STRATEGIES THE MIND-BODY CONNECTION TO BEHAVIOR

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I often ask people in the seminars that we give, before beginning to teach strategies, "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 hand, because people typically are not aware of their pervasive use of strategies.

Now, 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. And 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 second 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?" "And 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 with form and not 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, what did you do, 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 in the context, form, and process instead of the content.

NLP was created as a result of Modeling. Bandler and Grinder's system for Modeling 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, Tony Robbins is fond of pointing out that "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 strategies is that you might want to change someone's 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 learned 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 decision-making strategy from home to work.

A Strategy is a specific syntax of external and internal experience which consistently produces a specific behavioral outcome, or to put it in plain 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.

So, how do you discover someone's strategy for doing a specific thing? Well, just ask. Just ask, and 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. 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. And they're shown below:

- V = Visual
- A = Auditory

- K = Kinesthetic (feelings)
- O = Olfactory
- G = Gustatory

In addition we can say certain things about those Representational System elements:

- e = External
- i = Internal
- t = Tonal (At)
- d = Digital
- c = Constructed
- r = Recalled

The strategy notation that we use corresponds directly to the eye pattern chart below. 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).

Making sure that your shorthand notation for each step of the strategy includes the distinction of whether it's 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". 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 over and over again until you have a strategy that you can be confident about. Make several tests. Ask over and over 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: Bandler, Grinder and Dilts and others in the book, Neuro-Linguistic Programming, Volume I, refer to a model of strategies called T.O.T.E. The T.O.T.E. model was designed to represent how people process information. T.O.T.E. stands for test, operate, test, and exit.

The notion of strategies actually comes from George Miller, and Galanter, and Pribram in a book called Plans and the Structure of Behavior. They're the ones who originally developed the concept of the T.O.T.E. model.

As the theory goes, a strategy or T.O.T.E. begins with a certain test. 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.

TEST OPERATE TEST EXIT -- THE TOTE MODEL

Adapted from Miller, Galanter & Pribram

Here's how it works:

The information gathered provides a trigger, setting off 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 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.

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 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 is gathering, and internal which could be remembered or created.

Test: Then there's the next test. We've gone through TEST - OPERATE - TEST ... we're at that point 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, at that point, 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 at that point, or loop back and get more data.

To summarize, the functional properties of strategies are the TEST, OPERATE, TEST, and the 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.

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: Either (1) 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 (2) strategies. And a synesthesia pattern is somewhat like a very short fast strategy with only two components.

Synesthesia: 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." 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 modality accessings (like Visual - Kinesthetic) are closely linked, with one of them possibly outside the 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 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 -- 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 T.V. and saw an instant replay? Just like that.

Formal Elicitation: 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 this outline:

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.)

TRANSCRIPT OF STRATEGY ELICITATION -- MOTIVATION STRATEGY

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".

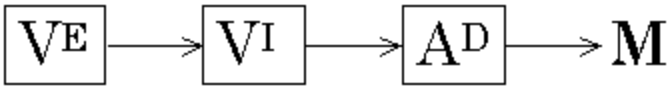
Good, after you made a picture in your mind, and said something to yourself, did you know that you were totally motivated or did you say something to yourself, or have a certain feeling or emotion? What was the next thing that happened as you were totally motivated?

"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:



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?

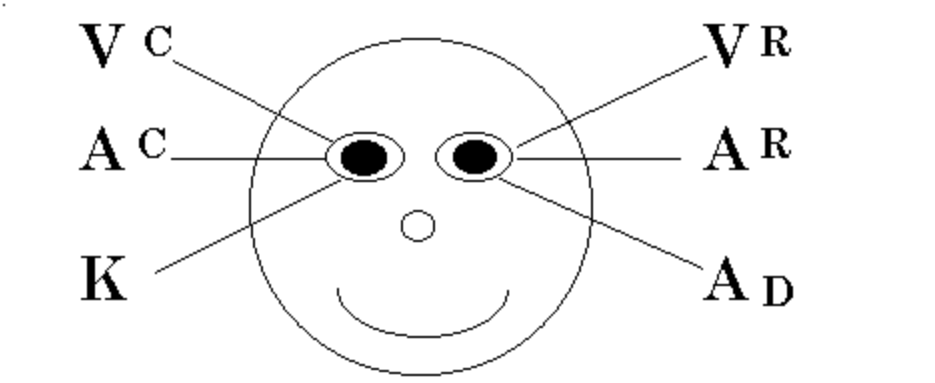
"I said, 'Wow'."

Thank-you, Bill.

"Thank-you."

Informal Elicitation: 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, its 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.

The next type of strategy elicitation is elicitation from eye patterns. You could just walk up to somebody and you could go, "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.



EYE MOVEMENTS -- NORMAL RIGHT HANDED PERSON

(This is how they look when you're facing them.)

Not Every Movement A Strategy: The first thing to remember when eliciting strategies from eye patterns 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 a certain direction as they access their strategies. 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.

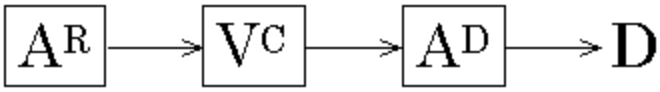
I suggest that as with any strategy elicitation, you also test the strategy elicitation from eye patterns wherever possible, questioning them over and over again, until you're sure you've got it. It's OK to check several times because the major question in the elicitation of strategies from eye patterns is, "Where does the accessing 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 later we'll put it all together when we show how to utilize those strategies in designing embedded commands.

Strategy Elicitation: Let's elicit some strategies. What follows are transcripts of actual strategy elicitation:

As we sit across from our good buddy Dave here, and say, "Love your 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 whose 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 what we have is:



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 the 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.

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 moves his eyes up and to the left so he creates playing with the toy in his mind and he checks out his feelings and sees if he feels right. (Is that right Landon? So, you play with it a lot, and then you see how it feels, 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 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 this case, note it as Vc/Vr. Vc/Vr indicates a comparison. First, a constructed (or it could be remembered), and then it's compared to a memory (or the construct). 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 recall and external when constructing embedded commands using this sequence.

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 the decision with somebody else, when they're right there, is going to be different. (Craig says that he did buy a dishwasher himself.)

So, Craig, I love your dishwasher, where'd you get it?

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.

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 in your lap? 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 in your lap", "Did it jump on you", "Did it pop on your back", or "When you got that watch, did it..." But you don't want to use something that leads them into a strategy. 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 into visual. 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.

So, let's go back to the very beginning. Craig, you walked into Sears and what happened? And this is what we saw:

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, no. 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 recognize them correctly. So, you walked into Sears, asked where the dishwashers were, walked over to the dishwashers. ("Yeah, and then I picked out a dishwasher.") Aha. Now, see, 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? OK, 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 go right back to that time, you walk into Sears. Now, why am I saying this again? To get him right back into the state. You're walking into Sears and you say, "Hey, where are the dishwashers?" And they're over 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, loop, loop, keep testing, keep testing, keep testing. OK. 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 I 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 sub-modalities. 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 feelings ... 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"...)

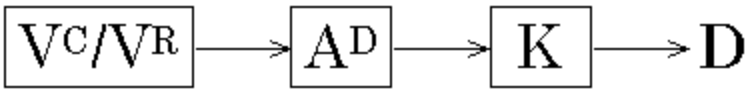
Now, so we've got that particular strategy we know that that was how he made that decision. The question is, will a kinesthetic exit generalize to all his other decisions? My guess is that it will.

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 a box at the office that we had gotten on a trade, and then I could 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.



In this strategy, if you get an AD plus (meaning it meets his criteria), it's followed by a 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 just 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 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.

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 noting the actual eye patterns. AND, if I'm doing this only from eye patterns, I don't question you like 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 is 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, or since he's already motivated --this is not his motivation strategy, it's his decision making strategy.

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 a very effective technique and you may, at times, need to get a little more formal with it in order to fill in the submodalities or discover the criteria.

Now, the next step before utilization, by the way, which we should do right now, is to go back and to elicit the sub-modalities 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 the 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? ("No")

OK, let's go to 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, and sometimes when you do something like this, you will find similarities in the strategy.

Now, let's get over to the auditory digital section of the strategy with Craig, because Craig is 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 criteria. What other criteria are there? In the 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 right 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), so you know you don't have to wait. Look at him, he's ready to go.

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

STEPS IN 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 sub-modalities.

STEPS IN STRATEGY ELICITATION

1. The first step is to get in a rapport. That's very important in any process. We've talked about 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."
3. Then you want to 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. Now, if you're in rapport, that will lead them into the state and make it easier for them to access their own decision-making state.
4. Next, the formal elicitation text which we've given you earlier.
5. The next step: After you've said, "Can you remember a time...", and concurrent with anchoring, make sure the person you're eliciting the strategy from, 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.
8. Fire the anchor. (Which is also useful if a guy says, "Gee, I'm having trouble making a decision," and you're in the process of enrolling him to be a client of yours, then you can just fire that anchor and he'll go back into decisive state. He 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.

And, those are the ten steps in formal strategy elicitation.

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 those 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 strategies are, the next thing to do is to utilize or use that person's strategies 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.

Feed the Strategy Back: 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. 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 that 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), auditory digital, kinesthetic (feels solid, grounded), and in the auditory digital part they said, "Is this okay?", and then 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).

Obviously, you will want to discover someone's strategies and then fit your communication into that order and sequence directly. 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 Then, I put it inside her strategy (which was auditory digital - visual kinesthetic), and she immediately understood it at that point.

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.

The next step after mastering embedded commands inside strategies, 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? Well, when, when are you going to, later, now, soon... tonight.

We could say (assuming a visual construct / visual recall - auditory digital - kinesthetic), "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 is three presuppositions in a single sentence, which immediately gets you beyond the conscious mind. He says when you get to the magic number 3 in a given sentence, if you put three presuppositions inside the sentence... actually the following 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 followed 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 its going to be tonight.

Now, while you were in the process of eliciting someone's strategies 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 salesman on the floor that we're instructing how to sell, one of the things that we suggest is that the salesperson ask the client, "Have you ever purchased a computer (let's say it's a computer salesman), that really works well and you felt really good about?" And when the client or the prospective customer remembers that, they're going to access that entire strategy of buying that computer, aren't they? They're going through and access that state. When the salesperson asked 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 purchase the 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, 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 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 did not process data well for them. For example, a client might have a visual kinesthetic buying decision-making strategy. That is, they see it, want it, 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 Outcome and 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. They go Visual - Auditory Digital, should I make a decision? No ...gather more information ... talk yourself 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 feeds 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, that is a representation resulting from the plus or minus that is the congruence or incongruence of the test comparison, so that a strategy when installed should have a plus and a minus place where it goes back and 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, in other words, an operation should have a series of steps or a chain of representational systems or 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 and 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 would 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 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.

Installation: Finally, installation is a matter of rehearsal, swish patterns, and chaining anchors installed to recall each step of the new strategy.