NLP Exercise Manual:

over 60 exercises, experiments and tips to help you improve your NLP skills.

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Introduction
NLP is a practical subject, it is not something to be read about, or listened to or watched, it is something that you DO. It was born out of curiosity and exploration. This is still the best way to learn the attitude, methodology and techniques of NLP.

With that in mind I have gathered together in this eManual a wide variety of different exercises to help you explore and improve your NLP skills. I have broken them down as much as I can into different areas of the syllabus, but be careful to remember that NLP is holistic, just because you are practicing timelines does not mean you can switch off your sensory acuity, you rapport skills or anything else!

These are the very same exercises I use on my NLP trainings and workshops, as well as in the practice groups I have run and the work with one to one clients (in a mentoring role). I have also used a lot of the exercises myself to improve my skills (and still do).

Some are designed to have a specific outcome; others are more experimental, do the exercise and see what happens. They are not designed to be done in any order and you can dip in and out as you need to or fancy.

There are suggested group sizes for each exercise, but these are not set in stone. The exercises can be adapted to do just by yourself, and where groups of 2 are suggested, it is often a good idea to add a 3rd person as an observer to give feedback to the people doing the exercise.

I have also included a list of the Presuppositions of NLP as laid down by its creator Dr Richard Bandler, a glossary of grammatical terms (so many people I work with and train go into a cold sweat when asked to define a “verb”!) and the syllabus requirements for Practitioner and Master Practitioner qualification through the Society of NLP, the first and largest NLP certification, training, validation and quality control organisation in the world.
Calibration Exercises
1. **Calibrating to the Visual Rep System**

Groups of 2

1. B thinks of someone they like. A watches and calibrates. A can help get B in state by guiding them with language such as “Think of someone you really like, think of the most fun time you have had with that person. Go back to that time now... See what you saw, hear what you heard, feel what you felt...” (for A to do this successfully it is important that they “go there first”, i.e., get in state whilst thinking of some they like).

2. B thinks of someone they don't like (A assists with getting them in state). A watches and calibrates.

3. Without telling A, B thinks of one or the other. A judges which one B is thinking of by comparing the visual cues.

1. Repeat until A has got it correct 3 times.

4. Switch roles.
2. Calibrating to the Auditory Rep System

Groups of 2

2. A and B sit back-to-back.

3. B counts to ten out loud while thinking of someone they like. A listens and calibrates.

4. B counts to ten out loud while thinking of someone they don't like. A listens and calibrates.

5. Without telling A, B thinks of one or the other. A judges which one B is thinking of by comparing auditory cues.

6. Repeat until A has got it correct 3 times.

7. Switch roles.

3. Calibrating to the Kinesthetic Rep System

Groups of 2

1. A and B touch hands palm to palm, eyes closed.

2. B thinks of someone they like. A calibrates to the feeling.

3. B thinks of someone they don't like. A calibrates to the feeling.

4. Without telling A, B thinks of one or the other. A judges which one B is thinking of by comparing kinesthetic cues.

5. Repeat until A has got it correct 3 times.

6. Switch roles.
4. Calibrating to Breathing

Groups of 2

1. Face each other.

2. A extends arm straight out and puts hand on B’s shoulder.

3. As B breathes in and out, A should be able to feel the rise and fall of B’s shoulder.

4. As B inhales, A raises hand, when B exhales A lowers hand.

5. Calibrating Different People

Group of 4 or 5

1. A thinks of 2 people. To assist in the changing of the state B anchors each person on a different place (make sure to follow good anchor protocol: Break state between setting anchors, repeat until get strong response, etc)

2. B fires off each anchor to have A go back and forth (breaking state in between) several times.

3. C, D and E notice the differences.

4. B asks person A comparative questions, e.g.:
   - Which person lives closer to you?
   - Which person is taller?
   - etc

5. A thinks the answer of the question, but does not say it out loud. C, D and E judges which person A is thinking of.
6. Calibrating to Non-Verbal Responses

Groups of 2

1. A asks B “Yes” or “No” question. B responds verbally “Yes” or “No”. A calibrates the non-verbal cues provided along with the verbal responses.

2. A asks B “Yes” or “No” question. B responds by thinking of the answer without giving a verbal response.

3. A judges which response is offered (“Yes” or “No”).

7. The Pencil Exercise

Groups of 2.

1. A holds a pencil or pen by one end, letting it hang down.

2. B places thumb and forefinger on either side of the pencil, about two inches apart.

3. A drops the pencil and B attempts to catch it before it falls out of reach.

4. B looks for the cues that A is exhibiting as he decides to drop the pencil. The accessing cues of the submodality changes for A’s decision are observed by B in A’s face, etc.
8. The Coin Guess

Groups of 2

1. A takes a coin and places it behind their back, places it in either the right or left hand brings their hands out in front of them

2. B judges which hand A is holding the coin in by looking for cues and tells.
Hypnotic Language and the Milton Model
9. Representational Systems and Linkage Words

Groups of 5

1. A generates a sentence using a VISUAL predicate and adds a linkage word e.g. "I can see the shadows on the wall AND..."

2. B completes sentence using a VISUAL predicate e.g., "...they fade and flicker WHILE..."

3. Once all the group have had a turn, repeat cycle using AUDITORY predicates.

4. Then repeat cycle using KINESTHETIC predicates.

Note: It is important that the person continuing the round does not repeat the conjunction “and” each time.

10. Sensory Predicates and Linkage words

1. A generates 2 sentences using 2 predicates in different representational systems and 2 conjunctions, e.g., "I saw a car AND heard its engine running WHILE. . ."

2. Cycle through group using different predicates.

Note: It is important that the person continuing the round does not repeat the conjunction and continues the sentence in a different representational system.
11. Causal Modelling

Groups of 4 or 5

1. A states (as a statement of what the other person can hear) a verifiable experience (something they can see, hear, feel, smell, or taste) and links it to something they want to happen, e.g. “You are listening to the sound of the traffic outside AND you find you are beginning to relax, WHILE...”

2. B continues sentence

3. Work through until everyone in the group has had a go.

12. Presupposition Drills

Can be done in a group or individually.

Part 1

Generate 10 examples of each of the Milton Model Presupposition Patterns:

1. Subordinate clause of time

2. Ordinal numbers

3. Use of “or”

4. Awareness predicates (see exercise above)

5. Adverbs and adjectives

6. Changes of Time adverbs and adjectives

7. Commentary adverbs and adjectives
Part 2

1. Decide on something you want to persuade someone to do.

2. Generate at least 10 examples of each Milton Model Presupposition pattern, with your outcome mind.

3. Combine and organise into a paragraph.

4. If in a group, read your paragraph and get feedback.

13. Time Presuppositions

Group of 3

Design 3 sentences with 3 time presuppositions of each tense that presuppose the acceptance of an idea:

- Past eg. yesterday, did, had
- Present eg. today, have, now
- Future eg. tomorrow, shall, might

14. Presuppositions - Spatial

Group of 3

Put together 3 sentences using space presuppositions which presuppose the acceptance of an idea to include:

- Location eg. this, that, here, there, etc.
- Functional Relationship eg. above/below, in/out, on/off,
- Measurement eg. more/less, some/few.
15. **Tonal Presuppositions**

Groups of 4 or 5

1. A chooses 3 states. Says same sentence in each different state.

2. The group look for distinctions between each state without your telling them what each state was, just from your tonality shifts.

16. **Tonal Presuppositions - Eliciting Responses**

Group of 2

A says the word below in several different tones (depending on state, eg angry tone, relaxed tone) to elicit different responses in B:

- Only
- Please
- More

Notice state changes

16. **Presuppositions: Varying the Position of “Only”**

Groups of 2

A varies the position of the word “only” in the sentence. Elicit B’s submodalities for each to see the state change for each statement:

1. **Only** I can tell you the way to do this now.
2. I can **only** tell you the way to do this now.
3. I can tell **only** you the way to do this now.
4. I can tell you the **only** way to do this now.
5. I can tell you the way to **only** do this now.
6. I can tell you the way to do **only** this now
7. I can tell you the way to do this **only** now.
17. “Artfully Vague” Pattern Drills

Can be done in a group or individually

Part 1


2. Generate 10 sentences using Unspecified verbs.

3. Generate 10 sentences using Unspecified Referential Index.

4. Generate 10 sentences using Deletions.

Part 2

5. Decide on something you want to describe.

6. Generate at least 10 examples of each Milton Model patterns, with your outcome mind.

7. Combine and organise in to a paragraph (being “artfully vague”).

8. If in a group, read your paragraph and get feedback about what they imagines, what was in too much detail, what jarred, etc.
18. Indirect Elicitation Pattern Drills
Can be done in a group or individually

Part 1

1. Generate 10 sentences using Embedded Questions.
2. Generate 10 sentences that can be Analogue Marked.
4. Generate 10 sentences using Negative Commands.
5. Generate 10 Conversation Postulates.

Part 2

1. Decide on something you want to persuade someone to do.
2. Generate at least 10 examples of each Milton Model pattern, with your outcome mind.
3. Combine and organise in to a paragraph.
4. If in group, read your paragraph and get feedback
19. Ambiguity Drills

Can be done in a group or individually

Part 1


2. Generate 10 sentences using Syntactic Ambiguity.


Part 2

1. Generate at least 10 examples of each Ambiguity pattern, with your outcome mind.

2. Combine and organise in to a paragraph.

3. If in group, read your paragraph and get feedback.
20. Trance Induction Language (Calibrating and Leading)

Groups of 2

1. Listen to the tempo of your partner’s voice.

2. Notice the rhythm of their breathing.

3. Begin an simple trance induction using the following patterns:
   - Linkage
   - Lack of Referential Index
   - Sentence Fragments

4. At a linkage point, use analogue marking (i.e., "and..." or "while...").

5. Switch roles.

21. Pacing/Matching Rhythms

Group of 2

1. A closes eyes.

2. B matches A’s breath movement with rhythm (tap foot).

3. B starts to talk in rhythm of A’s breathing

4. Notice effect on A.

5. Repeat steps 1-4 varying intonation patterns.

6. Utilise breath matching and language patterns to induce either a state of relaxation or a state of excitement.
22. Handshake Induction

Group of 2

1. Person A extends hand for normal handshake.

2. B reaches for A’s hand. Stops. Uses two fingers to gently grasp A’s wrist and bring A’s hand up, palm facing them, and hold it still just above A’s eye level.

3. B points at A’s palm saying "look at your hand and notice the changing focus of your eyes…take a deep breath and close your eyes and go down, all the way down."

4. B continues to speak using hypnotic language patterns (tempo and tonality).

5. B gently assists A to sit down into a trance.

6. B continues to deepen trance, adding any utilisation they wish.

7. Switch roles.
Chunking
23. Chunking Up, Down and Sideways

Small groups

1. Pick an object (eg a car)

2. Chuck up as many times and as far you can

3. Chunk down as many times and as far as you can

4. Chunk sideways as many times and as far as you can

24. Chunking Up and Chunking Down in Conversation

Groups of 2

1. A asks B a question (eg “what are you doing tonight”).

2. B answers.

3. A asks another question for more information and either:
   - Points UP
   - Points DOWN

4. If A points up, B must answer in a vaguer more general way (less information).

5. If A points down, B must answer in a more specific and detailed way (more information).

6. B must always answer the question!
The Metal Model
25. Tips for using the Meta Model Elegantly

1. Only challenge someone’s statement if it is relevant to do so, not just because you can.

2. Have the outcome in mind. For what purpose are you challenging their statements?

3. Be focused, but don’t rushing. Silence is fine. Take your time to develop your next question. Sometimes the most obvious question won’t be the most appropriate.

4. Be in rapport. Without rapport you may appear to be overly aggressive, causing the “client” to become defensive.

5. Use "softeners" to lead into questions, such as:
   • “I wonder if...”
   • “Can you tell me...”
   • “I'm curious...”

6. If it seems appropriate use gentle humour to reinforce rapport and/or challenge a meta-model pattern.

7. From time to time, repeat back their words exactly as they have said them, utilising all the same gestures, tone, tempo, speed etc (it must be exact!)

8. If the “client” doesn't know where to start, or gets stuck, offer suggestions, but only if the following conditions are met:
   • There is a long delay before they begin speaking.
   • The subject's non-verbal behaviour indicates they have no representation of what to say next.
   • They seem to be sliding into a state of confusion (and you don’t want them to at that time!).
9. When offering suggestions, keep them vague and open ended, end with “or...” without finishing (if used effectively, with a “yes set” it will encourage them to finish the list for you).

10. Once you have finished your suggestions, offer no-verbal cues it is their time to start talking again (raise the eyebrows, lean slightly towards them...)

26. Meta Model Language Drills
Part 1
Can be done individually or in a group

1. Generate 10 sentences using Lost Performative

2. Generate 10 sentences using Mind Reading

3. Generate 10 sentences using (Universal) Quantifiers

4. Generate 10 sentences using Cause and Effect

5. Generate 10 sentences using Nominalisations

6. Generate 10 sentences using Complex Equivalents

7. Generate 10 sentences using Comparative Deletions

8. Generate 10 sentences using Lack of Referential Index

9. Generate 10 sentences using Generalised Nouns

10. Generate 10 sentences using Unspecified Verbs
Part 2

Done in small groups

1. A reads a sentence (from list above).

2. B identifies the Meta Model pattern and challenges it.

3. Cycle through the group until you have done one of each language pattern.

4. Repeat as necessary.

Part 3

Can be done individually or as a group

1. Pick a subject

2. Generate 1 – 3 sentences of each Meta Model pattern

3. Re-arrange into paragraph (must sound like “normal” spoken English!)

Part 4

Done in small groups

1. A reads out their paragraph.

2. Group identify the Meta Model patterns.

3. Cycle through the group.
Part 5

Done in small groups

1. A starts talking about something they are finding difficulty with.

2. Group notice and identify the Meta Model patterns and challenge "on the fly" (make sure to utilise all tips for using the Meta Model elegantly).

3. Cycle through the group.

27. Complex Equivalence Pace

Groups of 2

1. A finds out from B what the word “trustworthy” means to them.

2. How would A have to sound and look to be “trustworthy”? 

3. B moulds A into the complex equivalence for trustworthy.

4. Switch roles.
28. Meta Model Questions

In small groups (please note, when it says “group” to do something. It means discuss as a group and then appoint a spokesperson to ask the question). This exercise can also be done in pairs.

Part 1.

1. A makes a statement.

2. Group discuss what questions they could ask to challenge that statement and where it would take them in the Meta Model.

   Eg. A states “It is a lovely day” Group ask question “who say’s?”, takes them to Lost Performative.

Part 2

1. A states a limitation.

2. Group challenges the statement as if it is a Lost Performative (i.e. outside of the map).

3. A answers.

4. Repeat 2 and 3 challenging the arising Meta-Model violations in the following order (chunking down):
   - (Universal) Quantifier
   - Nominalisation
   - Comparative Deletion
   - Generalised Nouns

5. Rotate roles.
Part 3

1. A states a limitation.

2. Group challenges the statement as if it is Mind Reading (i.e., inside the map).

3. A answers.

4. Repeat 2 and 3 challenging the Meta Model violations in the following order (chunking down):
   - Cause-Effect
   - Complex Equivalence
   - Lack of Referential Index
   - Unspecified Verb

5. Rotate roles.

Part 4.

1. Person A states a limitation.

2. Group challenge as if it is a Lost Performative.

3. Person A answers.

4. Group returns to the original statement (given in step 2) and challenges as if it were Mind Reading.

5. Person A answers.

6. Group challenges the (Universal) Quantifier given in step 3.
7. Person A answers.

8. Group returns to the answer given in step 5 and challenges as if it were Cause and Effect.


10. Group returns to the answer given in step 7 and challenges as if it were a Nominalisation.

11. Person A answers.

12. Group returns to the answer given in step 9 and challenges as if it were a Complex Equivalence.

13. Person A answers.

14. Group returns to the answer given in 11 and challenges as if it were a Comparative Deletion.

15. Person A answers.

16. Group returns to the answer given in 13 and challenges as if it were a Lack of Referential Index.

17. Person A answers.

18. Change roles and repeat.
29. Exploring Limiting Belief Statements with the Meta Model Questions

Groups of 2

1. A fills in the blank on the following statement: "I can't understand..."

2. B uses each Meta Model question/pattern in turn to explore the original statement.

3. After A supplies the missing information, B asks, "How did that change your experience?"

4. B notes the submodality changes in the subject's experience occurring after each Meta Model challenge.

5. Switch roles.

30. Expanding Belief Systems Using the Meta Model

Groups of 2

1. A selects one simple limiting belief statement that is true for them.

2. B explores A’s statement via the Meta Model questions/statements to expose the generalisations, distortions, and deletions in the statement.

3. B then uses the Meta Model questions and pattern to reorganise A’s belief so that A’s model is expanded in a way that is more useful.
31. Identifying Basic Presuppositions

Group of 5

Part 1

1. A generates a simple statement. (eg “the cat sat on the mat.”)

2. The group identifies the presuppositions in the sentence. (eg there is a cat).

3. Change roles when presuppositions of the sentence have been exhausted.

4. Repeat several times with increasingly complex statement.

Part 2

1. A creates a complex sentence using as many of the presupposition language patterns as possible to provide presupposition forms.

2. The group identifies the presuppositions.

3. Change roles.
32. Challenging Presuppositions

Group of 2

1. A writes down:
   - a weak belief
   - a medium belief
   - a strong belief

2. B identifies presuppositions in each sentence to challenge B’s belief system.

3. Switch roles.

33. Presupposition Distinctions of Language (Structure) and Behaviour (Content)

Group of 5

1. A describes Experience 1: where he is good at and enjoys doing a skill.

2. B and C gather the presuppositions of A’s experience (content). (E.g. what had to be there for this to happen? What had to be there to make a comparison)

3. D and E track the presuppositions that showed up in A’s language (structure). (E.g. what has to be there in order for A to say that sentence?)
34. Model Operator Distinctions on Motivation

Groups of 2

1. A thinks of a task they really want to do, but are struggling with (e.g., “take the bin bags out on a Monday morning”).

2. B asks them to say the statement to themselves using each of the following Model Operators
   - I can (...take the bin bags out on a Monday morning).
   - I could (...take the bin bags out on a Monday morning).
   - I may (...take the bin bags out on a Monday morning).
   - I might (...take the bin bags out on a Monday morning).
   - I must (...take the bin bags out on a Monday morning).
   - I should (...take the bin bags out on a Monday morning).
   - I will (...take the bin bags out on a Monday morning).
   - I would (...take the bin bags out on a Monday morning).

   Note how these statements change A’s submodalities

3. Switch roles
Submodalities and Anchors
35. Making Powerful Anchors

Groups of 2

1. Ask your partner to raise their arm straight out, at shoulder level. Indicate that they will raise their arm if experience intensifies and let the arm move down if the experience decreases in response to the following questions.

2. Ask your partner to close their eyes and remember a time when they felt relaxed. Using above elicit the analogue submodalities of that experience (only those that can change gradually) and generate a sliding anchor on their arm or leg with only those submodalities that are significant - the ones to which your partner responds by raising their arm. Then have your partner lower their arm.

3. Ask your partner to close their eyes, raise their arm as before, and pick a time when they felt exhilarated. This time establish that they will raise their arm when they feel more exhilaration and lower their arm when they feel less exhilaration. Elicit the analogue sub-modalities of that experience and generate a sliding anchor on the other arm or leg for those submodalities which intensify the experience as indicated by the partner raising their arm. Then your partner lowers their arm.

4. Fire each anchor separately and verify return to the experience associated with each anchor.

5. Ask your partner to think of future events in which relaxation or exhilaration will be useful and associate the corresponding anchor with that future event.
Groups of 2

1. B guides A in identifying the submodalities of a voice they hear which they obey.

2. B elicits a time from A that was really good fun! Amplify the kinesthetic submodalities of the experience of fun (create a sliding anchor for the experience).

3. Using this anchor, associate with the experience a voice from step 1 that asks "How can I have even more fun now?".

4. A picks five mundane tasks. One by one, put the content of the mundane tasks in the submodalities of “having fun”. Fire the sliding anchor at the same time as using the voice "How can I have even more fun now?".

5. Run through several times.

6. Test.

7. Switch roles.
37. Laughter/Difficulty Anchor

Groups of 2

1. A elicits a hilariously funny memory.

2. B induces A into trance and amplifies humorous state - anchor.


4. B brings A out of trance and throws an imaginary pie in A's face whilst firing off anchor.

5. B takes A back into trance - check anchor and responses.

6. B brings A back out of trance instructing them to look around the room and see the humor in what's happening.

7. Change roles.
38. Understanding Decisions

Groups of 2

1. A thinks of something they really understand. B elicits submodalities and anchors.

2. A thinks of a really BAD decision that they made. B elicits submodalities

3. A thinks of a really GOOD decision that they made. B elicits submodalities.

4. B moves A’s bad decision submodalities to the understanding submodalities and fires anchor. A has more understanding of why and how they made that bad decision.

5. B moves A’s good decision submodalities to the understanding submodalities and fires anchor. A has more understanding of why and how they made that good decision.

6. Switch roles
39. Stress Triggers Relaxation

Groups of 2

1. B elicits from A a state of profound relaxation. Anchors (anchor must be powerful)

2. A thinks of a time when they get stressed. B helps them get into state and observes changes as they become more stressed.


4. B helps A get back into that stressed state, but just as their state begins to intensify B fires relaxation anchor.

5. Repeat 3 – 5 times.

6. The beginning of the stressed state will become the anchor for the relaxed state.

7. Test: B asks A to really try and get stressed...

8. Switch roles.
40. Combining States

Groups of 2 – 5

1. Make a list of as many states as you can think of.

2. Choose 2 states that don’t seem to naturally go together, but may be useful (e.g., relaxed and aware).

3. B elicits each state in of A’s and anchors in palm of the hand (one state in each palm). Ask A to make a visual representation of each state in each palm.

4. B (using hypnotic language) asks A to bring their palms together only at the speed and rate their unconscious mind can combine the states.

5. Once their hands are touching ask them to bring their hands to their chest to absorb the state.

6. Ask A what it feels like.

7. Create useful anchor for that state

8. Test

9. Switch roles
Time, Timelines and Temporal Predicates
41. Timeline Design and Intensification

Groups of 2

1. Elicit where your partner's timeline is:
   - Future
   - Past
   - Present (Now)

2. Set up an anchor for the Now kinesthetically and auditorily (phrase, tone, etc).

3. Have them imagine their timeline extend out to 1 year into the future, then 2 year, 10 year, 20 year, etc.

4. Add detail to intensify timeline: give it a colour, shape, design, etc

5. Have them put markers at 1 year, 2 years, 5 years, 10 years, 20 years, etc. Mark the important times or years (birthdays, Christmas, etc).

6. Ask them to imagine something that they really want to have

7. Have them point to the image of what they want and amplify the experience (utilising submodalities).

8. Take the image and move it over on to their timeline and place it a little further into the future than they wanted it. Then bring it closer to a place on their timeline where it feels compelling.

9. Have them go into the future, just past the event. Look back along the timeline at “now” and see all the changes that would have taken place having done this desired state and how it would have affected their life.
10. Now, bring the image back to now (use “now” anchor). Then move it into their past, have them experience the thing that they wanted to do having already been done.

11. Return to “now” (use anchor)

42. Improving a Skill

Group of 2

1. A identifies something they do well, that they want to do even better.

2. A establishes a one week time-line, spatially marking out Days 1, 2, 3, 5, 6 and 7. A moves to a week from the present, imagining being engaged in the activity in optimum performance, elicit the submodalities.

3. A imagines themselves at day 5, the skills will be less developed than at Day 7, but better than now. Elicit submodalities.

4. Repeat for Days 3 and 1.

5. When ready, A moves rapidly down time-line from the present to Day 7.

6. Test I Future-Pace.

7. Change roles.
43. Hopes and Dreams

Groups of 2

1. A elicit from B submodalities of an expectation (something they “know” is going to happen).

2. A elicit from B submodalities of a dream, or hope of something they really want to do.

3. B decides where they would really like this hope or dream to happen on their timeline. A puts image there and locks it in place.

4. A changes the Hope submodalities to the Expectation submodalities.

5. Change roles.
44. Decision Destroyer Utilising Timeline

Group of 2

1. B identifies a limiting decision.

2. A asks B to float back over time to limiting decision - then float back 15 minutes before decision was made.

3. Have B dissociate from time line to see themselves in the situation at that time.

4. Have B formulate a decision, which would be more useful for them NOW.

5. Have B create a full representation of making that new decision as the younger self.

6. Ask B to "step into your younger self." to try out the new decision.

7. Have B step out and check ecology. How will that new decision affect those close to you - family, friends, work? Make whatever adjustments to the decision that are necessary.

8. Have B take the new decision, step into that younger person and travel back their timeline to the present allowing that new decision to change all of their experiences from then to now.

9. Switch roles
45. Time Distortion (Slowing Time Down and Speeding Time Up)

Group of 2

Speeding Time Up

1. B elicits from A an time where A’s internal time is really slow (eg the bank queue). Anchor on point on lower arm.

2. B elicits from A an time where A’s internal time is about normal. Anchor on midpoint of arm.

3. B elicits from A an time where A’s internal time is really fast (eg a time when they were enjoying themselves and time just “disappeared”). Anchor point higher up arm.

4. A thinks of situation where they want time to go faster. B slides anchor up arm.

5. Repeat until A can do it by themselves.

6. Test.

7. Repeat for slowing time down.

46. Verb Tenses and Time

Groups of 2

1. B elicits A’s timeline and gets them to stand on “now”

2. A thinks of a pastime they enjoy doing (eg running) as if they are doing it now.

3. B gets A to think of this pastime as:
   • Had done (eg “had run”)
   • Had been doing (“had been running”)
   • Have done (“Have gone for a run”)
   • Did (“Did go for a run”)
   • Do (“running”)
   • Am/are doing (“I am running”)
   • Will do (“I will run”)
   • Will be doing (“I will be running”)
   • Will have done (“Will have run”)

4. B gets A to move to where on the time feels “right” for each phrase and elicits submodalities
Strategies
47. Things to Do With Strategies

- Elicitation
- Utilisation
- Installation
- Artificial
- Design
- Streamlining

48. Tools for Eliciting and Installing Strategies

- Predicates
- Accessing Cues
- Gestures
- Logic!

49. Good Strategies Contain

- 2 - 4 steps.
- External input.
- Every representational system.
- One (powerful) check (test).
- Loops have exit after test.
50. Utilising Strategies

Group of 3 - 5

Part 1: Elicit Strategy

1. Choose one of the groups' members to be the subject (make sure that their strategy is worth eliciting!)

2. Using minimal amount of questions, elicit the strategy, noticing:
   - Eye accessing cues
   - Movement
   - Physiology changes
   - Submodalities
   - Predicates


4. Test (“try on”) strategy, make sure you haven't missed anything.

5. Re-install and collapse strategy in subject (make sure it is all back on properly).

Part 2: Installation of Strategy

1. Install the strategy by using the following:
   - Accessing Cues
   - Metaphor
   - Sensory Based Predicates
   - Submodalities

2. Future pace choice, test and recalibrate to original strategy.
51. Pragmatic Strategy Elicitation and Installation

Part 1

1. Elicit submodalities of the strategy.

2. Elicit sequence for post-hypnotic suggestion

3. Elicit timeline.

4. Using the submodalities elicited in step 1, install a posthypnotic suggestion sequence for doing the strategy one day in the future on the timeline.

5. Test.

Part 2

1. Find "kicker" (wanton motivation) submodality.

2. Use the “kicker” to amplify post-hypnotic suggestion within the timeline.

3. Switch roles.

52. Strategy Installation

• Elicit strategy for urgency.

• Find the trigger (“kicker”) submodality for each.

• Try strategy on yourself.

• Modify strategy using “kickers” and anchoring.
53. Curiosity Strategy Elicitation

1. A asks B: "How do you know when you're curious about something...now?"

2. A observes B's response.

3. A observes B's eye accessing cues.

Questions for Eliciting B's Strategy

- How do you know when to be curious?
- How do you know how to be curious?
- How do you begin to satisfy your curiosity?
- What is it like when you're not curious anymore?

4. A runs B through B's curiosity strategy to check the strategy.

54. Motivation Strategy Elicitation

Groups of 2

1. A elicit a “wanton motivation” strategy from B.

2. A install B's strategy in themselves. Try it on and see what it is like.

3. Switch roles
55. Convincer Strategy Elicitation

Groups of 2

1. A elicits a strategy from B for when B knows that they have completed, and they know it.

4. A install B’s strategy in themselves. Try it on and see what it is like.

5. Switch roles

56. Eliciting Strategies Using the Meta Model

Groups of 2 to 5

1. Using the Meta-Model elicit your partner’s learning strategy. Be sure to get the important submodalities (the ones that make a real distinction.)

Elicit the 3 following components:

• Motivation Loop (submodalities and Towards/Away):
• Acquisition Loop (T. O. T. E.)
• Convincer (Done-Move on)

2. Try the steps on yourself to see if they work.
57. Eliciting Automatic Motivation

Groups of 2

Elicit your partner's strategy for something (should be a skill) that they really to do/learn/start but keep putting it off (procrastination).

Part 1

1. Choose something that they found to be the most natural, easy, and desirable thing in the world to start doing (Keep it really simple, think tying shoelaces or cleaning teeth not something they had to "motivate themselves" to do).

2. Go back to the time when they were first motivated to do it.

Part 2

1. Compare the strategy to doing something irrelevant, for no reason.

2. If doing the irrelevant thing is the same as doing the motivation, you have the strategy right.

Part 3

1. Get them to run the “automatic motivation” strategy at the beginning of the thing they want to do/learn/start.

2. See the difference

3. Future pace

4. Switch roles
58. Eliciting A Strategy Conversationally

Group of 3 - 4

1. B chooses a skill of A's that B would like to 'try on'.

2. B asks A to remember a specific occasion when s/he demonstrated that skill extremely well.

3. B then strategically questions A taking note of
   • Predicates (submodality)
   • Eye accessing cues
   • Gestures
   • Phrases (rep systems)

4. B takes A through strategy to confirm.

5. B then takes C and D through A's strategy to 'try it on' (to check they have got it right).
59. Using the Meta Model to Elicit Strategies.

Groups of 2

Part 1

1. B asks A, “What's important to you?” B elicits information conversationally and gathers as much information as possible. Start at the largest chunk level and work down (using Meta Model questions)

2. Change roles.

Part 2

1. In addition to following the same intentions steps as in part 1, elicit cause/effect relationships (bearing in mind that some components of the structure may be held in the unconscious), still using Meta Model Questions

   Hint: The following steps may make it easier to surface the hidden or unconscious components of a belief structure:

2. Get A fully into an experience.

3. Amplify state using either:
   • Submodalities (predicates)
   • Switch referential Index
   • “If I were you for a day” (as if frame)

4. Track through and verbally confirm the cause/effect linkages.

5. Change roles.
Meta Programmes
60. Using Meta Programmes to Persuade

Group of 2

1. Create a context in which B is to persuade A to do a favour. B elicits questions to identify A's Meta Programme sorting style in this context.

2. After gathering information, B frames outcome in words that reflect A's sorting style.

3. Change roles.

61. Meta Programmes of Like/Dislike

Group of 2

1. B elicits from A a time when they liked a person upon the first meeting. B asks A how they decided they liked the person. Using the Meta Programmes, B elicits as much information as possible.

2. B elicits from A a time when they disliked a stranger upon the first meeting. B asks A how they decided they disliked the person. Using the Meta Programme list, B elicits as much information as possible.

3. Switch roles.
Groups of 2

Part 1

1. B asks what A is absolutely not interested in buying. A tells B.

2. B collects all the Meta Programmes of NOT buying.

3. B convinces A to buy the thing that A doesn't want by switching direction of Meta Programmes:
   - Orientation to Time
   - Temporal Predicates (verb tenses)
   - Representational Systems
   - In time /Through Time
   - Self/Others
   - Internal/External Reference
   - Similarity/Differences
   - Moving Away From/Towards
   - Modal Operators
   - Necessity/Possibility
   - Chunk Size
   - Specific to General/General to Specific

4. Switch roles.
Exercise List
1. Calibrating to the Visual Rep System
2. Calibrating to the Auditory Rep System
3. Calibrating to the Kinesthetic Rep System
4. Calibrating to Breathing
5. Calibrating Different People
6. Calibrating to Non-Verbal Responses
7. The Pencil Exercise
8. The Coin Guess
9. Representational Systems and Linkage Words
10. Causal Modelling
11. Presupposition Drills
12. Time Presuppositions
13. Presuppositions - Spatial
14. Tonal Presuppositions
15. Tonal Presuppositions - Eliciting Responses
16. Presuppositions: Varying the Position of “Only”
17. “Artfully Vague” Pattern Drills
18. Indirect Elicitation Pattern Drills
19. Ambiguity Drills
20. Trance Induction Language (Calibrating and Leading)
21. Pacing/Matching Rhythms
22. Handshake Induction
23. Chunking Up, Down and Sideways
24. Chunking Up and Chunking Down in Conversation
25. Tips for using the Meta Model Elegantly
26. Meta Model Language Drills
27. Complex Equivalence Pace
28. Meta Model Questions
29. Exploring Limiting Belief Statements with the Meta Model Questions
30. Expanding Belief Systems Using the Meta Model
31. Identifying Basic Presuppositions
32. Challenging Presuppositions
33. Presupposition Distinctions of Language (Structure) and Behaviour (Content)
34. Model Operator Distinctions on Motivation
35. Making Powerful Anchor
36. Changing the Mundane Into Fun
37. Laughter/Difficulty Anchor
38. Understanding Decisions
39. Stress Triggers Relaxation
40. Combining States
41. Timeline Design and Intensification
42. Improving a Skill
43. Hopes and Dreams
44. Decision Destroyer Utilising Timeline
45. Time Distortion (Slowing Time Down and Speeding Time Up)
46. Verb Tenses and Time
47. Things to Do With Strategies
48. Tools for Eliciting and Installing Strategies
49. Good Strategies Contain
50. Utilising Strategies
51. Pragmatic Strategy Elicitation and Installation
52. Strategy Installation
53. Curiosity Strategy Elicitation
54. Motivation Strategy Elicitation
55. Convincer Strategy Elicitation
56. Eliciting Strategies Using the Meta Model
57. Eliciting Automatic Motivation
58. Eliciting A Strategy Conversationally
59. Using the Meta Model to Elicit Strategies
60. Using Meta Programmes to Persuade
61. Meta Programmes of Like/Dislike
62. Reversing Meta Programmes
Appendices
Appendix 1 - Glossary of Grammatical Terms

VERB
A word to express the idea of action, happening or being (a doing word!)

NOUN
Refers to a person, place or thing (a naming word!)

PRONOUN
A word that replaces the noun, eg “he”, “she”, “it”

ADVERB
Adds information to a verb

ADJECTIVE
Adds information to a noun or pronoun

Eg “Dave (noun) was running (verb). He (pronoun) is fit adjective) and he (pronoun) was running (verb) quickly (adverb)”

PREDICATE
Part of the sentence in which something is about the subject

Eg “Dave (subject) went home (predicate)”

CONJUNCTION
A word that connects other words or groups of words.

Eg In the sentence “Bob and Dave are friends” the conjunction “and” connects two nouns and in the sentence.
Appendix II – The Presuppositions of NLP

• The ability to change the process by which we experience reality is often more valuable than changing the content of our experience of reality.

• The meaning of the communication is the response you get.

• All distinctions human beings are able to make concerning our environment and our behavior can be usefully represented through the visual, auditory, kinesthetic, olfactory, and gustatory senses.

• The resources an individual needs in order to effect a change are already within them.

• The map is not the territory.

• The positive worth of the individual is held constant, while the value and appropriateness of internal and/or external behavior is questioned.

• There is a positive intention motivating every behavior, and a context in which every behavior has value.

• Feedback vs. Failure - All results and behaviors are achievements, whether they are desired outcomes for a given task/context, or not.
Appendix III - The Society of Neuro-Linguistic Programming Practitioner Level Certification Skills Requirements

A minimum ability to utilise the basic skills, techniques, patterns and concepts of NLP:

1. Behavioral integration of the basic presuppositions of NLP
2. Rapport Establishment and Maintenance
3. Verbal and Nonverbal Pacing and Leading
4. Verbal and Nonverbal Elicitation of Responses
5. Calibrating through Sensory Experience
6. Representational Systems (Sensory Predicates and Accessing Cues)
7. Milton Model, Meta Model
8. Elicitation of Well-Formed Goals, Direction, and Present State
9. Overlapping and Translating Representational Systems
10. Eliciting, Installing and Utilizing Anchors in all sensory systems
11. Ability To Shift Consciousness
12. Submodalities (utilizing including Timelines, Belief Change, Swish Patterns, etc.)
13. Omni Directional Chunking
14. Accessing and Building Resources
15. Content and Context Reframing
16. Creating and Utilizing Metaphors
17. Strategy Detection, Elicitation, Utilization, And Installation
18. Demonstration of Flexibility of Behavior and Attitude
Appendix IV - The Society of Neuro-Linguistic Programming Master Practitioner Level Certification Skills Requirements

The ability to master the basic skills, techniques, patterns and concepts of NLP:

1. Behavioral competency in all Practitioner level skills and the demonstration to do several of these simultaneously.
2. The ability to design behavioral flexibility and attitudes that produce specific results with self and others.
3. Minimum ability to identify and utilize the Master Practitioner skills, techniques, and patterns linguistically:
   - Changing Beliefs Eliciting and Utilizing Meta-Programmes
   - Criteria:
     - Identification of and Utilization of Criteria
     - Adjusting Criteria
   - Sleight of Mouth Patterns
   - Deliberate multilevel communication
   - Stacking Realities
   - Timeline Patterns
   - Stacking Presuppositions
   - Temporal/Spatial Predicates
   - Negotiating
   - Propulsion Systems
   - Installing Strategies
   - Threshold Pattern
   - Breaking Generalizations and Building New Ones
   - Rapid Inductions
   - Deep Trance Phenomena
   - Deep Trance Identification

4. Demonstrated ability to do change work with self and others.