

NLP Master Business Practitioner



Course Manual

Introduction

“An attitude and a methodology that leaves behind it a trail of techniques.”

Welcome to the NLP Master Business Practitioner course.

I am always excited to start a new course because. . . well, I know what's coming.

Which is probably a good thing.

On this course you will expand your knowledge and skills in NLP, building on your learning from the Business Practitioner course.

I see the Practitioner course as the Apprenticeship and this course as the point where you really develop your skills and knowledge, becoming a Master in your trade.

For me, and lots of ex students, this course has proved to be a real learning and life changing experience.

This is a really practical course and consequently, it's not what you know that's important – it's what you **do** with what you know that will make the difference.

So, listen, challenge, ask questions, debate and try stuff out.

I hope you learn stuff and apply it and, importantly, you enjoy the process.



Assessment Process

The NLP Master Business Practitioner course is assessed in the following ways:

Continuous observation –

This is carried out by your Trainer and is recorded in the Assessment Log

The observation takes place during the course sessions and is reinforced by the delegates' feedback at the start of each session. You will be expected to demonstrate how you have acted upon any feedback given.

Assessment –

On the last day of the course you will deliver a presentation to the group detailing everything you have learned on the course. This will be recorded so you can review it yourself following the course.

The Learning Log –

You will be asked to keep a learning log for the duration of the course to record your experiences as you apply the tools and techniques from the course.

**"Trust yourself, you know more
than you think"**

Dr Benjamin Spock



Assessment Process

The Reflective Document –

This final document will collate and summarise your learning during the course, both on the course and in your practice elsewhere. This document should be written in a minimum of 500 words but there is no upper word limit. With your permission this reflective document will be posted on the NLP Business Development Group Forum so that other people from your course and previous/subsequent courses can share in your learning. With this in mind please try to protect the anonymity of people who are unable to grant their consent (e.g. friends/clients that you have practised your skills on).

Support –

We provide Learner support in the form of informal coaching: face to face, telephone or email, whichever is most appropriate.

Also, delegates usually set up a what's app group or share emails so they can access support from other delegates.



Introduction

The Master Practitioner Course focuses on the Neurological Filters we all have.

These filters are:

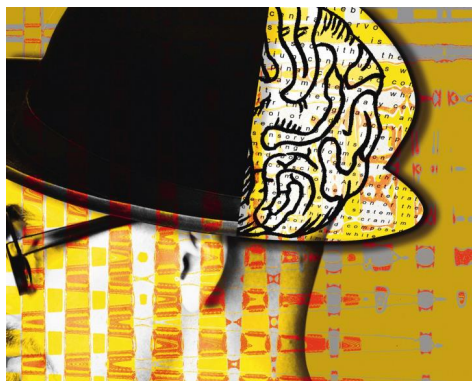
- Time
- Space
- Energy
- Matter
- Language
- Memories
- Decisions
- Meta Programmes
- Values
- Beliefs
- Attitudes

Any change work that does not change the filters, will only be short term. The filters will erode the change work. Parts maintain filters.

All meaning is context dependant. Everyone's meaning of every word is different for everyone.

Our belief systems and values are deeply connected. We are motivated and make decisions based on these beliefs and values. Often these values are unconscious. We do not know why we choose to lie or be honest, but we do.

If we all had the same values with the same priority things would be simple, but we do not. Not only do individuals have different values, but each person also thinks that some of these values are more important than others. When one person's values conflict in a given situation, the value with the highest priority will decide the outcomes.



Introduction

If completing a report is a higher priority than being on time for an appointment, even the most punctual employee may be late for a meeting.

Knowing the other person's 'Hierarchy of Values' allows you to negotiate a settlement that satisfies all sides. Even the opposition can be proud of it and live up to it because you have respected and accommodated their value system.

Values are principles qualities or standards considered to be worthwhile or desirable.

Personal Criteria are the qualities we notice first with our senses; we chose a certain category of external stimuli to serve as a test for what is desirable and what is not.

Our criteria capture our attention and what matters to us. These criteria are called **sorting principles**. We sort through our perceptions and choose to notice those we deem important.

There are basically five categories: People, Places, Activities, Things, Information.

Let us suppose I ask someone about a holiday they enjoyed:

- "I enjoyed it because the family were with me"

People are in the forefront of his mind

- "The shops are good, good beaches nearby and a historic castle to visit"

Places are in the forefront of his mind

- "We went climbing in the Alps, we camped at..."

Activities are in the forefront of his mind

- "We collected shells and pebbles, looking at the boats was fabulous"

Things are in the forefront of his mind

- "I spend a lot of time in the library finding out more about Egyptology, then I visited some bookshops and found some really good stuff"

Information is at the forefront of his mind



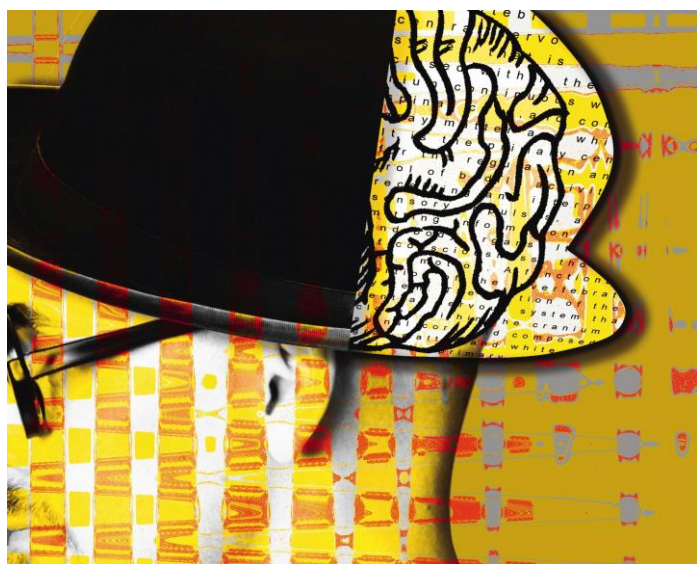
Introduction

Recognising the level of communication and matching your communication to the level of the other person is the key to successful outcomes.

We have a number of tools to do this, some you learnt on the Practitioner course. We will revisit many of these and expand the techniques. We will also introduce some new tools and techniques.

The Master Practitioner Course is mainly concerned with assimilating all of the tools and techniques into a whole and expanding and deepening your skills and knowledge to help you to choose to become even more effective.

It may be challenging and enjoyable; you may even find it extremely easy as you begin to take your skills and understanding even further than you have on the Practitioner course.



Values

What are Values?

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They are not just beliefs but are beliefs which we give importance to. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

Values in a narrow sense is that which is good, desirable, or worthwhile. Values are the motive behind purposeful action. They are the ends to which we act and come in many forms. Personal values are personal beliefs about right and wrong and may or may not be considered moral. Cultural values are values accepted by religions or societies and reflect what is important in each context.

You probably have a hierarchy of values, where some values are more important than others and may affect your behaviour accordingly – usually at an unconscious level.

For example, you may value family above everything else and therefore not understand why you sabotage your career when it means you have to work away from home too often.

Understanding values, especially your core values can really help you to understand your behaviour, help you make decisions and help you to achieve the outcomes you desire.



Massey's Developmental Periods

(0-7) Imprint Period –

Up to the age of 7, we are like sponges, absorbing everything around us and accepting much of it as true, especially when it comes from our parents. The confusion and blind belief of this period can also lead to the early formation of trauma and other deep problems.

The critical thing here is to learn a sense of right and wrong, good and bad. This is a human construction which we nevertheless often assume would exist even if we were not here (which is an indication of how deeply imprinted it has become).

(7-14) Modeling Period -

Between the ages of 7 and 14, we copy people, often our parents, but also others. Rather than blind acceptance of their values, we are trying them on like a suit of clothes, to see how they feel.

At this age we may be much impressed with religion or our teachers. You may remember being particularly influenced by junior school teachers who seemed so knowledgeable--maybe even more so than your parents.

(14-21) Socialisation Period -

Between 14 and 21, we are very largely influenced by our peers. As we develop as individuals and look for ways to get away from the earlier programming, we naturally turn to people who seem more like us. Other influences at these ages include the media, especially those parts which seem to resonate with our the values of our peer groups.

(21-35) Business Persona -

Between 21 and 35 we are influenced by our working experience. This is the environment which influences a lot of our beliefs and values in the key area of providing money, shelter, food and support for ourselves and our families.



The Evolution of Values

Groups of people tend to share values.

This is true for different types of society, different friendship groups and different types of organisation.

As we evolved sociologically, our shared values changed, and continue to change.

Here are some generalisations

Band – Survival Oriented

Tribe – Tribal Oriented

Empire – Aggression Oriented

Passive Hierarchy – System Oriented

Active Hierarchy – Materialistically Oriented

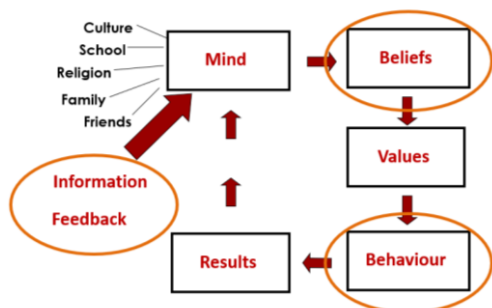
Social Network – Group & Cause Oriented

There are always exceptions to these of course.

It is possible to apply these categories to organisations.

What sort of organisation do you belong to?

Belief Systems Loop



Eliciting Values

1. **Standard Elicitation: “What’s important to you about _____?”**

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

1. **From Motivation Strategy:**

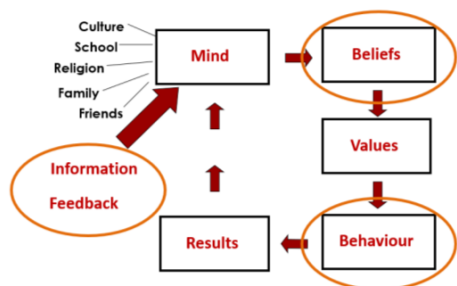
- a) “Can you remember a time when you were totally motivated in the context of _____? Can you remember a specific time?”
- b) “As you remember that time, what was the last thing you felt just before you were totally motivated?”
- c) “Can you give me the name of that feeling?”
- d) (If the word they give you is of a too low level, ask:) “What’s important to you about that?”
- e) Continue with steps 1-4 until you get repeat words.

1. **From Threshold Values:**

Show the client the list of values you have so far:

- a) “All these values being present, is there anything that could happen that could make you leave?”
- b) “All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you stay?”
- c) “All these values being present, plus (value(s) just mentioned) what would have to happen such that would make you leave?”
- d) Continue with steps a-c until you get repeat words

Belief Systems Loop



Values Utilisation

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

Results
Integrity
Success
Relationship
Money

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

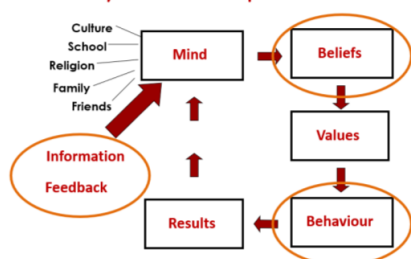
Now, take the most important – your number one value and notice how you represent it. What is the picture that you have?

Values Utilisation

Notice, is it:

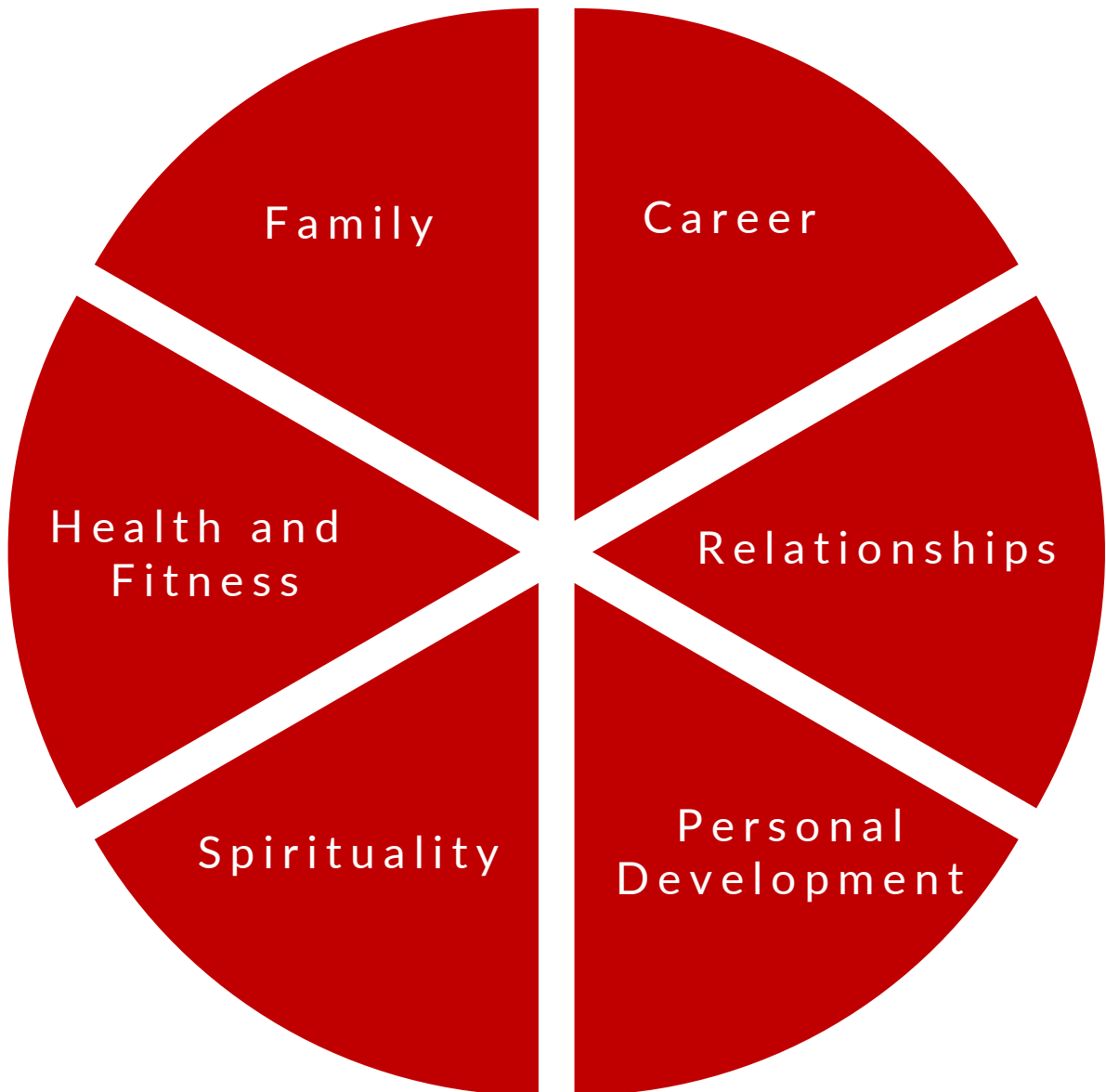
- Associated –or- Disassociated?
- Black and White –or- Colour?
- Focused –or- Defocused?
- Near –or- Far?
- Bigger than Life, Smaller –or- Regular Size?
- A Movie –or- Still?
- Is the Movement Fast –or- Slow?
- Panoramic –or- Does it have a border?
- Does it have a Location?
- Are the sounds:
 - Loud –or- Soft?
 - Fast –or- Slow?
 - Is there anything about the Pitch, Rhythm, or Tonality?
 - Are there feeling? What are they?

Belief Systems Loop

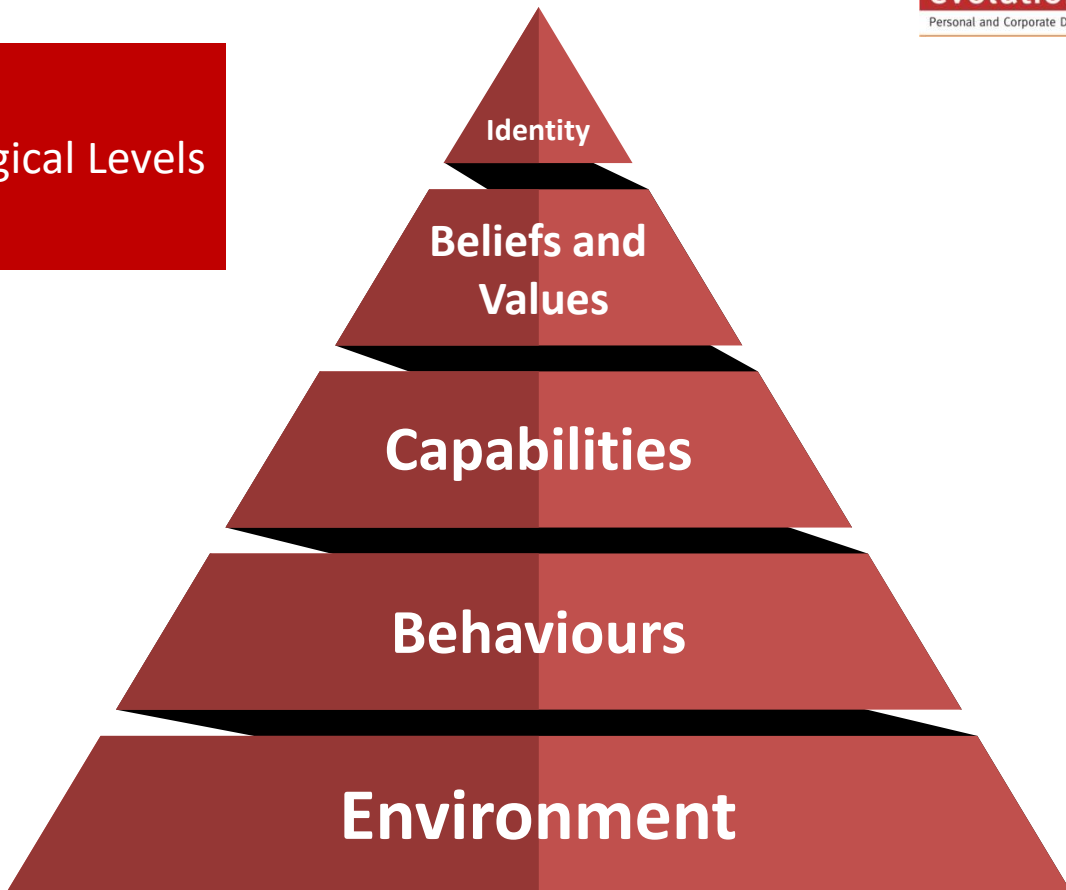


Now do the same thing with another value, and notice that some of these elements are different with the second value. The elements that are different are the critical variables in YOUR storage of a value. These elements that you found to be different may not be the critical elements in someone else's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

Values Areas in Our Lives



Logical Levels



Logical levels of Learning and Change.

This concept was originally developed by Gregory Bateson and was adapted by Robert Dilts.

It refers to a hierarchy of levels of processes within an individual or group. The function of each level is to organise and direct the interactions on the level below it. Changing something on an upper level would necessarily radiate downwards precipitating change on the lower level. Changing something on a lower level could, but would not necessarily change something on an upper level.

Environmental level.

This involves the specific external conditions in which our behaviours and interactions take place.

These perceptions shape our experience of the where and when of a particular change and influence the way we approach a particular problem or goal.

Logical Levels

Behavioral level

The ability to coordinate and sense the body's behaviours as you move through a certain environment involves another level of experience. While some behaviours are simply reflexive responses to environmental stimuli, most of actions are not and are influenced by our internal 'map' of the world.

Capabilities level

This refers to your physical, mental and intellectual capabilities. These affect **how** you perceive and direct your actions (behaviour).

Our capabilities are in turn shaped and coordinated by our values and belief systems.

Beliefs and Values level

These transcend and particular thoughts and serve to encourage inhibit or generalise any particular strategies. They affect 'why' we think what we think and do what we do.

Identity Level

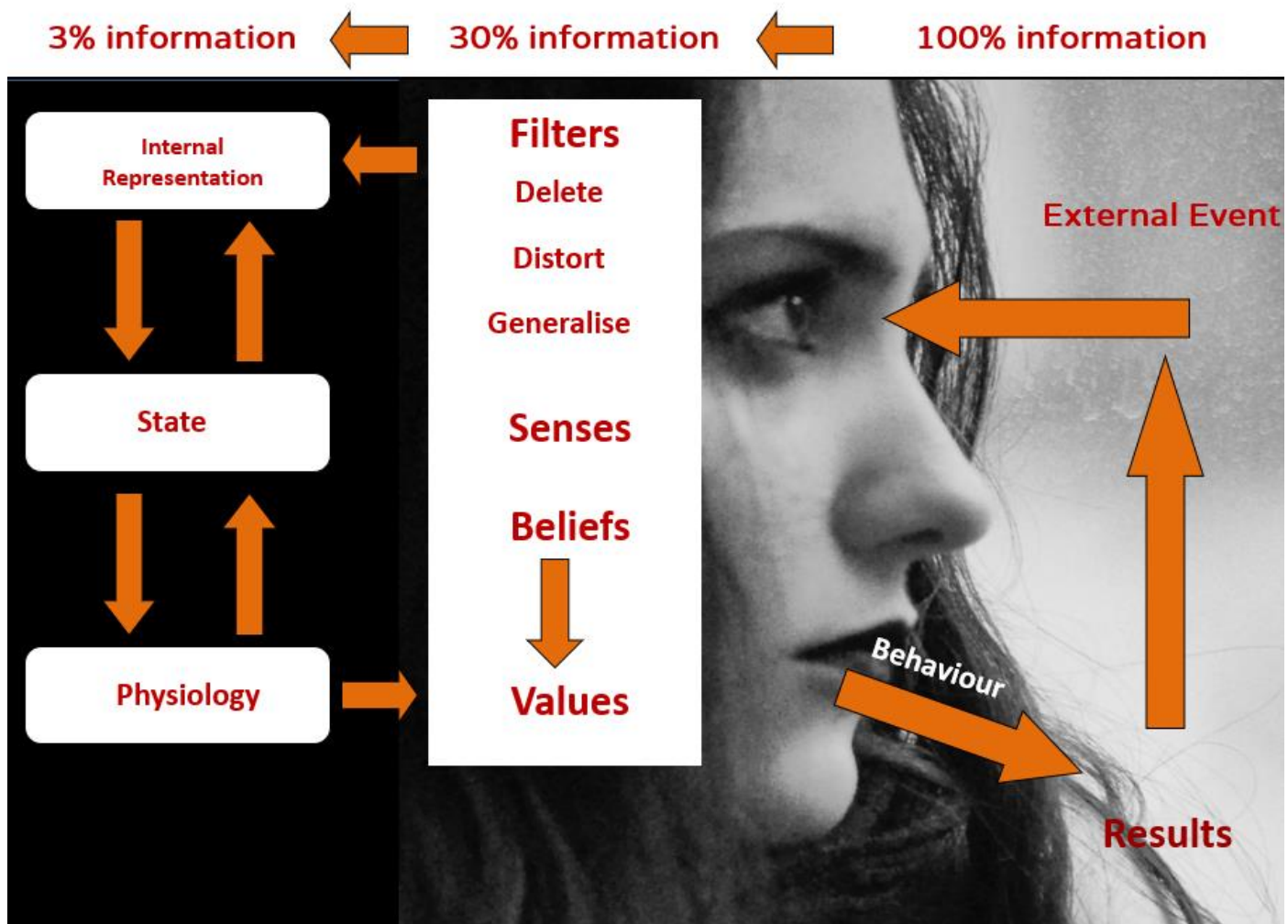
This consolidates the whole system of beliefs and values into a sense of 'self'. It has to do with our experience of who we are.

- **Environmental** factors determine the external opportunities or constraints a person or organisation has to react to. How does the environment affect the people in the organisation?
- **Behaviour** is made up of specific actions or reactions within the environment – what do people in the organisation do?
- **Beliefs and Values** provide the reinforcement that supports or denies capabilities – What is true or not true about the organisation? What is important to the organisation and the people in it?
- **Identity** determines overall purpose and shapes beliefs and values through our sense of self – Who are we? What is the identity of the organisation?



Having a clear identity as an organisation makes it a lot easier to define and share beliefs and values, it aids the definition of required capabilities and determines the helpful behaviours. This leads to a positive environment.

Communication Model



Meta Programmes

Meta Programmes are perceptual filters that generally operate out of conscious awareness. They filter perception and determine your preferences in how you think, feel and act.

A Meta Program is actually a solidified meta state. That is, if you repeat the same way of thinking and the same type of behaviour over and over again (in the same context) then eventually it will become habituated and a part of who you are

The key metaprogrammes we work with in NLP are the ones identified by Jung earlier in the 20th century and used as the basis for the Myers Briggs MBTI and 16PF psychometrics.

There are (at the time of writing around 60 identified meta programmes.

I intend to focus on 9 key Metaprogrammes.

In fact, working with, recognising, and utilising 4 key Metaprogrammes will be really valuable in helping you to improve your performance in many areas.



Meta Programmes

The Basic Meta Programs

- 1. External Behaviour**
Introvert
Extrovert
- 2. Internal Process**
Sensor
Intuitior
- 3. Internal State**
Thinking
Feeling
- 4. Temporal Operator (Time)**
Judger
Perceiver
- 5. Motivation**
Towards
Away from
- 6. Frame of Reference**
Internal
External
- 7. Chunk Size**
Big Picture
Little chunks
- 8. Relationship**
Towards
Away from
- 9. Change**
Sameness
Difference



Modelling

The Concept

Most of our early learning comes from modelling other people. We learn to walk, talk, play games and socialise by watching and copying our parents, family and friends.

As we grow older we copy friends and role models and modify our behaviour, language and dress as we strive to develop our personalities.

We continue to model people we admire and value as successful in their field, whether that is in a social environment, at work or at play.

At work, we are often trained by a 'sitting next to Nellie' approach with the hopes that by working with someone we will pick up the processes and skills needed. This is fine as long as 'Nellie' is good at the job, otherwise bad practices may be passed on and replicated throughout the organisation.

Many organisations now use Mentoring as a way to develop staff by placing them with a more senior or experienced employee. The success of this approach depends on the ability of the Mentor to pass on skills and knowledge. Often they don't know what skills are important – most of us just do what we do and don't think about how we get the results we get.

If the person being Mentored has NLP Modelling skills, however, they can elicit the skills they need from the Mentor.



Modelling

Given a specific behaviour, ability or skill that an individual can perform, it is possible to replicate that behaviour (ability or skill) in much less time than it took to learn the skill originally.

The problem is that our ability to model other people is limited by the fact that, generally, we only have the observable behaviour to model.

It may be that aspects of behaviour are idiosyncratic – in that these aspects have little or no impact on the outcome of the behaviour. In fact, some behaviours may actively hinder the successful outcome.

In which case, simply copying behaviour may not have the result you are looking for.

For example: I decided to model a change to my training delivery style on someone I admired. At the time, I used a very rigid approach to training.



Modelling

On my courses the room layout was regimented into a U shape with tables and chairs, everyone had a name card and a full set of notes.

I used an Overhead Projector and a rigid agenda which ensured that each course followed exactly the same outline regardless of trainer needs.

Then I met a trainer when I was a delegate on a course who had a completely different style to me.

The room layout was a U shape of chairs with no tables. No name cards and no course notes – just a blank A5 notebook and a pen.

The Trainer used no projector, just a flipchart and had no notes or agenda.

Once the course started, he just responded to delegates' comments and developed the course around the individual learners' needs.

I was astounded and decided that this was how I wanted to train – no notes, no framework, freewheeling and meeting learner's needs specifically.

As I got to know the trainer it became obvious that the course **was** very structured, that he knew exactly what was coming next and what he was going to cover on the course.

I now know that if I had gone away and tried to copy his behaviour exactly I would have had real problems delivering effective courses.

The fact is, it is not enough just to copy behaviour, it is important to know exactly what the other person is thinking as they do what they do. Modelling the thought processes and behaviour is much more effective than just modelling the behaviour.



Modelling

The thought processes to model are:

Filters

What does the person believe about what they are doing?

What values are important while they do what they do?

What generalisations/deletions and distortions are in use?

What metaprogrammes and sort criteria are in use?

What Representational Systems are used?

Strategies

What strategies are utilised during, before and after the behaviour?

Capabilities

What capabilities are being utilised?

Identity

How does this person see themselves during this behaviour?

Purpose

What outcome is expected?

Modelling Behaviour

Watch the person you want to model. Study Body Language, Tone of Voice and Words used.

Avoid analysing behaviour, just watch and notice it.

Ask the person to talk through what they do. This gives an indication of what is conscious and what is unconscious.

All NLP Was Created by Modelling & Creating Techniques

Some of the Concepts Utilized Were:

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



The Modelling Process

There are three key phases to modelling

Observe the model

The focus is on "what" the person does (behaviour and physiology), "how" they do it (internal thinking strategies) and "why" they do it (supporting beliefs and assumptions). We obtain the "what" from direct observation. The "how" and "why" is gained by asking quality questions.

NLP modelling components

The [NLP Techniques](#), skills and [Presuppositions](#) enable success in modelling. These involve observing the models':

- [Representational Systems](#)
- [NLP Strategies](#)
- Physiological components (like states and body postures)
- [Meta Programs](#), beliefs and values
- Reference structures - the necessary background knowledge
- Beliefs and Values

Find the difference that makes the difference

Traditional learning adds pieces of a skill one bit at a time until we have them all. The drawback to this method is we don't know which bits are essential. By contrast modelling gets all the elements and then subtracts to find what is important.

By systematically taking out elements of the model's behaviour, we can find what pieces are essential. If the process still works without that element, it is not relevant.

The important questions are:

- What are the behavioural patterns of the successful person?
- How does she achieve her results?

What did she do that is different from a person who is not successful?



The Modelling Process

- What is the difference that makes the difference?

When you have all the pieces, you can refine and sequence the model.

Install the skill in yourself

Try out the new behaviour while following the relevant thought processes and holding the beliefs/values in your mind.

Adapt the behaviour as necessary to meet your core values and beliefs.

Key Elements in Modelling

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

Other Points

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



Rapport

If you think about your friends, what is it about them that makes them friends?

Do you work in the same place?

Do you share interests?

Do you have the same sense of humour and laugh at the same things?

Do you have similar backgrounds?

Do you share beliefs and values?

You probably answered yes to most, if not all of these questions.

With some friends you probably answered yes to more questions than for others. We will look at why that is later.

The fact is that we are attracted to people like us. We **like** people who are like us.

We would probably say that we have a rapport with our friends.

The Concise Oxford English Dictionary defines rapport as:

“A Close and harmonious relationship in which there is a common understanding”

So is having rapport useful?

It certainly makes interpersonal relationships run more smoothly, but how else can it help in business? Think about it from a sales point of view – who are you more likely to buy from, someone you like, or someone you don't like?

You probably find that there are some people you find it easier to sell to (whether that is products, services, ideas or points of view) than others.

The people you find it easier to sell to are the ones you have rapport with.



Rapport

The problem is, we aren't like everyone in the world, so we are unlikely to be liked by everyone we meet.

The people we have rapport with are the people who's 'map of the world' overlaps ours to some degree. The greater the overlap, the more rapport we naturally have.

Rapport isn't about being friends or friendly though. You can have rapport with someone you don't get on with. You can also have rapport with someone you don't agree with, or not have rapport with someone you do agree with.

Rapport can also be created very quickly and lost very quickly. It has to be maintained and is a dynamic process which is more usefully seen as a dance, rather than a step by step process with a beginning and an end.

Rapport is also crucial to the success of NLP tools and techniques. Without rapport, it is very unlikely that you will be successful in achieving a 'win win' outcome.

It is, as already mentioned, unlikely that you are like everyone else in the world, but you can **be like** anyone you meet.

Building and maintaining rapport involves stepping out of your world and into the world of the other person. This is called 'Pacing' It is almost as if you are walking alongside someone else at their pace. Once you are pacing them, it is easier to lead them to where you want them to be. People are unlikely to be led until they have been paced.



Building Rapport

Building Rapport

The key to building rapport is 'matching'. By this we mean that you are stepping out of your world and entering the other's. It is possible to match on every neurological level and is something you do naturally with people you already have a rapport with.

Environment

Often, you share the environment with particular friends. A good example of this are the friends you have at work. How many of them are friends outside of work as well? Some will be, and these are the people you share more than just a common work environment with. Others will be people you are happy to spend time with at work, but will rarely, if ever, get together with outside of work.

A good start to build relationships with clients is to meet them at their premises, rather than expecting them to come to you. By stepping into their world, and matching their environment, you are already beginning to pace their experience and create rapport.

Behaviour

On a fairly superficial level, we attempt to match people's behaviour on first meeting by finding out what we can about them and demonstrating our own experience in that field.

For instance, you might, on meeting someone for the first time ask if they've been on holiday if they look particularly tanned or relaxed.

On hearing that they have just been to Crete, you might ask where they stayed because you were there last year. You will continue this line of conversation demonstrating how much you have in common and how **like** the other person you are.



Building Rapport

When you are in a restaurant, look around at the people you believe are getting on well. You will notice that their movements and gestures match each other's. If you can look closely enough, you will notice that their blinking rates match and they even breathe in unison.

Watch a group of people leaning on the bar in a pub. They will often have the same foot on the bar rail, they will drink at the same time and laugh together.

As all behaviour is communication, in the sense that we are always sending out a message with our behaviour, there are three key areas of behaviour to match which will tell the other person "I'm like you". Logically, if you're like me, I will like you and will be much more likely to be influenced by you, so the more you can be like me (while still maintaining your own identity).

These three areas are: Body Language, Tone of Voice and Words.

Body Language

We are more influenced by body language than we are usually aware.

Have you ever walked into a room, seen someone and thought, "They look alright, I'll go and talk to them" or, "I don't like the look of them, I'm staying well away". What did you base that decision on when they hadn't said anything to you?

You based that opinion on their body language. You looked at them and made a generalisation based on your own experience of someone who looked like them in your past. This took place in your unconscious and happened extremely quickly.



Building Rapport

Matching someone's body language sends a very strong message to the other person's unconscious that "I am like you"

So to create rapport by matching body language you need to match:

- Posture
- Gestures
- Facial Expressions
- Breathing
- Blinking
- Eye Movements
- Body Space

A Word of warning: If someone is talking and moving their arms around a lot, its probably not a good idea to match them at the same time. Waving your arms around when you are listening is not something that most people do and the other person will become aware of your matching them. When something unusual or unexpected happens with someone else's body language, we become aware of it at a conscious level and this will almost certainly break rapport. It is better in this instance to match their arm waving when it is your turn to speak.

Also, don't match nervous twitches. Most people are unaware that they do it themselves so they will be very aware of your twitch.

Tone of Voice

Have you ever found yourself, when speaking to someone from elsewhere in the country, speaking with the same regional accent as them, even when it is not your accent?

This is a natural process of rapport building, just as the matching of Body Language is.



Building Rapport

It is not necessary to 'put on' an accent as this is often noticed as being false.

In fact, what is happening when you have rapport is that the person you are talking with has modified their language, you have modified your language, and you have met somewhere in the middle.

The best thing is to match:

- Speed of speaking
- Rhythm of speech
- Volume
- Timbre (quality – richness of speech)
- Pauses
- Idiosyncrasies (sniffs, clearing the throat, 'erms' etc)

Words

The words people use to describe their thoughts and communicate their ideas are unique to them.

Words themselves have no meaning other than that which we put on them. If I ask you to think of a table, what comes to mind? It could be the table you are sat at now, or the dining room table at home, or the white plastic patio table in the garden, or next year's projected sales figures.

There are many regional variations of words to describe situations. For example, in Cheshire a work break is called 'baggin' in Cornwall the same thing is called 'crib'.

There are variations in words and jargon used even within a single organisation, at different levels and with different work roles, people use their own words to describe the same thing.



Building Rapport

Individuals' preferred Representational Systems cause them to use different words, or 'predicates' to describe their experience. These predicates help you to understand what Representational System they are using, and also give you information you can use to help build rapport.

The key is to match the words people use. Although the words are the least important part of the communication, we use to convey concepts and thoughts and, if you are using the same words as the person you are talking to, you demonstrate a real understanding of them and what they are saying, they believe you are listening and will feel that they have rapport.



Building Rapport

Some Definitions:

- **Matching** - If someone moves their left hand and you move **your** left hand in the same way, or they cross their right leg over their left leg and you cross and you cross **your** right leg over **your** left leg in the same way; that is matching. If you match your body language, tone of voice or words to theirs exactly – you are **matching** their behaviour.
- **Mirroring** – This is just like looking in a mirror. If someone moves their left hand and you copy the movement but with your **right** hand, or they cross their right leg over their left leg and you copy the movement but by crossing your **left** leg over your **right** leg. That is mirroring. Mirroring only applies to body language.
- **Cross Matching** – This is when you match behaviour with some other part of your body. For example you can cross match someone's breathing by moving your foot at the same rate. You can also match the tone of voice by cross matching with your body language. For example, you can move your hand to match the speed of speech or raise and lower fingers as the pitch of voice changes.

Subtlety – The more subtle you are with your matching and mirroring, the less likely people are to notice what you are doing at a conscious level. Once they are aware that you are 'copying' them, you are likely to lose rapport. When you have a good rapport, you can be as extreme as you like with your matching and mirroring and they will not notice what you are doing at a conscious level. Valuing the other person will also help with your subtlety. Treat people with 'unconditional positive regard' even if you don't share some of their beliefs and values.



Building Rapport

- Keep the **Presuppositions of NLP** in mind. This will make your rapport building less mechanistic and more natural. It will also help you to build rapport with people you don't like. The important point to remember here is that the purpose of building rapport is to help you achieve your outcome which should be a win - win.
- **Resistance** – You cannot build rapport with people who **really** don't want to be in rapport with you. At an unconscious level, if someone is trying to build rapport for a win – lose outcome, you will become aware of it and almost certainly become aware of it at a conscious level. This may be in the form of a feeling that something is wrong, or you may notice that they are copying your behaviour. The more you practice your **sensory acuity**, the more able you will be to notice when someone is consciously matching your behaviour, and whether that is based on a win – win or win – lose motivation.

Capability

This level of rapport depends on sharing interests, experience and skills.

People who play sport together or work at the same job often have rapport naturally at this level. This is often why people don't like a member of a team who they perceive to be of a lower skill level than themselves, this person will often be disliked and excluded by the whole team.

Often, people who have rapport at this level naturally have rapport at an environmental and behaviour level. From a business point of view, it is important for you to demonstrate that you have the required capabilities to do what you say you can do. Sometimes, for some clients, this depends on your qualifications, so it may be worth having this on your business card. For other clients it is important that you can demonstrate success. Use **Parallel Metaphors** to help with this "We had a client who . . ." or put testimonials on your website so that clients can check your credentials for themselves.



Building Rapport

Beliefs and Values

You may have heard the phrase 'opposites attract' or be puzzled about a couple who are together for a long time while seeming to have nothing in common. The fact is that they share beliefs and values and so have a rapport at an unconscious level.

You may not share the beliefs and values of someone you want to build rapport with, but if you can **respect** and **understand** these, you will find it easier to create and maintain the rapport you need.

Remember that beliefs and values are not rational and should not be challenged directly. This is a sure way to break rapport.

Identity

Building rapport at this level depends on your ability to really understand and respect the other person. You need to respect their core beliefs and values, their experience, their thoughts, state of mind, behaviours and everything that makes them who they are. Listen carefully and demonstrate that you are hearing them. Share some of your own beliefs and values.

It is possible to have rapport at some levels and not at others. Breaking rapport at any level will affect the rapport you have at others, although it is still possible to have rapport at a behaviour or environment level if you have broken rapport at the beliefs and values level.

Building Rapport with a Group

This is harder than building rapport with one person, there are a lot of individuals, all behaving in accordance with their internal thought processes, and to match all of them at once will require an incredible number of gestures, changes in tone and words. This will become immediately obvious to the group and the chances of building rapport will be ruined.



Building Rapport

. When you meet the group, introduce yourself to each of the individuals. This is your chance to create rapport with each of them.

- Shake hands with them – this is a great way of matching body language. If you match the grip and handshake, you are sending a very clear message that you are like them. Touch is a very strong kinaesthetic communication.
- Match their posture
- Match their breathing
- Smile – this is the opportunity to test rapport and begin the leading process, helping to get them into the state you want them in for the meeting.
- Say your name. If you have heard them speak already, approximate the tone and pace they use, if you haven't heard them, use a fairly neutral, friendly tone.
- When they reply with their name – repeat it back to them in exactly the same tone. This also helps you to fix their name in your own mind.

Create group rapport by asking them to do something all together. For instance, you could ask some questions at the start of the meeting which you know they will also answer the same way:

“How many of you have to communicate as part of your job?”

“How many of you are responsible for team members?”

“How many of you are wondering what this is all about?”

Raise your hand as you ask the question – if everyone follows, you have rapport. If they don't, you haven't (or you asked the wrong question!) If one individual doesn't respond, you may need to work harder to gain their rapport.

.



Building Rapport

As you look around the room, it will become apparent that there are 'rapport leaders'. These are the people who lead other members of the group. When they change posture, other group members follow. Concentrate on the rapport leaders. As you build rapport with them, you are building rapport with the others.

If it is appropriate to have everyone introduce themselves, match the individuals as they make their introductions.

Throughout the session, if anyone speaks individually, match them as you listen. This helps to reinforce the rapport with that individual.

Breaking Rapport

Sometimes it is useful to consciously break rapport. If someone is monopolising a training session or meeting for example, or if someone has come into your office to give you some information, and then wants to talk about their weekend when you are really busy and want to get on.

Sometimes, you don't want to run the risk of upsetting them by asking them to leave so breaking rapport at an unconscious level can be very helpful.

Start subtly

Begin by making sure you have rapport – match them and then test by leading.

Once you are sure you have rapport – Mismatch.

Mismatch body language and tone in a subtle way. The more subtle you are, the less likely they are to notice at a conscious level. Carry on talking to them while you do this. At a conscious level they are aware that you are still talking to them and so you are interested in them and what they are saying. At an unconscious level they are getting the message that this discussion is over. They will often close the discussion themselves at this point saying that they "need to get on" or that they "can't spend all day talking" or something similar.

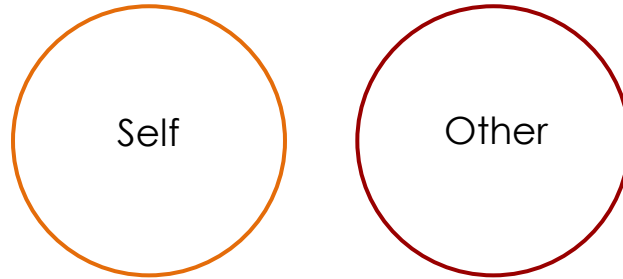
If they haven't got the message at this point, become less subtle with your mismatching until they do (leaving the room is probably a last resort).



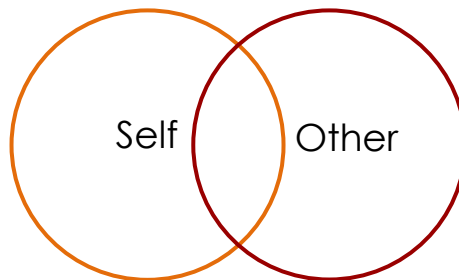
Levels of Rapport

Levels of Rapport

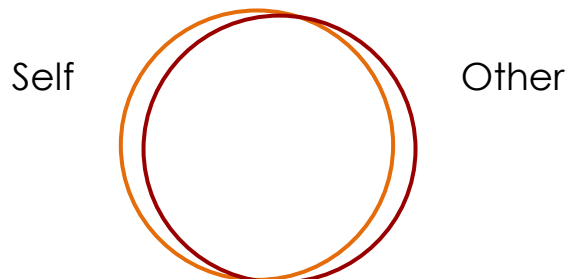
If rapport can be described as joining someone in their world, then it must be possible to choose how far you step into their world.



No Rapport



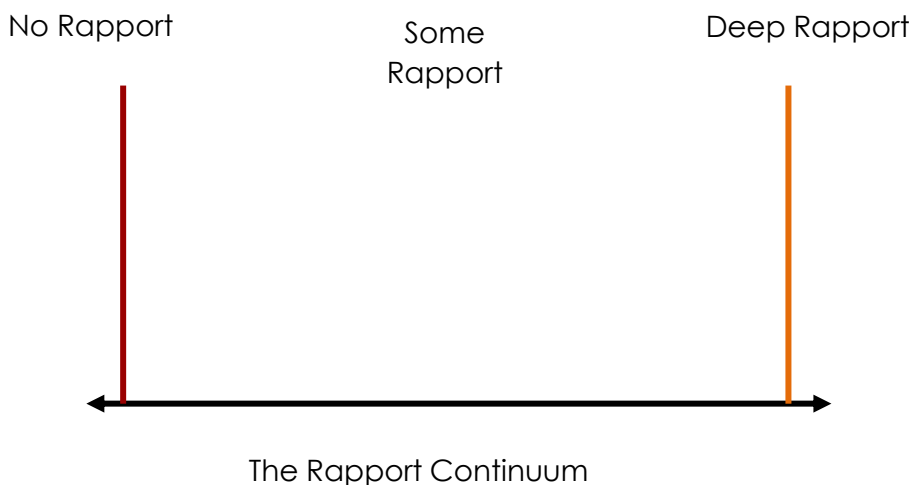
Superficial Rapport



Deep Rapport

Rapport Continuum

There are no defined 'stages'. Rapport is more like a continuum, with 'no rapport' at one end and 'deep rapport' at the other. Depending on the effort you put into the process, you will move along the continuum.



Deep Rapport

To achieve deep rapport requires a lot of energy, observation and concentration.

There is no difference in the technique for achieving deep rapport or superficial rapport. You still need to match:

- Body Language
- Tone of Voice
- Words

The difference is the amount of accuracy. Generally, to achieve superficial rapport, you only need to *approximate* the Words/Way/Body language

With deep rapport you need to match the other person exactly. The more accurate you are, the deeper the rapport you can achieve



Rapport

When would you use Deep Rapport?

Deep rapport is useful if you really want to understand and empathise with the other person.

When you get close to really being in the other's world a remarkable thing happens. The thoughts in your head, the feelings you are feeling become the same as the other person's.

This can be really helpful in:

- Modelling
- Coaching
- Counselling
- Sales
- Perceptual Positions
- Any other situation where it would be really beneficial to have a clear understanding of what someone is thinking and feeling – even if they are not talking about the situation.

To summarise: Rapport is crucial to success when interacting with other people. We are attracted to people who are like us. To have rapport with someone is to be like them. We are not like everyone we meet, so to create rapport we have to consciously behave like they do. We need to match their communication processes.

We need to match

- Body Language
- Tone of voice
- Words used

It is possible to test the level of rapport by 'leading' the interaction. Make a gesture, or change your tone of voice, or use some new words and notice if the other person follows your lead. If they do, you have rapport. Don't stop there though, rapport is a dynamic process so it is important to continue to pace and lead throughout the interaction.

In any interaction, you will move backwards and forwards along the rapport continuum. You have the choice to decide where you want to be at any moment.

Remember that rapport is crucial to your success in applying NLP concepts, tools and techniques



Advanced Language Patterns

Presuppositions (..are the equivalent of linguistic assumptions)

Two Purposes:

RECOGNIZE: You can recognize the assumptions of your clients' speech.

UTILIZE: Use presuppositions to directly affect someone's internal representations.

It doesn't matter if the presuppositions are positive or negative the internal representation is still the same.
E.G.: "Don't think of a blue tree."

Presuppositions

Definition:

1. Existence
2. Possibility/Necessity
3. Cause – Effect
4. Complex Equivalence
5. Awareness
6. Time
7. Adverb/Adjective
8. Exclusive OR/Inclusive OR
9. Ordinal

Practical Utilisation of Presuppositions

1. Chunk up to find the most basic presupposition
2. How is this a problem now?
3. Structure response as question
4. Presuppose solution in question
 - Associate problem
 - Dissociate problem
 - Associate resources
 - Associate resources to problem
5. Bring presuppositions into consciousness (restate the problem).
6. Ask the Question



Advanced Language Patterns

Embedded Commands

(How to deliver ones that work!)

Embedded commands are essentially a way of making suggestions, or influencing someone's behaviour.

Milton Erickson was particularly expert at these and his technique was modelled by Bandler and Grinder.

Embedded commands use subtle markings such as tone of voice or body language to covertly and indirectly give instructions to people.

For example a trainer at the end of a complex session may say:

"I don't expect you will be able to *do all of this at once when you try*" (remember that?)

The command 'you will be able to do this' is embedded in the sentence. At a conscious level, you have permission to find it difficult to apply the learning, but at an unconscious level, you have been instructed to put it all into practice at the same time.

The command is marked in the sentence by change of voice tone, or by physical change such as head nods or gestures, or by a combination of voice and gesture.

The Steps:

- 1) Decide Outcome
- 2) Develop Sentence
- 3) Deliver It
- 4) Calibrate for Results – Outcome
- 5) Deliver it congruently



Advanced Language Patterns

Reframing

(...if you change the context, meaning or content you can change the meaning and hence the effect it has on you!)

The Basis of Reframing is to separate intention from behaviour

There are two major types of reframes:

CONTEXT REFRAME: "I'm too...." –or- "he's too...."

Think of a different context in which the person will respond differently to the same behaviour.

MEANING REFRAME: "Whenever 'X' happens, I respond 'Y'"

Ask yourself, "What else could this behaviour mean?" or internally think of an opposite frame or a different meaning. "What is it that this person hasn't noticed (in this context) that will bring about a different meaning and change his response?"



Parts

A theoretical discussion about parts

What are parts?

1. Parts are part of the unconscious with a purpose/intention & a function/behaviour
2. They are functionally detached from the rest of n/s (non-integrated)
3. Often they represent minor personalities – significant others (modelled, imprinted)
4. Usually they have their own values and beliefs systems
5. Some think they are in charge of maintenance of the system
6. They are born from SEEs (Significant Emotional Events)
7. To protect (& continue) a non-integrated behaviour
8. Parts are a source of incongruency in the individual
9. They themselves are incongruent
10. The incongruency is usually in the difference between the purpose/intention & function/behaviour
11. A part usually has its opposite number, an alter ego, the flipside of the coin
12. These 2 parts will have the same highest purpose/intention
13. They were once part of a larger whole
14. Reintegration is possible on this basis



Perceptual Positions

Perceptual Positions relies on parts for it to be meaningful. As you go through an exercise, you have to utilise parts of your self to role-play the other people involved in the situation.

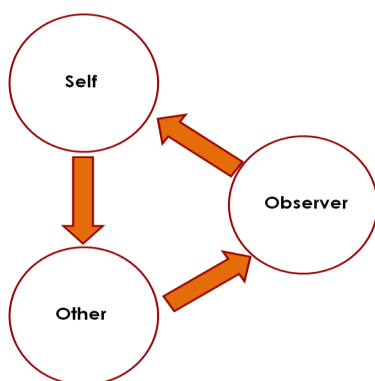
The technique can be used in a wide range of situations and, when combined with other NLP techniques can be extremely powerful. For example:

Using Perceptual Positions to Predetermine Customer Reaction to your Company & Products

Market Research is crucial to the success of any Sales and Marketing Strategy. Every Organisation needs to understand what potential (and existing) customers think and feel about the organisation and the products and services offered.

Perceptual Positions can help to get closer to this information and can help to refine company image and the way products and services are sold without spending a lot of time and money to research the Market.

You may want to use Market Research expertise to back up your efforts and to evaluate how accurate you were yourself, and you will be surprised just how accurate you actually are.



Knowing the Customers and the Organisation

As an Organisation, it would really help you if you could understand what the customers' perceptions of your organisation were, how they felt about your products and services, and what improvements they are looking for.

Using Perceptual Positions, you can get a lot closer to the customers and their expectations.

You can also get a lot closer to the organisation and how the whole can have an identity and set of perceptions of its own.

Perceptual Positions

Understanding and Becoming the Organisation

Set out a number of labels in a line on the floor relating to the Logical Levels.

Start by standing on the 'Identity' level and ask yourself:

Who are we as this organisation – how can we describe our identity? What is our vision and mission?

Move to the 'Beliefs and Values' level and ask yourself:

What are the core values which will support our identity and vision/mission?

What do we believe about ourselves, our team and the market?

Move to the 'Capabilities' level and ask yourself:

What are the key capabilities we need to meet our vision/mission?

What skills do we need? What skills do we have?

What Capabilities do we need to support the core values?

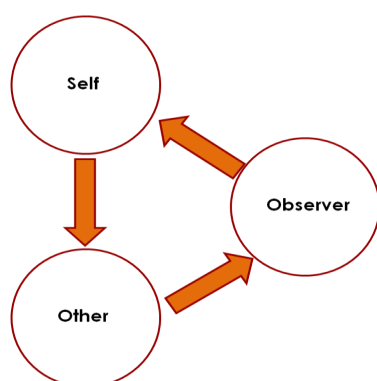
Move to the 'Behaviours' level and ask yourself:

What activities are we going to undertake to meet our vision/mission?

What products and services are we going to provide? How are we going to produce them?

How are we going to market and sell them?

How are we going to behave towards customers, suppliers and ourselves to align with our core values?



Move to the 'Environment' level and ask yourself:

What are the important environments and markets we operate and want to operate in?

What do we see/hear and feel in these environments?

When you have carried out this exercise for your organisation – do the same for your customers.

Perceptual Positions

Understanding and Becoming the Customer

Set out a number of labels in a line on the floor relating to the Logical Levels.

Start by standing on the 'Identity' level and ask yourself:

Who are we as the customer – how can we describe our identity?

Move to the 'Beliefs and Values' level and ask yourself:

What are the core values which will support our identity?

What do we believe about ourselves and the supplier?

Move to the 'Capabilities' level and ask yourself:

What are the key capabilities we need to meet our identity? What skills do we need? What skills do we have?

What do we need to support our core values?

Move to the 'Behaviours' level and ask yourself:

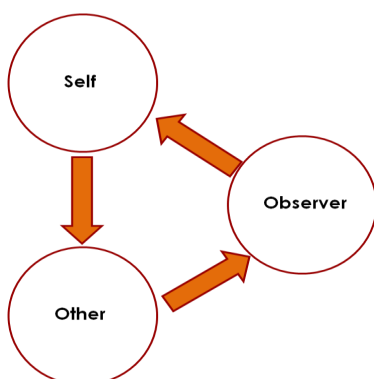
What activities are we going to undertake to meet our identity as the customer?

What products and services are we going to buy?

How are we going to buy them?

Move to the 'Environment' level and ask yourself:

Where are we when we do what we do and buy what we buy to meet our beliefs, values and identity needs?



Perceptual Positions

Step 1: Take position 1 – **Self as Organisation**

Imagine the Customer sitting or standing opposite you.

Think about the situation from your own point of view:

Remember the information you gathered from your Logical Levels exercise

What are you thinking?

What beliefs do you have about the situation?

What is important to you about it?

What outcome do you want?

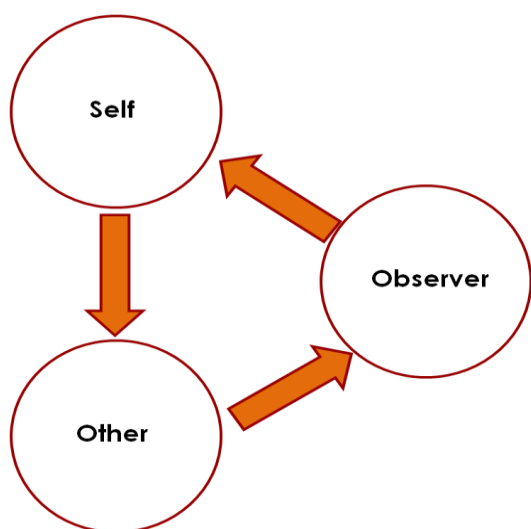
What are you saying?

How are you saying it?

What is your posture?

What gestures are you making?

- **What do you see?** What facial expression are they wearing? How are they standing or sitting? What gestures are they making?
- **What do you hear?** What are they saying? How are they saying it? What words are they using?
- **How do you feel?**



Perceptual Positions

Step 2: Physically move to position 2 - **Self as Customer**

Take on the physical attributes you noticed in position one – facial expression, posture, tone of voice, movements.

Remember the information you gathered from your Logical Levels exercise

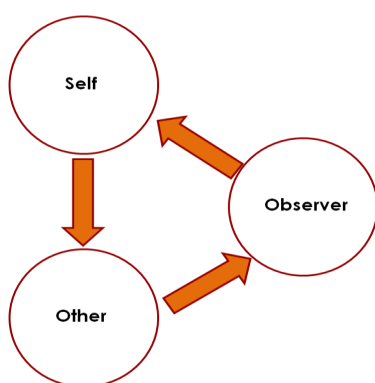
What are you thinking?
What beliefs do you have about the situation?
What is important to you about it?
What outcome do you want?
What are you saying?
How are you saying it?
What is your posture?
What gestures are you making?

Look back to position 1

Imagine seeing The Organisation sitting or standing there. Think about the situation from the Customer's point of view:

As the Customer,

- **What do you see?** What facial expression is the person in position 1 wearing? How are they sitting or standing? What gestures are they making?
- **What do you hear?** What are they saying? How are they saying it? What words are they using?
- **How do you feel?**



Physically move to position 3 – **Observer**

Imagine seeing the interaction from a completely disassociated, objective view – as if you are watching a film.

- **What do you see?** How are they interacting/ what body language do you notice? Are they in or out of rapport?
- **What do you hear?** What words are they using? What tone of voice are they using?
- **How do you feel?**
- **What thoughts come into your mind?**

Perceptual Positions

Step 3: Move back to position 1 – **Self as Organisation**

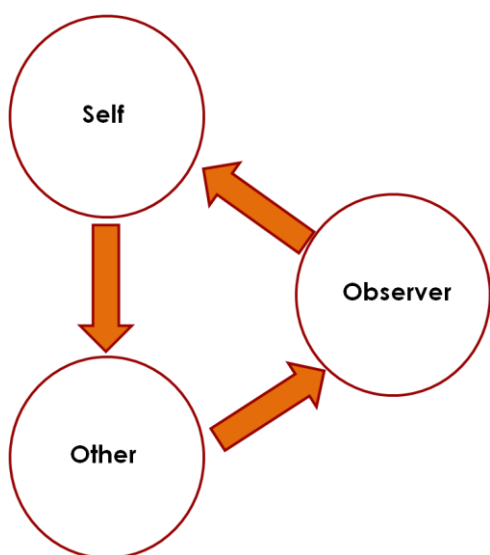
Take the information gained from position 2 and 3 back with you to position 1.

- **What new information do you have?** What new thoughts do you have? What new feelings do you feel? What new insights do you have?
- **How are you going to use this new information?** Are you going to do anything different as a result?

Experiment – try going through the cycle with your new behaviours and notice the difference.

Use the information gained from this exercise in a Well Formed Outcomes process.

This output from the Well formed outcomes exercise should form the basis of your Organisational Strategy.



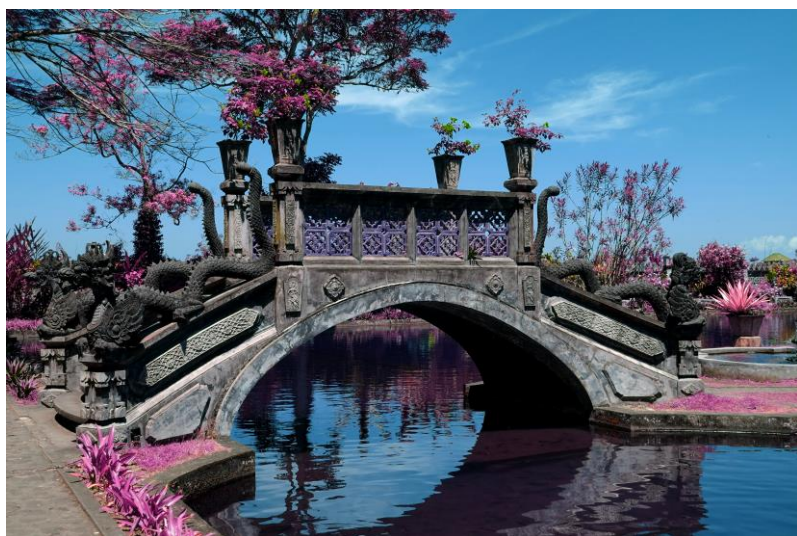
Metaphors

The Hypnotic Uses of Metaphors

Milton Erickson was a master of the use of stories to effect trance and therapeutic change. Towards the end of his life, people who observed Erickson noticed that he did not seem to be finishing the stories he was telling his clients. With the advent of video recording, it became clear that he did finish the stories, but at different stage of the intervention. This became known as nested loops.

The Process:

- Choose 3-5 stories you can easily tell
- Decide upon the states you want to elicit with each story
- Tell the stories in succession, only tell 80-90% of the story at this stage
- Do your intervention
- Close each story in reverse order



Metaphors

(Utilisation of Multiply Embedded Metaphors and the MM Patterns)

Metaphor 1 : Confusion

Not so long ago, I was sitting where you are, a number of days into the training and my head was thumping. My conscious mind was being blown out with some of the most magnificent learnings I had ever experienced. I was so confused.

Do you remember back when you did your practitioner training, that first day. NLP is an Attitude and a Methodology that Leaves a Trail of Techniques. I don't know about you but that statement was very confusing especially when the trail of techniques came along, Anchoring, Hierarchy of Ideas, The Model of Communication, Rapport, Sub Modalities, Swish, and of course the Models, Meta and Milton.....

Metaphor 2 Curiosity:

Erickson was arguably the greatest hypnotherapist of the modern age, possibly even before that. By the way, How many Ericksonian Hypnotists does it take to screw in a light bulb? 18 One to screw it in and 17 to write about how he did it. When I first got involved in hypnosis, I learned the old fashioned way, the instructor would stand in front of the class and say "Go into Trance Now" and "You are getting sleepy and sleepy".



Now I was pretty good at this way of doing hypnosis, but then I got this book, "Practical Applications of Medical and Dental Hypnosis", by this guy Erickson. He was doing things with hypnosis that I could not believe, I was hooked. I bought every book I could get my hands on written by or about Milton Erickson. I began to use his language patterns easily and effortlessly not just in therapy. I even started using it in ordinary conversation and with my students. Although I was not aware of it at the time I had processed these patterns unconsciously. To think, I used to think that my students were falling asleep and not getting my jokes. They were in fact in trance, what a great tool for training.

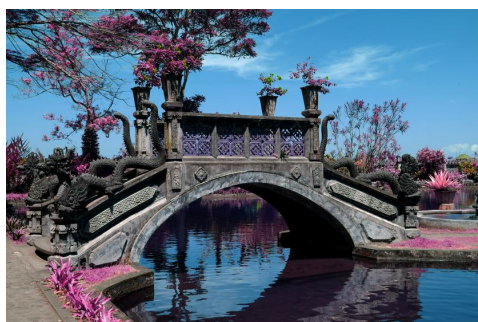
Metaphors

Metaphor 3 Confidence:

The key to using Milton Model or any other technique in training is confidence. How many of you remember when you first learned to walk? When a child first begins to learn to walk, I wonder what goes through its mind. It crawls around and can more or less go where it needs to. Then one day he or she looks up and thinks look at all these people standing on two legs and moving around. I wonder how I can do that, kids are great as they know no fear and are prepared to try anything. So the child starts by standing up, and then falls down, but the kid is not deterred, so the kid tries again, falls tries again and falls, and eventually after effort after effort, the child manages to stand, what an accomplishment, but the kid is not done yet.

Metaphor 4 Understanding:

Speaking of not being done, I don't know about you all, but has anyone here ever bought a new computer and had no idea how to make the damn thing work? You switch it on, load the software, and get ready to start only to find that for some reason the thing does not want to work. I used to have a Mac, I was one of those people who believed that it was the Rolls Royce of Computers, unfortunately it was more like an Edsel, or for my British Colleagues, a Reliant Robin. I would buy things for the Mac and they would not work, but I would sit and work it out and typically it would take three times the ordinary time, because I would not read the manuals. However, when I finally understood what was causing the machine not to work, I would be so pleased, Like I had just discovered relativity, it felt so good to understand what needed to be understood.



Metaphors

Small What:

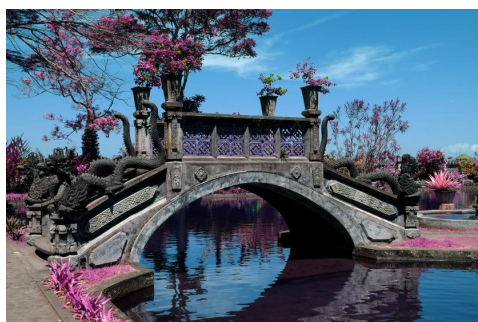
I know you are wondering what we are going to do this morning (MIND READ). It is good to be curious (LOST PERFORMATIVE) Well we are here to take the Milton Model into Training, As Practitioners of NLP soon to be Master Practitioners, you use Milton Model Patterns for change and negotiations do you not (TAG QUESTION)?

Why:

Why would we want to use the Milton Model in Training?

Can you see the benefits of using trance..forming (CONVERSATIONAL POSTULATE)in your training design?

Would it not be great to be able to access the unconscious....minds of your students to help them to become magnificence?



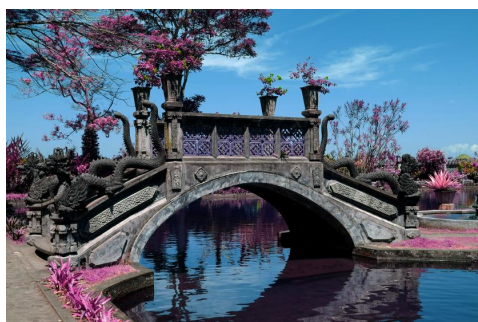
Metaphors

How many of you Use Milton Model Regularly (EMBEDDED COMMAND)?

What:

So let us review, what the Milton Model is. The Milton Model is the language patterns of MHE. It was the building blocks of what made Erickson the great therapist he was. There are 19 different linguistic patterns. If you master the Milton Model, then you will be an exquisite hypnotist and thereby an exquisite trainer (CAUSE AND EFFECT). And that means you will be the best you can be (COMPLEX EQUIVALENCE). Perhaps, as you are sitting here hearing what I am saying (PACE CURRENT EXPERIENCE PHONOLOGICAL AMBIGUITY) and you think, I know how to use this in sales or negotiation, but I am not sure how I will use it in a training session. That's okay, you are processing all of this on an unconscious level (PRESUPPOSITION). And you should (M/O OF NECESSITY) Speaking to you as a trainer (SCOPE AMBIGUITY) you can (UNSPECIFIED VERB)

The Milton Model is a way for you to be specifically vague. Hypnotic language patterns should be used in a structured fashion for optimal results. Remember when we use hypnotic language patterns, we are in direct contact with the unconscious....minds of our students. A training room feels great, when it is full of keen students learning and enjoying themselves. (SELECTIONAL RESTRICTION VIOLATION).



One thing I would like you all to do during this training is listen to us. You will hear us use Milton Model Patterns all the time. Notice that easily and effortlessly

(NOMINALISATION). You can you know (LACK OF REFERENTIAL INDEX).

Now you mastered the Milton Model already, it may have been during practitioner or perhaps even during your integration of the techniques, if not then, it will be today (DOUBLE BIND).

When I was at trainer's training, I was talking to a guy, who told me that Erickson once said that all people can learn easily and effortlessly (EXTENDED QUOTES). Great times, great times (UNIVERSAL QUANTIFIERS).

Metaphors

Some of you may still not be sure you can use the Milton Model in training, which is just fine, once you have done the exercise I have designed for you, you will. (UTILISATION). That's a good thing (COMPARATIVE DELETION).

Close 4:

So, I had trouble with this Mac. However, if I did not own this Mac, I would have never understood one of life's great lessons. PC's are better than Mac's.

Close 3:

The kid manages to finally stand up, the next step was to get across the room. Like the way this child stood up he learned to do it by trial and error. Okay the kid probably fell a few times, but eventually and confidently, the child eventually took those first tentative steps toward the future, upright and going in the right direction.

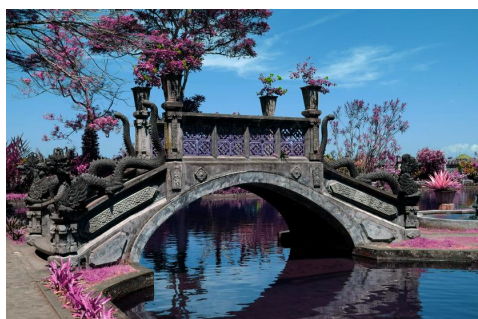
Close 2:

Like the child, Erickson had to learn how to do basic things. He had polio when he was in his teens, and the doctors thought he would not survive. But survive he did, and he managed to get on track simply by being curious about how to do the normal things that we all take for granted. It was through this curiosity, he became a Master of observing human behaviour.

Close 1:

Speaking of Masters, you all eventually Mastered that trail of techniques, and look at you know, practitioners of NLP. You will now be embarking on the journey of helping other people master what you have already done. That first day of practitioner training must seem like another lifetime ago.

Sitting where you are now on that day of the training, I made a decision to just let go and let my unconscious take in all the information it needed to in order for me to be excellent. Just remember, we who are here to help you develop and become the best communicators you can be know that you are wondering, and yes it is a good thing to wonder.



Presenting

Basic Premise: People learn differently, and to assist them in learning easily and elegantly, we need to fit our presentations to their style of learning.

This system of Learning and Training Styles has been adapted from the work of David Kolb, a researcher from the University of Cleveland, who proposed in 1971 that the major factors responsible for learning styles were based upon two poles:

Kolb's Experiential Learning

According to Kolb's theory, to learn anything new you have to go through all of the stages. If you don't cover all of these, the learning will not be effective. You do not necessarily need to cover them in any order – just ensure that you go through all of them.

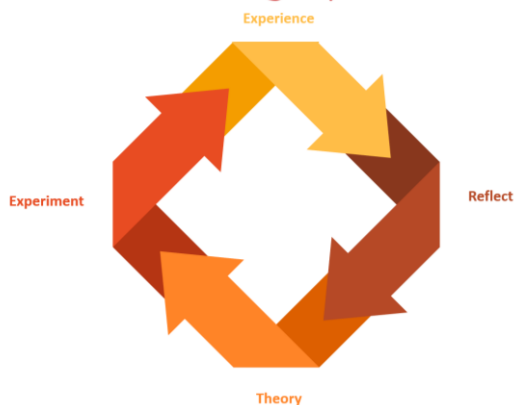
Experience – The learner undergoes some sort of practical experience such as steering a car (badly).

Reflect - The learner then reflects on the experience and starts to explore what went well and what went badly.

Theorise - The learner then thinks about the concepts behind the experience and what would have to happen to make it better.

Experiment - The learner then tries out his theory in a real situation. (he gets behind the wheel again and finds an improvement)

Kolb's Learning Cycle



Learning Styles

Although the Learning Cycle means that we have to utilise all the styles of learning to be most effective, we all have a preferred way of learning.

Honey and Mumford developed what they called Learning Styles to illustrate this.

Some of us prefer to 'get stuck in and have a go' (**Activists**), others of us prefer to stand back and watch others try things first (**Reflectors**). Other people find that they need to understand how and why something works in a particular way before they have a go (**Theorists**) and others like to try new things out (**Pragmatists**)

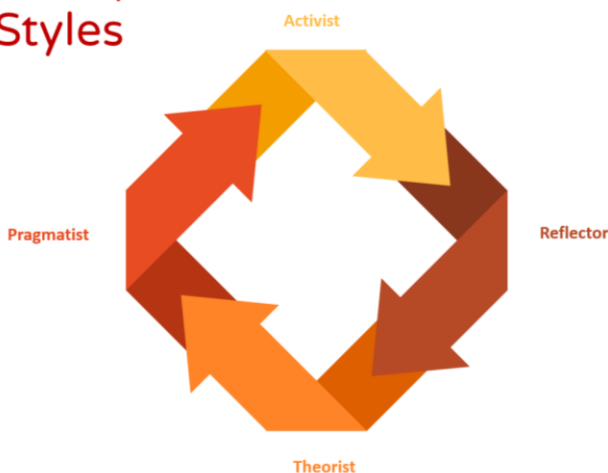
Bernice McCarthy was responsible for the synthesis of the results of various learning styles of the researchers into one cohesive model of learning.

The result was the 4-Mat system, one of the most widely used systems of learning and teaching in the world today.

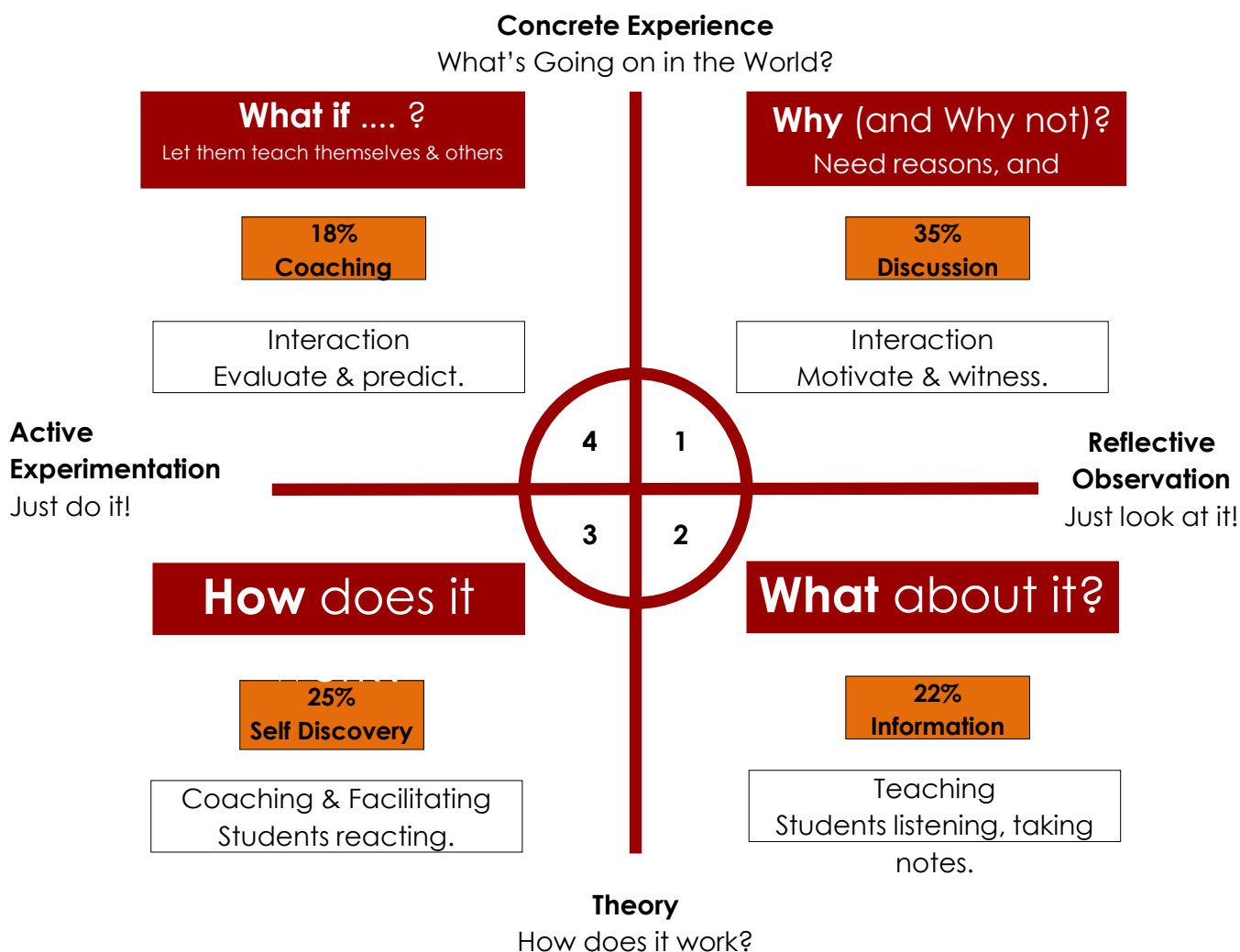
We use the 4-Mat system because it explains learning styles in a way that is practical, easy to understand and easy to utilize in preparing presentations and trainings.



Honey and Mumford's Learning Styles



4-MAT



4-MAT

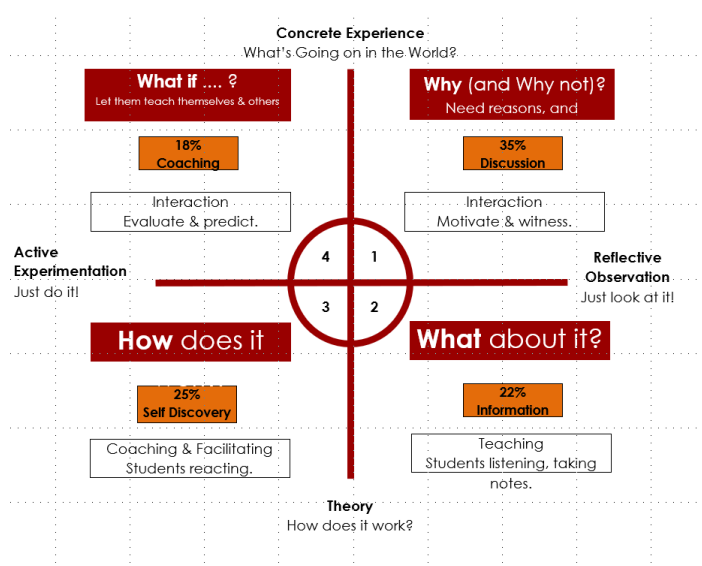
WHY? People - Primarily interested in "What I know."
Needs personal meaning. Trainers need to honour their need for a Reason to learn.
Will integrate experiences with "self".
Will seek meaning, clarity, and integrity.
Has to be personally involved. Wants commitment.
Exercises authority with participation and trust
Learns by listening and exchanging ideas.
Values insightful thinking.
Works toward harmony. Assimilates reality.
Perceives information concretely and processes it thoughtfully.
Is interested in people and culture.
Believe in their own experience and are good at looking at concrete situations from many perspectives.
They most like to be like those they respect.

Strengths: Innovative and imaginative. They are idea people. They operate through social integration and value clarity.

Goals: To bring unity to diverse situations. Self involved in important issues.

Favourite Question: Why?

Careers: Counsellor, personnel trainer, organizational development, humanities, and social sciences.



4-MAT

WHAT? People - Primarily interested in "What they know and want me to know." Needs the facts since they lead to conceptual understanding. Trainers need to give them facts that deepen understanding.

Forms theories and concepts. Seeks facts and continuity.

Needs to know what the experts think.

Seeks goal attainment and personal effectiveness.

Exercises authority with assertive persuasion.

As leaders, they are brave and protective.

Learns by thinking through ideas.

Values sequential thinking.

Needs details.

Forms reality.

More interested in people than ideas.

Perceives information abstractly and processes reflectively.

Critiques information and collects data.

Thorough and industrious.

Re examines facts if situations are perplexing.

Enjoys traditional classrooms.

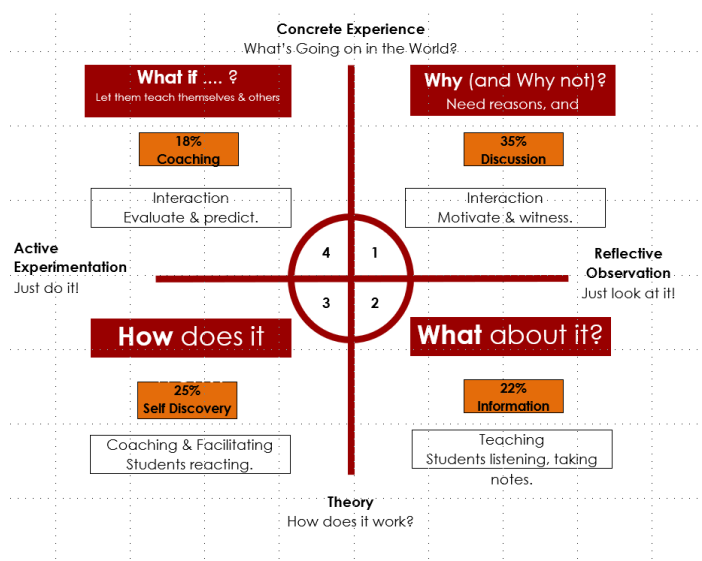
Schools are designed for these learners.

Functions by thinking things through and adapting to experts.

Strength: Creating concepts and models

Goals: Self-satisfaction and intellectual recognition

Favourite Question: What?



4-MAT

HOW? People - Primarily interested in "Finding out if what I know (about what others know) is valid." Needs to know how things work. Trainers need to let them try it out. Practices and personalizes.

Seeks usability, utility, solvency, results.

Needs to know how things work.

Exercises authority by reward and punishment.

Leads by inspiring quality.

Learns by testing theories in ways that seem most sensible.

Values strategic thinking, is skills oriented, re-organizes reality.

Perceives information abstractly and processes it actively

Uses factual data to build designed concepts.

Enjoys solving problems. Resents being given answers.

Needs hands-on activities.

Restricts judgment to concrete things.

Has limited tolerance for fuzzy ideas.

Needs to know how what they do will help them in life.

Functions largely through inferences drawn from their bodies,

their kinaesthetic selves.

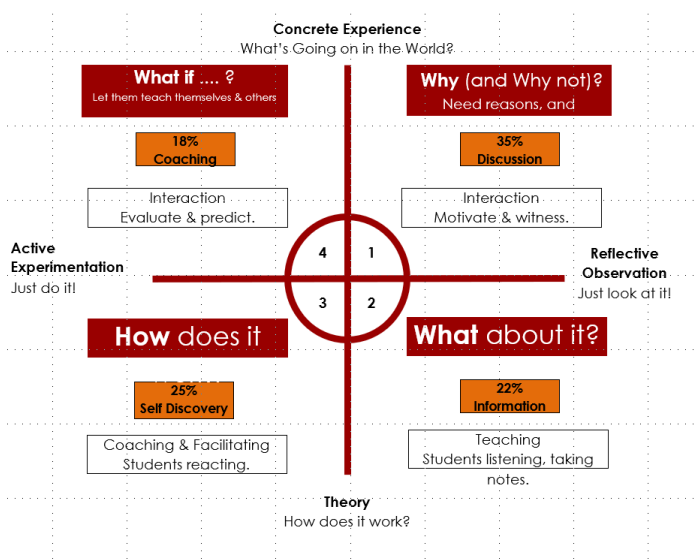
They are decision makers.

Strength: Practical application of ideas.

Goals: To bring their view of the present in line with future security.

Favourite Question: How does this work?

Careers: Applied sciences, engineering



4-MAT

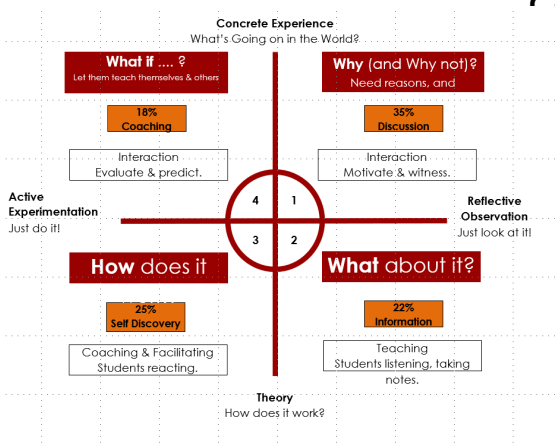
WHAT IF? People - Primarily interested in "Finding out if what I know can create new possibilities." Needs to know what would happen if...? Trainers need to let them teach it to themselves and apply it in life.

Integrates experiences and application.
Seeks hidden possibilities, and excitement.
Needs to know what can be done with things.
Exercises authority through common vision.
Leads by energizing people.
Learns by trial and error, self discovery.
Seeks influence.
Enriches reality.
Perceives information concretely and processes it actively.
Is adaptable to change and even relishes it.
Likes variety and excels in situations calling for flexibility.
Tends to take risks.
Sometimes seen as pushy.
Is at ease with people.
Often reaches accurate conclusions in the absence of logical justification.
Functions by acting and testing experience.

Strengths: Action oriented. Carries out plans
Goals: To make things happen! To bring action to ideas.

Favourite Question: If?

Careers: Marketing, Sales, action-oriented managerial jobs. Education, social professions.



4-MAT Exercise Design

There are a number of things to pay attention to in designing exercises.
This is a brief overview of exercise design.

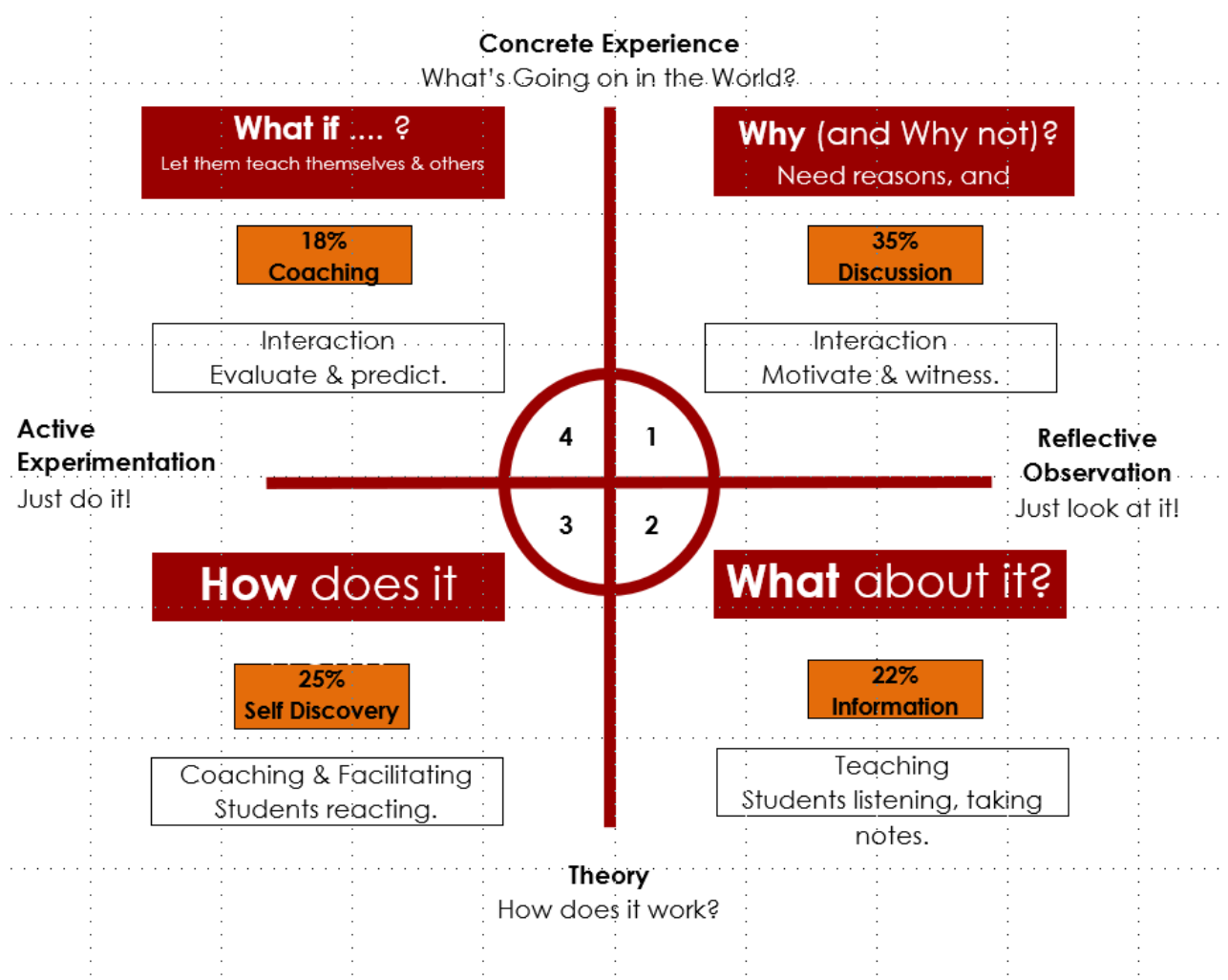
WHY: Handle the reasons for learning the pattern, and install the acquisition strategy.

WHAT: Cover the content

HOW: Do a demonstration

- Overt outcome is what you announce
- Covert outcome is the outcome of the design of the exercise, and is to install minimum skill to proceed with the next exercise.

(See also, Demos in Presentations Section)



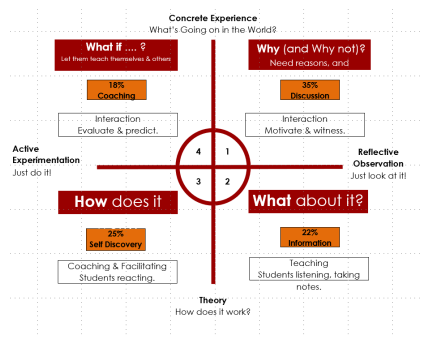
4-MAT Exercise Delivery

Sequence for Exercise Presentation:

1. Set the State
2. Overview (Why, What, How)
3. Give Steps (Instructions)
4. Preframe (What will they encounter? & a Post-Hypnotic suggestion to handle)

As you consider the design of your training, it is important that you pay attention to the Chunking & Sequencing of the information. One of the things that needs to be done to make the training go easily is to sequence the information so that you are always teaching the Unconscious Mind at least 3 to 48 hours prior to teaching the Conscious Mind.

1. Know the master sequence of the information: Have the entire training laid out before you teach the first segment.
2. Sequence the Information so that you demonstrate the material to the Unconscious Mind: Each chunk of information should be pre-taught at the unconscious level by demonstrating. So for example, 24-48 hours prior to teaching the Meta Model, go through and demonstrate each of the patterns and label the patterns as you do. You could do this while teaching Sensory Acuity. If you did, it might sound like this: "Sensory Acuity -- you know what it is. (Offhand: That's a Mind Read.) But Sensory Acuity is a good thing to have. It helps. (Aside: Lost Performative, we're going to talk about that in a few days.) And Sensory Acuity will make you far more perceptive. That means you'll be able to see what people are doing as you look at them ..." Etc.
3. Within a day or two after covering the information, cycle through it again: It's also a good idea to cycle through the information after it's taught, again at the unconscious level. This process will layer the information in at the unconscious level. If you remember this, it will make your job as a trainer much easier!



Satir Categories

Satir Categories are named after Virginia Satir who first realised that there are certain types of body language and tone of voice that elicit the same reaction in most people.

These archetypes often break down communication but she realised that choosing to behave in a certain way to elicit a specific response can be useful.

There are five different archetypes which can be used to great effect in a presentation:

Blamer: The Blamer is emphatic and *right*. Blamer is loud and emphasises everything with pointing and leaning forward. Use strong language “we are here today because our backs are to the wall and if we don't change we are in big trouble”

Use Blamer to get through to someone who isn't hearing that they need to change. Blamer will present a position of authority.



Placater: Using a deferential tone of voice, palms out and leaning back. the Placater is apologetic and trying to please, to calm down a difficult situation. In presenting as a Placater, it helps to remember that the Placater thinks of himself as an imposter, lucky to be allowed to be in the same room as you.

Use Placater to get out of trouble, when you say something really confrontational to someone else to make it easier to accept, or to diffuse a difficult conversation.

Computer: The Computer is data driven. Logic and thoughtfulness is key. Frowning in an intense, listening and thinking way, often with the hand cupping the chin and nodding. Quiet voice, less inflection

Use Computer to show thoughtfulness, process and logic.

Satir Categories

Leveller: The Leveller wants you to know the truth. He is candid and forthright, and as he talks, he places his hands, palms down as if on a table, and moves them from the centre outward. His voice is slightly hushed, as if he is sharing a major secret with you, as he says, "Here's the deal". Everything about him tells us he is telling us the truth.

Use Leveller to "tell the truth", when you want credibility and when you want to move the conversation on from problem to solution.

Distracter: The Distracter wants to distract you from the present situation, to break the state and make you feel better. Body language is asymmetric, lots of inflection volume and pace in the voice.

Use Distracter to break the state and to move from one section to the next.

WARNING

Using any one of these categories for too long will switch the audience off. Use them at specific times to elicit the response you want at that point in the presentation.

