



## **Module 2: Being a Good Detective**

### ***The Structure of Language Patterns for Precise Information Gathering and Influencing with Integrity***

Words are a communication code used to create meaning when we speak or write. First, the speaker/author has a thought or intention to share. Then, the listener/reader interprets those words through the filters of their experience. When we appreciate that the words we use may not create the same meaning or response in the listener as was intended, we can begin to be aware of how important it is to employ multiple perspectives when in conversation.

Life is about relationships, and our choice of how we use language is a vital part of the success of any relationship. This chapter introduces distinctions in the structure of language and what patterns are useful for certain effects. In addition to verbal language, non-verbal language - such as gestures, voice tone, rhythm, facial expressions and so on, is also a crucial part of the meaning of the message, both as a sender and as a receiver. When coaching, the meaning of the communication is the response you get from the listener, and watching for congruence or incongruence gives you valuable cues to get to the smallest details of how a person may be keeping themselves trapped in a situation of sabotage.

Knowing more precise linguistic distinctions increases levels of awareness for dealing with unresolved challenges, as well as being able to lead individuals and teams to generate creative options for future success.

As a Results Coach, having an understanding of language helps you in discerning and updating limiting beliefs and patterns of thinking and behavior; releasing phobic reactions and compulsive habits; getting a system in balance using strategic processing filters; and creating a compelling and congruent individual or corporate future through congruent visualization.

## **Personal States of Excellence for Learning**

**It is important to begin in a personal state of excellence for resourceful learning.**

Adopt a frame of playfulness, curiosity, confidence and a willingness to get better and better. Then, as new strategies and technical skills are introduced, your ability to integrate the information from this course into your tool box for effectiveness will bring lasting results.

Once an outcome or goal has been established, know that everything you do is either Information Gathering or an Intervention to Create Change. If what you do works to bring you closer to the goal - it is an Intervention. If it doesn't work, or takes you in another direction, it is valuable Information Gathering. An effective sequence of building a sequence of effective steps is: plan; take action; get feedback; adjust and re-focus on the next action step toward the goal.

As you do the Experiential Activities with your partners or friends to deepen your understanding, there are some important points of focus to keep in mind. When you are asking questions keep a sense of curiosity and ecology. Remember that providing safety, respect, and having rapport are crucial to the success of an interaction. When appropriate, being flexible, adding humor and being willing to be playful are valuable assets.

## **Timeline Utilization**

The brain codes events and situations according to a sense of a timeline of experience in order to not have everything appear to happen at once. This gives us a sense of what is now, what was before, and what we can imagine will happen in the future.

Being able to elicit how a person codes their personal timeline can be very useful in guiding someone in creating change. In the brain, it is the left hemisphere that records and stores the memory of an event. This is very important to know when working with memory strategies. If you think about something that happened in your past, most likely there will be a sense of this memory off to your left side, or slightly behind you with the mind's eye focus dominantly through the right eye. The right hemisphere is the dreamer and planning center for our future experiences. This is where we imagine what we want to have happen. It is our creative center and is where clear visualization of a goal becomes more and more fine-tuned as we develop a plan of action. The sense of future planning for most people is off to their right, using the left eye focus more dominantly.



When we know something to be “on the calendar” - something we expect to happen, there is a sense of bringing the dream or goal front and center in a pathway for us to follow. Both hemispheres are then involved being in the present taking action in a self-directed manner.

When working with a client who is struggling with a challenge, gathering information as to how this person is sorting time can be a valuable piece in knowing how to guide the client to resolution. We will be discussing other applications for the use of the concept of timelines in future lessons. For our purpose in this module, we want you to have awareness of this phenomenon when using your structure of language to influence a person to experiencing change.

### **Verb Tenses**

A verb or action phrase is part of every sentence. Just by linguistically shifting the time sequence you can begin to bring something from the present into the past or into the future. Notice the internal shifts that occur when you do this visualization – how did your pictures change as far as content, location, being associated in the image or dissociated watching the image. These sub-modality distinctions in the representational systems of our internal pictures, internal dialog and feelings physically are the building blocks of individual experience.

When there is a sudden or obvious shift in something we pay attention to it. Then there is a **threshold** over which we do not notice differences. If a change is subtle enough we don't notice it consciously. If it is beneath our threshold of perception we won't notice. One of the purposes of this training is to lower your threshold of perception so you are able to notice finer and finer distinctions in others, and to be more subtle in using language to elicit change.

### **Simple Tenses: (One time frame)**

Step into saying the following inside your head and notice how you represent each internally. "I dance," "I danced," "I will dance" (Feel free to use another verb such as "I run," "I ran," "I will run") Notice what happens inside of your brain. Where is the picture on your timeline? How does that feel in your physical body?

"I dance" = Just in the present? Or, is it more inclusive through time?

"I overeat" = Present tense, includes past and future as well. (It's what I do)

"I exercise" = I always do.

**Present Participle: “ing” form of the action word (verb)**

Contrast "I dance" with "I am dancing." What are the sub-modality differences that you notice?

"I am dancing" = right now. The listener is associated more fully and can feel the movement.

Verb tense shifts are a way to invite people to associate or dissociate using everyday conversation.

"I am dancing," "I was dancing," "I will be dancing" ("ing" form is more active)

"I talk" = a slide or still internal picture as opposed to, "I am talking" = a movie or action.



**Perfect Tenses: Sequential Relationship (Two time frames)**

**Present Perfect** - the past may continue to the future. Talking about it now and it happened in the past. "I have (present) danced (past)"

**Past Perfect** - completed before, while talking in the present. "I had danced."

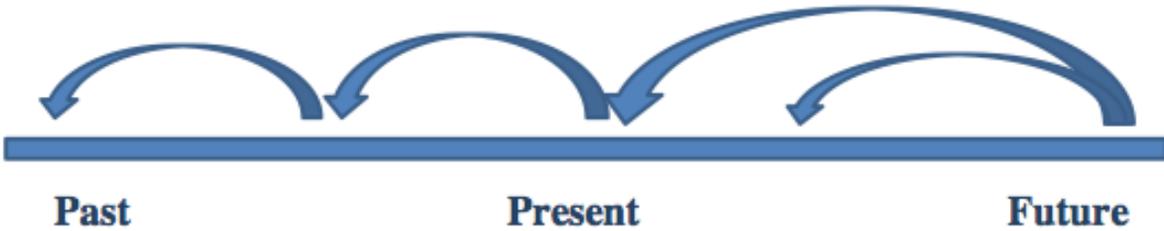
**Future Perfect** - an event that will be completed in the future prior to another event. "I will have danced."

**Notice how these are different in your internal experience:**

"I have this problem," or "I have had this problem," or (further into past) "I had had that problem," or "I will have had that resource many times" - a point in the future

when you already will have had that resource.

"I want to have confidence, inner peace, etc.." - I want it in the future – standing off of the timeline. Or, "I will have had the resource" - standing on the time line. This perspective tends to make the resource more real, rather than just a wish.



**Example:**

Client: "I have a problem."

Results Coach: "So, you will have had this resource X number of times by Y date?"  
(Sometimes this is too fast for someone to follow.)

C: "No, I still have this problem." This is feedback to ease off a little bit.

RC: (Pace C's reality) "So, up to now, you still have this problem.

(Lead to a new results) At what point in time will it be OK for you to have had the problem?"  
You still are accomplishing loosening up the thought - just not as fast.

**Example:**

RC: "You will have had the resource by time the training is over at least, if not much sooner, but by then you will have already had the experience to allow you to have the resource, won't you?"

**Note:** "I will have done this" needs a point of reference for a "by then" or "when."

Another way to distinguish your language to guide the listener to move from being associated or dissociated, or to move a concept to the past, present or future, is the intentional use of **this** or **that**. **This** is more current in present and **that** puts the topic into a distance or past.

**Examples:**

C: "**This** is a challenge for me."

RC: "It will be helpful when you move **that** challenge into your past.

RC: "Were you pleased to have solved **that** problem?"

RC: "Will you be pleased to have solved **this** problem?"

**Other time-linked verb forms: Having more than one time frame...**

"Having danced - I decided to get a soda" Danced is way off into the past.

"Having solved this problem, what do you think is the first thing that you will have noticed that will be different?"

"Having already had this resource, how does this prepare you for what you want even more fully?"

"Having danced, what will you want to do next?"

"Having fine-tuned your threshold of perception, how does that change your perspective now?" This pseudo-orientation in time tends to associate the person at the point at which the problem was solved.

"I hope to dance" Right now I hope for X in the future.

"Were you glad to have danced?"

"What will it be like to have already had this resource many times?"

"Will you be glad to have solved this and moved on to new resources, which of course will have prepared you for even better things in the future?"

"Having solved this problem, things for you will be easier and more pleasant, won't they?"

**Note:** A tag question (added at the end of the sentence calling for a response such as “,won’t they”- is an invitation for the listener to be involved.

**Example: Putting the problem in the past and resource in the present and future.** ("Pretend as if..." when there is limited permission to imagine).

"**With respect to that area of your life, what would it be like** (in present thinking about the future - off of the timeline) **when you have made those changes** (future - associated), **in the future?** (associated now) **Now, as you look back** (associated in future looking at past) **at what it had been like to have had that problem**, (problem is completed in the past) **how is it as you think about it now?** (present)."

"**What will it be like when you have had the experience of reflecting back on a past problem while remaining in a resourceful state, now?**"

**Useful internal dialog:**

"Aha! - I can think about a past problem while remaining in a resourceful state."

**Examples of using verbs to put appropriate resources into the future.**

These patterns will be very useful when you are updating limiting beliefs and wanting the new belief to be available in present and future.

"When you will have the resource....."

"After you have had this resource, how will (or would) that make other things easier as well?"

"When you have been having this resource, how long do you think it will take to really fully appreciate having this resource?"

As you gather information, begin to put the problem into the past. Use verbs appropriately when installing the new belief and at the end of the conversation or session when suggesting where to put it on their timeline.

**"Having already gotten this new belief, how is it to look back on the way that you used to be, knowing that you now have so many more choices that will repower you to have continued success and ease and growth?"**

An effective way to make sure the change lasts is to be thorough about presenting it along the time line.

**Example of Using Verb Tenses:**

**Client:** "Would you help me to lower my threshold of perception?"

**Results Coach:** "When you have lowered your threshold of perception and you look out at the world now noticing a finer level of distinctions, what is it like?"

This is an example of using verbs to presuppose that he had already lowered his threshold of perception. This puts the change into the past and him into the present having made the change. Use verb tenses to support whatever change you are going for, to begin to loosen up the perception of the problem.

***Experiential Activity for Verb Tenses Utilization:***

*(Find a partner to work/play with for this practice.)*

*Document three different examples each for Phase 1 and Phase 2.*

*Phase 1: Placing limits in the past:*

- 1. Have a person state a limitation.*
- 2. Backtrack in a way the moves the limit out of present or future and into the past or becomes more temporary.*

*Example: "I have trouble procrastinating."*

*"So you have had trouble procrastinating, haven't you?"*

*Phase 2: Placing limits into the past with resources into the present or future:*

- 1. Person states a limitation*
- 2. Backtrack limitation into past*
- 3. Ask for desired outcome*
- 4. Backtrack with desired outcome placed into the future and the limitation placed into the past.*

*Example: "I get so angry with myself!"*

*"So, you have gotten angry with yourself?"*

*"How do you want to respond differently?"*

*"I want to calmly give myself useful feedback."*

*"Imagine how good it will be when you are able to calmly give yourself useful feedback in those situations where you used to get angry with yourself."*

## **Gathering Information into Cause-Effect (A causes B) or Complex Equivalence (A means B)**

When the client has a challenge or problem, gather the full limitation of what that problem causes or what caused it - **A causes B**. Or, what does having that problem mean for or about you - **A means B**. As a Results Coach, it is valuable to take the time to linguistically gather this information. You will gain much more knowledge about the challenge and what has led up to feeling stuck. It is good to find out more about the challenge and what meaning it has for the client and what may be contributing to the limitation in the first place. Here is where you often find what is not is the conscious awareness of the client that is setting up a road block to future success.

### **Examples:**

"I can't make a difference here (B) because management doesn't walk their talk." (A)

"If I make a mistake (A) it means I'm not successful." (B)

"If I can do something, then I have to." (Cause/effect - "If this,... then that" = cause/effect)  
Two unrelated facts hooked together as if it is true.

"When you're late it means you don't care about me." (Means or =)

"When someone disagrees with me it means I'm wrong and unworthy." (=)

### **How to get something into the A causes B or A = B form:**

#### **Example #1:**

Start with getting an outcome.

Results Coach: "What do you want?"

Client: "I want more confidence when I'm teaching in front of a group."

RC: "What stops you?" (Gathering evidence)

C: "This nervous feeling." (Nervous is a response to something.)

RC: "What happens to let you know when to be nervous?"

C: "When I see all those people - then I start to get nervous."

RC: "So, seeing people in the room causes you to be nervous?" or

"What does it mean to you when you see those people in the room?"

C: "I just know nobody likes me." (Conclusion)

RC: "How do you know?" (Gives you the evidence.)

We are looking for a conclusion or a consequence or effect. "Seeing people in the room (A) makes me nervous (B)." Or "Seeing people in the room makes (causes) me nervous because nobody likes me." (A causes B)

**Example #2:**

Start with a Presenting Challenge or Conclusion:

C: "My problem is that I make lots of mistakes." (Conclusion.)

RC: "How do you know?" or "How is that a problem?"

C: "I just know I'm not going to be able to use this stuff." (A causes B)

Move to Information Gathering:

RC: "What do you want?"

C: "I want to be a full-time trainer"

RC: "What stops you?"

C: "I have a full-time job."

RC: "How is that a problem?"

C: "Well I can't have two full time jobs."

RC: "What stops you from being a full time trainer?"

C: "Money. Finances."

RC: "So you need money? You would have money if you were a trainer."

C: "Yes, but I need the security of a full time job." (Full time job means security. (A = B)

RC: "Specifically, how has having a full time job prevented you from moving in the direction of becoming a full time trainer?"

C: "It's easier to stay with my current job."

RC: "Is doing the easiest thing really the most important?"

**Be careful that the A/B content may not need to change. It may not necessarily be a limitation.**

**Example #3**

C: "When my coach sets me apart and degrades me, it makes me feel bad." A causes B – Ecology Check: This makes logical sense!

RC: "What would happen if you talked to the coach about him setting you apart?"

C: Limiting Belief Statement: "He might kick me off the team if I talk back to him, then, I would be a failure." (A means B)

Depending on other aspects surrounding this context, this might be worth changing or at least creating options for safety.

RC: Continue with language of specificity, "Where did you learn that quitting meant being a failure (looking for the traumatic imprint)" "When were you first degraded or set apart and weren't able to speak up for yourself?"

**Experiential Activity Forming A/B Challenge Statements:**

*Practice gathering information and frame either the cause-effect sequence or what meaning (complex equivalence) has been made about the consequence of the cause-effect.*

*Elicit a challenge from someone or if a person complains about feeling stuck – ask enough questions to get the challenge into a cause–effect or complex equivalence linked structure.*

*Write up 5 sequences of conversations where you have linguistically formed a complaint or challenge into either: 1. A causes/makes B or 2. A means/equals B*

*Notice how much more information you have about how the client experiences the complaint when you gather this additional information.*

**Sleight of Mouth (SOM):**

**Sleight of Mouth** was developed by Robert Dilts, author and trainer in the field of Neuro-linguistics, as he modeled effective language patterns. Dilts found the following patterns to “magically” create change and to create new perspectives, similar to a magician’s sleight-of-hand skills. These linguistic patterns open up new possibilities, reframe and presuppose change using conversational language. These patterns are useful by themselves and when combined with Hemispheric Integration change techniques.

**Example: Finding the Cause / Effect or Consequence. (A causes B or A means B)**

RC: “Please state your limitation.”

C: "I want to lose more weight."

RC: "What stops you?"

C: "I really like food."

RC: "What does liking food have to do with losing weight?"

C: "I enjoy eating lots of food."

RC: "So is it because you like food you have to eat it or...?"

C: "I just enjoy it so much I forget about losing weight"

RC: "So enjoying food makes you forget about wanting to lose weight?" (A Causes B)

**Model of the World (MOW):**

This language structure limits the problem just to the speaker and puts them at cause. It is intended to loosen up old beliefs and create new options and perspectives.

**Note: Be careful of voice tone - avoid sending a message of “judgment!”**

**Example:**

C: "Because I am part of the organization it makes it difficult for me to change."

RC: "So at this point in time it seems to you that being part of the organization makes it difficult to influence change?"

**Example:**

C: "I afraid of snakes so I won't go hiking."

RC: "So for you being afraid of snakes has stopped you from going hiking?"

Using the Model of the World patterns avoids the issue of right and wrong or blame and allows space for people to agree to disagree and still be cooperative.

"So for you...."

The coach's voice tone and tonal emphasis on particular words has an important effect in delivering the change pattern.

"So you think that....?" brings to mind other possibilities when spoken with a curiosity in the non-verbal communication.

**MOW - Unreality Predicates: The mirage effect...**

The purpose is to get a shift and to open up doubt and uncertainty.

**Example:**

"That is a house." changes to "That appears to be a house."

"That is a problem." change to "That seems to be a problem." This language begins to loosen things up or to create a doubt. Add in Timeline modifiers and it loosens up even more.

"That had seemed to be a problem up to now, right? (Tag ending elicits response of agreement)

**MOW - Time:**

Using references to time begins to limit and shift the problem, to loosen up generalizations. The goal is to create a distinction between now and some other time.

**Example:**

"At this point in time....."

"How long have you been thinking about it this way?"

**MOW - Awareness or Description words:**

Words that describe options in ways the situation may be looked at and that the current challenge is just the current way. These words create an implied suggestion that the situation may be thought about differently.

**Example:**

"The way you view the situation is...." (Describe, picture, suppose, think, etc.)

"The way you have been viewing the situation is..."

**MOW - Question with Tonal Shift:**

Make a pacing statement with a questioning tone. This brings in the element of doubt or un-believability.

**Example:**

C: "Making a mistake makes it so I am not good enough."

Repeat statement with voice inflection and facial expression as a question.

RC: "Making a mistake makes it so you are not good enough?"

**MOW - Tonal Emphasis:**

Tends to shift representations by what is emphasized in the sentence.

**Example:**

"So you think that..." So you think that...." etc.

**MOW - Self/Other:**

This pattern implies that the speaker's viewpoint about the challenge may be perceived differently by others.

**Example:**

"So for you..." "So in your model of the world..." "Do you know of anyone who may think about this challenge in a different way?"

**Experiential Activity for Model of the World Patterns:**

*Listen to conversations or find people who will give you a current challenge so that you may practice your language skills.*

*Elicit an opinion or limiting belief, challenge or "stuck" statement.*

*Backtrack with a pacing statement and lead with a Model of the World Pattern.*

*Depending on the presenting challenge, different MOW patterns will be appropriate.*

*Document two statements for each of the 6 MOW patterns.*

*(Notice that you can use verb tenses as well to open up the challenge perspective.)*

*Other considerations to be included:*

*Note the experience of the person you are working with. What do they report they notice?*

*What non-verbal shifts do you notice? Does it matter which eye you talk to when delivering your statements? Try a variety of voice tones and gestures to support your delivery and note any difference in response.*

**Counter Example (CE):**

Finding an example of a situation where the problem doesn't exist. Reframe for the opposite, or finding where the problem doesn't hold true. This shifts the focus of attention.

**Example:**

C: "When I see an untidy living room in my house it makes me feel I can't get it organized." (A causes B)

**Note:** The phrase "it makes me feel" is actually not a feeling – it indicates an opinion or belief not based in evidence or fact and will keep the person trapped in a “hook” of two thoughts that are not necessarily connected.

RC: "Have you ever been able to clean a living room after it was untidy?"

C: "Yes. (This statement sped up the picture of me putting things away.)"

**Example:**

C: "When I think of public speaking to a group my knees shake and I get nervous."

RC: "Have you ever talked to more than one person and your knees didn't shake?"

C: "Yes, with my friends."

RC: "Have you ever been talking with your friends and there were other people around as well?"

C: "Yes."

RC: "And did you get nervous then?"

C: "No, I was fine."

RC: "So it's not speaking to a group that gets your knees to shake – knees might shake only when you think about it happening, right?"

C: "Well I guess so"

RC: "So you can relax and know that you can easily speak to a person or a group and be fine. I wonder, what is a positive image of you being relaxed and speaking to a group successfully that will be your current image of the future?"

**CE - Shift Referential Index:**

This is another way to find counter-examples by noting where the limitation doesn't exist for someone else.

**Example:**

A woman went to a Coach to lose weight. She felt so bad about herself; she had trouble even making the appointment.

C: "I just know I am so ugly no man will ever have me."

Milton:(embedded covert task) "Stand on the corner and watch for someone who is ugly and has a man." (A shift to another's experience that contradicts her belief that being ugly means (A = B) no man will ever have you.)

**Example:**

A woman was angry with herself for something she had done wrong in raising her children.

RC: "Do you want to be teaching your daughter to only blame herself for mistakes and not be able to move on with life?"

**Kinds of Counter Examples: Four challenges to A B (A is the first part of sentence and B is the second part of the sentence.)**

**Example:**

"If I make a mistake it means I am not successful."

A - "So when haven't you made a mistake?"

B - "So when have you been successful?"

A not B - "When have you made a mistake and yet you were still successful?"

Not A and B - "When did you do everything perfectly and still weren't successful?"

Switch Referential Index - "Hank Aaron struck out many times, and he was successful."

**Note:** (Referential Index = A person for whom the statement is not true.)

**Example:**

"I can't make a difference here because management doesn't walk their talk."

B not A - "So when have you made a difference despite management not walking their talk?"

Not B - "Has there ever been a time when management has walked their talk?"

Not A - "Have you ever made a difference?"

A not B - "When has management walked their talk and you didn't make a difference anyway?"

Switch Referential Index - "Is there anyone who has made a difference in spite of management...?"

**Example:**

"I can't drive at night because I might fall off a cliff."

B - "When have you driven at night and that's not true?"

A - "You know last Wednesday when you really wanted to go to the party, you drove after dark." (Implied he didn't go off a cliff)

Switch Referential Index - "Tom drove home after dark and did not fall off the cliff."

One useful way to generate counter-examples is to temporarily step into the natural counter-exemplar's shoes - then generate the pattern.

**Sleight of Mouth (SOM):**

Changes frame size, redefines the meaning, utilizes criteria, reverses presuppositions and in other ways opens up other possibilities and realities.

**SOM - Apply to Self:**

Finding how a belief is not true by applying the criteria back on the statement itself.

A causes B transforms to "In what way does A really cause the opposite of B?"

"How does not making mistakes cause you not to learn." A not causes B.

Apply the statement or limitation to itself. Basically there are two things that make a statement apply to self:

1. It's about the statement or belief itself.

"He always over-generalizes."

"That statement you just made was a big over-generalization."

2. Use the criteria in the statement against the statement to blow it out.

Use the criteria words in the statement.

**Example:**

C: "I want more of a sense of connection between my head and my heart. There is an intense block that won't let them connect."

RC: "What does the part of you that is blocking the connection between your head and your heart want?"

C: "This part really wants to protect me and keep me safe."

RC: "OK, the part wants to keep you safe and that's really important. In what way does blocking things from connecting between your head and your heart actually make things less safe?"

<Client Processing...>

RC: "How could you actually be safer by having a connection between your head and your heart?"

C: "I can connect with others easily and feel more support from them."

**Example:**

C: "When I make mistakes I just know that I'm never going to learn this stuff. "

RC: "So, how does making mistakes help you to learn this stuff?"

"How can not making mistakes actually keep you from learning?"

**Example:**

C: "If I'm assertive I loose friends."

RC: "In what way does being assertive actually bring you new friends?"

**Example:**

C: "You know, you are just so judgmental."

RC: "I am really hurt by that judgment you just made of me."

**Example:**

C: "When you're late - it means you don't care about me."

RC: "That's not a very caring thing to say."

**Example:**

C: "Quality time is more important than quantity time."

RC: "How much quality time is better?"

**Example:**

C: "No matter how many nice experiences I have I am never satisfied."

RC: "Is believing that a satisfying experience for you?"

**Example:**

C: "No pain, no gain."

RC: "No pain, no need to say 'ouch'."

C: "I'm not as good as I should be."

RC: "How bad shouldn't you be?"

**SOM - Prior Cause: Looking before the belief of cause and effect.**

**Purpose: Changing the perception of what caused a behavior to a broader frame or time based orientation.**

Imagine for a moment getting onto a bus, standing - holding onto a pole and you feel a jab, jab, jab. Annoyed, you turn around and notice a person is holding a white cane (the person is blind). Notice what it does to your experience with the new information that allows you to recognize the cause of that behavior.

Prior Cause of "I can't make a difference here because management's not walking their talk":

**(B)**

"Management isn't walking their talk because of disorganization."

"Management isn't walking their talk because of dealing with a crisis"

"Management isn't walking their talk because they're in a power struggle."

**(A)**

"Maybe you're not making a difference because of past experiences."

"Maybe you're not making a difference because you're focusing your efforts at a different level."

"Maybe you're not making a difference because you have run out of ideas."

**(A & B)**

"You believe that because that's what everyone around you is saying."

"It's easier to say that than to try something new."

**SOM - Consequences: Looking for more choice of expected results (Consequences to side A or side B - creating new choices.)**

What are the consequences of that belief?

Focus on the consequences of A and/or B.

"I can't make a difference here because management doesn't walk their talk."

A and B - "This frees you up for other things."

B - "Since you're not making a difference you can be open to other possibilities."

A - "Since they're not walking their talk you have an opportunity of being congruent in the midst of incongruence."

A and B - "The consequences of this belief is that things are not going to change."

**SOM - Intent: Keep your curiosity!**

What is behind the action? What do you want to have happen differently? What is the intention behind the behavior?

"As individuals, maybe they are not united into a central vision."

"Is your intent of that belief to justify your inaction?"

In doing reframing, these are suggestions of how to open things up.

**Cause** = How did that come about? What made X happen?

What happened before that, that made X happen?

**Consequence** = What was the result? The effect?

**Intent** = Purpose. What did you want through that behavior?

**Redefine: Changing the meaning**

Actually A means C or B means D or this whole statement actually means E.

C: " A bumpy plane means impending doom."

RC: "Actually, that means that air is strong enough to keep the plane in the air."

C: "If I express my opinion, people won't like me."

RC: "It might not be that people don't like you, it might be that they just don't like your opinion."

RC: "That behavior wasn't really expressing your opinion, that behavior was condemning the people around you."

RC: "It's not expressing your opinion that causes people not to like you, it's how you express your opinion that causes people to respond the way they do." (Prior Cause)

**Apply to self:**

C: " I'm not a very good assistant because I spend too much time with myself."

Criteria: Being a good assistant - spending time with self

RC: "Sometimes being a good assistant requires spending time alone."

C: "It's not the winning or losing that matters, it's playing the game."

RC: "That sounds like a winning belief for someone who just lost."

C: "When I procrastinate on important issues I get depressed."

RC: "What would happen if you procrastinated about the decision to be depressed?"

"When do you take time to identify important issues?"

### **Criteria Utilization Exercise**

"What do you want to do and don't?"

Elicit criteria on both sides - doing it and not doing it.

"What stops you and what's important about that?"

Listen for nominalizations and fluffy words = criteria words.

Elicit criterion even higher than these criteria.

"What's even more important?"

How does the activity that they haven't been doing fit the criteria of not doing?

How does not doing the task violate the criteria?

#### **Example:**

C: "I have real trouble disciplining my children because I was raised to be nice."

Task: Discipline children. Criterion for not doing: To be nice.

**First, redefine 'disciplining your children' to 'managing your child's behavior'.**

RC: "How is not managing your child's behavior really not a nice thing to do?"

RC: "What is even more important than being nice?"

Show how doing the task fits the higher criterion of learning.

RC: "How does managing your child's behavior really lead to more learning?"

#### **Example:**

Person wanting to clean off their desk but doesn't do it.

"What stops you?"

C: "Well, it's really tedious, I don't like that kind of work and besides I'm more focused on making money. There are other things that I can do that are going to make me money."

RC: "You said you do want to clean off the desk though - what's important about that?"

C: "It's frustrating when I can't find things when I need them. So if I clean off my desk, I would have greater sense of ease. Besides it would look nicer."

Not clean = making money and avoiding tedium, looking nicer.

Clean = ease in finding things and look nicer.

C: "How can cleaning off your desk actually help you make money?"

RC: "That doesn't work. I know I can make money without cleaning my desk."

RC: "OK - that's good information. What's even more important than all of these things?"

RC: "What's really important is having a balanced life and taking pride in my environment"

RC: "What fits more with having a balanced life and taking pride in your environment - cleaning your desk or not cleaning your desk?"

C: "Really cleaning my desk fits more with what I want."

RC: "So now that you think about it, is it going to be more important to have pride in your environment and that balanced life, or just to make money? In that moment when you have a choice to put something where it belongs or just set it down, you get to decide what is going to be more important to do?"

**Challenge Pattern:**

Simply challenging the statement with - "That's not true. " Used sparingly, this can be a useful pattern.

C: "I'm not a good writer."

RC: "You are a good writer!"

**Reality Strategy:**

Asking for evidence. Loosens things up and can get useful information about perceived evidence. Puts the speaker more at cause.

"When I stand up I get nervous."

"Do you only get nervous when you stand up?"

"Do you ever stand up without getting nervous?"

"How do you know that you're nervous?"

"How do you do that?"

"How do you know that?"

**Frame Size and Chunk size:**

Changing the frame size to take in more data. Expand the frame, shrink it down, move it from one place to another.

**Chunk size: more general or more specific:**

Picture of a chair.

Larger frame = now see chair and room. Smaller = chair to one leg of chair.

Chunk larger = chair to furniture. Smaller=chair to wooden stool.

**Meta-Frame:**

This tends to dissociate so the client is talking about the limitation.

C: "I can't sit down to write that paper."

C: "It's important that you noticed that you have had that limitation."

**Metaphor: Lateral Chunk**

Use a metaphor as a context for delivering a language pattern.

C: "I don't want to chop vegetables when I make soup. I really have a hard time getting myself to focus on these little pieces, I just want to eat the soup."

RC: "Oh, you would rather have a bowl of soup that just has whole carrots and potatoes rather than them being chopped up?"

RC: "No, I don't think that's what I want."

**Comparison:**

Find out what the comparisons are. Be careful of comparing self to other or to a template of perfection or impossibility.

C: "If I make a mistake, it means I'm not successful."

Implied comparisons: Experience of self to others being successful.

C: "If I accepted people as they are it would mean I have low standards."  
Comparison: What people? What standards?

### **Reversing the Presupposition**

Introducing the possibility that what is presupposed in a statement could actually have a meaning that is opposite of what is being presupposed.

#### **Example Reversing a Presupposition:**

**Client:** "I have trouble sleeping at night before a training day."

**Results Coach:** "How are you doing that?" (Putting client at cause)

**C:** "There are voices in my head going over what to do."

**RC:** "Ask the voice , "What do you want?"

**C:** "To prepare for tomorrow – so thinking about things will help me out."

**RC:** "Ask that part, - How does thinking about those things actually get in the way of your preparing for tomorrow and being rested fully to present well?" **(Be sure to do an ecology check)**

**C:** "Maybe it isn't helpful." (Belief is now open to doubt.)

**RC:** "How would being silent right now actually assist you the best in being prepared for tomorrow?"

**C:** Yawn

**RC:** "Now, as you get to experience being quiet on the inside, is there anything else that could possibly get in the way of you just easily and peacefully drifting off to sleep?"

**C:** Yawn. "Seems OK."

Client reported back the next day that she had slept easily and comfortably through the night.

**RC:** "So, now and in the future you can just remind this part that actually being quiet helps it to do its job even better."