Strategies

The following 36 pages contain a great deal more information on one of the most important and underrated topics in all of NLP, Strategies!
An Introduction to Strategies

The Mind–Body Connection to Behavior

Before beginning to teach strategies, I often ask people in the seminars that we give. “How many people used a strategy today?” I’m interested in how many people will raise their hand and how many won’t, and usually only a few people raise their hands, because people typically are not aware of their pervasive use of strategies.

What is a Strategy?

A strategy is any internal and external set (order, syntax) of experiences which consistently produces a specific outcome. For example, when I go somewhere, I need to make a picture of where I’m going and how to get there in my mind. I gather information verbally until I have a clear picture of the entire route that I’m going to travel. When I have enough information, I then forget it and trust my Unconscious Mind. That’s my strategy for driving somewhere when I do it successfully. When I don’t do it successfully, it’s usually because I haven’t gathered enough information. So, I don’t have a clear picture, and then I may even take the wrong turn or get lost. Do you use a strategy when you go somewhere? Of course you do, although you may not have been aware of it until this moment. Think of it, what is your strategy? What do you do when you go somewhere?

We use internal processing strategies for everything we do. All of our apparent external behaviors are controlled by internal processing strategies. All of our overt behaviors! So that means that we use strategies for love, strategies for hate, strategies for learning, strategies for math, parenting, sports, communication, sales, marketing, wealth, poverty, happiness, death, sex, eating, disease, creativity, relaxation, attention and fun. There are strategies for everything.

We first develop a particular strategy when we are young. At an early age, perhaps you put a series of internal and external experiences together, and made (for example) a decision. Then, at some point when you knew it worked, you generalized the process that you used before in making the decision and said, either consciously or unconsciously, “OK, this is a good way to make a decision,” and you then probably used it over and over and over again.

Let’s say for example, you made a picture in your mind and talked to yourself or someone else about it until you had enough information, and that was how you made the decision. If that syntax worked for you, then at some time you began to use it over and over again.

In our lives, we use strategies for everything that we do. And so the next question I often ask people in the process of doing a seminar is, “So those of you that didn’t use a strategy yet today, how did you get here? How did you get to the seminar? How did you decide what seat to sit in?” So, a strategy is essentially what it is that you do in your mind in the process of doing something.

Since NLP deals more with form and less with content, we’re not so much interested in the content of the thought — just the form. You might say, “Well, I thought of this”, or “I thought about that” or “I thought of flowers” or whatever you did. Rather than
the content, we’re more interested in the process information about what you did. Did you make a picture in your mind? Did you have a certain set of words that you said to yourself? Did you think of somebody else’s voice, or did you have a certain feeling or emotion? Our interest is more in the context, form and process of what you did, and less interested in the content.

NLP was created as a result of modeling. The creators of NLP devised a “modeling system” which was essentially to discover somebody’s belief systems, physiology, and mental strategies. In the process of modeling, they would elicit a person’s internal program, which they called “mental syntax” or “strategy.” In terms of modeling, then, one important element is the internal syntax or what they do inside their head when they do what they do — what strategy do they use?

Now, as an example, let’s see how you might model a foreign language. If you were modeling a language, like French, you’d model three things. First, you’d model the vocabulary, actually learning the vocabulary. You’d learn “plume” means “pen”. Next you’d learn syntax. So, you’d learn how to say sentences in French, putting certain words in certain order. Regarding the order and sequence of words, “The dog bit Johnny” is substantially different from “Johnny bit the dog.” It has a completely different meaning, yet they’re the same words. But they’re in a different order. The difference in meaning is created by the syntax (order, sequence).

And also in modeling a language, you’d also model the mouth movements. You’d learn how to pronounce “plume” so you could say it with the correct accent.

Modeling mental strategies in NLP allows us to take a strategy from one place and move it to another place. Now, if I’m dealing with content, then it’s hard to move content from one place to another. But if I’m dealing with process, if I’m dealing with the “how to” regarding processing information then I can discover somebody’s internal program and I can install it in someone else.

Another purpose for discovering someone’s strategy is that you might want to assist them to change their strategy. We talked about this in a seminar that I did recently where a participant had a buying strategy of “see it”, “feel good about it”, and “buy it.” So, “I see something I want, and I get a feeling right away, and I buy it”, is pretty efficient for making quick decisions, especially if you’re an airline pilot. She felt, however, that it was not really effective for buying because she’d see a lot of things she liked and she bought them. So, she decided she wanted to change the strategy.

Most strategies that people have can be easily adopted or modified, according to whatever our outcome is. And that’s why in NLP one of the presuppositions is that people have all the resources they need. For example, if someone is very decisive at home and they have trouble making decisions at work, one of the things we can do is move their “home” decision-making strategy to work.

Strategy: Definition

The definition of a strategy is a specific syntax of external and internal experience which consistently produces a specific behavioral outcome, or to put it in plain
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English, a strategy is something that somebody does in their brain and nervous system that produces a specific result. It’s what somebody does in their head when they do what they do.

An analogy that seems to work really well in describing strategies is the analogy of baking a cake. In the process of baking a cake, you get all the ingredients together, get a bowl, and you put the ingredients into a bowl in a certain order. It’s important to take all the ingredients and put them in a bowl in a certain order. In a recipe, there’s a certain order or sequence of when the elements should go into the recipe. And so, if you put the elements of the cake into the bowl in the wrong order, or even in the oven before you put them into the bowl, you’ll get a substantially different outcome.

A strategy is a specific order and sequence of internal and external processes or internal and external experiences that consistently produce a specific outcome. If you reverse the strategy, that is, if you reverse the order and sequence of the strategy, the outcome that you get may be substantially different.

How do you discover someone’s strategy for doing a specific thing? Just ask! That’s right, just ask, and when you do, listen to their predicates, watch their eyes (eye patterns), and make note of the order and sequence of the modalities as they are presented to you.

What are the elements that can go into a strategy? There are only six, fortunately. That makes it easy! There are only six things that people can do in their mind — what a surprise. You thought you could do a lot more than six things, didn’t you? There are only six things that you can do, though. The six are pictures, sounds, feelings, tastes, smells, and you can talk to yourself. And you can do each of those things either internally or externally.

If you’re making note of the syntax of the elements in a person’s strategy, we’ve developed a shorthand notation process for strategies. They are shown on page 64 and 65 of this manual. The strategy notation system that we use corresponds directly to the eye patterns chart that you remember (see page 112). As you listen and watch the person you’re eliciting the strategy from, note first the major modalities — [V], [At], [K], [O], [G], [Ad]. Also make note of whether they are internal or external. For example, seeing a picture in your head is Visual Internal (or Vi), looking at a car to see if you like it is Visual External (or Ve), and may include a comparison to a remembered or created car (Vr or Vc). Talking to the salesperson, and gathering information about the purchase to find if it meets your criteria is Auditory digital (or Ad), and External. Or feeling a rug to discover if you like the feel is Kinesthetic external (or Ke), while feeling good about the purchase is Kinesthetic internal (or Ki).

If you want to, you can also include the distinction of whether each step is internal or external. We make a superscript, “e” for external and “i” for internal. And when dealing with Auditory, you want to make the differentiation between Auditory digital [Ad] or Auditory tonal [At]. Digital includes lists, criteria — whether it “makes sense”, whereas tonal is more concerned with whether it “sounds right”. The difference between digital and tonal is whether the meaning of the words is important or whether the tonality is important. Make a subscript of “t” for tonal or “d” for digital.
You will want to note the elements in the order they occur. And, it’s OK to ask again and again until you have a strategy that you can be confident about. Make several tests. Ask again if you need to so you get it right, and you are sure that the building blocks are in their correct order.

The T.O.T.E. Model


The notion of strategies was originally proposed by Miller, Galanter and Pribram in the book called Plans and the Structure of Behavior, 1965. The T.O.T.E. model was intended to explain how people process information and create complex behaviors. It was an attempt to explain behavior which was more complex than that produced by simple stimulus–response.

As the theory goes, a strategy or T.O.T.E. begins with a certain test (see diagram below). It’s a test that actually starts or fires off the strategy. It’s the starting point. As you look at the diagram below, follow along beginning with the word “T.O.T.E.”, where it says “input” (this is where the information comes from for the strategy), and to the right of that, you see the first test.
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Here’s how it works...

Test:
A trigger is set off, and information is gathered, which becomes part of the first test, and the strategy begins. It operates for a while and it tests again, to see if it’s complete. If it’s not complete, it goes back to a certain point, and then comes back to the test again. It continues this loop until it gets a positive outcome, then it exits.

The first test establishes the strategy’s test criteria that are carried forward to the next test. So, the first test starts the strategy and it establishes criteria for the next test.

As an example, let’s look at how you know to be motivated. What’s the one thing — the trigger that gets you motivated? (The first test can also be called the trigger because it’s what sets you off.) Is there usually one thing (like something you see, or hear)? Remember a time when you were especially motivated. What set you off? Do you remember the trigger? If not, pick another time. Do you remember the trigger, now? Was it something you saw, something you heard, or the touch of something or someone? It’s really important in the process of eliciting, utilizing, designing, or creating new strategies to discover a specific trigger that will get the person into the strategy. For example, if you design the world’s greatest new strategy for a person that doesn’t have an appropriate trigger, it won’t ever get set off. So it’s important to discover the trigger that sets off the strategy.

Operate:
Next is the operation. The operation accesses and gathers the data required by the strategy. The operation of a strategy, TEST–OPERATE, is going to access certain data. The data that is going to be accessed in the operation section is threefold. What do you think they should be?

The first kind of data accessed is external (remember the notations that we covered earlier?) Visual external, Auditory external, and Kinesthetic external — any external process in the Operate part of the strategy will be gathering data.

The data accessed could also be internal. And if it’s internal, there are two possibilities. The two data could be either remembering data or creating data — memories or constructed data. So the three types are external, which are gathering data, and internal which could be remembered or created data.
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Test:
We’ve gone through TEST–OPERATE ... and we’re at that point of the next test now. The second test is a comparison. It’s always going to be a comparison that allows you to know that the strategy is complete. It’s a comparison of the new data to the criteria established at the first test. So the first test will establish the criteria. The second test will compare all the known data to the criteria established in the first test. And typically, the test will occur with a comparison in the same representational system (V, A, K, O or G). Now, if there is a “plus”, which means that the test is successful, there will be a match between gathered data and the criteria, and we’ll have an exit at that point. If there is no match at that point, then we’ll usually go back and continue the strategy.

Exit:
Finally, the exit is going to be a decision point or a choice point, and it’s a representation of the test where the strategy will either exit, or loop back and get more data.

To summarize, the functional properties of strategies are the TEST, OPERATE, TEST, and EXIT. The first test is a trigger. The trigger feeds information forward to the second test, which compares the data to the output of the process of operation, and which (the operation) is gathering or accessing data or creating data. And then, when the test is successful, the strategy is, at that point, complete so exit occurs.

All our outward behavior is a result of these neurological processing patterns. All overt behavior is controlled by these sequences of internal and external neurological representations. If a specific pattern occurs, then a specific behavior is generated. If the neurological pattern does not occur, then the behavior does not occur.

A typical neurological pattern is the result of either one of two basic processes:
a) Synesthesia patterns (which occur in much the same way that anchors do in that their associations are connected together in a chain where there are representational system overlaps), or b) Strategies. And a Synesthesia pattern is somewhat like a very short fast strategy with only two components.

Synesthesia Patterns
A Synesthesia pattern, goes something like this: “It’s kind of like I want to see how I feel about that.” Linguistically, you can spot a Synesthesia pattern when somebody says, “Well, I’ve got to see if it sounds right.” “I’m trying to think about how to feel.” A Synesthesia pattern also occurs when you touch something with your eyes closed and then make a picture of it automatically.

A Synesthesia pattern occurs when two modalities accessed (like Visual–Kinesthetic) are closely linked, with one of them possibly outside the person’s awareness. Some typically occurring Synesthesia patterns are see–feel (mentioned above); another is, in school, if the teacher spoke to you with a harsh tone, you’d feel bad, and so now every time somebody speaks to you with that tone of voice, you feel bad, even though
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they don’t mean anything by that tone of voice; or an accident — let’s say you saw an accident, you see blood, and you feel nauseous; or feel angry and blame someone. Has that ever happened to you? Or in therapy, for example, client says, with his eyes going up and to his right, “Gee”, and then down to the right, “I don’t know why I feel this way.” As you observe the client across from you saying, “Gee, I don’t know why I feel this way,” you also see that he’s making pictures, constructing pictures, probably of bad things that could happen and then he’s jumping to a feeling about it. That’s a Synesthesia pattern! In this case, the pictures may also be outside of his awareness. That’s a Synesthesia pattern.

Strategy Elicitation

Now, let’s talk about strategy elicitation. There are two ways to elicit strategies. One way is formal, the other is informal. And, if you just ask someone informally, “How do you do that?” they’ll tell you. More often than not, they’ll also tell you in a way that includes the modalities that they use in processing that information. They will tell you their strategy.

Many strategies will come out spontaneously and naturally during a conversation, and won’t have to be elicited formally. Informal strategy elicitation can be as simple as someone saying to you, “Gee, every time I see that particular sight, I get motivated.” And you say, “So, how do you know to get motivated? What is it about that sight?” The fact is that people do internally what they’re talking about. So they will demonstrate verbally and nonverbally, the strategies used to access and make sense of those experiences. So, for example, as someone talks about a past decision, they will ordinarily also run through the strategy steps. They will actually go right through the steps in the strategy — like an instant replay. Have you ever watched a sports show on TV and saw an instant replay? Just like that.

Strategies can also be elicited formally with a formal script, and your formal notation. It makes it a little easier when you have the person’s cooperation, and in the early stages of learning strategy elicitation it may be a little easier to just read the script. In formal elicitation, you can go over and over the steps of the strategy until you get it. My suggestion is to learn how to do both formal and informal elicitation so that you can do both as needed. If you’re doing formal elicitation, just follow the outline on page 137.
A Formal Elicitation — Demonstration 1

Let’s do that now. Bill, can we talk? How are you doing? “Great”. Can you recall a time when you were particularly motivated?

“Yes”.

Can you recall a time when you were totally motivated?
Thinking ... “Yes”.

Can you recall a specific time? (He nods.)

As you go back to that time now ...

What was the very first thing that happened that caused you to be totally motivated? (without pausing) Was it something you saw or the way someone looked at you? Was it something you heard or someone’s tone of voice? Or, was it the touch of someone or something? What was the very first thing that caused you to be totally motivated?

“It was something I saw”.

Good. After you saw what you saw, what was the very next thing that happened as you were totally motivated? Did you picture something in your mind? Did you say something to yourself, or have a certain feeling or emotion? What was the next thing that happened as you were totally motivated?

“I made a picture in my mind”.

Great. After you made a picture in your mind, did you know that you were totally motivated or did you say something to yourself, or have a certain feeling or emotion?

“I said something to myself”.

Good, after you made a picture in your mind, and said something to yourself, did you know that you were totally motivated or did you say something to yourself, or have a certain feeling or emotion? What was the next thing that happened as you were totally motivated?

“Well, I was just motivated, that’s all.”

Good, so you felt motivated?

“Yes, that’s right.”

Now, we know that Bill’s motivation strategy is:

\[ V \rightarrow V \rightarrow A_d \rightarrow M \]
[Now, we can also elicit the Submodalities of each of the major parts of this strategy, and I am not going to do a complete elicitation of Submodalities now. When you are doing it, you may want to get out our chart of possible Submodalities.] So, Bill, what was it about what you saw that caused you to be motivated?

“What do you mean?”

In what you saw, what was the important thing that made it motivating to you? Was the color important?

“No, not really.”

Was the size?

“Yes, well, if it had been smaller, I’m sure I wouldn’t have been as motivated.”

So size was important. Was how close you were to it important?

“I don’t think so. Just so I could see.”

Now when you made the picture inside that you made when you were motivated, was that picture a memory or did you make it up in your head?

“I made–up a picture of me doing something new.”

Was that picture near or far?

“It was really close–up.”

And could you see yourself in the picture or were you looking through your own eyes?

“I was looking through my own eyes.”

And what did you say to yourself?

“I said, ‘Wow’.”

Thank you, Bill.

“Thank you.”

After you’ve mastered formal strategy elicitation, you can move on to informal elicitation. You could elicit someone’s decision-making strategy just by saying, “Hey, I love your shirt, how did you decide to buy it?” and then just listen and watch. Listen to the predicates, and watch the eye patterns and the other nonverbal cues. Since strategies can be elicited either informally or formally, if you do nothing else except just talk to the person, they will tell you exactly how they do whatever they do, and all you have to do is just watch them and listen to them.

In business, many times it’s a little easier to discover somebody’s strategy without doing it formally, so we’re going to also cover several ways of doing strategy elicitation without being particularly formal or overt about it.
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Strategy Elicitation From Eye Patterns

The next type of strategy elicitation is elicitation from eye patterns. You could just walk up to somebody and you could say, “Wow, I really love your watch! How did you decide to buy it?” and what they will do is, they’ll move their eyes in a certain direction as they remember it.

When eliciting strategies from eye patterns, it’s important to make sure that you are learning the eye patterns for “others”, not for “self”. I’ve seen people struggle for years trying to figure out what they are doing themselves. So this is for others.

The first thing to remember is that not every eye movement you see is a strategy. Some people are going to process the information you just asked them before they begin accessing their strategy. They may, for example, repeat to themselves exactly what you said, “Oh, he just said ‘beautiful watch’, how did I get it?” And then they’ll run their strategy for you with their eyes. Some people will immediately understand what you said and jump directly into the strategy, moving their eyes in certain directions as they access their strategy. Most people will move their eyes in a recognizable pattern as they access their strategy or as they replay the information in their head. The question is, do they move their eyes so that you can see them adequately? And that’s where your sensory acuity becomes very, very important. That’s where your sensory acuity makes a major difference. My suggestion is that you make sure that you’ve gotten really well-grounded in the eye patterns, and that you learn them very well. Having done that, you can just relax and let the information come to you. Just watch their eye patterns and then note them on a piece of paper — one of the things I do is carry a little piece of paper with me, and write down the order and sequence of their eye patterns as I get them, so I’ll remember them — and note them, using the notation form above.

I suggest that as with any strategy elicitation, you also test the strategy elicitation from eye patterns wherever possible, questioning them over and over again, until you’re sure you’ve got it. It’s OK to check several times because the major question
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in the elicitation of strategies from eye patterns is, “Where does the accessing of the information end and the strategy begin?” So you may have to elicit the same strategy in a couple of different situations, or a couple of different contexts in order to discover how did they do it.

Strategies from eye patterns are probably one of the most powerful things that you can learn in NLP, and in a later chapter we’ll put it all together when we show how to utilize those strategies in designing embedded commands. Let’s elicit some strategies, now... below, we’ve included transcripts of actual strategy elicitations:

Elicitation Demonstration 2

So, we could sit across from our good buddy Dave here, and say, “Love our car, Dave. Where’d you get your car?” And Dave says, “I got it at the Plymouth dealer” and he holds eye contact with us, right? So, Dave’s one of those guys who’s got a “look-to-talk” rule. And so, then what do we do? We change our eyes, we shift our eyes away from Dave, and we say, “So, what did you do? You walked into the car lot and the car jumped out at you and you bought it.” And Dave says, “No, not really” and accesses Kinesthetic. Hold on a second, Dave. We don’t have a whole lot of information there yet, do we? OK, go ahead. Dave moves his eyes.

So we’ve got Dave’s whole strategy right there. We have got Dave’s whole strategy in the eye patterns. And we can notate it as:

![Eye Patterns Diagram]

Elicitation Demonstration 3

We could also ask Landon (age 7). Landon, how do you know when a toy is a good toy? (Landon responds without moving his eyes.) He was actually looking at me. You have to tell them, too. How do you know – let me ask you the question again – how do you know when a toy is a good toy? “When I play with it a lot.”

So, what he said was, “When I play with it a lot” and what he did was moved his eyes in certain directions. And so that first thing he did was he moved his eyes up and to the left, and then he moved his eyes down and to the left, which is Kinesthetic. So, Landon, let me ask you again, how do you know when a toy is a good toy? Look at his eyes.
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Now, what he did in this case was he moved his eyes down and to the right, which was Auditory digital, so he was repeating back the question. “How do I know when the toy is a good toy?” He moved his eyes up and to the left so he created playing with the toy in his mind and he checked out his feelings if he felt right. (Is that right, Landon? So, you play with it a lot, and then you feel if it’s right, yeah?)

And when I said that, he just moved his eyes down and to the left – Kinesthetic.

When you’re eliciting strategies from eye patterns, you may find that you get a Visual construct or a Visual recall and it’s actually a Visual external. Typically when you see a Visual recall right at the beginning, it’s actually a Visual external. Or it may be a Visual constructed, and so the question will be, how are they constructing it? You may also find that they move their eyes back and forth in Visual like this:

In this case, note it as Vc/Vr. Vc/Vr indicates a comparison. First, a constructed image, and then it’s compared to a memory (or vice-versa). This eye pattern simply means that there’s a comparison that begins the strategy. In either case, it’s not absolutely necessary to make the distinction between internal and external when you are only constructing embedded commands, so when I am just putting together embedded commands, I don’t note it.

Elicitation Demonstration 4

Now, let’s elicit a strategy from Craig’s eye patterns only. Craig dahling…I love your watch. Did you buy that yourself? “No.” I love your shirt, Craig. Where’d you get it? Were you by yourself for your decision? “No.” Craig, I love your car. Did you buy that yourself? “No.”

Now, why did I say, Did you buy that yourself? I wanted to know if Craig made the decision by himself, or if somebody else assisted him on it, because a decision made with somebody else can be different. (Craig says that he did buy a dishwasher himself.)

So, Craig, I love your dishwasher. Where’d you get it? “Sears.”

Now, notice that Craig moves his eyes up and to the left, then to the right, and then he moved them down and to the right and then to the left (as you look at him). Then he’s done.
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We’ve seen him do it twice. Each time I ask him to get back into the strategy, he does the same thing. So, if he does it several times in a row, you can be pretty sure that’s his strategy. So, where’d you get it, Craig? So...what...you walked into Sears and it jumped out at you?

Ok, now this time he did go over and access Kinesthetic.

What you want to do is you want to throw him off – so, you ask him, Did it jump out at you? Did it just pop up? Or, when you got the dishwasher, did it? But you don’t want to use something that leads them into a specific modality. So, you don’t want to say something like, Oh, did it shine brightly, so that’s what you wanted? No, because that’s going to lead them too much. Or, Did it call your name? – that’s going to lead him into Auditory tonal. Or, did it have a better feeling? You don’t want to lead them, however, what you do want to say is something that throws them off that allows them to think freely and also breaks eye contact.

Remember, there is a fine line between elicitation and installation, so when you elicit strategies, make sure not to lead. Be non-directive.

So, let’s go back to the very beginning. Craig, you walked into Sears and what happened?

What we see is: Visual construct, Visual recall, Auditory digital, Kinesthetic. Ok, so you’re walking into Sears and you ask for their dishwashers...(and, by the way, walking into Sears and asking for the dishwashers is not part of the strategy. We’re not there at the trigger point of the strategy yet, based on what he’s telling us.) So, what did you do? “Went over and looked at it.” So, you walked into Sears and asked where the dishwasher was. You asked the salesperson questions about the dishwasher you wanted to buy.

Now what we’re doing here, is we’re checking to make sure we got the eye patterns – making sure we recognized and organized them correctly.

So, you walked into Sears, asked where the dishwashers were, and walked over to the dishwashers. “Yeah, and then I picked out a dishwasher.” Aha. Now, he didn’t give us that verbally before, did he? He said, “I picked out a dishwasher.” So you saw a dishwasher that you wanted. “Uh huh.” How did I know that? I saw his eye patterns, right? So you saw a dishwasher you wanted. then what did you do? “I got a salesperson to see if it had a certain criteria that I had.” Whoa! Is that Auditory digital, or what? So, he runs through his list of criteria.

Ok, Craig, so we’re going to go back, here we go back again, you ready? So, we’re going to go back again and as you do, go right back to that time, you walk into Sears. Now, why am I saying this again? To get him right back into the moment. You’re walking into Sears and you say, Hey, where are the dishwashers? And they’re over...
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there. You walk over to where the dishwashers are and what….? “I saw the ones on
sale.”

OK. Now we’ve got more criteria, don’t we? Saw one that was on sale. Now, was
that a major criteria for you? “Yes, it was.” Ah, OK, so you just gave us another
criteria. That’s why we want to loop, and keep on testing.

You walked over to where the dishwashers were and you saw one on sale, and you
liked it. What was it that you saw about that dishwasher that caused you to know
that was the dishwasher you wanted to get? “I wanted a portable that could be
permanently affixed, and after talking to the salesperson, I found out that this one
could be permanently affixed.” Ok, now what we’ve got here are criteria. We don’t
necessarily have the decision-making strategy yet, by the way. But we have criteria
that are probably part of the motivation strategy. Now whether he got them later
or not, is not really important. If we’re selling him something, we do know that sale
prices are criteria for him, especially on the dishwasher.

So you saw the dishwasher. But what was it about what you saw that caused you to
know if that was the dishwasher? “A sign on the top that said the price was within the
price range that I was looking for. Also, the color dishwasher was red. A criteria of
our kitchen - that it would match with the kitchen.”

Very good. We have some visual submodalities. So now the color. Now he’s given
us Ad criteria before. So, let me ask you a question, did you check the color first,
or did you check the price first? “I checked the price first.” You did check the price
first? “Because usually they have all the colors…” So, you checked the price first
because you knew you could have any color you wanted. “Yeah, well, at Sears.” Ok,
so you saw the dishwasher you wanted and you checked out a bunch of criteria. Now
at that point when you checked out a bunch of criteria, you talked to the salesperson,
got the criteria. Did you then – now he just moved his eyes over to Kinesthetic – he
just finished the eye pattern for us. Thank you, Craig!

I talked him through it, and at any point I can get him to re-access the eye patterns
again. He just accessed Kinesthetic. So I’m going to ask him just to be sure. Craig,
at that point, when you finished talking to the guy, did you know that was what you
wanted to buy, or did you have a good feeling about it, and then you knew? “Actually,
I knew it was what I wanted to buy, but I accessed my feelings because it was a
shared appliance, something I wanted to make sure that everyone else was going
to use. So I accessed my feeling…I knew that I accessed.” So, it was OK with you,
but you wanted to check your feelings out to make sure everybody was OK with it?
“Right.”

Now, so we’ve got that particular strategy we know that that was how he made that
decision. The question is, will a Kinesthetic exit generalize to all his other decisions?
My guess is that it will.

So, now we run just a little test so that we can be absolutely certain. That Kinesthetic
exit is just a guess on my part. It only comes from having elicited a lot of strategies,
you know, along the way, but, let’s test another strategy of Craig’s. Craig, do you
remember when you bought your last lawn mower?
When we asked him that, he flashed back and forth, Visual construct/Visual recall. He constructed his last lawn mower. Or he constructed what he thought it ought to be and then he went over to Visual recall and remembered it. And that wasn’t the strategy yet. So Craig, what happened when you bought your last lawn mower? “It was sitting in the office and remembered the box and remembered we had gotten one on a trade, and then I could probably get a half price deal on it.” So, do we have a sale coming up as another criteria? Yes, I think we do! Well, he saw the box, knew he could get it at a good price – criteria. And, at that point, did you have a feeling about it, and knew that that was what you wanted to do? “Well, I knew that it was a good lawn mower...”

He just got to the end of his strategy and when he said that, he accessed his Kinesthetic again. It’s apparent that he gets enough criteria till it hits his Kinesthetic plus button and then he’s done. And you saw that, right? Good. That’s his strategy. His decision-making strategy, which is part of the buying strategy, is see something (Visual external), and that it meets your criteria (Auditory digital), and you feel good about it (Kinesthetic). So, I think we could say that this is his strategy.

In this strategy, if you get an Ad + (meaning it meets his criteria), it’s followed by a positive K. If not, you loop back to Visual external. Because, if it doesn’t meet your criteria, you’re back into looking some more. Now, is that true? I’m hallucinating now, wildly, I might add. You’re the one whose strategy it is. “Yes.”

In the case of the lawn mower, he made a picture in his mind. So you made a picture, or you recalled a picture, and that’s what I mentioned earlier. In the case of the dishwasher, he went to Sears and saw the dishwasher. In this case, he didn’t see the lawn mower, but he either created or recalled that the lawn mower was in the crate. Now we can make some really fine distinctions here and we can test it, right?

So, as you go right back to that time, and you go right back to the office – and he’s flashing his eyes back and forth between construct and recall and then he ran his whole strategy just then for us.

And it was recall, wasn’t it? So, you recalled, your eye pattern said it was recall. So you recalled the – is that right? “Yes.” Craig recalled the picture of the lawn mower.
in the box and said, “Hey I know I can get this on sale” – criteria, criteria, and then he felt good about it. So Craig does operate on his feelings. He comes out of that with a K plus. So what I would say is that there was a Visual external or a Visual recall, and what I usually write is Visual recall.

Now, when I’m doing strategies from eye patterns for the purpose of doing embedded commands, I only note the eye patterns that I see, because I’m only going to create a sentence with predicates for this strategy. AND, if I’m only doing this from eye patterns for the purpose of creating embedded commands, I don’t question with the depth I am now. If I’m actually doing a formal elicitation, I will note Visual external, and question much more closely.

OK, so then we go – Visual recall, Auditory digital, Kinesthetic, and the loop back in from Auditory digital back to Visual. And if, for example, Craig, you had made a picture of the lawn mower and gone to your boss, and he said, “Well, there’s no way that I’m going to sell that to you for half price, you’re going to have to pay full list.” What would you have done then? OK, so you would have gone to their client and so, what he got was a K minus. So he’s got to go look for more lawn mowers.

We’ve done two strategy elicitations, both so far of decision-making strategies, and note that features, criteria, being on sale – all of that information is Auditory digital – criteria. It “makes sense”.

Extended questioning when eliciting strategies from eye patterns can help you gain greater precision in strategy elicitation. It’s effective, and you may, at times, need to get a little more information in order to fill in the submodalities or discover more criteria.

Now the next step before utilization, by the way, which we should do right now, is to go back and to elicit the submodalities of Craig’s strategies to make sure that we have the submodalities of each major piece of the strategy.

Craig, as you go back to Sears and the dishwasher, what was it about what you saw that caused you to know that it looked right? (By the way, the major tests are Visual – Looks Right, Auditory Tonal – Sounds Right, Auditory Digital – Makes Sense, Kinesthetic – Feels Right.) Craig, earlier, you mentioned that color. “Yeah, the color matched the...really, the color was not important because I was at Sears and I knew I could get the color I wanted.” And you saw the right color. “And the right color happened...actually the one that was delivered to my house was the one on the showroom floor.” And it was the right color. Good. Was there anything other than color? Was it shape? Was it the way...was there anything else about the way it looked?

OK, let’s go to the lawn mower. When you imagined the lawn mower, what was important about the way the lawn mower looked? Did color have anything to do with it by any chance? “No, it was in a box. Well, it was red, but I don’t really think...” What color was your dishwasher? “Green, like the refrigerator.” OK, so there’s no commonality this time, but sometimes when you elicit the submodalities, you will find similarities in the strategy.

Now, let’s get over to the Auditory digital section of the strategy with Craig, because
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Craig’s probably more Ad than your average street person. I don’t know why, but…
OK, Craig so let’s talk about the criteria.

On sale is a major criterion. What other criteria are there? In terms of the dishwasher, there was size. “Now.” Ah, so can you have it there now? And what about the lawn mower? Was having it right away important? Supposing your boss had said, “Yeah, I’ll sell you the lawn mower at half price, but you need to wait two weeks, because we want to do a display.” You had to have a lawn mower – OK, so you bought it. What we’ve got is two major criteria. One is sale price and one is, I’ve got to have it now. Not unusual, by the way. So a major criterion for Craig is “now”. What other criteria do you have as you think about it? As you go back to the lawn mower, for example? What other criteria are there that existed? “Easy. Easy. OK, easy to do.” If the dishwasher was hard to do, would you have not done it? “I would have weighed that against having someone else do it in terms of price…” Did you buy the dishwasher alone? “Yes.” So, if the dishwasher was hard to use, you would have…gotten another. “Yes.”

We’ve got Craig’s whole strategy here – easy, on sale, you can have it now – his major criteria. And by the way, it’s very easy to use that to feed back to

Craig…and Craig, here it is (holding up a pen), when you see how you can use this, you will probably know it makes sense, and it’s here, so you know you don’t have to wait, so you can feel good about it. Look at him, he’s ready to go.

All right. So we’ve covered elicitation from eye patterns and we checked it several times. Now, if you can’t read the eye patterns, you can use the script which we covered earlier. In actually eliciting someone’s strategy formally, there are ten steps:
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The Steps in a Strategy Elicitation Overview

1. Make sure you’re in Rapport with the person.
2. Set the Frame.
3. Get into the Specific State you’re eliciting.
4. Follow the Outline (below).
5. Make sure that the person is in a Fully Associated, Intense, Congruent State.
6. Anchor the State.
7. Make sure the State you elicited is Intense [if not, select another state, or check your own state].
8. At each step, Fire the anchor to assist them in accessing.
9. Elicit Modalities until complete.
10. Then go back and elicit the submodalities.

The Steps in a Strategy Elicitation

1. The first step is to get in rapport. That’s very important in any process. We’ve discussed that in a previous chapter.
2. The second step is to set the frame. What you want to do is to set a softening frame. The softening frame in this case might be, “You know as we sit here talking about your business, I’m really motivated to ask you some questions that will allow me to serve you better. So I hope you don’t mind if I ask you...”
3. Then get into the state you’re eliciting. So, in this case, if I was dealing with somebody, I’d want to know their decision-making strategy prior to the time I had to ask them for a decision, so I could present information to them in a way that allowed them to decide easily. So I would get into a decisive state—a state when I made a decision. Hopefully you’re in rapport with them, and that will lead them into the state and make it easier for them to access their own decision-making state.
4. Next, go through the formal elicitation text.
5. The next step: After you’ve said, “Can you remember a time...” You can do this concurrently with anchoring, if you want. Just make sure the person from whom you’re eliciting the strategy is in a fully associated, intense, congruent state. That is, that they are actually associated in the memory of the event. (Associated means that they are looking through their own eyes, and are not seeing themselves in the memory.)
6. Step number 6 is to anchor the state. (See Anchoring)
7. Step 7 is just a check — Make sure that the state you elicited is intense. Now, that means it is a good state. Meaning that you can fire the anchor (step number 8), and get the same state again.
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8. Fire the anchor. (Which is also useful in a person says, “Gee, I’m having trouble making a decision,” and you’re in the process on enrolling that person to be a client of yours, then you can just fire that anchor and he/she will go back into a decisive state. He/She won’t have any trouble making a decision.) Then in the process of eliciting strategies, you can fire the anchor at each step to assist them in accessing.

9. Then you elicit all the modalities until you’re complete, and go back and check it like we did with Craig, and

10. Then go back and elicit the submodalities.

Additional Ideas for Eliciting Strategies

In case you run out of ways to get into a strategy elicitation, here are some other things that you can say:

1. “Has there ever been a time when you were really motivated to do something?” (Motivation)
2. “What is it like when you’re exceptionally creative?” Or, “Has there ever been a situation in which you were exceptionally creative?” (Creativity)
3. “Can you tell me about a time when you were best able to do ‘x’?” (a Skill)
4. “What is it like to ‘x’?”
5. “Can you ‘x’?” Or “How do you ‘x’?” Or “Have you ever ‘x’ed?”
6. “Would you know if you could ‘x’?”
7. “What happens to you as you ‘x’?”

Any of the above can be used to begin a formal strategy elicitation, or even an informal one for that matter.

Strategy Utilization

Now that you know how to elicit strategies, the next step is utilization.

Once you’ve discovered what someone’s strategy is, the next thing to do is to utilize or use that person’s strategy in feeding information back to them in a way that it becomes irresistible to them. For example, you might want to utilize someone’s strategy in the process of assisting them to be motivated in a certain way, or causing them to want to do what you suggest, or in the process of selling them something.

Once elicited, you can then use the strategy as a framework for the information you want to feed to that person, and in using the strategy that way will present a structure of information to the person so that the information becomes irresistible to them or irresistible to their neurology, regardless of the content of that information.

It’s a very simple matter to feed the information back to a person inside of their strategy, meaning you put the information contextually in the form of the strategy that they just gave you, and feed it back to them using predicates. For example, if a
person’s strategy was Visual, Auditory digital, and Kinesthetic, and if in the Auditory
digital they were comparing criteria, you could say to them, “Have you seen our
proposal yet, so they you can see that it meets your criteria and feel good about it?”
They would feel good about what you said, and probably wouldn’t be aware of why.
More importantly, they would also feel good about your proposal!

Let’s say that you elicited a strategy that was Visual external (submodalities – big
picture) then Auditory digital, and in the Auditory digital part they said, “Is this okay?”,
and then Kinesthetic (feels solid, grounded). When it was okay, the person would say,
“Yes, this is the one.” What you would say to this person is, “I think you should take
a good look at this so you can see how it will fit into the whole picture. I’m sure you
will find that it will answer all the questions we’ve been asking ourselves, and you’ll
really be able to say ‘yes, this is the one’, and feel, as I do, that this is the most solid,
grounded choice available.”

The way you present information to someone makes a big difference if you present
it in the order and sequence that they process information (inside their strategy), or if
you put it in an order or sequence that is different (outside their strategy).

Embedded Commands

Obviously, you will want to discover someone’s strategies and then fit your
communication directly into that order and sequence. We were recently teaching
someone how to do embedded commands. (And essentially, by doing embedded
commands inside of someone’s strategy, what you’re doing is making the embedded
commands even more irresistible then they already were.) As I was showing her
an example of using embedded commands and strategies, I used a “standard”
sequence Visual – Auditory digital – Kinesthetic (which was not her strategy). As we
talked, she was having trouble understanding. Then, I put it inside her strategy (which
was Auditory digital – Visual – Kinesthetic), and she immediately understood.

The first time I said, “You will probably see in a moment that this makes sense to you,
and you can feel good about learning it.” No response. So, I pointed that out to her,
and said, “Well, I think that you will probably discover this makes sense to you as
soon as you can see that it feels right.” And she went, “Oh, yeah, now I understand.”
The idea is, then, to feed back the information to them inside their strategy.

With some familiarity about embedded commands the next thing I like to do is to
enclose the entire sentence with a beginning and ending temporal predicate. A
temporal predicate is a predicate or a

word that deals with time. What are some words that deal with time? Some examples
are, when, when are you going to, later, now, soon... tonight.

We could say (assuming a Visual Construct / Visual Recall – Auditory digital g
Kinesthetic strategy), “I’m wondering (hypnotic language pattern) how soon...” (which
is a temporal predicate) “I’m wondering how soon you will have the opportunity to
look at our proposal and recall, seeing that it meets your criteria for feeling good
about it tonight, won’t you (hypnotic language pattern)?”. And so that becomes a very,
very powerful form of embedded command.
The magic number seems to be three presuppositions in a single sentence, which immediately gets you beyond the Conscious Mind. When you get to the magic number 3 in a given sentence, if you put 3 presuppositions inside the sentence... actually this sentence had 6.
Given the above strategy, here’s the sentence: I’m wondering how soon [1] (assuming they haven’t even agreed to look at the proposal yet) you’ll have the opportunity to look at our proposal [2], and recall seeing that it meets your criteria [3], so you can feel good about it [4] tonight [5], won’t you [tag question–6]. Here’s how it works:

So, what we have is a hypnotic language pattern filled by a temporal predicate at the beginning, and at the end, that collapses all 3 of the embedded commands together into one highly irresistible sentence. You can construct them any way you want by putting temporal predicates at the beginning and the end, and putting the embedded commands in the middle.

How do you learn how to do that? You discover their strategy, then (if you need to) write it out on a piece of paper as you construct the embedded commands. Then put the hypnotic language and the temporal predicates at the beginning and end, and say it. You see, in the previous sentence there’s also a command to feel good about the proposal tonight as opposed to some other night, which presupposes again that they’re going to look at it tonight, whereas we began by asking them how soon, we now have ended up by suggesting that it’s going to be tonight.

Now, while you were in the process of eliciting someone’s strategy, you may also have set some anchors.

When we do training for retail salespeople, we suggest they use anchoring in addition to strategy elicitation and embedded commands. When somebody walks in to talk to a salesperson on the floor that we’re instructing how to sell, one of the things that we suggest is that the salesperson ask the customer, “Have you ever purchased a computer (let’s say it’s a computer salesperson), that really works well and you felt really good about?” And when the customer remembers that, they’re going to access that entire strategy of buying that computer, aren’t they? They’re going access that state. When the salesperson asks the customer if they’d ever had a computer that they felt good about and really worked well for them, they’ll have to go back and access a time if they did. If they did, it’s going to access a state of having a computer that worked well for them, which you can anchor. Then you say, “How did you know it was time to purchase that computer?” which elicits the decision-making strategy.

You say to them, “Have you ever bought a computer you felt really good about?” They’re either going to say, “Yes” or “No”. So if they say, “Yes”, or even if they say,
"No", anchor that state!
Assuming they said, “Yes”, you’ve also got one or more anchors placed with them at the time of eliciting the strategy. When you go to close, you can do the close inside their strategy, and feed back the information to them in exactly the same way as they process the information, and you can also fire the anchors. So, with a positive anchor set, assuming an Auditory digital strategy, you can say something like, “I’m sure as you look at our computer you’ll see that it meets all your criteria for computers, and that you can decide that you want to do it (firing the anchor), don’t you? (That’s a Visual 4 Auditory digital strategy.) Okay?”
And, if you get a negative response to the question, “Have you ever bought a computer you felt really good about?” anchor it, too. You can always use it to attach to an objection that they may have in the future.

Strategy Design
The next element in strategies is strategy design. Now, you’d want to design a new strategy for a person if the strategy they have is particularly inefficient or it does not process data well for them. For example, a person might have a Visual Kinesthetic buying decision-making strategy. That is, they see it, want it, and buy it. “They want it” is a feeling. And they might be in a situation where, “Hey, I’m buying too much.”
You can assist them by adding another point to that particular strategy. There are some things you should know. When designing strategies there are some things that are very important:

1. The person must have a well defined representation of the outcome. It must be a well designed outcome. We need to know what kind of outcome we want as a result of changing the strategy. And so, we go through the Keys to an Achievable Outcome, the Meta Model, and design a very well defined representation of the outcome. Ask, “For what purpose...?” why they want the change.

2. Second, the strategy should use all three of the major representational systems, that is, Visual, Auditory, and Kinesthetic.

3. The third thing is there should be no two-point loops. A two-point loop becomes a Synesthesia (like a V-K Synesthesia). And a Synesthesia loops around too quickly, and is harder to get out of. If you’re in a Synesthesia where you’re going around in a circle, V-K, V-K, V-K, it’s really hard to break out of that kind of loop. Whereas, if it’s a three-point loop, there’s more time in between the going back and picking it up, and going around again, and if they have some Auditory digital, they can say, “Hey, it’s time to get out of here.”

4. Which leads us to point number four, that is, after so many steps, the strategy should have an external check. What we don’t want to do is what I’ve seen so many times, people who have strategies, of course unconsciously designed, where they literally go and they end up in this Auditory digital feedback loop where they’re just evaluating criteria, gathering more information, they continue to get stuck in this Ad loop, where they talk themselves right into and out of a decision.
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They go Visual 4 Auditory digital, should I make a decision? No…gather more information…talk themselves out…they end up in a very tight digital loop where they're just not making a decision. So the point is to have a three point loop.

Now, there are three more points about the functionality of the strategy you're going to design. In the process of designing a strategy, there are three more points that are really important:

First of all, the strategy should have a test, and part of the test should be a comparison of the present state, and the desired state. Remember we said at the beginning of this chapter, that typically there's a trigger or a test that feed information forward to the next test. The information that’s in the feed forward part sets up certain criteria. In the comparison, the strategy should have a test which is the comparison of the present state to the desired state. That will give you either a minus (go back and continue the strategy), or a plus (exit successfully).

The second element on the functionality of strategies is that the strategy should have a feedback step. That is, a representation resulting from the plus or minus, or the congruence or incongruence of the test comparison, so that a strategy when installed, should have a plus and a minus place where it loops back, or where it exits.

Finally, the strategy should have an operation. This comes right out of the test exit. The strategy should have an operation that is a chain of representational and/or motor activities for the purpose of altering the present state in order to bring it closer to the desired state; that is, it should have a series of steps or a chain of representational systems, or an internal/external advance.

Just a couple of more observations about strategies, now. First of all, the strategy with the fewest steps is probably better than the strategy with the most steps. In other words, if you designed a 23-point strategy for someone, and you’re going in to install it, forget it. What’s a lot better is to give them as few steps as possible to allow them to achieve their outcome. So based on what our criteria is, in terms of structural well formed strategies, the criteria could be somewhere between three and having as few steps as possible.

Another point is that having a choice is better than having no choice. So when you’re going to install a strategy, make sure you’re giving the person a choice, rather than no choice.

You should take into account the Direction Meta Program. It’s important to take into account whether the person moves Toward or Away From in the design of the strategy.

Strategy Installation

Finally, installation is a matter of rehearsal, Swish Patterns, and Chaining Anchors installed to recall each step of the new strategy. For example, to change a strategy, anchor each element of the strategy:
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Anchor:
- Vr
- Ad
- K

Then, assuming you want to add in the Vc element, anchor that.
- Vc

Then chain it in to the strategy, via anchoring as:
- Vr
- Vc
- Ad
- K

So you end up with

\[ V' \rightarrow Ad \rightarrow K \rightarrow D \]
T.O.T.E. Model of Strategies

First formulated in Plans and the Structure of Behavior published in 1960 by George Miller, Eugene Galanter and Karl H. Pribram. T.O.T.E. stands for Test, Operate, Test, Exit which is a sequence, based on computer modeling.

The first Test is a cue or trigger that begins the strategy. It establishes the criteria “fed forward” and used as a standard for the second test.

The Operation accesses data by remembering, creating, or gathering the information required by the strategy from the internal or external world.

The second Test is a comparison of some aspect of the accessed data with the criteria established by the first test. The two things compared must be represented in the same representation system.

The Exit, or Decision Point, or Choice Point is a representation of the results of the test. If there is a match, the strategy exits. If there is a mismatch, the strategy recycles.

The strategy may recycle by:

- Changing the outcome or redirecting the strategy.
- Adjusting the criteria, chunking laterally or reorienting.
- Refining or further specifying the outcome.
- Accessing more data.
Structural Well-Formedness Conditions

- Has a well-defined representation of outcome.
- Uses all three (3) of the major representational systems.
- At least three points in every loop.
- Every loop includes an exit point.
- Goes external after “N” steps or “X” time.
- Uses least number of steps to get the outcome.
- Logical sequence with no steps missing.
- Has the internal and external sensory modalities to get desired outcome.
- Preserves positive by-products and eliminates negative consequences.
- Follows T.O.T.E. model.
- Minimizes bad feelings.

Functional Well-Formedness Conditions

- Trigger which starts the process and carries with it the final criteria.
- Operations to alter the present state to bring it closer to the desired state.
- Test which compares the present state to the desired state based on presorted or ad hoc criteria.
- Decision point which determines the next step based on the congruence or lack of congruence of the test comparison.
- Knowing the functional well-formedness conditions allows you to ask very specific and directed questions. Knowing the functional properties of strategies allows one to recognize when one receives an answer to a different question than the one asked.

Questions to Elicit Strategies

**Test:** What let you know it was time to decide?
When did you begin deciding?
How did you know it was time to decide?

**Operate:** How did you know there were alternatives?
How do you generate alternatives?

**Test:** How do you evaluate alternatives?
What has to be satisfied in order for you to decide?

**Exit:** How do you select which alternative to take?
How do you know (or what lets you know) that you have decided?
Strategies

Installing or Changing Strategies

- Rehearsing
- Reframing
- Metaphor
- Anchoring
- Dissociated state rehearsal

Design Principles

Design

- Maintain the function.
- Intervene before the strategy goes haywire.
- Calibrate.
- Reframe or use Submodalities on unpleasant feelings or voices.
- Delete unnecessary steps.
- Make sure that the criteria are accessed sequentially and not simultaneously.
- Make the least amount of change to get the results you want.

Redesign

- Make up what you think could work.
- Check your own strategy for applicability.
- Model someone else who has a good strategy.
Representational Systems

Characteristics

1. Each representational system can best represent the aspect of the world that it responds to directly. Many people get into trouble by representing experiences with the wrong representational system.

2. Digital descriptions are always secondary experience, so they contain less information than the primary experience which they describe.

3. Auditory digital is valuable as a filing system:
   - To keep track of experience.
   - To categorize experience.
   - To plan and set direction.
   - To summarize.
   - To make a running commentary on raw data.
   - To draw conclusions.
   - To make sense of things.

4. Auditory tonal can add emphasis and help flesh out raw data.

5. Visual can represent an enormous amount of data simultaneously and instantaneously.

6. Auditory processing is sequential and takes longer than visual processing, which is simultaneous.

7. The kinesthetic system has more inertia and duration than the visual and auditory systems.

8. When making decisions it is difficult to fully represent possibilities using only sounds, words or feelings. The visual system is helpful, because it enables one to simultaneously picture different options and make comparisons between them.

9. Kinesthetic tactile and proprioceptive sensations help provide raw data.

10. Kinesthetic meta is the primary way people evaluate experience.

11. Congruent feelings are perceptual feelings of events, involving direct tactile and proprioceptive sensations. They are purely perceptual or sensory experiences without evaluations.

12. Meta-feelings are evaluative feelings about events in response to criteria, and usually have a positive or negative value. They are what we usually call emotions or feeling states. Meta-feelings may be created through past anchoring of experiences and/or beliefs.
Motivation Strategies

People either move toward or away. People who move toward too strongly may never get around to doing unpleasant things which are necessary. People who move away may never move until things get bad enough. The key to motivation is to be able to easily and effortlessly do things that are unpleasant. Most people do not need help in doing things that are pleasant.

Typical motivation strategies

- Visual construct of task accomplished leading to positive K.
- Visual of negative consequence of not doing task leading to negative K.
- Motivation strategies are related to procrastination strategies. They are the flip sides of those same phenomena.

Elements of an Effective Motivation Strategy

- Voice (if present) has good tonality.
- Voice uses modal operators of possibility instead of necessity.
- Includes a representation of what is desirable about the task (the completion or consequences) rather than a representation of the process of doing the task.
- The task is chunked appropriately.
- Toward strategies are more enjoyable and result in less stress than away.
- Toward, away and mixed strategies work; mixed is the most general.
- If mixed, think of negative first and then positive.
- Replace away with toward strategy. Set frame that “if you do not learn a new strategy you will have to feel bad over and over again in the future” which uses their current strategy of moving away.
- Association and dissociation are critical elements.
- Good strategies work across contexts.
- Always check ecology before removing negative feelings or anxiety.
- It may be necessary to adjust the Submodalities of the representation of the task being done in order to get a strongly motivated response.
- If representing the task as completed does not produce strong motivation, then focus on the consequences.
- Procrastinators are often good planners.

Example of a Good Motivational Strategy:

Say in a pleasant voice, “It will be so good when it is done”, leading to a visual construct of a completed task of positive consequences, leading to a positive K, leading to beginning the task or future pacing appropriately.
Strategies

Typical Problems in Motivation Strategies

1. **Begins with overwhelm**: Person begins with feeling of overwhelm and needs to chunk down.

2. **The person only moves away**: Either this is not enough to motivate them or the person experiences too much stress, anxiety and unpleasantness.

3. **Uses MOP’s of Necessity**: Person uses modal operators of necessity with harsh tonality resulting in bad feelings.

4. **Caution**: There are some things that one should move away from. Be careful about removing away strategies entirely. It is better to design a strategy with both elements.

Typical Problems With Decision Strategies

1. **Problems with generating options**.
   a) No visual construct.
   b) Not enough options.
      - Only one choice.
      - Either/Or.
   c) Person keeps generating choices with no way to exit.

2. **Problems with representing options**.
   a) Options are not represented in all representational systems which makes it difficult to evaluate them.
   b) Person needs to go external to get necessary data.
   c) Options and criteria are not revised according to circumstances.

3. **Problems with evaluating options**.
   a) Criteria for selection are inappropriate.
   b) Criteria are not prioritized.
   c) Criteria are considered sequentially and separately rather than simultaneously. Polarity response is an example.
   d) Person does not get an overall evaluation of each criterion.
Learning Strategies

Well-Formedness Conditions

1. Begin in a positive state. Think of a time when you succeeded and felt good rather than failed and felt bad. Access and anchor appropriate resources.

2. Chunk appropriately. Chunk down the task to avoid overwhelm. Recycle or go external until you can represent the smaller chunks so as to sequence and prioritize them.

3. Get appropriate feedback relative to the task being learned.

4. Make appropriate comparisons that give one a feeling of accomplishment. Do not make comparisons to an expert or to an ideal self but to your ability in the past.

5. Exit: Avoid the dangers of exiting too soon or never exiting. Exit when you have learned enough for right now, and when you have learned something well enough for your outcome. Avoid the trap of chasing clarity. All important decisions are made on the basis of insufficient information.

6. Expect to not understand some things. Set them aside and come back to them later. Do not get trapped in bad feelings about not understanding. Remember that understanding is a feeling.

7. Know your Submodality equivalents of understanding and use them to get information in the necessary form.

8. Future pace learning to the time and place that they will be needed.

Elicitation Questions

Context: Think of a time when you were able to learn something easily & rapidly.

Initial Test: How do you know it is time to begin learning?

Operation: What do you do in order to learn?

Second Test: How do you know if you have learned something?

Exit: What lets you know that you have learned something fully?
Spelling Strategies

Steps

Discover: Finding out what strategy someone is already using.
Utilize: Use the strategy to assist the student in learning.
Changing & Designing: Automating the new sequence so that it becomes part of the person’s unconscious process. Changing also includes the process of designing: Streamlining what is there to make it more effective or designing a new strategy from scratch.
Installing: Installing a new strategy if necessary

Spelling Elicitation

1. Start at the beginning. “When I give you the word .... what is the first thing you do on the inside?”
2. Backtrack and go on. “So first you ... and then what?” Make sure they behaviorally follow you with each step.
3. Make sure that you get a/the step(s) that has to do with how to spell the word. (Some bad spellers do not have one.) “How do you know how to spell ...?”
4. “When you see, hear or feel that, how do you know that it is right?”
5. Get only as much detail as you need.

Bad spellers are made, not born. Bad spellers are not learning disabled. They were teaching-disabled.

Inappropriate spelling strategies

• Negative K - Begin with a bad feeling
• Phonetic - sound it out - only 50% accuracy
• Visual construct - creative spelling - piece by piece

Excellent spelling strategy

• Asked to spell the word - may repeat it internally.
• See the word - Visual remembered - may defocus rapidly - ask to spell backwards - rapid.
• Feeling of familiarity or not - look for shift in breathing or gestures.
• How good a speller they are depends on what they read.
• If no feeling of familiarity, do a visual construct until get feeling.
• Secondary strategy for words for which no memory image exists.
• Final K is a motivator for continual improvement.
Spelling Strategies

Installing

- “Do you have any objections to being a good speller?”
- New strategy is only for the context of spelling.
- New strategy will not result in instantly being an expert speller but will result in rapid improvement.
- Check for reverse wiring.
- “Can you think of a good friend?”
- Simplest method is rehearsing.
- Reframe only if necessary.
- “I am going to give you a word. As soon as I do, look up here (hold hand in their Visual remember), allow an image of the word to appear, and as soon as it does, look down here (hold hand in their K) to get a feeling of familiarity or not.”
- Use simple words initially.
- Have them spell words in reverse.

Common Problems

1. People try to create the word while looking in Visual remembered. “Look up here and wait until you see the word the way you have seen it before. Allow the image to pop up.”
2. If people draw a blank, write out the word and hold it up in Visual remember. Have them look at it and then close their eyes and see it internally as a memory image.
3. Hold the word up for a short period. If too long some people will try to describe it rather than see it.
4. Have them visualize the word on something that they can remember easily.
5. A person keeps going back to their old strategy rather than using the new one. Reframe with a persistent voice. If first step is a negative K, then create a resource anchor (or use a dissociated-state rehearsal if necessary).
Strategy Elicitation

Buying Strategies
1. Motivation
2. Decision (to buy)
   • Convincer Strategy (See Convincer Meta Program)
3. Reassurance

Love Strategies
1. Attraction
2. Recognizing Attraction
3. Deep Love

Text for Formal Strategy Elicitation
"Can you recall a time when you were totally X’d?"
"Can you recall a specific time?"
"As you go back to that time now ..."
"What was the very first thing that caused you to be totally X’d?"
   "Was it something you saw (or the way someone looked at you)?, "
   "Was it something you heard (or someone’s tone of voice)?, or “
   "Was it the touch of someone or something?"
"What was the very first thing that caused you to be totally X’d?"
"After you (saw, heard, felt) that, what was the very next thing that happened as you were totally X’d?"

→ Did you picture something in your mind?  
   Say something to yourself, or  
   Have a certain feeling or emotion?  
What was the next thing that happened as you were totally X’d?  
After you (list previous), did you know that you totally X’d, or...

(Continue until complete.)
Deep Love Strategy

1. How do you know someone else loves you?
2. Can you remember a time when you were totally loved?
   A specific time?
3. In order to know you are totally loved, is it necessary for you:
   a. To be taken places and bought things or to be looked at with that special look?
   b. OR that you hear that special tone of voice or those special words?
   c. OR is it necessary that you are touched in a certain way or a certain place?