is it something like, 'You stupid, you really screw every time.' Or 'when are you going to learn?'

**Remember** a time when you made a mistake and recall how you spoke to yourself. What does it sound like? Is it critical, angry, or sarcastic?

Many people think that just because there is a voice inside their head so they have to listen to it. But criticism is meant to be constructive, and if what your inner voice says is not supporting you, you can align with your inner voice through this exercise.

*Stop for a moment and talk to yourself in your critical voice, saying all those nasty things in that unpleasant tone.*

*Now, notice where you make that voice. Does it seem to be coming from inside your head or outside?  
Is it at the front, the sides or the back?*

*Extend your any arm and stick out your thumb.*

*Now, move the critical voice down your arm to the tip of your thumb, so it is now speaking to you  
from here.*

*Now, slow the speed of the voice down and change the tome of it. Make it sound sexy, or speed it up so  
it sounds like Mickey Mouse.*

Doesn't it sound less threatening now?



# The Swish

Change your unwanted behavior or habits by establishing a new direction.

## Steps

1. Identify the problem  
A behavior or situation where you want to respond more resourcefully  
Identify the picture that triggers the problem.  
How do you know when you do it? What are specific cues that always precede it? Look for a specific visual trigger for the problem.
2. Identify two critical sub-modalities of the cue picture that give an impact.  
The most common ones are size and brightness. If they are not, experiment other visual sub-modalities.
3. Break State by asking the person to repeat his name in his mind.
4. Create a picture of a desired self-image.
5. How would you like to see yourself if you did not have this problem? What sort of person would be easily able to solve this problem or would not even have the problem in the first place? Make this image balanced and believable and not tied to any particular context. Make an ecological check. This picture needs to be dissociated one and compelling one. Convert this picture in a small and dark dot.
6. Break state.
7. 'Swish' the two pictures.
8. Go back to the problem picture. Make it a big bright image if these are your critical sub-modalities. In one corner of this picture, put that tiny dot having your desired self-image... and expand it to fill the frame. Make the problem picture grow dim and shrink to nothing. Do it very fast. At the same time, imagine some sound that fits with that movement.
9. Break the state visually. Open your eyes and look around.
10. Repeat the swish and break the state.  
Do it five to ten times.
11. Test and future pace.
12. Try to access the problem state. What is the difference?

## Important Note:

If the swish does not work then -

- You may not have the right trigger.
- You may not have the critical sub-modalities.
- The self-image may not be strong or compelling enough.

# Representational System

## Representational System (Preferred Thinking System)

To understand 'preferred thinking system' or PTS, first we need to understand how we human beings structure our internal representations.

### We receive and represent information through five senses –

- sight or vision; means we perceive the things through our vision.
- sound or auditory; means we perceive the things through our ears
- touch or kinesthesia; means we perceive the things through touch or feeling
- smell or olfaction; means perceiving the things through smell
- taste or gustatory' means perceiving the thing through taste.

Though we use five senses, but we use primarily only three of these senses: the visual, auditory and kinesthetic system. These specialized receptors send external stimuli to the brain. And each of you know that through the process of deletion, distortion and generalization, the brain takes these signals and form an internal representation of the external event."

It means the internal representation has a structure and that structure has three ingredients i.e. visual, auditory and kinesthetic. These ingredients do not have to be in equal quantity or quality. For an event, I may have 'visual' dominated representation while for you it may be auditory dominated and for someone else it may be kinesthetic. Though the external event was one, yet three people may have different internal representation of it. When you ask people to describe an event, they speak in different language."

It is because it is not the event in the outer world that matters, but the personalized internal representations of that event that matters and helps you make your response.

## To recognize the Preferred Thinking System of a person

### You need to observe-

Content

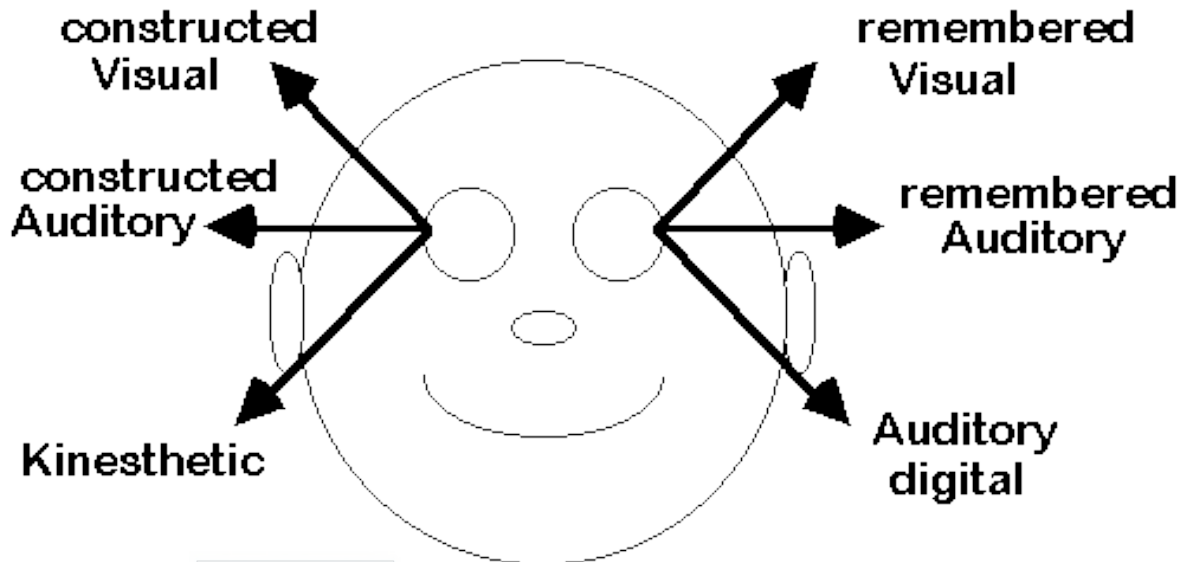
Voice

Physiology

Eye Movements

## Recognizing Representational system

### Eye Accessing Cues



#### Visual People

People who are primarily visual tend to see the world in pictures. You can recognize those people. Their speech is usually fast, and breathing is high in chest. The vocal tone is high-pitched & nasal. There is muscle tension, particularly in the shoulders. They point a lot. They often have hunched shoulders and extended neck.

Around half of the business population, according to research, is made up of people whose preferred thinking system is visual. Since 'visuals' code their experiences in picture form, therefore they respond most readily to incoming information.

Typical 'visuals' think, talk and behave as though their entire mental process are held on film. This is why they are fast talkers. "Visuals' get impatient when they are interrupted as it means 'losing part of the picture for them'. They need to talk as fast as the film show running on their mental screen. At worst, they may lose their entire thoughts if interrupted.



During conversation, 'visuals' often are seen using their hands freely. Their free hand movements complement whatever they are saying. Sometime they are move around a lot and pace the floor while talking. Sometime they are looking around at anything other than the people they are speaking to because the eye contact may disturb the film that is running in their head. Though it may disturb a non-visual person, though is not the signal disrespect or lack of interest.

The main disadvantage with the 'visuals' is that they have an over dependence over on visual information. They show low tolerance then they n are interrupted. Any information which is not represented in the graphic form may bore and frustrate the visuals.

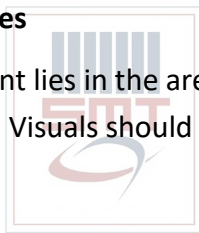
### **Visual Manager**

When you have a visual manager or boss, do hustle around a fistful papers before him. It will ensure for the visual manager that you work more that a person who is sitting quiet and completing his job.

A visual manager may take a little more notice of who actually produces result, as distinct from who simply looks busy. To your visual boss, show him what you have achieved. Do not tell him what you have achieved. He may not listen to you because he wants to see the things.

### **Visual employees**

Visuals real talent lies in the areas that demand visual skills, like designing, architecture, photography or media. Visuals should be kept away from customer relation department.



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### **Visual clients**

When you have a visual customer, do not waste time in telling him what your product is. Show him. They want to see what they are getting for money, be it a flat, TV, or anything else. Before making a final decision, visuals want to see the things. If you are making a sale to visual customer, show him what you are offering and then give them some time. Give some time to create a clear and vivid mental image before they finally decide.

Do use your hands freely when you are taking to visuals. They will see the pictures that you are painting in air. This does miracles when you are selling a concept.

When the visuals make final and right mental pictures, they will make their decision quickly. Avoid too much chitchat with them because it may alter or spoil their mental image and the sale too.

If you find that, the visual customer is not ready to make a deal on the spot, give him some kind of visual reminder to take away with him.

## Language for the visuals

Some of the key words and phrase of visuals are-

see, look, clear, focus, picture, bright, dim, hazy, colorful, view, appear, show' reveal, envision, imagine, flash, illuminate. Make a scene, in light of, in view of, eye to eye, beyond a shadow of doubt, bird's eye view, looks like, see to it, catch a glimpse of, mental image, mind's eye, naked eye, paint a picture, tunnel vision, hazy idea, flashed on, under your nose.

## Auditory People

The auditory people have more modulated speech. The tempo is balanced. The voice tends to have a clear, resonant tonality. Their breathing is even and deep, coming from the diaphragm or the whole chest. They tilt their head slightly to one side.

The auditory eye movements are to left or right towards ears. When they make some internal dialogue, their eyes go left down. They make around twenty to thirty percent of the business population.

When you are selecting people for customer-facing functions like reception or customer care department, make sure people with auditory PTS are at the top of your list.

Some auditorys may tend to be somewhat assertive. They dominate meetings because they verbalize their thoughts in order to clarify their ideas.

Auditorys respond best to instructions which is delivered primarily in words, at a speed roughly equivalent to their own normal rate of speech.

When you have circulated any order through mail or in hard copy, or you have assigned your employees with an assignment, auditorys often come to you for some verbal clarification. It is simply because auditorys find written instructions less meaningful and convincing than straight verbal communication.

In corporate houses, when some of the top persons have auditory PTS, they do not believe in written communication or communicating through mails. It sometimes become a threat for the organization because nothing is there in written. It becomes more severe where the first generation entrepreneur is running the show where the system is yet to be made and enacted.

Unlike visuals, auditorys make decisions very largely, on the basis of what they hear. Thus, auditorys dislike being offered multiple options. They often find it relatively difficult to come down on one side or the other in an argument or discussion.

The main disadvantage for auditorys is that they have a particularly strong need for a quiet or soothing background as they can easily be distracted by loud or disharmonious noises. This is why many auditorys prefer to get to work early or stay late for they can work without being disturbed.

Auditorys like telephone. When someone prefers to do business by telephone or does not really need to see you face to face, he is an auditory.

## **Auditory managers**

When you are dealing with your auditory boss, do present your information as precise as possible, in verbal form, and then leave him to make a decision. Make your vocal style interesting. Auditories often think in dialogue mode, therefore start dialogue in an appropriate direction.

## **Auditory employees**

If you are a visual or kinesthetic manager, you need to know that auditories are quick on the uptake, but need to make sense of whatever is said to them before they can act on it. Being visual or kinesthetic manager, you may think that written instruction is enough, but a short conversation will play an important role in long run with auditories. If you want to encourage them, do ask relevant questions and give constructive feedback.

## **Selling to auditory clients**

You might be thinking that that the best way to sell to auditory customer is talk about your product. No. Do the otherwise. Give an auditory customer as much chance as possible to talk to you.

Undoubtedly, you are the best sales man of your product, but remember, the best sales person for an auditory is his own voice. They may start repeating themselves. Listen to them carefully. They may give a clue of the barrier that may mar the deal.

As a sales person, while selling to auditories lay stress on the auditory qualities that you offer in your product. For example, if you are selling cars, lay stress how the engine sounds or hums. If you are in real estate and selling a house, tell him that it has a quiet neighbor, or it sounds amazing being in the balcony in the morning. There is a musical chirping of wonderful birds in the courtyard.

As auditories are deeply affected by what they hear, you can tickle their ears with some words that sound musical. If you are selling insurance or some benefits to your auditories, you may make a sentence like, 'Don't leave your dependents financially weak, socially meek and emotionally bleak.' It sounds so terrible that you have grabbed his auditory senses completely. So, if you want to motivate your auditory kid or spouse for healthy gums, say to him or her, 'If you want your smile to stay nice, brush your teeth twice'

Beside words, you can use music as an aid. If you are meeting a customer in your office, soothing music will play an important role for an auditory.

## **Auditory Language**

Some of the key words and phrases of auditories are;

Hear, listen, sound, resonate, harmonize, Be all ears, ring a bell, make music, clear as a bell, describe in detail, earful, express yourself, outspoken, keynote speaker, hidden message, idle talk, give me your ear, grant an audience, heard voice, loud and clear, pay attention to, word for word, tell the truth, voice an opinion.

## **Kinesthetic People**

People who are more kinesthetic tend to be even slower. They primarily react to feelings. Their voice tends to be deep. Many times, they take long pauses between words and have low, deep tonality. They try to get the feeling. When they get their feeling, they are able to continue their talking.

Kinesthetics' eye movement is – down and to right.

The kinesthetics are around one fourth in business world. They attach great importance to their feelings. They often find it difficult to deal with logical reasoning unless they have decided how they feel about the topic in question.

Kinesthetics love to touch people and things. They often touch you to make a point – on the arm, or on the shoulders etc. When they are talking to you across a desk, they often pick up some objects like paperweight, pen etc and start playing with them. During conversation, they often look to their right and down and start caressing the table before them. Touching gives them a feeling of connectedness.

Kinesthetics feel temperature changes more often than visuals and auditories.

A kinesthetic may take it negatively when he offers you tea, coffee or cold drink and you refuse him.

Kinesthetics get information primarily from touch, emotions and gut instinct.

Internal kinesthetics are primarily attuned to their own feelings and therefore appear to be rather introverted or insensitive and even 'cold'.

External kinesthetics are much more attuned to the people and events around them. They may feel unsettled and vulnerable in an emotionally charged or physically chaotic situation.

## **Kinesthetic Managers**

Kinesthetic managers give little importance on the kind of information that appeals to visuals and auditories. Kinesthetics rely on their gut reactions. This characteristic may become the reason of notable success and fiasco as well.

Once a kinesthetic manager has made a decision, he finds difficulty to change his mind even when contrary evidence is placed before him.

When you want to deliver your message convincingly to a kinesthetic, you need to take him to an emotional level. This you can do through the use of metaphors. These are the things by which you can communicate to a kinesthetic, however, there is no guarantee that your kinesthetic listener will receive exactly the message that you intended.

## **Kinesthetic Employees**

Kinesthetic employees tend to prioritize their work according to their personal feelings about each task. This is why they need to exercise considerable amount of patience.

Kinesthetics seek an emotional framework in everything that they do. When they build a positive version of the person they are working for or working with, they do their job well and playfully without being stressed or tired.

### **Selling to Kinesthetic customers**

Making a sale to a kinesthetic customer can be easy and difficult as well – and both in the same transaction.

Kinesthetics respond to emotionally charged presentations. They do respond to 'hands on' products. However, the things may go wrong because of salesperson's enthusiasm.

The challenge with the kinesthetic customers is that they buy in response to their feelings. If these feelings fade away, they are quiet like to change their mind. In such situation, a good sales man does keep motivating this customer through built in reassurance.

When you are dealing with a kinesthetic customer, give him things to touch. You will sell many folds faster. If you are selling him a car, get him to touch its seats, dashboard etc. Let him kick the tires. It satisfies the kinesthetic person.

If you are selling your product and have only the brochures or any other illustrative material, make him hold it. To grab the attention of a kinesthetic customer, make your point with a physical action of some kind.



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### **Kinesthetic language**

Some of the common words or phrases of kinesthetics are;

Feel, touch, grab, grasp, solid, hard, scrape, concrete, slip through, throw out, get a handle, get hold of, pain in the neck, hold on, hold it, boils down, come to grip with, hand in hand, pull some strings, start from scratch,

Everyone has elements of all three modes, but most people have one system that dominates. When you know people's representational system, you understand how they communicate and decide.

### **Predicates for Different Representational System**

What do you notice about the following four sentences?

- You have shown me a bright idea on how to proceed and I would like to look into it further.
- You have told me of a way to proceed that sounds good and I would like to hear more about it.
- You have handed me a way to proceed that is on solid ground and I would like to get more of a feel for it.
- You have provided me with a way to proceed that makes sense and I would like have more details.

The first sentence uses visual words, the second auditory, the third kinesthetic and the fourth uses words that are not sensory based (auditory digital), yet all four sentences convey the same general meaning.

You use words to describe your thoughts. If your thoughts (internal representations) are mainly pictures, then you will tend to use more visual words when describing your thoughts. If your thoughts are based on logic or making sense of something, you may tend to use words that reflect the logic of your thinking. Likewise, for auditory and kinesthetic. The words you use reflect your internal thought processes. This is a very important point as you are revealing your internal thoughts and thought structures to others through the words you choose to use or not use - more about this in later articles.

In NLP terms, visual, auditory, kinesthetic and auditory digital words are called predicates. The predicates that a person uses will provide you with an indication of the person's preferred representational system.

The following table gives you an idea of some of the different predicates. This is not a complete list. Can you think of other words or phrases that can be added? Notice that some words like fuzzy could appear in more than one column.

#### **Exercise 1:**

- For two minutes, describe your home using only visual words.
- For the next two minutes use only auditory words.
- For the next two minutes use only kinesthetic words and for the final two minutes use only auditory digital words.

Hint: for visual, you can describe the different colors; for auditory, the different sounds; for kinesthetic, different feelings or textures; and for auditory digital, you can use facts and figures. Notice which modality (or modalities) gives you the most difficulty. These are the ones that you will need to practice. If you want people to clearly see, hear, grasp or understand your message, you need to be able to speak their language.

#### **Exercise 2:**

- Listen to the predicates that your friends or family members use. They will use a mixture of visual, auditory, kinesthetic and auditory digital predicates and one or two of these will be used more frequently and this is their preferred representational system.

# Sensory Rich language

## Sensory-Rich Communication

Sensory-rich communication is the essence of motivation. Appeal to the eyes, ears, and feelings of your listeners and you will have their understanding and their attention. Inspirational leaders throughout the history have had the ability to capture the hearts and minds of their audience. By understanding the components of enriched language, you too can inspire and delight your listeners.

## Shortcut to using Enriched language

Imagine yourself associated into the situation that you want communicate so that you can see, hear and feel it.

## Key expressions for each of these three systems:

### Visual

A colorful expression/future/scenario/end

You have a clear way forward

Things are looking up

He is in black mood today

The prospects/future/project looks bright

Things are bit hazy

He took the dim view of the situation

Seeing the things through rose-tinted glasses

### Auditory

It sounds good

The message is loud enough

Tell yourself to take care

I am glad to hear it

Thing did not click his way

Let me explain

Listen to your heart

It was music to every one's ears

It rings bells for me

## **Kinesthetic**

Touching lives positively  
Warm regards  
The sweet smell of success  
The taste of failure  
Get a handle on it  
I was move  
It is a blow to company's pride  
It left a bad taste in my mouth  
He smelt something fishy about it

## **Anchoring**

Anchoring is a process of learning to hold on to the states that are crucial to success. An anchor is a stimulus: It may be a sound, an image, a touch, a smell, or a taste that triggers a consistent response in us or someone else.

### **The ability to use anchors in NLP enables us to:**

- Access the resources (feelings and states) that we want when we want them.
- Replace unwanted feelings and thoughts with desirable ones.
- Gain control over our emotions.
- Keep on course when going through periods of intense change.
- Positively influence the response we trigger in other people.
- Designing our own experience the way as we want, no matter what is happening in our life.

### **Procedure for anchoring a resourceful state in yourself:**

- Choose a place that is free from distraction.
- Decide on a state/a feeling that you have experienced in your life that you would like to be able to access when you choose.
- Choose an anchor that you can use whenever you want to access this feeling.
- Now recall the memory of a time when this feeling was at its strongest for you. Get associated with the experience. Pay attention to what you see, colors, brightness, notice the quality. What do you hear? Is it loud or quiet? Location of the sound? Allow yourself to experience the feelings. When associate completely, set the anchor.
- Repeat this process several times until you know that there is strong connection between the touch and the feelings.



- Test the anchor.
- Now think of a future situation where you would like to have the feelings you have anchored. This time imagine the situation in the future, fire the anchor. What do you see, hear, and feel now? When you do it successfully you are transferring your desired feelings, your resourceful state, to the future context.

**Note:**

If you have set up the anchor effectively you will recall the scene, the sound and the feelings of the memory. If this doesn't happen, you have missed some or the other step.

**Key factors in anchoring:**

- Fully associate with the experience before you set the anchor.
- Make the anchored experience intense.
- Use a distinct and specific anchor that is easily reproduced.
- Set the anchor just prior to reaching the most intense part of the experience.



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**Steps:**

- Stand up and allow yourself to go into a time when you experienced the peak of your confidence. It may be any memory of confidence of your life when you really surprised not only others but also yourself.
- While going into that memory, see what you saw, hear what you heard and feel what you felt. Make the pictures brighter, bigger, and closer to your mental screen. Tune up the sounds and make it the feelings of confidence more intense.
- As the feelings of confidence are getting intense and achieving the peak, imagine that there is a ring on the floor around your feet. Think of a color in the ring that matches with the feelings of your confidence. You can imagine some sound or music in that ring. Imagine that you are leaving all the feelings of confidence in the colorful ring. When you have left the feelings of confidence in the ring, step out of the ring.
- Break the State.
- Now think of a situation or time in future where you wish to enjoy the same feelings of confidence. It may be your exam, presentation, interview, meeting someone or making cold calls.

- Now, as the situation is clear in your mind, step into the ring and imagine that the colored feelings of confidence are travelling through body, mind and heart; thus making you feel more and more confident. As the feelings of confidence touch the peak, now start unfolding that situation and start experiencing that situation the way you wished. Make a complete movie where you were in control of the situation.

This exercise can be applied for a number of issues.

Get rid of the anchor that causes unwanted state or behavior:

In everyday life we come across a number of events that put us in some unresourceful state and these states are anchored without our conscious awareness or planning. This cause a consistent swing n our mood and behavior and thus in our results. To be more resourceful we need to get rid of these anchors and stay in full control of our resourcefulness.

Here is a very important exercise to collapse the unwanted anchors off your life.

**Steps for collapsing anchors:**

Decide on an unresourceful state that you want to work with; like anxiety, stress, lack of confidence etc.

Associate into this state so that you are experiencing it and anchor it on one elbow. Test the anchor until you know it works.

Break the state.



Choose the resourceful state, one of confidence, for example. Associate into a time when you had this feeling. When you experience the intensity of this feeling, anchor it on the other elbow.

Test the anchors in the following sequence:

Break state

Fire first anchor

Break state

Fire the second anchor

(If either of the anchors fails to work, repeat the sequence of resetting them.)

Now fire both the anchors simultaneously. Release the first anchor and hold the second anchor for next ten seconds.

If less resourceful state is still a strong part of the subsequent state, go back and choose and anchor an even stronger resourceful state. Repeat the process.

*Check:*

*After the process is over, think of a future situation, one that typically in the past would have triggered off the unresourceful state. What happens as you think of this situation? If the collapsing anchors technique has worked, the unresourceful state will not exist anymore.*

# Fast Phobia Buster

## What is Phobia?

Phobia is something which is not real, but it seems more powerful than fear and leads you to Unresourceful state.

## Difference between Fear and Phobia.

- Fear is relevant. It is like your friend. It gives you message, when you feel frighten, somewhere your mind gives message that something can go wrong. But Phobia is irrelevant and it is not your friend. ( Terrace Example )
- There are different type phobias there like hydrophobia, claustrophobia etc.
- Some people have phobia of water, fire, close place etc.

It's a traumatic event and it should be get erased.

- For helping someone you need to use the Anchoring, Knowledge of Sub- modalities, dissociation and double dissociation. (Double dissociation is, anything dissociates twice )
- The event is perceived in future.

## How to perform this technique?

- Rapport (Set an Environment)
- Create Resourceful state (Safety Anchor)
- Ask what is that feelings, which leads you to the fear.
- Ask if you want to handle this feeling, then by which feeling it can be handled. Any positive feeling (Courage, Control, Confidence etc)
- Go into the time. (where you felt courageous, Controlled, Confident etc)
- See what you saw.
- Listen what you heard.
- Feel what you felt
- Observe the physiology. (Voice, Breathing pattern, Facial Expression, Skin)
- Stacking of Anchor. (Repetition of the same Anchor)
- Break the State by asking last three digits of his/her phone number or any other ways you feel.
- Test the Anchor. (Ask how are you feeling? And observe the physiology)

**Note:** You need to do this technique very carefully and properly. Do right things at the first time.

**Steps:**

- Ask have you ever been to theatre? (if not, you can show him/her any video on theatre)
- Imagine as you are entering into the theatre.
- Choose the comfortable seat for yourself. (You don't tell him/her which seat.)
- Can you see any other people?
- Are you comfortable? ( if not, then fade away the people)
- Check the physiology, is this technique working or not.
- Ask the colour of the seat and texture of the seat, label of lighting)
- Float your awareness into the projector room.( Do not say soul, use awareness)
- This projector room is very comfortable. Whatever you want, you will get it. This is your visualisation.
- You are the controller. You are going to play the event on the screen.
- Make it Black and white.
- Reduce the volume to Zero.
- From projector room you can see yourself on the chair and the screen too.
- Trigger the anchor with the same pressure and at same place.
- Project the last scene and this is going to play very fast in reverse mode.
- Float to the awareness back to the first seat and then on the screen.
- Give command to another you "I am totally with you. You have the capability to come out of this event. I have a suggestion for you. Give one or two options"
- Come back to your seat and see the movie in forward mode with handling the event with new learning.
- Go to the screen and appreciate the other you, then integrate it that younger yourself with yourself and you are learning the same thing.
- Ask him/her to walk out of theatre.
- Ask him/her to take deep breath.
- Tell him/her, since you have done this technique wonderfully and you will be able to handle the future event in different way. Now you have changed the programming of your mind.

**Future Pacing**

Test the same event just to see, has this technique been done properly.

# Rapport



Rapport is a bonding at an unconscious level.

- Rapport is the quality of a relationship of mutual influence and respect between people.
- A person does not have rapport until they have built a good relationship with another person.
- NLP supplies the skills to build a respectful and mutually influential relationship by establishing and building rapport on different neurological levels.
- Rapport is not manipulation. People who manipulate may look as if they are building rapport.
- Rapport is not the same as friendship. Rapport is not agreement, nor does it come from agreement. It is possible to agree with someone and not have rapport. It is also possible to disagree with someone have rapport.
- Rapport comes from taking second position.
- When we take second position, we are willing to try to understand the other person from their point of view.
- Satisfying relationships are built by rapport, not agreement.

## How to build rapport:

By taking genuine interest in another person

By being curious about who they are and how they think

By being willing to see the world from their point of view.

## Matching and mirroring

You pace and build rapport through 'matching'. Matching is when you mirror and complement an aspect of another person. It is not copying, it is more like a dance. By matching, you show you are willing to enter the other person's model of the world. They will intuitively perceive this and so you can feel more at ease with them and they will feel more at ease with you.

Matching can be done at every neurological level; like Environment, Behavior (Verbal/non verbal), capabilities, Beliefs/values, Identity.



### Matching Physiology

**Body movements:** leg position, arm position, head position, rhythmic tapping of fingers, hands etc., gestures with hands, arms, head.

**Breathing pattern:** speed, depth, location

**Eye contact**

**Matching Voice tone**

**Speed of speech**

**Volume of speech**

**Tonality of speech**

**Pauses**

**Matching Language**

**Key words**

**Phrases and predicates**



## Pacing and leading

To build rapport, begin by pacing another person. Pacing is when you enter the other person's model of the world on their terms. It is exactly like walking beside them at the same pace.

Once you have paced a person, build rapport and shown that you understand them, then you have a chance to lead them.

Leading is when you use the influence that you have built up from pacing.





# Hypnotic Language Patterns - The Milton Model

The Milton Model was named for **Milton Erickson** by the NLP founders, who were introduced to Milton Erickson by **Gregory Bateson**. The Milton Model is a broad variety of persuasive and hypnotic language patterns that move one from the specific toward the general in search of solutions that have been overlooked under one's present model or map of the world.

Milton Erickson was a world-famous hypnotherapist, whose use of metaphor, oblique references, vague and permissive language was able to effectively bypass the critical faculties of his clients, and work directly on the subconscious mind. By using vague and permissive language in his suggestions, the client would feel as though they themselves could come up with solutions to their presenting problems, which was indeed the case.

## Hypnotic Language: Milton Model

It's the Opposite to precision model or the Meta Model.

Hypnotic Language – a skillfully crafted vague language.

Milton model provides the user with a language structure in which just about all specific content is omitted.

### Hypnotic language is used by psychotherapists because-

- It creates trance; a state of consciousness with an internal focus of attention.
- It allowed therapists to bypass conscious resistance.
- It gave space to the listener to make sense of the language in their own way and therefore draw on their inner resources.
- It avoided saying anything that may mismatch the specific meaning of situations for the listener and was therefore good for building rapport.

### Downtime:

Away from external attention; like trance, activity like sleep

### Uptime:

Paying attention to external world; like crossing the road activity

### Milton Model Language patterns:

Milton model patterns are designed to give the client many choices. They also give suggestions for accessing unconscious resources that will not be interpreted as commands. The client can choose if all and how they do so.

Volumes have been written on the topic of Milton Erickson's language, and it is very profitable to learn. We are indebted to Richard Bandler, John Grinder & Tad James for the following summary of Milton patterns:



**1. Mind Reading:** The situation in which one person claims to have knowledge of another person's non-observable behavior - is useful in pacing and leading the client.

Example:

- I **know** that you are going to learn it quickly & easily.
- I know what makes you happy.
- I'm sorry to keep annoying you.
- You must be wondering about my concern.
- \_\_\_\_\_

**2. Lost Performative:** Lost Performative is when someone says something that contains a rule or judgement without anyone taking responsibility for it. It can include an implication of an idea instead of a direct statement such as "Breathing is good."

Example:

- And it's a good thing to wonder about your bright future. (*In Therapy*)
- This Product is Better.
- The Stock Market is going to be 15% down.
- \_\_\_\_\_

**3. Cause and Effect:** Where it is implied that one thing causes another.

Structure of Sentence is X → Y where X is at Cause and Y is at Effect. Like, If... then... As you... then you... "Because..."

Examples:

- As you didn't pick up my call that means you do not value me.
- As you sit all the way down in that chair, you will go into a deep trance. (*In Therapy*)
- As you listen to the sound of my voice, you will relax more and more. (*In Therapy*)
- \_\_\_\_\_

**4. Complex Equivalence:** Where two things are equated – as in their meanings being equivalent.

Structure of Sentence is X = Y i.e. X means Y

Example:

- You didn't pick up my call, you do not value me.
- You have come to see me, your problems will disappear. (*In Therapy*)
- It's a hot day today, I will get a headache. (*Negative Self Hypnosis*)
- \_\_\_\_\_

**5. Presupposition:** The linguistic equivalent of assumptions. Presuppositions are a powerful form of influence. They accelerate your progress toward an outcome.

Example: The Presuppositions can be used in two ways-

First, when you presuppose something about the listener and say something...

- You are learning many things...*(In therapy)*
- Lot many things are changing within you...*(In therapy)*
- \_\_\_\_\_

Second, when you say something and the listener presupposes certain things...

- You can open the door... *(the listener presupposes that the door is closed)*
- You should use Hypnotic language for a positive outcome... *(the listener presupposes tat it can be used for negative outcomes also)*
- \_\_\_\_\_

**6. Universal Quantifier:** A set of words which has: "All, Always, No one, Everyone, Never, Every body, Every time..."

**Examples:**

Negative:

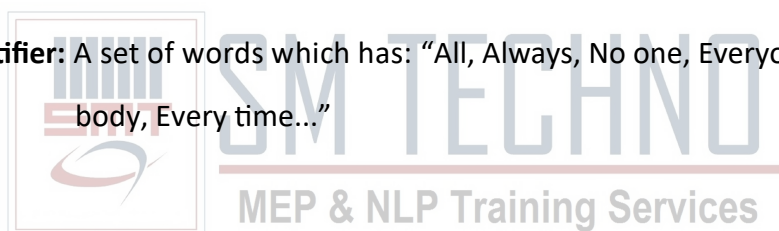
- Nobody loves me.
- Everybody cheated me.
- I always have a bad health.
- \_\_\_\_\_

Positive:

- You can always do better.
- No one can stop you.
- Everyone can Succeed.
- \_\_\_\_\_

**7. Modal Operator:** Words, which implies possibility or necessity, which often form our rules in life.

Example: "You can, should, must learn..."



- You can always upgrade Yourself.
- You should learn to speak with confidence.
- You must learn English now.
- \_\_\_\_\_

**8. Unspecified Verb:** Where the verb is unspecified like—Love, Respect, help etc.

Example:

- I wish People should respect me.
- I know you all will surely help me.
- \_\_\_\_\_

**9. Tag Question:** A question added after a statement, designed to displace resistance with agreement.

Example:

- People must consistently upgrade themselves, isn't it?
- You understand what I just said, Right?
- We are blessed that we are born in a free country, Don't you think so?
- \_\_\_\_\_

**10. Comparative Deletion (Unspecified Comparison):** Where the comparison is made and it is not specified as to what or whom it was made.

Example:

- This Product is Better
- Ram is a better player
- This Product is costly.
- \_\_\_\_\_

**11. Pacing Current Experience:** Where client's verifiable, external experience is described in a way, which is undeniable. Such statements can be very useful in building rapport and hypnotherapy.

Example:

- You are sitting here...
- Listening to me...
- looking at me, (etc.)...
- \_\_\_\_\_

**12. Double Bind:** Where the client is given two choices (both of which are preferable or desired) separated by an “or”. These give a choice, but within a predetermined set of options.

Example:

- I don't know whether you'll come to realize it earlier or later...
- You may learn something now or later, it doesn't matter...
- I don't know whether you want to close your eyes or keep them open. You can do either to enter trance...
- \_\_\_\_\_

**13. Extended Quotes:** Quotes which are extended beyond what is normally used to displace resistance.

Example:

- I was listening to a Great Speaker and he said a word that is worth integrating in your personality, it is... “consistency”.
- \_\_\_\_\_

**14. Selectional Restriction Violation:** A sentence that is not well formed in the context of feelings, only humans and animals can have feelings.

Examples:

- A chair can feel sat on, like a doormat can feel stepped on...
- A butterfly takes its time coming out of the cocoon; it knows there's no rush.
- \_\_\_\_\_

When creating metaphors, we often use this pattern. It is a powerful way to induce trance – we can't use logic and normal conscious processes, so the unconscious has to deal with it. The unconscious knows you are not really discussing butterflies but something to do with the problem.

**15. Utilization:** Remember to utilize all that happens or is said.

Example:

Client says: “I don't think that the Hypnotherapy will help me.”

Response: “Yes, there are lot many people who initially think that Hypnotherapy may not help them but gradually they realise that it really helped them to overcome their challenge.”

**16. Embedded command:** Embedded command is the powerful way of getting a message across by bypassing any conscious resistance. Unconscious is very obedient and detect any commands in

conversation and seek to fulfill them.

**Positive command:**

- You can begin to relax.
- I am wondering how you may begin to see a way forward.
- I don't know if you will begin to feel motivated.

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**Negative command:**

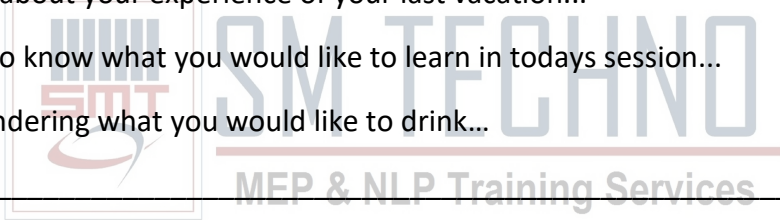
- Don't **think deeply** what you may be achieving out of this program.
- I am not asking you to **Purchase this book.**

---

**17. Embedding Command in a question:** A way of gently prompting a response from your listener.

- Do You know What the Time is...
- Would You mind telling me about your salary...
- Can I ask you about your experience of your last vacation...
- I am curious to know what you would like to learn in todays session...
- I was just wondering what you would like to drink...

---



(Most people will answer the question without even realizing that they have not been asked a question directly. It is a right way of questioning while dealing with delicate issues)

**Note:** Pause before and after the embedded command OR mark out with a raised eyebrows or a hand movement. Marking out should be subtle (vague). It will be perceived but not consciously detected.

**Following are the Three phases of Milton Model which constitute to create the script & flow of the Hypnosis Session:**

- I. Pacing a person's experience and Distracting the Conscious Mind (dominant hemisphere),
- II. Utilization of the Conscious Mind (dominant hemisphere), language processing which occurs below the level of awareness;
- III. Accessing the unconscious resources (non-dominant hemisphere)

**Few Language Patterns that Distract the conscious Mind (mainly used in Hypnotherapy) —**

*More relevant in English Communication.*

**a. Phonological Ambiguity:** Where two words with different meanings sound the same. IE: "Hear" - "Here" , "wander" - "wonder"

'Here/hear my words and as your mind begins to wander/wonder...'

**b. Syntactic Ambiguity:** Where the function (syntactic) of a word cannot be immediately determined from the immediate context.

Examples: "They are visiting relatives" "Selling salesmen can be tricky!" "I am really over managing managers."

Here a word is used and the context doesn't make it clear what its function is. This form ambiguity usually consists of a verb with 'ing' form, so it could be an adjective as well as a verb, for example;  
Challenging old habits...(Do you challenge them or they challenge you?)

**c. Scope Ambiguity:** Where it cannot be determined by linguistic context how much is applied to that sentence by some other portion of the sentence.

Examples: "Speaking to you as a child..." "The old men & women..." "The disturbing noises & thoughts..."  
"The weight of your hands & feet..."

This pattern blurs how much of a sentence is referred to by one of its clauses, for example;  
Speaking to you as an intelligent person, I found that... (who is intelligent, you, me or both)  
Young men and women...(who are young, men, women or both?)

**d. Punctuation Ambiguity:** Either the punctuation is eliminated as in a run on sentence or pauses occur in the wrong place. Sometimes, These ambiguities are created by merging two separate sentences into one. One can spend a lot of time trying to figure out in the real world you probably would not notice them.

Other example: There are a lot of things I don't know if you can learn this today....

## **Pacing a person's experience and leading them into an altered state (trance)**

You have already studied the language patterns for all these & following is the description & script that can help you in— Pacing a person's experience and leading them into an altered state (trance)

The easiest way is to describe the person's ongoing sensory experience, what he is seeing, hearing and feeling describing everything in artfully vague terms. As you do so, you start leading by drawing the persons' attention to their internal experience so that they enter trance. You need to use soft tonality that keeps the person in a peaceful relaxed state. It also helps to talk in the rhythm of their breathing.

### **Sample Script s-**

**1-** As you sit there.....comfortably in the chair....and as you see the play of light on the wall....and listen to my voice....you can let yourself relax more..... while you begin to wonder..... Notice the words such as 'and', 'while' and 'as'. They connect the thoughts smoothly one with another, providing an uninterrupted sensory experience. They also imply a weak cause and effect pattern. A stronger cause and effect pattern can lead into trance with words that imply time, such as 'when', during, 'before' and 'since'. For example;

Before you go into a relaxed state, and as you become more and more comfortable, just settle down in your chair and begin to think of something that you would like to learn more about....and when you are ready...

**2-** "I know that you are wondering... and it's a good thing to wonder... because... that means... you are learning many things... and all the things, all the things... that you can learn... provide you with new insights, and new understandings. And you can, can you not? One can, you know. And it's more or less the right thing. You are sitting here, listening to me, looking at me, and that means that your unconscious mind is also here, and can hear what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order. Do you feel this... is something you understand? Because, last week I was with Milton who told me about his training in 1979 in Miami when he talked to someone who said, "A chair can have feelings..."

**3-** The induction that follows was carried out by Milton Erickson and was taped in the presence of Grinder...

Will you uncross your legs? And sit with your hands just like this... And look at anyone spot there... And do not touch it And, yes, just keep looking at that spot ... Now there is no need to talk... No need to move...You really don't have to pay attention to me, because. . . Your unconscious mind will hear me... And it will understand... you Really don't even need to pay attention to me ...And while you have been sitting there... You've been doing the same thing... That you did when you first went to school ...When you first saw the task of writing ...The letters of the alphabet ...It seemed like an impossible task... And how do you recognize a "b" ...How is it different from a "d" ...And numbers Is a 6 an upside down 9. . . 9 is an upside down 6 And while you were mastering those problems - you were forming ...mental images that stay with you... for the rest of your life ...But you didn't know it ...Then And while you've been sitting there ...The same thing has been happening to you now that happened to you ... Then Your respiration is changed, Your blood pressure is changed, Your heartbeat is changed, Your eyelids reflex is changed and you've got a mental image, a visual image of that spot and now you can close your eyes NOWWWW ...And now you can enjoy the comfort ...of going ever deeper into the trance ...And I want you to enjoy every moment of it..., And I don't need to talk to you ...You can have a lot of pleasure...in becoming aware of the comforts...you can have within yourself... And one of those is the understanding you can go back...then perhaps you might have the experience..., Of not knowing which one of your hands is going to lift first.....







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# Meta Model

It is all about precision questioning.

## Two levels of language

**Surface structure;** what we say to self/others

**Deep structure;** underlying meaning

We delete/distort/generalize information so it becomes disconnected from its deeper meaning.  
We typically use an imprecise/lazy form of language.

### **Deletion: When parts of the meaning have been omitted.**

- Simple deletion
- Unspecified referential Index (Passives)
- Unspecified Verbs
- Judgments
- Comparisons

### **Generalization: One example is taken to represent a class.**

- Universals
- Stoppers/limiters (Model operators of necessity)
- Drivers (Model operators of possibility)

### **Distortion: Information is twisted**

- Nominalization
- Mind-Reading
- Cause and effect
- Complex Equivalent
- Presuppositions



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### **What does Meta-model do?**

- Gather information
- Clarifies meaning
- Identifies limits
- Create choices

### **Deletion**

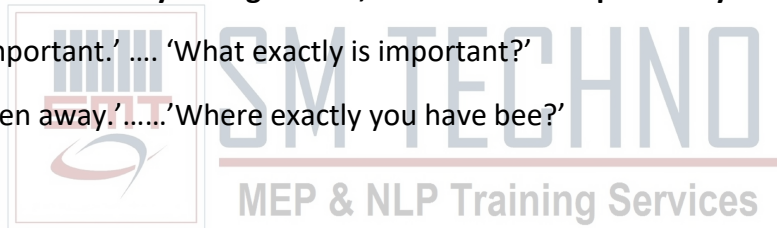
#### **Simple deletion:**

A simple deletion is when something important is missed out of a statement. For example:

- 'This is important.'
- 'I have been away.'
- 'Come and do it.'
- 'see that.'

#### **Question simple deletion by asking: 'What, where or when specifically...? Like;**

- 'That is important.' .... 'What exactly is important?'
- 'I have been away.' ..... 'Where exactly you have been?'



#### **Unspecified Referential Index:**

A referential index is the person or thing that makes an action or is affected by an action. When it is unspecified, you are left with something being done but nobody doing it, for example:

- 'Some people are making mistakes.'
- 'He doesn't care.'
- 'Promises are being made.'
- 'Some companies are cheating people.'
- 'One should keep his words.'

#### **Question this pattern by asking: 'Who/which exactly...?'**

Eg- 'Some people are making mistakes..'.'Who exactly is making mistakes?'

### Unspecified Verbs:

Unspecified verbs deletes exactly how an event took place.

- 'He is not performing.'
- 'He is not performing'
- 'How exactly he is not performing.'
- 'What exactly he is doing.'
- 'What has to happen for you to know that he is performing?'

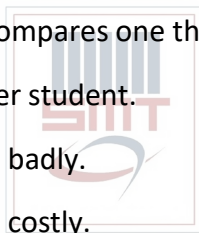
**Question this pattern by asking: 'How exactly..., what exactly ...do, what has to happen for you to know that he is...'**

Other verbs can be: like, dislike, love, cheat, understand, think, impress, concentrate, behave, care.

### Comparisons:

A comparison compares one thing with another in order to evaluate it, for example:

- He is better student.
- He played badly.
- This flat is costly.



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**Question comparisons by asking: 'Compared to what/which/who...'**

### Judgments:

Judgments are the statements of opinions that are expressed as if they were facts. They are also called 'Lost per formatives' because the performer, ie the person who has made the judgment, is missing.

- 'You are insensitive'.
- 'That is not good enough.'

**Question such judgment by asking, 'according to whom...or by which standard...'**

## Generalization

### **Universals:**

They are words like, 'always', 'never', 'everybody', 'all' and 'nobody'. They imply that there is no exception.

**Question universal by asking question like, 'all? Never?...'**

### **Modal operator of possibility:**

These are words that set rules about what is possible: 'can', 'cannot', 'possible' and 'impossible'. They define, in speaker's view what is possible, for example:

'I can't do it'.

### **How to question:**

- a. 'What stops you?'
- b. 'What are you afraid of?'
- c. "Just suppose you could..." (Use 'as if' frame)



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### **Modal Operator of Necessity:**

They set rules about what is necessary and appropriate. They can limit you, They consist of words like 'should', 'must' and 'have to'.

'I have to go now.'

### **They can be questioned in three ways:**

- a. "What would happen if you did not?'
- b. 'Is that really necessary? What forces you to do that?'
- c. Apply 'as if' frame; 'Just suppose you didn't have to, what would that be like?'

## Distortion

### **Nominalization:**

A nominalization is the result of a verb being turned into an abstract noun. When a noun cannot be directly seen, heard, touched, smelled, or tasted, it is a nominalization.

'I want to make a good impression'.

Nominalization can only exist because the reference of 'who is doing what to whom' is missing.

**To question a nominalization, you need to turn the noun into the verb; like,**

"How exactly do you want to impress?"

"Whom do you want to impress?"

### **Mind Reading:**

Mind reading is a distortion where you presume you know another person's internal state with no evidence or sensory-specific evidence/calibration. You project your map of the world onto their mind. When you do that, you may assume motives and thoughts that do not exist, for example:

'You don't like me.'

'He thinks I am a stupid'.



**Mind reading is questioned by asking for sensory-specific evidence.**

"How do you know I don't like you?"

### **Complex Equivalents:**

Complex equivalents are two statements linked so that one means the other. The word 'therefore' belongs between them.

'she is always late, (therefore) she doesn't care.'

**To question this pattern, ask, 'How exactly does A mean B?'**

## Meta States

Meta states are when you respond to your own reality, your own state, not something in the outside world.

Meta states can be useful, for example as a break state. If someone is angry and you ask them, 'And how do you feel about being angry?' they might stop and think. They have to take their anger as an object and regard it separate from themselves. Therefore they have to dissociate from it to a certain degree in order to evaluate it and be aware of their reaction to it.

## Exercise for Meta Model

Statements:

1. "I know that You have a Bad Luck"

Antidote:

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2. "It's good to see your Astrological Forecast before stepping out of home"

Antidote:

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3. If you reach late today then it means you do not care for me.

Antidote:

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4. "You did not Picked up my call that means you are ignoring me"

Antidote:

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5. "You always forget important things"

Antidote:

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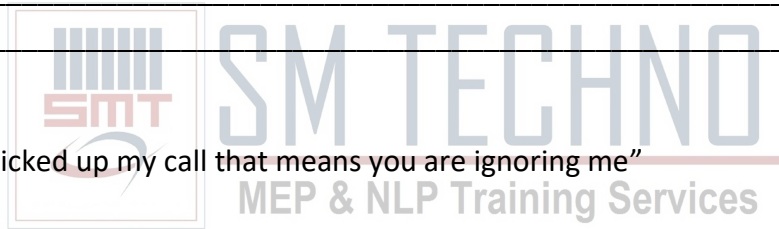
6. "No one respects me"

Antidote:

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7 "I have built new understandings."

Antidote:

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8. "No one helps me"

Antidote:

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9. "You always disagree with me, isn't it?"

Antidote:

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10. "One can never come out of Depression, you know..."

Antidote:



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11. "You will buy this product Sooner or Latter."

Antidote:

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12. "I don't know whether you'll come to realize it earlier or later..."

Antidote:

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**Hints & Suggestions for the Provided Statements:**

**Example: "I know that you want to know..."**

- Meta Model Antidote: *"How do you know that?"*

**Example: "And it's a good thing to wonder..."**

- Meta Model Antidote: *"Who says it's a good thing?"* or *"According to whom?"*

**Examples: If... then... As you... then you... "Because..."**

- Meta Model Antidote: *"Are you sure about the cause of that?"*

**Example: "That means..."**

- Meta Model Antidote: *"How specifically does this mean that...?"*

**Example: "You are learning many things..."**

Meta Model Antidote: *"How did you know that?"*

**Examples: "And everything, always..."**

- Meta Model Antidote: *"Really? Everything? Everyone?, Always?"*

**Example: "...new insights, and new understandings."**

- Meta Model Antidote: *"How is it specifically that you come to see or understand?"*

**Example: "And you can, happily."**

- Meta Model Antidote: *"And I can what, happily?"*

**Example: "Is is not?"**

- Meta Model Antidote: *"No, it is not."*

**Example: "One can, you know..."**

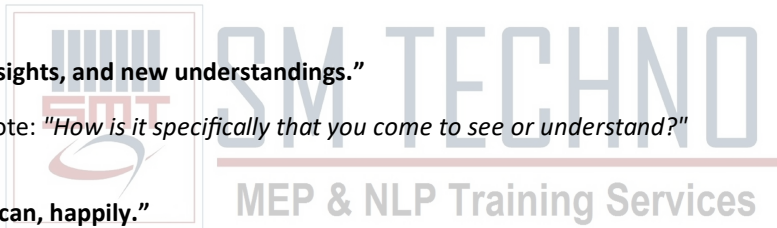
- Meta Model Antidote: *"One can what?"*

**Example: "And it's more or less the right thing."**

- Meta Model Antidote: *"More or less than what?"*

**Example: "I don't know whether you'll come to realize it earlier or later..."**

- Meta Model Antidote: *"Who says I'll come to know it ever?"*



## Meta Programs

Meta Programs are deletion filters. They cause us to put our attention in certain places and not in others, resulting in habitual patterns of thinking, decision making and behaving. They work out a deep unconscious level, having a strong influence on our behavior, motivation and personality. They form a part of the unconscious communication message.

### Towards/Away from (Motivation direction)

- 'What do you want in a job/relationship/product/service/X?'

### Frame of reference (Internal - external)

- 'How do you know if you have done it well?'

### Attention direction (sorting by self, sorting by others)

- "What is in it for me/others?"

### Matcher - Mismatcher types

- Matcher
- Matcher with exception
- Mismatcher
- Mismatcher with exception



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### Convincer Pattern

**A)** 'How do you know when someone else is good at work?'

Do you have to

- a) see them or watch them do it
- b) hear about how good they are
- c) do it with them?
- d) read about their ability

The answer may be combination of these.

**(B)** 'How often does someone have to demonstrate he is good before you are convinced?'

- Four possible answer:
- Immediately
- A number of times
- Over a period of time

Everyone has a specific means by which they become convinced.

Part of what makes someone convinced is the channel through which they receive the information.

Hearing what they had to say

Reading the plan in more details

Trying to find out if it worked in practice

### **Possibility vs necessity**

‘Why did you change your job?’ ‘Why did you buy your car/house?’

### **Primary interest**

‘Think of best meal you ever had.’

- Things
- People
- Place
- Information
- Time
- Activity



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### **Information Chunk size (Detail vs global)**

‘Look around you at the room / building you are in. How would you describe it to someone who has not seen it before?’

**Global chunks** will help him/her to think in ‘big’ picture terms. May avoid details as much as possible. This is useful for a senior management position. May not notice small objects in her environment and may perhaps be perceived as having his head in the clouds. Enjoys discussing concepts and ideas

**Detail chunks** person excels in a job where he can work with details and this is where he will get the most job satisfaction. Finds easy to be busy with small things and leave the bigger things for when he has more time.

## Option or Procedures

'How do you want to run this team?'

**Option:** He will seek out or create options for their choices in life. Tend to use more opening and outward gestures, suggesting possibilities.

He talks about what he can/could do. Option pattern creates variety and choice. Explore newness, take initiative. Gets stressed when work is forced to work to a strict procedure.

**Procedure:** He looks for sequence. He talks in 'must', 'have to'. Mark out segment of time with their hands or use fingers to suggest a sequence or procedure.

Make decision on procedural run event. Without a procedure, he gets stressed when have too many options. Too many options mean mental torture.

## Working style

Independent

cooperative

Proximity

## Recommended Exercise:

- Practice eliciting people's meta-programs. Ask them-
- What do you want in a relationship/career?
- How do you know when you have done anything well?
- What is the relationship between what you are doing this month and what you did last month? How often does someone have to demonstrate something to you before you are convinced it is true?
- Tell me your favorite work experience and why it was important to you.



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# Outcomes

This topic will teach you how to coach yourself and others to achieve big goals.

A definitive outcome question in NLP is 'What do you want?'

In NLP outcomes are different from targets/goals/objectives, because, they (outcomes) meet certain conditions that make them realistic/motivating/achievable.

## Task vs. Outcome.

Outcome: An outcome defines what you want.

Task: A task defines what you do to get what you want.

NLP recommend not to do a task until you set your outcomes.

## Problem

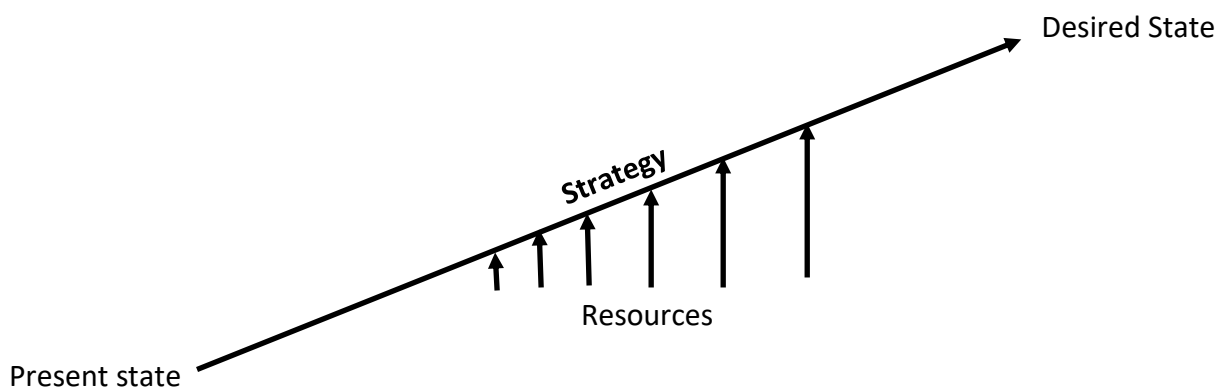
The gap between what you have (the present state) and what you want (the outcome or desired state).

## Proactive state:

Set an outcome and be clear about your desired state, plan to make the journey from one to the other, take ownership of the problem and start to move towards a solution.

Problems can't be solved unless you have an outcome.

## Defining journey from Present State to Desired State:



NLP Suggests You to **Develop outcome thinking!**

## Outcome thinking questions:

- What am I moving towards? (DS or outcome)
- Why am I moving? (The values that guide you)

- How will I get there? (The strategy for the journey)
- What if something goes wrong? (The contingency planning and risk management)

**Problem Thinking:** Opposite of outcome thinking is problem thinking.

**Exercise:**

Mark among the following sentences, the outcome/problem thinking-

1. What is wrong?
2. How long has it been going?
3. What can we learn from it?
4. When did it start?
5. What can we learn out of it?
6. What is still not perfect about this problem?
7. Whose fault is it?
8. Why haven't you solved it?



**Structure your Outcomes :** Outcome MASTERY

M	<p><b>Measurable-</b> How will you know if you are making progress and what must happen for you to know you have achieved your desired outcome?</p> <p><b>Meaningful-</b> Is your outcome important for you?</p>
A	<p><b>Achievable-</b> Do you believe your outcome is achievable? This is what you believe, not what others believe.</p> <p>All areas of your life- Are you fully congruent for achieving this outcome or are there conflicts (internal or external) that you need to resolve?</p> <p>As if now- From this moment on, live as if you already have achieved your outcome.</p>
S	<p><b>Specific &amp; Simple-</b> Your outcome should describe clearly what you wish to achieve &amp; should be expressed in very simple language &amp; sentence structure. In this way, there is no confusion on the part of your unconscious mind as to what needs to be done.</p> <p>The outcome, "I want more money" is simple, yet not specific. It does not specify when I would like this to happen or how much more money would I like to have. If someone were to give me one rupee, my outcome would be achieved. If your outcome is an emotional state, such as being happy or confident, you can achieve this now by changing your internal representation. Instead, you may wish to phrase your outcome as having control over your emotional states.</p>

T	<p>Timed- You must specify an exact time. Saying tomorrow or next month is not adequate- tomorrow will always be tomorrow.</p> <p>Towards what you want- What you focus on is what you get. If your outcome is, “I don’t want to fail”, your focus will be on failing. You will then notice all the signs of potential failure rather than the signs of success. Focusing on what you don’t want implies that anything else is acceptable and the outcome you achieve may be worse than what you have now.</p>
E	<p>Ecology- Is your outcome in alignment with your values? What is the potential impact now &amp; in the future on those systems of which you are a member (family, work) and your health &amp; well being (internal system)?</p> <p>Wider consequences</p> <p>What is the price; time and efforts</p> <p>Who else is effected? How they feel?</p> <p>What significant is at stake?</p> <p>Think of PS (What is good about it? What you want to keep: losing means pain)</p>
R	<p>Realistic- Is your outcome realistic according to you? It does not have to be realistic in the minds of others.</p> <p>Responsible- Be at cause ; assume responsibility for you actions and the consequences of achieving your outcome.</p>
Y	<p>Yearning- Without a real yearning or passion for achieving your outcome, it is only a series of words. Your passion will drive your activities &amp; success. It will dominate your conversation, thinking, actions &amp; your very being. To be passionate about an outcome, it must be in alignment with your values. You will fail to achieve an outcome if it is too blend, to lifeless or is one that someone else has imposed on you. In life, it is not necessarily the smartest or most gifted that succeeds, but those with desire.</p>

*Above contents on “Outcome Mastery” are taken from- Live Your Dreams, let reality catch up- Roger Ellerton.*

**Few more points to help you have well-formed conditions to achieve your outcome.**

**Control:** Can you start/maintain the outcome (direct control); if others; who will help you, and how you will motivate them.

**Identity:** Is this outcome (DS) is consistent to who you are?  
 Chunk down if the outcome is large.

**Action Plan:** What to do next?

**Note:** Don’t just think it; ink it !!!

### **Beliefs and Outcomes:**

Believe three things, it's the Key to achievement (PAW)

- 1) P—It is possible
- 2) A—I am able to achieve
- 3) W—I am worthy enough to achieve it / I deserve it.

### **Identify the Possible obstacles that may stop you :**

Think to yourself, “I may not achieve my Outcome because....”

- I don't have resources (people, money, object, skills).
- I have resources - but I don't know what to do.
- I know what to do – but I don't believe I have skills.
- I have skills – but it doesn't seem worth it.
- It is worthwhile – but somehow it is 'just not me'.

### **Make the list of obstacles and decide -**

How many are REAL obstacles, and  
How many are your beliefs.

**Case 1.** If there are real obstacles that make it impossible, drop the outcome. It is waste to pursue now, though the situation may change tomorrow.

**Case 2.** They are real obstacles – but if you devote time and efforts, they can get around. If it is so, there are further two options.

**Option A.** You want the goal and are ready to put in time effort. If it is so, it is fine to go ahead.

**Option B.** If you don't, drop the outcome.

**Case 3.** There are beliefs about yourself or other people and you don't really know whether they are true.

If it is so, then think how you can test the belief. Does the obstacle only lie inside your head?  
How real is it?

Once you have tested your belief, then it will fall into one of the first two cases.

### **Outcome Affirmations**

They are belief statements.

They need to be carefully phrased.

Use your affirmation in positive and present continuous tense only.



# Reframing

Nothing has meaning in itself. Every piece of information is understood in some context. In fact, the meaning we derive from any experience depends upon the frame we apply. Frames are like the cardboard cut-outs at funfairs, where you put your head through a hole and your friend on the other side sees your face framed by a funny cardboard body. Some frame are funny, some are serious.

We always set frames. It is an essential step towards understanding and meaning.

Frames set the reference points by which we judge how to make a decision.

## NLP main Frames

### The Ecology frame

The ecology frame looks to the long term. You look beyond the boundaries you would normally set in time space, and people.

Ecology questions are:

*How will this be over the long term?*

*Who else is affected?*

*What will they think?*

### The Outcome frame

This evaluates events whether they bring you closer to your outcomes.

Apply the outcome frame by asking these questions:

*What am I trying to achieve now?*

*What do I want?*

What does this get for me that is valuable?

### The Backtrack frame

Backtracking is the skill of restating key points using another person's own words, often their matching voice tone and body language as well. It is still a skill for pacing another person.

Backtracking questions are:

*'Can I check that I understand....?'*

*'Can I summarize so far?'*

*'So you are saying...'*

## The contrast frame

This frame evaluates by difference. Not just any difference, but 'the difference that makes the difference'.

This frame is easy to use because we normally notice difference.

Questions for the contrast frame:

*'How is it different?'*

*'What is it that makes this stand out?'*

*'What are the important variations between these things?'*

*The opposite is the 'sameness' frame: 'It is all the same really, it doesn't matter'.*

## The 'As If' frame

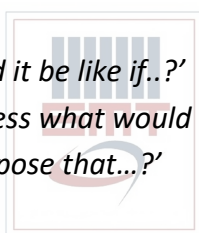
This frame evaluates by pretending something is true in order to explore possibilities. It is best for creative problem-solving.

Questions for the 'as if' frame:

*'What would it be like if..?'*

*'Can you guess what would happen?'*

*'Can we suppose that...?'*



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*The opposite of the 'as if' frame is the 'helpless' frame: 'If I don't know, then there is nothing I can do about it.'*

## The Systemic frame

This frame evaluates by relationship. You do not focus on the single event, but how it relates to other events.

It creates systemic thinking.

Systems are stable and they resist change. Therefore when you apply the systemic frame you ask what stops the change and concentrate on removing obstacles rather than acting directly to achieve the change you want.

Systemic questions are:

*'How does this fit with what I know?'*

*'How does this connect to the wider system?'*

*'What is the relationship between these events?'*

*'What stops the change?'*

*'How does what I am doing keep the things as they are?'*

*The opposite of this frame is the 'laundry frame': 'Make a list of every possible relevant factor and then we will understand it.'*

### **The Negotiation frame**

This frame evaluates by agreement. It assumes that you are engaged in a negotiation and that everyone would prefer to come to an accord. It also assumes that this is possible and that the resources are available.

The key question is 'What can we both agree on?'

*The opposite of this frame is the 'war' frame. 'I want something and I am going to get it if it kills us.'*

### **Five Problem-Solving Frames**

The way you look at a problem, that is, the frame you give it, can make it easier or harder to solve. Here are five main NLP problem-solving frames.

#### **Outcomes rather than Blame**

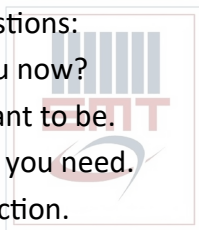
Outcome questions:

Where are you now?

Where you want to be.

The resources you need.

Your plan of action.



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Blame frame questions:

What is wrong?

Who is to blame?

Who is going to fix it?

#### **'How' rather than 'Why'**

To fully understand the problem, you need to see how it is being maintained in the present. Why has it not simply dissolved? 'Why' questions are useful for eliciting values, not solutions. "Why" questions can give you reasons without changing anything.

'How' questions:

How has this problem been maintained?

How can I solve this problem?

'Why' questions:

Why is this a problem?

Why can't I solve it?

### **Possibility rather than necessity**

NLP suggests you to set your outcomes by what you can do rather than what you cannot do or have to do.

Possibility questions:

What is possible?

What would have to happen for this to be possible?

How can I make this possible?

Necessity question:

What do I have to do?

What is not possible here?

### **Feedback rather than failure**

Feedback questions:

What are my results so far?

What have I learned from them?

What am I going to do differently as a result of that feedback?

What feedback will let me know that I have succeeded?

Failure frame questions:

Why have I failed?

How badly did I fail?

### **Curiosity rather than Assumptions**

Curiosity allows you to stay open to choices and possibilities.

When you assume you don't ask questions, because you think you know the answers already.

Questions to uncover assumptions:

What are my assumptions about the problem/people involved?

What has to be true for this to be a problem?



# Learning

## Learning/Problem Solving

Learning is usually defined as – acquiring knowledge, skills, and abilities, experience.

But this is result.

What about the process? Means how do we learn?

Learning always involves self-development; to think/feel/act differently.

Learning is natural. We learn all the time, though we don't always think this learning, however.

Learning is not education. Education describes the result of learning, tested by exams.

There is no teacher if there is no learner.

Can't say, 'I taught but he didn't learn.'

*Problem=Difference between where you are and where you want to be.*

*Feedback tells you whether you are approaching your goals. If your actions get you nearer the goal- means close the gap-then you do it more.*

*if your actions increase the gap- you do less of your actions (solving the problem is closing the gap)*

## Levels of learning

*Unconscious Incompetence; Unawareness*

*Conscious Incompetence; practice skill but not good, realize room for improvement*

*Conscious Competence; you have skill but not habitual, still need concentration, improvement seems*

difficult

*Unconscious Competence; your skill is your habit*

Two shortcuts:

A good teacher; who can use metaphors, motivate learners, make things simple

Accelerated Learning; (one way is NLP-modeling )

## Learning Zone:

Anxiety Zone:

When you think Perceived Difficulty is bigger than the Perceived Resources. Stuck state; not know what to do. You need to concentrate on your resource.

Boredom Zone:

Perceived Resources are bigger than the Perceived Difficulty. You need to set outcomes that can

Learning Zone:

When the Perceive Difficulty matches the Perceived Resources.

### **Simple Learning/Generative Learning**

Simple Learning & Solving Problem:

Problem-----Decision-----Action-----Feedback; the result of your action-----problem-----  
decision----

(Simple learning takes place within the boundary of assumptions and beliefs about what is possible and necessary. Single loop learning)

Generative Learning & Solving Problem:

Generative learning is double loop learning.

Generative learning brings assumptions and beliefs into the feedback loop.

Problem----Decision----Action-----Feedback(result of your action) + belief/assumptions---problem----  
Decision----Action

Basic Questions for Double Loop Learning/Problem solving;

What are my assumptions about this?

How else can I think about this?

How may my assumption be contributing to the problem?

How come this situation has persisted?



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# Perceptual Positions

## Perceptual Positions

Learning and problem-solving is achieved when we explore different perspective or point of view.

Two major applications: Relationship and business meetings.

First Position: It is your own view of any situation; your own reality.

Second Position: It is to understand the world from another person's perspective. Second position is the basis of empathy and rapport.

Two types of second position:

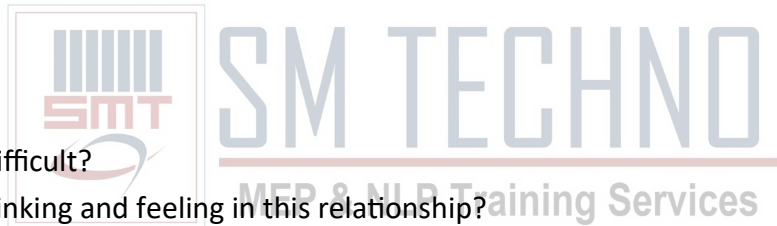
Emotional second point: understanding other person's emotions.

Intellectual second position: To understand other person's thinking/ideas.

Third Position: It is a step outside your view and the other person's view to a detached perspective. It is to see the relationship between the two viewpoints. It is important to check the ecology of your outcomes.

### Exploring a relationship with another person @ Perceptual Positions

Choose the relationship you wish to explore. Think about it first from your point of view (POV) i.e. the first position.



What makes it difficult?

What are you thinking and feeling in this relationship?

If you feel challenged, what neurological level does this challenge seem to come from?

Is it environment – where you work, friends?

Is it about behavior – what you do?

Do you feel your skills and competence are being challenged?

Do you think your beliefs and values are being challenged?

Do you feel yourself assailed on the identity level?

Is the other person saying one thing, but conveying something else in their body language?

Now leave you POV and prepare to look the situation from other persons POV i.e. second position.

As the other person, what do you think and feel?

How do you see yourself in the relationship? How do you react?

Which neurological level are you concerned with?

Does the other person (you in first position) in this relationship seem to be congruent?

When you have explored this, shake off that second position and come back to yourself in the present moment.

Take another step to the third position.

Consider both the relationship dispassionately.

What sort of relationship is this?

What do you think of yourself (first position in the relationship)?

How do you feel towards yourself in this relationship?

Gather information from third position; shake off that third position and come to yourself in present moment.

Now take a further outside position (fourth position). From this point of view, think about how the third position relates to your first position.

For example, in third position were you angry with yourself?

Wishing your first position would assert themselves more?

Feeling that your first position should be less assertive?

Be clear about how your third position relates to yourself in the first position?

Once you are clear, come back to yourself in your present moment.

Now switched around your first position and third position reactions. For example, in first position you may feel insulted by the other person. In third position you may feel angry with the 'you' who is insulted. Switch the reaction and take anger to first position. In first position, be angry with the other person.

What is like that?

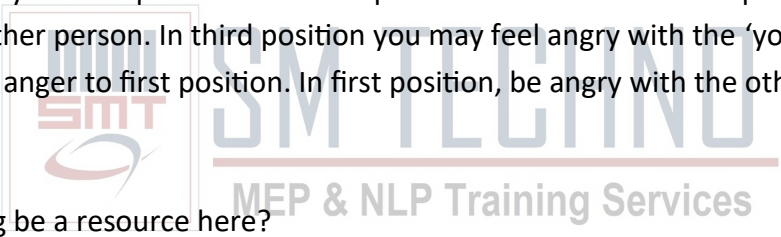
What has changed?

How could this feeling be a resource here?

Now visit the second position.

How is the relationship different when the 'first position you, has this new resource?

Finish in the here and now in first position.





# Disney Walt Creative Strategy

It is for creative thinking.

Think of the situation you want to explore.

Anchor spatially three states: the dreamer, the realist and the critic. Mark out three spaces on the floor.

Dreamer position;

This where you created possibilities, visions, big pictures. Be creative without restraint. The dreamer position mostly uses the visual representation system.

Ask yourself, 'What do I want?'

Realist position;

This where you organize your plans, evaluate what is realistically possible, think constructively and devise an action plan.

Realist position mostly uses the kinesthetic representation system.

Ask yourself, 'What will I do to make these plans a reality?'

Critic/spoiler position;

This is the position where you test your plan. You are looking for problems, difficulties, and unintended consequences. Think of what could go wrong and what is missing?

the critic position mostly uses the auditory representation system (internal dialogue).

Ask yourself, 'What could go wrong?'

If you don't have personal experiences of these states, then either

i) Use the 'as if' frame. What would it be like to be like this? Or

Once you have decided on the three positions, go through the following steps:

Think of a time when you were very creative without restraint and then step into the dreamer spot. Relive that time. This will spatially anchor the resources of the dreamer state to that spot. Step out.

Break the state.

Think of a time when you constructively put an action plan into operation. Step into the realist spot and relive that time. Spatially anchor those resources there and step out.

Break the state.

Think of the time when you were able to constructively criticize a plan, with the intention of making it more effective. Step into the critic spot and relive that time. Spatially anchor those resources there. Step out.

Break state.

Take the outcome you want to explore and step into the dreamer space. Get into the dream-

er state that you have anchored to the spot. Be creative about that outcome. Visualize as many possibilities as possible. Do not edit or evaluate; brainstorm and look for all possibilities.

Next, step into the realist position and think of your dreams. Organize the ideas into a realistic sequence. How would you put these plans into practice? How would you accomplish these things? What is it realistic to achieve?

Then step into the critic position and evaluate the plan. Explore what is missing and what is needed. What might go wrong? What is in it for you and for others? Is it ecological? The critic is not a hostile position. The positive intention of the critic position is to make the plan better. The critic must criticize the plan.

Finally, go back to the dreamer position and think of more possibilities in the light of the information that you have gained from the realist and critic positions. Go through the three positions in any order that feels right until you are satisfied.

This exercise is an excellent team exercise. Many teams do not work well because they may lack the one or two thinking pattern. Teams with a lot of dreamers make wonderful plans but never act. Teams with many realists jump in too soon and try to implement the plan before it is complete. Teams with lots of critics often not get anywhere because no plan is perfect to work upon



## Neurological Levels

It's an Important Model helpful in thinking about learning and change. It helps to create alignment between -

- 1. Environment:** where and when
- 2. Behavior:** what
- 3. Capabilities:** how
- 4. Beliefs and Values:** why
- 5. Identity:** who
- 6. Purpose:** Beyond self

Neurological levels are not hierarchy. They connect to each other and influence each other.

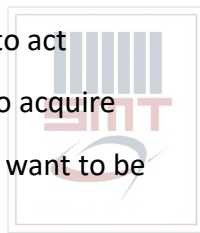
It is useful for setting outcomes. You can specify (see specifics in outcome structure) your outcomes by –

The type of environment you want

How you want to act

Skill you want to acquire

The person you want to be



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**Note that,**

- Outcome thinking is an approach to all your decisions.
- Outcome thinking becomes an important principle of your life, it aligns with your beliefs/values.
- Outcome thinking reaches the identity level when you become the type of person who moves towards what you want in your life instead of leaving it to chance or other people to decide.

### **Utilizing Neurological Levels to explore solutions of a problem:**

Once you know what level you are stuck on; you know what type of resources you need.

**Environment:** Do I need more information about the situation?

**Behavior:** Do you have enough information, but don't know exactly what to do?

**Capability:** Do you know what to do, but doubt your capability to do it?

**Beliefs and values:** Do you know that you have ability, but not want to do it or not think it is important?

**Identity:** Do you feel that it is worthwhile thing to do, but somehow it is just 'not you'?

Confusing Neurological levels causes several problems specially confusion between behavior and identity. Children are often told: 'You are stupid' (identity statement) when they have done something wrong (behavior). Consequently many people think that they are what they do and judge themselves accordingly.

### **Neurological Alignment Exercise:**

A powerful exercise to build resources and congruence.

#### **Steps:**

Think of a difficult situation where you like to have more choices. You can use this exercise for a situation where you want to make sure you engage all your resources.

1. Begin with environment where you typically experience the problem,  
Describe your surroundings.  
Where are you?  
Who is around you?  
What do you notice particularly about this environment?
2. Take a step back. (Behavior level)  
What are you doing?  
What is the quality of your response?  
How does your behavior fit into the environment?
3. Take another step back (Capability level)  
Think about your skills. In this situation you are expressing a fraction of them.  
What skills do you have in your life?  
What is the quality of your thinking?  
What communication and relationship skills do you have?  
What quality do you have that serve you well?  
What do you do well in any context?

4. Step Back (Beliefs and Values level)
  - What is important to you?
  - What do you find worthwhile about what you do?
  - What empowering beliefs do you have about yourself?
  - What empowering beliefs do you have about others?
  - What principles do you strive to act upon?
  
5. Take a step back (Identity level)
  - What is your mission in your life?
  - What sort of person are you?
  - Get a sense of yourself and what you want to accomplish in the world?
  - Express this with a metaphor- what symbol/idea/word/phrase comes to your mind to t that seems to express your identity as a person?

6. Take a step back. (Purpose level)
  - Think about how you are connected to all other living beings and whatever you believe is beyond your life. At the very least this is about how you, as a unique person, connect with others. What metaphor would best express these feelings? Take the time you need to get a sense of what this means to you.

7. Take this connectedness with you as you step forward into your identity level. Make sure you take the physiology of connectedness to the identity level. Notice the difference that makes.

What is your mission in your life now?  
 What sort of person are you now?  
 Get a sense of yourself and what you want to accomplish in the world now?  
 Express this with a metaphor- what symbol/idea/word/phrase comes to your mind to that seems to express your identity as a person?

8. Now take this enhanced sense of who you are and who you can be, with the metaphor that expresses it, and step forward to the level of your beliefs and values. Keep the physiology of the identity level as you do it.

What is important now?  
 What do you believe now?  
 What do you want to be important?  
 What do you want to believe?  
 What beliefs and values express your identity?

9. Take this new sense of your beliefs and values and step forward to the skill level, keeping the previous physiology from belief and values level.

How your skills transformed & intensified with this greater depth?

How can you use your skills in the best possible way?

10. Keep the physiology of the capability level and step forward to the behavior level.

What is the quality of your behavior now?

How are you transforming your response/behavior?

How can you act to express the alignment you feel?

11. Finally step forward into the real present environment right now?

How is it different when you bring these levels of yourself to it?

Notice how you feel about where you are with this greater depth and clarity from your values, purpose and sense of connectedness.



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# WHAT PARTICIPANTS ARE SAYING

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I was exploring about NLP over the internet and Ved's interesting and highly useful content forced me to connect with him. I was deeply impressed with not only his thorough knowledge and expertise but also by his genuine dedication towards transforming the lives of the people who come in contact with him.

Dr. Deepak Mittal - MD Sonalika

Overcoming my dilemma and joining Ved's workshop has been a blessing for me. The workshop has helped me in making improvements in my work and business. It has also helped in my personal growth. I remain indebted to Ved for sharing the empowering information with us. Thank you, Ved!

Shaifali - Enterprenuer, Speaker on Sales and Leadership

I was both surprised and excited when I discovered how very powerful and result oriented NLP Sub-conscious Mastery is. Talk of Personal Development, Clarity, Leadership, Team Building and Motivation, the building blocks for success in Network Marketing and the fantastic results are there for all to see. It is helping me big time in creating a strong and profitable business.

Manoj Agarwal - Founder Emerald, Amway Business

Ved has truly transformed my life. I have learnt so many things in his workshop. Ved is one of the best NLP Trainers in the country today and a wonderful person as well.

Rishi Sharma- TV Serial Director | Star Plus/Zee TV

Joining Subconscious Mastery workshop of Ved gave me an amazing insight into my life. Implementing the techniques is giving me fantastic results in my personal life. I have a great tool in hand for achieving any desired outcome in my life.

Dherander Singh - Zee Media

Though our brain is located at the top of our body, we care the least about it. In Ved's workshop, I have learnt the Science of Mind. My life has totally changed. I am finding improvement in my financial, physical and personal life. I feel empowered to do anything that I wish to do now.

Surender Soni - Industrialist, Oxygen Cylinders

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## PROGRAM YOUR MIND | NLP Technologies Private Limited

Head Office: Chamber No 767, Saket Court Complex, South Delhi-110017

Branch Office: CS 67, 3rd Floor, Ansal Plaza, Vaishali, Ghaziabad, U.P. -201010

+91 9654797152 | [www.programyourmind.org](http://www.programyourmind.org) | [info@programyourmind.org](mailto:info@programyourmind.org)

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