Table of Contents

How to use this manual

This manual is in a way like watching a river from a flight. You can see the whole river and choose your starting and ending point. No matter, where you start, it will eventually help you explore all of NLP.

This manual is not meant to be the theory of NLP. This is meant to be the experience of NLP. Hence, the design is to go through the exercises as you go through the training program.

Each module has practical applications that you can use in both your professional as well as your personal life. At the end of the program, this will become your empowering anchor of life. Every time you need to be resourceful, all you need is to come back to the manual and look at the things you have written down.

There is a section at the end of the manual for you to capture any form of learning you like.

Eventually, be curious and creative. Any time you have a challenge, flip a page on this book and ask yourself, 'how might this apply to me now?'. Like the Chinese divination book, *the I Ching.*

And of course, as you are resourceful, you can transform the lives of others around you using the same principles and methodology!

YOUR NLP LEARNING PLAN

THOUGHTLABS

1. If everything was in your favour and you had all the resources within you, what would be goal? How would you be and live your life?

2. What stops you now?

3. How do you want this learning experience to help you overcome those challenges?

4. How will you know when you have achieved it?

5. What will you see, hear, feel?

6. What actions will you take to get it?

7. What can other people do to help you?

8. What difference will having this make in your life?

9. How will you put it in practice?

10. What difference will other people notice in you?

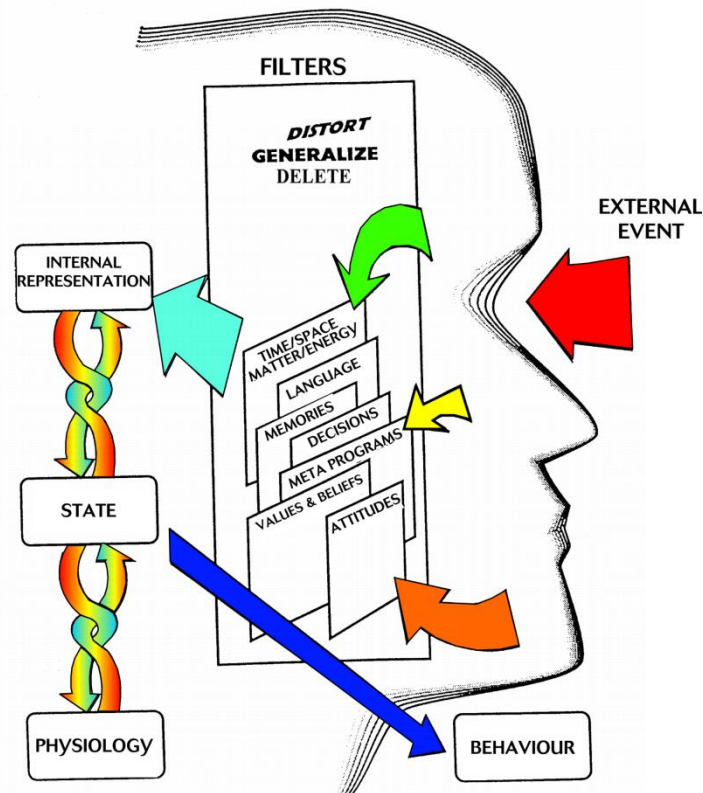11. How will you continue developing these skills?

NLP COMMUNICATION MODEL

"Each person is unique – The map is not the territory"

The NLP Communication Model forms the foundation of all NLP techniques. It explains how we process information from the outside world and how that in turn affects our behaviour.

We experience an external event through five senses:

- Visual - what we see
- Auditory – the words and sounds we hear
- Kinesthetic - internal and external feelings
- Olfactory - the sense of smell
- Gustatory - the sense of taste

This information got from the external event passes through several filters like values and beliefs, language, memories, etc. which delete, distort or generalize the information.

Delete: We pay selective attention to the happenings around us. We omit certain parts of our experience and pay attention to what is important to us at that point in time and allow the rest to be ignored.

Distort: Distortion occurs when we misrepresent reality and use our imagination to portray things in a way that is much different from the truth.

THOUGHTLABS

Generalisation: We draw conclusions based on one or a few experiences of ours and apply that conclusion to every forthcoming experience.

We store the filtered information in one of three primary forms which are: visual, auditory and kinaesthetic, or a combination of all three. However, each of us has a preference for the way in which we store and retrieve that information. This forms our internal representation of the event.

Based on how we internally represent a particular event, we form our state of mind. This state of mind then reflects in our physiology and actions.

All of this forms the basis of our behaviour towards external stimuli. This behaviour could be communicated through our words, voice, breathing, posture, facial expressions, eye-contact and gestures.

Thus, the NLP communication model shows that each of us creates our own definition of reality through the way we filter information. The map is not the territory. We must recognise that our subjective experiences might not hold true for the world. Realising how we create and store our experiences, we can work on making changes to certain patterns and thus change the way we perceive the world.

Filter	Area	What's currently?	What would you like to change?
Generalisation	Life		
	Work		

	Health		
	Finance		
	Relationship		
	Anything else		
Deletion	Life		
	Work		

	Health		
	Finance		
	Relationship		
	Anything else		
Distortion	Life		
	Work		

	Health		
	Finance		
	Relationship		
	Anything else		

PRESUPPOSTIONS OF NLP

"What we recognize in others mirrors the structures we hold within ourselves"

THOUGHTLABS

The fundamental beliefs on which NLP was built

Belief of excellence	Where do you already believe it?	Where would you like to use it more often?
Each person is unique – The map is not the territory		
Everyone makes the best choice available to them at the time they make it		
There is no failure, only feedback – There is only learning		
The meaning of the communication is in the effect – the response you get		
Behind every behaviour is an unconscious positive intention		
There is a solution to every problem		
We have within us all the resources we ever need		

The person with the most flexibility in thinking and behaviour has the greatest influence		
Mind and body are part of the same system		
Knowledge, thought, memory and imagination are the result of sequences and a combination and ways of filtering and sorting information		
What we recognize in others mirrors the structures we hold within ourselves		
If someone can do it – anyone can do it		

CLEAN QUESTIONS

"What we recognize in others mirrors the structures we hold within ourselves"

Clean questions help in diving deeper into a particular outcome or emotion of a person without influencing it with anybody else's map of the world. It implies clean phrasing of the question and gives more clarity and structure by guiding the person to think in a particular direction. Thus, it helps a person convey their own meaning without being influenced or distracted by other's interpretations.

Following are some of the clean questions that could be used to get more insights. In these questions, X and Y represent certain key words used by the person that are either the important aspects of the conversation or require more clarity on.

Developing Questions

- "(And) what kind of X (is that X)?"

- "(And) is there anything else about X?"

- "(And) where is X? or (And) whereabouts is X?"

- "(And) that's X like what?"

- "(And) is there a relationship between X and Y?"

- "(And) when X, what happens to Y?"

Sequence and Source Questions

- "(And) then what happens? or (And) what happens next?"

- "(And) what happens just before X?"

- "(And) where could X come from?"

Intention Questions

- "(And) what would X like to have happen?"

- "(And) what needs to happen for X?"

- "(And) can X (happen)?"

Book Recommended: Clean Language by David Groove

WELL-FORMED OUTCOME

"There is no failure, only feedback – There is only learning"

Well-formed outcomes enable you to think about what you want in such a way that it will be easier and more fun to achieve - or it will help you realise that it's not something you really wanted, before you waste time in trying to achieve it.

The key aspect of an outcome is that it's motivating and sets a direction.

Outcomes - What's important

Sometimes just asking the question "and what do you want?" starts to move the interaction in a useful direction.

Although there are many different versions of well-formed outcomes there are five key criteria:

<u>Stated in the positive</u>

It's something you want, for example, to be successful, as opposed to something you want to avoid, for example, to feel less insecure.

<u>Under your control</u>

The outcome is under your control, while there may be some debate on what actually is under our control I'd consider 'getting a new job' outside my control, but 'getting the skills and taking action to get a new job' under my control.

Identify and focus on what is directly under your control!

<u>Sensory tested</u>

Our senses connect us to the outside world. If we want to achieve something in the 'real' world. It's important that we can see, hear, feel and preferably taste and smell the result. And the brighter, the more colourful we make the pictures (and sounds and feelings) the more we will be drawn to take action to achieve what we want.

<u>Ecological</u>

Good to us and those closest to us in the short, medium and longer term
We've explored anything conscious or unconscious that may be holding us back.

<u>Future pace</u>

We include this final step, 'can you imagine yourself enjoyably taking the smallest first step that will move you towards your goal?'

To me what's important about an outcomes exercise is that it motivates us to take

enjoyable and real action, NOT that we must achieve our goal - because our goal may change on route.

Outcomes - The technique

Help your client to come with a goal. It might be something short term or something long term and inspirational. You may want to write the goal down, if you do so make sure you write it down precisely as they say it - don't be tempted to paraphrase or restate it. Always use other people's words, especially when their dreams are involved!

It's important that you and your client are in appropriate states before completing an outcomes exercise.

Ask your partner the following questions and notice how they respond. Notice also any changes in processing or physiology that take place. You don't need to think too much about the content of the answers that they come up with, pay more attention to the process and how they react.

Positive:

Tell me something you want to achieve?
Is that something you want, as opposed to want to avoid?

Specific:

When, where, with whom do you want it?
Evidence sensory based:
How do you know when you've got it?
What will you see, hear, feel, taste and smell?
What will do you see yourself doing differently as a result of achieving this?

Preserve the position intention:

(Don't throw the baby out with the bath water)

What will happen if you get this result?
What won't happen if you get it?
What will happen if you don't get this result?
What won't happen if you don't get it?

Initiated and maintained by the individual:

What is the first step that you will take?
What resources do you have?

Ecology check:

Offer your hand, palm up, to your partner and offer them their goal, right now, in the palm of your hand.

If you were offered this right now, would you take it?

Future Pace

Can you imagine yourself enjoyably taking the smallest first step that will move you towards your goal?'

Your powerful outcomes

Outcome 1:

What's your outcome?

How will you know when you have it?

What's your immediate next step?

For what purpose?

Outcome 2:

What's your outcome?

How will you know when you have it?

What's your immediate next step?

For what purpose?

Outcome 3:

What's your outcome?

How will you know when you have it?

What's your immediate next step?

For what purpose?

Outcome 4:

What's your outcome?

How will you know when you have it?

What's your immediate next step?

For what purpose?

METAPROGRAMS

"If someone can do it – anyone can do it"

1. DIRECTION FILTER

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

What's important to you about _____?

A) Toward
B) Toward with a little Away
C) Both Toward and Away equally
D) Away with a little Toward
E) Away

2. REASON FILTER

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

A) Possibility
B) Necessity
C) Both

3. FRAME OF REFERENCE FILTER

How do you know when you're doing a good job?

A) Internal
B) External
C) Balanced
D) Internal with External Check
E) External with Internal Check

4. CONVINCER REPRESENTATIONAL FILTER

How do you know when someone else is good at what they do?

A) See
B) Hear
C) Read
D) Do

![THOUGHTLABS]

5.   CONVINCER DEMONSTRATION FILTER

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

A)   Automatic
B)   Number of Times
C)   Period of Time
D)   Consistent

6.   MANAGEMENT DIRECTION FILTER

i.   *Do you know what you need to do to be a success on a job?*
ii.   *Do you know what someone else needs to do?*
iii.   *Do you find it easy or not so easy to tell him?*

A)   Self and Others
B)   Self Only
C)   Others Only
D)   Self but Not Others

7.   ACTION FILTER

When you come into a situation do you usually act quickly after sizing it up, or do you do a complete study of all the consequences and then act?

A)   Active
B)   Reflective
C)   Both
D)   Inactive

8.   AFFILIATION FILTER

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

A)   Independent Player
B)   Team Player
C)   Management Player

9.   THE WORK PREFERENCE FILTER

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

A)   Things
B)   Systems
C)   People

10.   PRIMARY INTEREST FILTER

What's your favorite restaurant? Tell me about it.

A)   People
B)   Place
C)   Things
D)   Activity
E)   Information

11.   CHUNK SIZE FILTER

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

A)   Specific
B)   Global
C)   Specific to Global
D)   Global to Specific

12.   RELATIONSHIP FILTER

What is the relationship between these three coins?

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

A)   Sameness
B)   Sameness with Exception
C)   Sameness and Differences Equally
D)   Differences with Exception
E)   Differences

13. EMOTIONAL STRESS RESPONSE

Tell me about a situation (context-related) that gave you trouble, a one-time event.

A)   Thinking
B)   Feeling
C)   Choice

14. TIME STORAGE FILTER

What direction is the past and what direction is the future for you?

A)   Through Time
B)   In Time

15. MODAL OPERATOR SEQUENCE

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

16. ATTENTION DIRECTION

(No question, just observe — you are looking for the compulsive Others *person.)*

A)   Self
B)   Others

COMMUNICATION STYLES

(Developed with Donna Morabito, adapted from Kappas)

17. INFORMATION PROCESSING STYLE

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

Talk about it with someone else, or Think about it by yourself only?

A) External
B) Internal

18. LISTENING STYLE

If someone you knew quite well said to you, "I'm thirsty," would you: Find the comment interesting, but probably do nothing about it, or Would you feel really compelled to do something about it?

A) Literal
B) Inferential

19. SPEAKING STYLE

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

Come to the point and tell them directly, or would you Hint, imply and give them clues.

A) Literal
B) Inferential

NOTES:

• A Literal Listener may not know when an Inferential Speaker complements them.

An Inferential Listener may think that any question is a request for action.

Area of your life	Where are you at now?	Would you like to change, if any?
Life	Towards/Away	
	Internal/External	
	Self/Others	
	Match/Mismatch	
	Big chunk/Small chunk	
	Choice/procedure	
	Past/present/future	
	Possibility/Necessity	
Work	Towards/Away	
	Internal/External	
	Self/Others	
	Match/Mismatch	
	Big chunk/Small chunk	
	Choice/procedure	
	Past/present/future	
	Possibility/Necessity	
	Towards/Away	

Relationships	Internal/External	
	Self/Others	
	Match/Mismatch	
	Big chunk/Small chunk	
	Choice/procedure	
	Past/present/future	
	Possibility/Necessity	
Health	Towards/Away	
	Internal/External	
	Self/Others	
	Match/Mismatch	
	Big chunk/Small chunk	
	Choice/procedure	
	Past/present/future	
	Possibility/Necessity	
Finance	Towards/Away	
	Internal/External	
	Self/Others	

	Match/Mismatch	
	Big chunk/Small chunk	
	Choice/procedure	
	Past/present/future	
	Possibility/Necessity	

Meta Programs Exercise 1

Please read the stories below and identify all the Meta Programs you could notice.

Story 1

As a man was passing the elephants, he suddenly stopped, confused by the fact that these huge creatures were being held by only a small rope tied to their front leg. No chains, no cages. It was obvious that the elephants could, at anytime can break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. "Well," trainer said, "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free."

The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn't, they were stuck right where they were.

Like the elephants, how many of us go through life hanging onto a belief that we cannot do something, simply because we failed at it once before?

What are the Meta Programs you noticed?

How did you notice them?

Story 2

A doctor, a lawyer, a little boy and a priest were out for a Sunday afternoon flight on a small private plane. Suddenly, the plane developed engine trouble. In spite of the best efforts of the pilot, the plane started to go down. Finally, the pilot grabbed a parachute and yelled to the passengers that they better jump, and he himself bailed out.

Unfortunately, there were only three parachutes remaining.

The doctor grabbed one and said "I'm a doctor, I save lives, so I must live," and jumped out.

The lawyer then said, "I'm a lawyer and lawyers are the smartest people in the world. I deserve to live." He also grabbed a parachute and jumped.

The priest looked at the little boy and said, "My son, I've lived a long and full life. You are young and have your whole life ahead of you. Take the last parachute and live in peace."

The little boy handed the parachute back to the priest and said, "Not to worry Father. The smartest man in the world just took off with my back pack."

What are the Meta Programs you noticed?

How did you notice them?

Story 3

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed. Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire.

Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot and ground coffee beans in the third pot. He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing. After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl. He then ladled the coffee out and placed it in a cup.

Turning to her, he asked. "Daughter, what do you see?" "Potatoes, eggs and coffee," she hastily replied.

"Look closer", he said, "and touch the potatoes." She did and noted that they were soft.

He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg.

Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

"Father, what does this mean?" she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity-the boiling water. However, each one reacted differently. The potato went in strong, hard and unrelenting, but in boiling water, it became soft and weak. The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard. However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

"Which one are you?" he asked his daughter. "When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?"

What are the Meta Programs you noticed?

How did you notice them?

Story 4

A little boy went into a drug store, reached for a soda carton and pulled it over to the telephone. He climbed onto the carton so that he could reach the buttons on the phone and proceeded to punch in seven digits (phone numbers). The store-owner observed and listened to the conversation.

Boy: 'Lady, Can you give me the job of cutting your lawn?

Woman: (at the other end of the phone line): 'I already have someone to cut my lawn.'

Boy: 'Lady, I will cut your lawn for half the price of the person who cuts your lawn now.'

Woman: I'm very satisfied with the person who is presently cutting my lawn.

Boy: (with more perseverance) : 'Lady, I'll even sweep your curb and your sidewalk, so on Sunday you will have the prettiest lawn in all of Palm beach , Florida.'

Woman: No, thank you.

With a smile on his face, the little boy replaced the receiver. The store-owner, who was listening to all this, walked over to the boy.

Store Owner: 'Son… I like your attitude; I like that positive spirit and would like to offer you a job.'

Boy: 'No thanks.'

Store Owner: But you were really pleading for one.

Boy: No Sir, I was just checking my performance at the Job I already have. I am the one who is working for that lady I was talking to!'

What are the Meta Programs you noticed?

How did you notice them?

SUBMODALITIES

"Mind and body are part of the same system"

Submodalities Checklist

Visual	1	2	3	4
Colour or Black & White				
Near or Far?				
Bright or Dim?				
Location?				
Is the Picture Small or Big?				
Associated or Dissociated?				
Focused or Defocused				
Moving or Still				
Framed or Panoramic?				

Auditory	1	2	3	4
Loud or Soft?				
Fast or Slow?				
Location?				
Direction?				
Internal or external?				
High or Low?				
Tonality				

Kinesthetic	1	2	3	4
Location?				
Size?				
Shape?				
Intensity?				
Movement?				
Weight?				
Texture?				
Temperature?				

META MODEL

"There is a solution to every problem"

Overview of Precision Questions (The Meta Model)

Deletion

We can't pay attention to everything all of the time, so we filter information to reduce our conscious-mind experience to a manageable level. As our focus changes we 'tune in and out' of different aspects of our experience. This is how we 'filter' our experience.

In order to gather / recover 'lost' information, example questions include:

- Where...
- When...
- What...
- How...
- Who...
  ...specifically / exactly / precisely?

Generalisation

Generalising allows us to make short cuts in processing our experience. For example we recognise an 'odd looking' chair as a chair because we have a generalised template for chairs. Each time we approach a new door we don't have to work out what it is, we just open it!

Sometimes our generalisation fall short, for example, we see someone who looks like someone we don't much like and we find ourselves interacting with them as if they were that person, rather than someone else completely. Or, we make statements that seem true, but simply aren't. For example, '*everyone* knows right from wrong'. 'You *always* say that'.

To expand the limits of our current perception or model of the world, some example questions include:

- All?
- Never?
- Always?
- What would happen if ...you did/didn't? ...could/ couldn't?
- What stops you?

Distortion

Is the process of *making meaning* and *interpreting* based on past experience or imagination.

We see someone smiling and assume this means they are happy. Someone doesn't respond to a call and we wonder if we are not important or have somehow upset them, when really they are just busy.

To challenge making meaning in this way, some example questions include:

- Who says? / according to whom?
- How do you know…?
- How does X mean Y…?

When asking precision questions like this, it is important to respect the other person's model of the world. Including phrases such as 'I'm wondering....' or 'I'm curious....' before the question can help to soften it is impact.

Precision Questions (Meta Model)

In our language, we generalise, delete and distort all the time. A way of exploring these processes is with the 'Meta Model'. It can help us to understand the deep structure of experience.

Deletion

Deletion is filtering out parts of an experience through selective attention.

Language Pattern	Example Statement	Example Questions	Marker
Unspecified nouns	Let's make it simple	What is "it"?	It = this document
Unspecified verbs	I'm learning lots	Learning in what way?	Learning
Nominalisations	I believe in collaboration	What kind of collaboration?	Collaboration
Comparative deletions	I want to be better in NLP	Better in what way?	Better
Lack of referential index	They say that I am learning fast	Who are they?	They

Generalisation

Create a general statement by inferring from a specific experience.

Language Pattern	Example Statement	Example Questions	Marker(s)
Universal Quantifier	I always have difficulty learning	Always?	Always/ never All/ every
Modal Operator of Necessity	I need to learn this	What would happen if you didn't?	Need/ Should Must/ Have to
Modal Operator of Possibility/ Impossibility	I will learn I'm going to learn I can't learn I won't learn	When will you learn? Learn what? What would happen if you could/ did?	Can/Can't Will/Won't Could/Couldn't Would/Wouldn't Want/Won't

Distortion

Distorting is the process of *making meaning* and *interpreting* based on past experience.

Language Pattern	Example Statement	Example Questions	Marker(s)
Cause & Effect	If you are reading this then you are learning You make me angry	How does reading this make you learn? How specifically do I make you angry?	If…then… Because.. Makes me/Made me When…
Mind Reads	I can see you are confident/ sad/ angry	How do you know that I am….?	I can see/ I know you are… they are…
Lost Performative (value judgment)	Women are bad drivers	According to whom?	Often with a concept of "good" or "bad" and "right" or "wrong"
Complex Equivalence	She is smiling, it means she is happy. She didn't reply which means I'm not important	How do you know that? How does her not replying mean that you're not important?	Means

References: Richard Bandler & John Grinder (1975) "The structure of Magic" Volume 1

MILTON MODEL

"The person with the most flexibility in thinking and behaviour has the greatest influence"

Hypnotic Language (Milton Model)

Deletion	Example Statements
Simple deletion, unspecified verb (Vague actions & subjects)	'You are *listening*….' 'And you are *learning* so much now
Comparative Deletion (Comparisons)	'You are feeling *more* confident… *more* relaxed…. And *happier* about life'
Nominalisation (verbs that been turned into nouns) (Abstractions… turning active processes into 'things')	'You are gaining new *understanding*…' '*Relationships* are important'
Lack of referential index (opinion as fact)	'*People* can learn' '*They* are good at this' '*They* are quick learners'

Generalisation	Example Statements
Universal Quantifier (universal statements)	'*All* things you have ever learned…' '*Every* time you hear my voice….'
Modal Operator of Necessity (drivers)	'*Having* to listen carefully is important...' 'Taking this to where it *has* to go…'
Modal Operator of Possibility (limiters & stoppers)	'You *will* discover the secrets to life..' 'You *can* know anything you want…'

Distortion	Example Statements
Complex Equivalence (Interpretation)	'Confusion *means* that you are learning new things 'Sitting quietly *means* you can relax…'

Cause & Effect (cause-effect)	'Using these patterns *makes* communicating easier ' 'Each breath will make you relax even more…'
Mind Reading (mindreading)	'*I know* that you are exciting to learn even more now...' '*You know* what to do…'
Lost Performative (value judgements)	'*It's important* to do that now...' 'And *it's good* to notice…'

Other Forms   **Example Statements**

Tag questions	'Didn't you?' Isn't it? 'Won't you?' 'Can't you?' 'Haven't you?'
Presuppositions	'As you *begin using these patterns*...' 'How can you *make practicing these patterns fun*?'
Embedded Commands	'Don't **think about a pink elephant*** 'I'm wondering if you **feel curious about this…'** 'I am just wondering how are going to **use this now***'
Conversational Postulates (Statements / directions posing as a questions)	'Can you picture your outcome?' 'I'm wondering if you realise that you already know how to use these patterns?'
Ambiguities	'NLP at Work...' 'Fascinating people can be fun…' 'Speaking to you as a student...'
Sectional Restriction Violation (often metaphors)	'The sun smiled on us...'

You might notice that the example statements in the Meta Model are effectively Milton Model patterns, which means we are unconsciously using hypnotic language all the time!

What precision questions could you use on the previous statement?!

Let's practice influencing …

Outcome	Influencing pattern

The Story

Write your story that influences and creates a positive outcome for others.

LOGICAL LEVELS OF CHANGE

"Mind and body are part of the same system"

The Logical Levels or Neuro-Logical Levels of change, developed by Robert Dilts, is a great way to organise our thinking, information gathering and communication. These are different levels used by a person to relate to themselves.

It's a great tool to have a structured way of identifying the origin of a problem/challenge. There are various ways to work with logical levels. In this exercise, we will work with developing reframing questions by going a level up on a problem.

This is both a combination of cause & effect and reframing with logical levels.

Ex.

"I can't work here" (Environment) --> "You can't do this work?" (Behaviour Question)

LOGICAL LEVELS OF NLP

Vision - What am I part of?

Identity - Who am I?

Values & Belief - What is important?

Capabilities - How/What will I learn?

Behavior - What will I do differently?

Environment - When and where am I?

http://ithoughtlabs.com/

THOUGHT LABS

Redesign your life with Logical Levels

Pick an area/life that you wish to work with

Within that area....

Environment

What's working	What's needs to be changed

Behaviour

What do you not do, that's working?	What do you do, that's working?
What do you not do, that's not working?	What do you do, that's not working?

Skills/Capabilities

Skills/Capabilities you already have?	Skills/Capabilities you need to develop?

Beliefs

Limiting Beliefs	Empowering beliefs

Values

What's important about it?

Identity

Who are you in that area/life? What are the different roles you play?

Purpose

Why? For what? For whom? For what purpose?

Value Elicitation: What drives your life?

Towards Values

What's important to you in life? (Mean/end outcome	End outcome

Away-from Values

What do you move away from?	End outcome

Hierarchy of Values

For towards: What would you rather experience Value X or Value Y

For Away From: What would you rather not experience Value X or Value Y

Towards	Away-from

Do you notice any conflict in values?

Rules of our life

Towards

Value 1: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 2: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 3: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 4: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 5: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 6: What needs to happen when you experience _____?
Rue 1:
Rule 2:
Rule 3:

Away-from Rules

Value 1: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 2: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 3: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 4: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 5: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:
Value 6: What needs to happen for you to not experience _____?
Rue 1:
Rule 2:
Rule 3:

PRESUPPOSTIONS IN LANGUAGE

"Everyone makes the best choice available to them at the time they make it"

Definition: Presuppositions are **Linguistic Assumptions** and are useful for:

- **Recognizing** what is assumed by the client's speech and assisting in

- **Creating new** I/R's for the client.

1. **Existence -** (Tip-off: Nouns)

2. **Possibility/Necessity -** (Tip-off: Modal Operators)

3. **Cause - Effect -** (Tip - off: "Makes", "If … Then")

4. **Complex Equivalence -** (Tip-off: "Is," "Means")

5. **Awareness -** (Tip-off: Verbs with V, A, K, O, G)

6. **Time -** (Tip-off: Verb Tense, "Stop" , "Now" , "Yet")

7. **Adverb/Adjective -** (Tip-off: An adverb OR adjective)

8. **Exclusive/Inclusive OR -** (Tip-off: "Or")

9. **Ordinal -** (Tip-off: A list)

EXERCISE # 1

(We know that the examples are gender specific, male. They are written that way to avoid confusion.)

In the following sentence, please distinguish between the presuppositions and the mind readings, Put a 'P' or an 'MR' next to each one:

1. **"I'm not convinced whether or not I can use NLP language Patterns easily at home."**
_____ A. He has a home
_____ B. He wants to communicate better
_____ C. He is convinced of something
_____ D.He knows when he is convinced

2. **"I don't see why everyone gets better results than I do!"**
_____A. He feels that he's not good enough
_____B. He wants to make a good impression
_____C. He knows when he is getting results
_____D. A ll his friends are overachieving perfectionists!

3. **"If I don't make enough effort, I won't get anywhere."**
_____A. He feels motivated
_____B. He doesn't know how to get it together
_____C. He wants to make more effort
_____D. His travel is connected to his effort

4. **" I have to stop making limiting decisions."**
_____A. He can't stop making Decisions
_____B. He feels trapped
_____C. He made a decision
_____D. He knows when he's being limited

5. **"Wow. I feel so much better now, Since I have decided to do what i want to do."**
_____A. Some behaviour he engaged in was related to some internal state
_____B. He has feelings
_____C. He has much more control of his life now
_____D. He fixed himself so he should be certified

EXERCISE #2

In the following sentences, please identify the major presupposition as well as what else is presupposed:

1. "If the cat meows, again, I'll have to put him outside."

2. "It was her friendly smile that made me walk up and say 'Hey'."

3. "If only he had come home on time, the party wouldn't have gotten out of control."

4. "People have always given me more to do than i can handle."

5. "P.R. people are always easy going."

6. "Stop watching so closely, and listen to me."

7. "Not only you can learn this"

8. "Either she goes crazy or I do."

9. "First the winds came then the rain."

10. "Opera makes me want to cry."

11. "Why can't I have what I want"

12. "It's hard to focus on new learnings, because my brain doesn't work that way."

13. "These concepts are brand new therefore they are difficult."

14. "I can either take care of business or learn this."

15. "I cannot do what I want when I want, since my family demands too much from me."

16. "There is only one way to do it and that is my way."

17. "You should have realized, by now, that i am always right."

18. "The first things i had to discover was that i did not really know how to communicate."

19. "For some time now, it has been much easier for me to not think for myself."

Construct a solution for each presupposition:

1.   **Existence**: Are you sure?

       Evidence challenge with **not + time**

       Example: I have anxiety.

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

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

       Example: I didn't realize that upset you.

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

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

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

       Example: I can't stop drinking.

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

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

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

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

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

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

> *Example*: My wife doesn't understand me.
>
> *Response*: What is it that you don't totally understand in yourself that causes you to think that she doesn't understand you?

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

> *Example*: I regret my decision.
>
> *Response*: When did you decide that? Before regretting it what were you deciding?

7. **Adjective, Adverb**: Comparative Deletions
   (Same behavior—different context.)

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

> *Example*: I can't decide if I should take the trainer's training or go home.
>
> *Response*: So, if you don't do what you want, how will you learn what you need to learn?
>
> *Example*: Should I stay in this relationship or not?
>
> *Response*: How will you ever be able to relate to anyone if you aren't free to do what you want?

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

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

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

STATES

"People have all the resources within them"

THOUGHTLABS

States are the basis of everything. Everything you do, achieve in life is depending on what states you put yourself in.

And you can manage your states by changing submodalities and so in a way, you are the ones creating your states!

Define your states

Have – Goals	Do – Actions	Be – States

Anchoring

Anchors are Visual, Auditory and Kinaesthetic triggers that are associated with particular states. We have Anchors all around us and they are associated with triggers both positive and negative.

Let's explore what this triggers are

Anchors	Personal Life		Professional Life	
	Negative	Positive	Negative	Positive
Visual				
Auditory				
Kinesthetic				
Olfactory and Gustatory				

Who are you as an Anchor?

We are also anchors to people around us. Explore who are you to people?

Anchors	Personal Life		Professional Life	
	Negative	Positive	Negative	Positive
Visual				
Auditory				
Kinesthetic				
Olfactory and Gustatory				

Modelling States

State	Visual Submodalities	Auditory Submodalities	Kinesthetic Submodalities
	Colour or Black & White	Loud or Soft	Location
	Near or Far	Fast or Slow	Size
	Bright or Dim	Location	Shape
	Location	Direction	Intensity
	Small or Big	Internal or external	Movement
	Associated or Dissociated	High or Low	Weight
	Focused or Defocused	Tonality	Texture
	Moving or Still		Temperature
	Framed or Panoramic		
State	Visual Submodalities	Auditory Submodalities	Kinesthetic Submodalities
	Colour or Black & White	Loud or Soft	Location
	Near or Far	Fast or Slow	Size
	Bright or Dim	Location	Shape
	Location	Direction	Intensity
	Small or Big	Internal or external	Movement
	Associated or Dissociated	High or Low	Weight
	Focused or Defocused	Tonality	Texture
	Moving or Still		Temperature
	Framed or Panoramic		

STRATEGIES

*Belief of excellence: "**Knowledge, thought, memory and imagination are the result of sequences and a combination and ways of filtering and sorting information**"*

Elicitation of Strategies

State	Your Strategy
Motivation	
Procrastination	
Fear	
Confidence	

PUTTING IT ALL TOGETHER – YOUR STORY TO THE WORLD

With everything you have experienced and learned in this program, write a powerful story about yourself for yourself and for the world.

RECOMMENDED BOOKS

The Ultimate Introduction to NLP by Richard Bandler and Owen Flitzpatrick

NLP at Work by Sue Knight

Turtles all the way down by John Grinder

My voice will go with you by Milton Ericsson

NLP Workbook by Joseph O Connor

Structure of Magic Vol 1 & 2 by John Grinder and Richard Bandler

Clean Language by David Grove

Metaphors of the Mind by Patty Jenkins

Instant Confidence by Paul Mckenna

Super Coach by Michael Neil

The Prosperous Coach by Steve Chandler and Rich Litvin

Upcoming Programs

Congratulations on completing your NLP Certification Program. To continue your learning process, you can choose to be part of any of the programs in future.

29 & 30 July 2017 – NLP Foundation Program – Mumbai

This will be a great program to practice what you have learnt and apply your skills as a coach with other participants.

12 & 13 August 2017 – NLP Foundation Program – Bangalore

Same goes here!

12 – 18 August 2017 – NLP Practitioner Program – Bangalore

You are more than welcome to come and review this program at cost. Every program you attend will be new experience for you.

2 & 3 September 2017 – The art of influential communication - Bangalore

A two day program to learn practical applications of NLP to be exceptionally skilled at Influencing and persuasion.

16 & 17 September 2017 – NLP Foundation Program – Mumbai

16 – 22 September 2017 – NLP Practitioner Program – Mumbai

October 2017 – NLP Business Practitioner Program – Dubai

This program will be specifically delivered within the context of Business. Would be very useful if you are planning to apply NLP Professionally.

11 & 12 November 2017 – Two-day program with Michael Perez – Bangalore

A two-day program on NLP and Hypnosis combined to experience powerful transformation both personally and professionally with Michael Perez

13 – 19 November 2017 – The Neuron Code – Hypnosis Level 1 program with Michael Perez– Bangalore

You can skill up by learning no be powerful, influential and skilled at coaching with Hypnosis Level 1 program

20 - 26 November 2017 – NLP Master Practitioner Program with Nishith Shah and Michael Perez – Bangalore

Your next level in NLP journey that you take you on course to master the art of modelling in NLP

27 Nov – 3 Dec 2017 – The Neuron Code – Hypnosis Level 2 Program with Michael Perez – Bangalore

Advanced Hypnosis Program

3 – 11 January 2018 - NLP Retreat in Goa Nishith Shah and Tristan Soames

This will be NLP Practitioner, NLP Master Practitioner and NLP Trainer's Training certification

February 2018 – NLP Retreat in Thailand with Nishith Shah

NLP Practitioner and NLP Master Practitioner certification