

BREAKTHROUGH COACHING & NLP DIPLOMA



1

INTRODUCTION TO BREAKTHROUGH COACHING WITH NLP

CONTENTS

1. Orientation
2. Meet your team
3. Training and S.M.A.R.T. goals
4. Start to end goal
5. Wheel of life
6. Definition of NLP
7. Next steps

CREATE THE LIFE YOU WANT



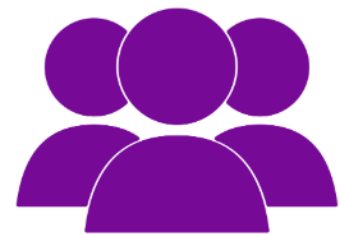
WHO ARE WE?

Our vision is to have

A practitioner or coach in every educated household.

Our mission is to

Transform lives through emotional well-being, personal development and spiritual growth seminars and certification training.



42,519 people trained



625 seminars facilitated

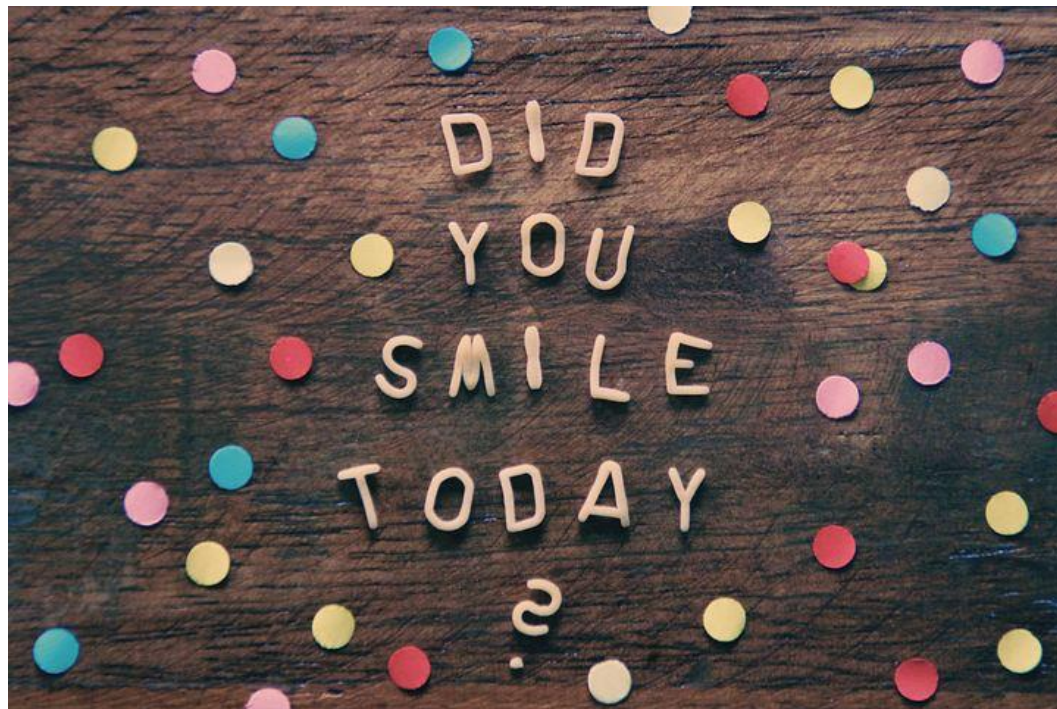


44 countries represented

INTERNATIONAL CERTIFICATIONS



THREE PARTS TO THE PROGRAM



**COACH YOURSELF TO
CREATE WHAT YOU WANT**
10 days



**MAKE A DIFFERENCE
THROUGH COACHING**
10 days



**MASTERY IN
COACHING**
5 days

ACCELERATED LEARNING TECHNIQUES



1. 10 days X 5.5 hours = 55 hours learning
2. 10 days x 5.5 hours = 55 hours certification
3. 5 days x 5.5 hours = 27.5 hours mentoring
4. 200 different techniques
5. Two 3-hour Breakthrough session

HOW TO BE SUCCESSFUL



1. Build and maintain rapport

2. Have an outcome for everything

3. Maintain confidentiality and integrity

4. Complete the test

5. Clean language

6. Attitude of curiosity

7. Open to excitement

8. Highest and best for all concerned

9. Daily personal development log

CLEAN LANGUAGE



WHAT IS CLEAN LANGUAGE?



- Developed by David Grove in the 1980s for effective communication.
- Encourages non-directive, unbiased questioning.
- Minimises assumptions, interpretations, and judgments.
- Uses open-ended questions based on the individual's own words.
- Facilitates self-discovery and deeper understanding of thoughts and feelings.
- Applied in therapy, coaching, and personal development.

EXAMPLES OF CLEAN VERSUS UNCLEAR LANGUAGE

Client: *I feel like I'm carrying a heavy weight on my shoulders.*

Clean language example:

Coach:

- *And what kind of heavy weight is that?*
- *And where is that heavy weight?*
- *And when you're carrying that heavy weight, what happens next?*
- *And what would you like to have happen?*

Unclean language example:

Coach:

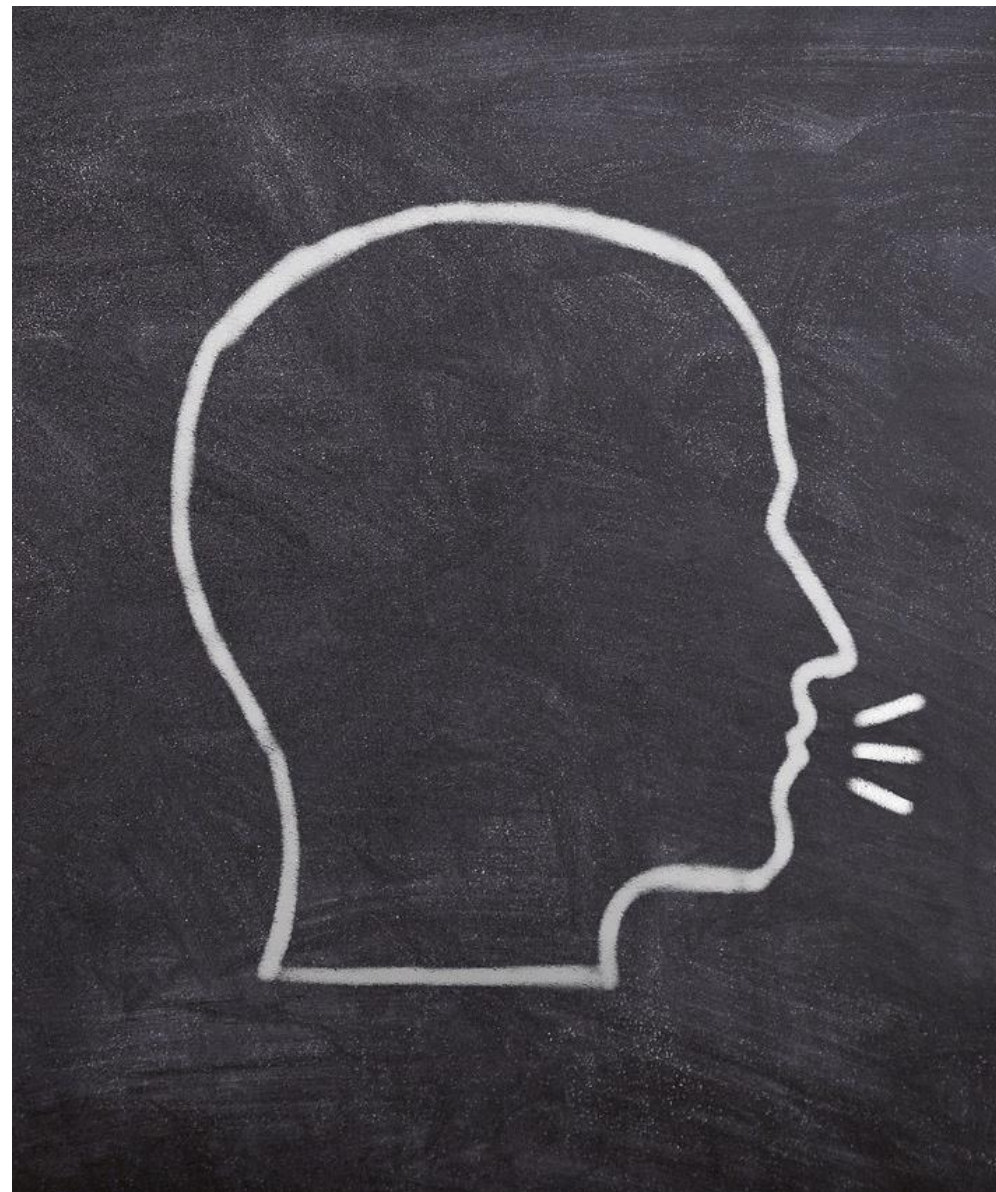
- *Is it like you're stressed about work?*
- *Why don't you try to let it go?*
- *That must feel overwhelming, doesn't it?*
- *Could this be related to your family responsibilities?*

BENEFITS OF CLEAN LANGUAGE



- **Deepens self-reflection:** Helps clients explore their own thoughts without influence.
- **Clarifies communication:** Avoids assumptions, leading to clearer expression.
- **Empowers clients:** Clients control their process and discovery.
- **Supports non-directive coaching:** Coaches guide without imposing solutions.
- **Builds rapport:** Creates trust with non-judgmental questions.
- **Reveals hidden patterns:** Uncovers unconscious beliefs and thought patterns.

APPLICATIONS OF CLEAN LANGUAGE



- Exploring a client's inner experience: "And when you think about that, what happens to you?"
- Clarifying vague feelings or concepts: "What kind of [feeling] is that feeling?"
- Identifying resources or strengths: "When you feel confident, where do you feel it in your body?"
- Uncovering hidden beliefs or assumptions: "What would happen if [that] were different?"
- Exploring personal metaphors: "What happens to the [image] when it gets bigger?"
- Facilitating change or transformation: "And when that [problem] goes, what's left?"

HOW TO BE SUCCESSFUL



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PERSONAL DEVELOPMENT LOG

PERSONAL DEVELOPMENT LOG

Day 1

1. What did I love about the day?

2. What can I do even better?

3. What did I learn?


4. How will I use what I learnt?

CERTIFICATION GUIDELINES

1. Attend each day of the training with your video on and with full participation.
2. Attend the examination day, complete the exam and share you answers on your Team groups.
3. Complete your first Detailed Personal History and a Breakthrough intervention in class.
4. Complete your second Detailed Personal History and a Breakthrough intervention in class.
5. Submit your personal development log on 17th February 2025.
6. Adhere to the international code of conduct, <https://vitalitylivingcollege.info/vlc-code-of-conduct/>.

PERSONAL DEVELOPMENT LOG

BREAKTHROUGH COACHING NLP PRACTITIONER TRAINING



COACH YOURSELF AND OTHERS TO SUCCESS

INTERNATIONAL CERTIFICATION PROGRAM

0% Complete ⓘ

- ▶ 1. Module 1: Introduction to Breakthrough Coaching NLP
- ▶ 2. Module 2: The Formula for Change
- ▶ 3. Module 3: What Do You Want?
- ▶ 4. Module 4: What Prevents and Soften the Model
- ▶ 5. Module 5: Prevents, Soften & Change Work
- ▶ 6. Module 6: Change Work & Condition
- ▶ 7. Module 7: Deep Change Work
- ▶ 8. Module 8: Deeper Change Work
- ▶ 9. Module 9: Even More Deeper Change Work

1. Certification Guidelines

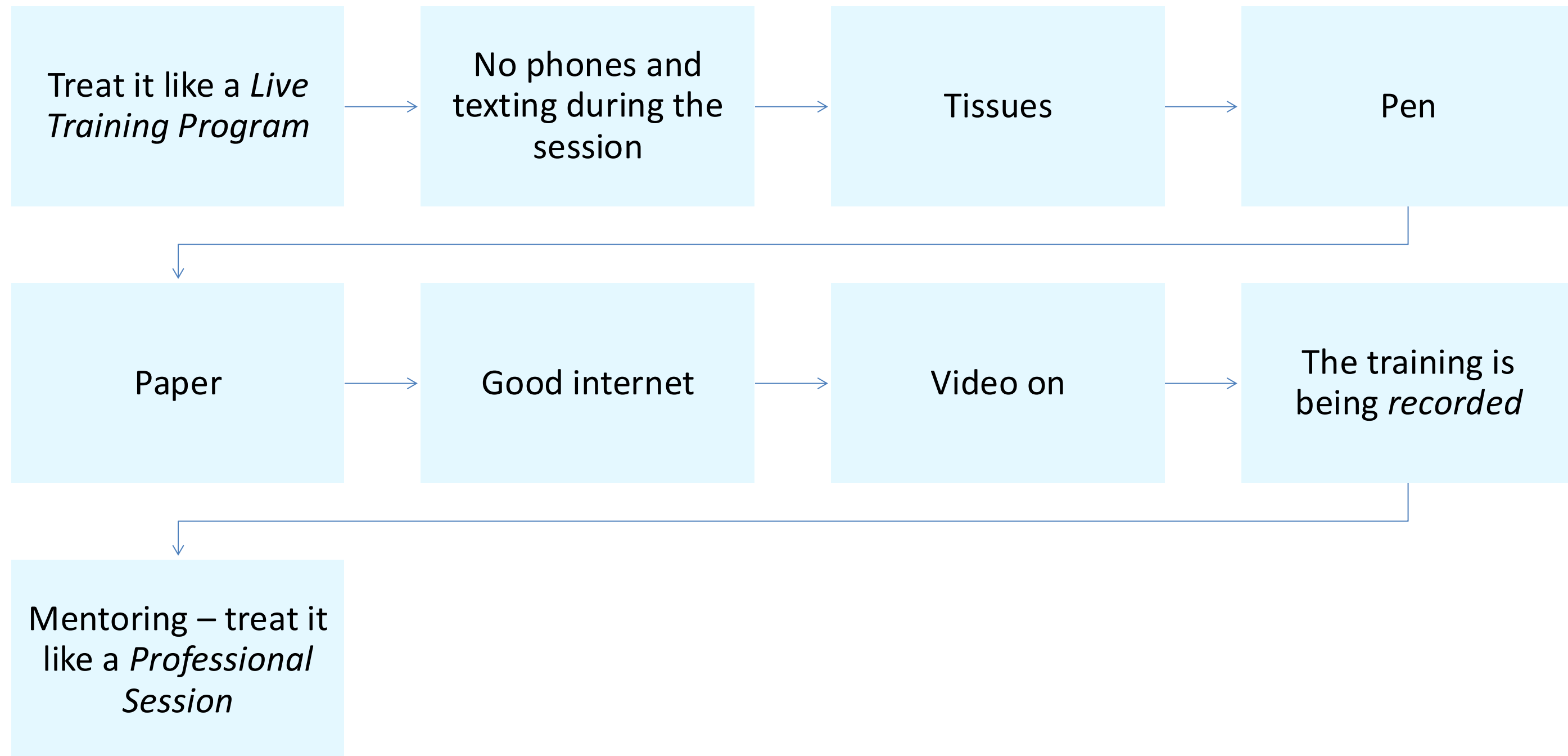
[< Previous Lesson](#) [Next Lesson >](#)

[Mark As Complete](#)

About This Lesson **Resources**

- 1a. Personal Development Log Word [🔗](#)
- 1b. Personal Development Log WhatsApp [🔗](#)
- 1c. Personal Development Log Excel [🔗](#)
- 2. Code of conduct [🔗](#)

HOUSEKEEPING



COMFORT ZONE



COMFORT ZONE

Life begins at the
end of your
comfort zone.

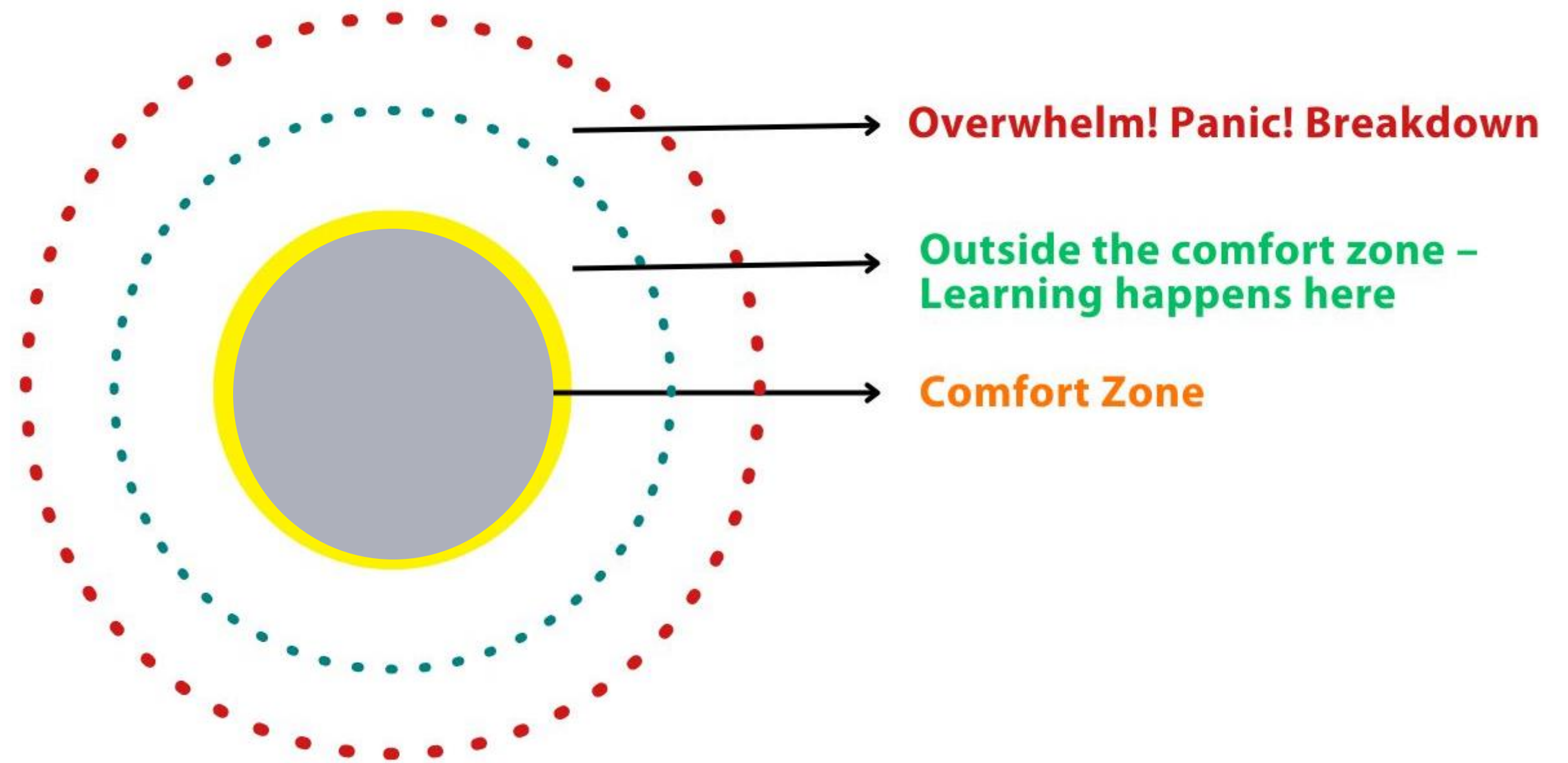


WHAT IS THE COMFORT ZONE?



- Refers to a familiar and safe environment where one feels comfortable and secure.
- Personal growth occurs outside one's comfort zone.

COMFORT ZONE



BENEFITS OF STEPPING OUT OF THE COMFORT ZONE



- **Personal growth:** Expands your skills, knowledge, and self-awareness.
- **Increased confidence:** Successfully facing challenges boosts self-belief.
- **Resilience:** Builds the ability to handle uncertainty and adversity.
- **New opportunities:** Opens doors to new experiences, career paths, and relationships.
- **Enhanced creativity:** Encourages thinking outside the box and finding innovative solutions.
- **Overcoming fears:** Confronting discomfort helps reduce fear and anxiety over time.
- **Broader perspective:** Exposes you to new ideas, cultures, and ways of thinking.
- **Achieving goals:** Pushing past limits accelerates progress toward big objectives.

APPLICATIONS OF STEPPING OUT OF THE COMFORT ZONE



- **Deepens self-reflection:** Helps clients explore their own thoughts without influence.
- **Clarifies communication:** Avoids assumptions, leading to clearer expression.
- **Empowers clients:** Clients control their process and discovery.
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- **Builds rapport:** Creates trust with non-judgmental questions.
- **Reveals hidden patterns:** Uncovers unconscious beliefs and thought patterns.

I.K.T.

WHERE TO GET HELP?



1. WhatsApp group

2. Head trainer

3. Assist leaders

4. Assist Team

5. Facebook group

6. VLC contact

7. Each other

8. The VLC portal

9. Yourself!



BREAKTHROUGH NLP Dec2024

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**HEAD TRAINER'S
INTRODUCTION**

WHERE TO GET HELP?



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**ASSIST LEADERS'
INTRODUCTION**

WHERE TO GET HELP?



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**ASSIST TEAM
HALO**

WHERE TO GET HELP?



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9. Yourself!

FACEBOOK GROUP



The screenshot shows a Facebook group page for "Breakthrough Coaching with NLP and Hypnosis". The cover image features a silhouette of a person with one arm raised against a bright sun over a cloudy horizon. The text on the cover reads "BREAKTHROUGH & NLP" in large white letters, with "GRADUATE COMMUNITY & SUPPORT GROUP" below it. Below the cover, the group name "Breakthrough Coaching with NLP and Hypnosis" is displayed, along with "Private group · 289 members". A row of member profile pictures is shown, followed by "+ Invite" and "Share" buttons. Navigation tabs for "Discussion", "Members", "Events", "Media", "Files", and "Guides" are visible. The "Discussion" tab is active, showing a text input field with a placeholder "Write something...", and options for "Anonymous post", "Photo/video", and "Poll". A "Featured" section is currently empty, with a note "Members won't see this section when it's empty." and an "Add" button. A "Most relevant" filter is selected. On the right, the "About" section states: "This group is for anyone who has experienced NLP or Hypnosis with us and wants to stay connected and keep up the momentum." It lists "Private" (Only members can see who's in the group and what they post.) and "Visible" (Anyone can find this group.) settings, with a "Learn More" button at the bottom.

<https://www.facebook.com/groups/361735470510417>

WHERE TO GET HELP?



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YOUR SUPPORT – VLC CONTACT

- Fatema Bharucha – +91 89561 95453
- Shakambhari Srivastava – +91 91527 28660
- Jagdish Bhatt – +91 79009 40446

WHERE TO GET HELP?



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VITALITY LIVING COLLEGE PORTAL

BREAKTHROUGH COACHING NLP PRACTITIONER TRAINING

COACH YOURSELF AND OTHERS TO SUCCESS

INTERNATIONAL CERTIFICATION PROGRAM


0% Complete ⓘ

▼ 1. Module 1: Introduction to Breakthrough Coaching NLP

- 1. Module 1: Introduction to Breakthrough Coaching NLP (Full Video)
- 2. Live Demonstration - Training Goals
- 3. Live Demonstration - Training Goals
- 4. Live Demonstration - Training Goals
- 5. Live Demonstration - Wheel of Life
- 6. Live Demonstration - Triad of Success

1. Module 1: Introduction to Breakthrough Coaching NLP (Full Video)

Mark As Complete



3:28:22

Next Lesson >

<https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/1-module-1-introduction-to-breakthrough-coaching-nlp/lesson/1-module-1-introduction-to-breakthrough-coaching-nlp>

VITALITY LIVING COLLEGE PORTAL: RESOURCES



The screenshot displays a course page for 'BREAKTHROUGH COACHING NLP PRACTITIONER TRAINING'. The page is divided into two main sections: 'About This Lesson' and 'Resources'. The 'About This Lesson' section on the left includes a progress indicator showing '0% Complete' and a list of course modules. The 'Resources' section on the right lists seven items, each with a link icon.

Course Information:

- Course Title:** BREAKTHROUGH COACHING NLP PRACTITIONER TRAINING
- Tagline:** COACH YOURSELF AND OTHERS TO SUCCESS
- Program:** INTERNATIONAL CERTIFICATION PROGRAM
- Progress:** 0% Complete

Course Modules (Left Panel):

- 1. Module 1: Introduction to Breakthrough Coaching NLP
 - 1. Module 1: Introduction to Breakthrough Coaching NLP (Full Video)
 - 2. Live Demonstration - Training Goals
 - 3. Live Demonstration - Training Goals
 - 4. Live Demonstration - Training Goals
 - 5. Live Demonstration - Wheel of Life

Resources (Right Panel):

- 1. Slides: Module 1 Breakthrough Coaching NLP
- 2. Personal Development Log
- 3. Worksheet: Training goals
- 4. Worksheet: Start to End Goal
- 5. Worksheet: Wheel of Life
- 6. Worksheet: Smart Goals
- 7. Questions & Answers

<https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/1-module-1-introduction-to-breakthrough-coaching-nlp/lesson/1-module-1-introduction-to-breakthrough-coaching-nlp>

WHERE TO GET HELP?



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PRACTICE TEAM ROOM

MEET YOUR TEAM

1. Introduce yourselves
 - Name
 - Location
 - What do you do? Known
 - Not known
 - Reason for joining
2. Team name

PRACTICE MAIN ROOM

MEET YOUR TEAM

1. Who is the best team!
2. Write their team number and name.
For example: 1 – Name.
3. Team name

WHATSAPP GROUPS: SUPPORT GROUP



BREAKTHROUGH NLP Dec2024

WHATSAPP GROUPS: TEAM GROUPS

ANITA P
TEAM 1

Fiery Phoenix

ANUPAMA J
TEAM 2

Beacons of Light

JAYASHREE A
TEAM 3

Blossom

NAGHMA Q
TEAM 4

Joy

SONAL K
TEAM 5

Unstoppable

WHATSAPP GROUPS: POSTER DATES



ONLINE ETIQUETTE



1. Reactions

2. Chat function

3. Breakout rooms

4. Stay in the breakout room

5. Close the room on time

6. Waiting room

7. Can't see or hear

8. Continue on WhatsApp

9. Daily personal development log

YES MOVE

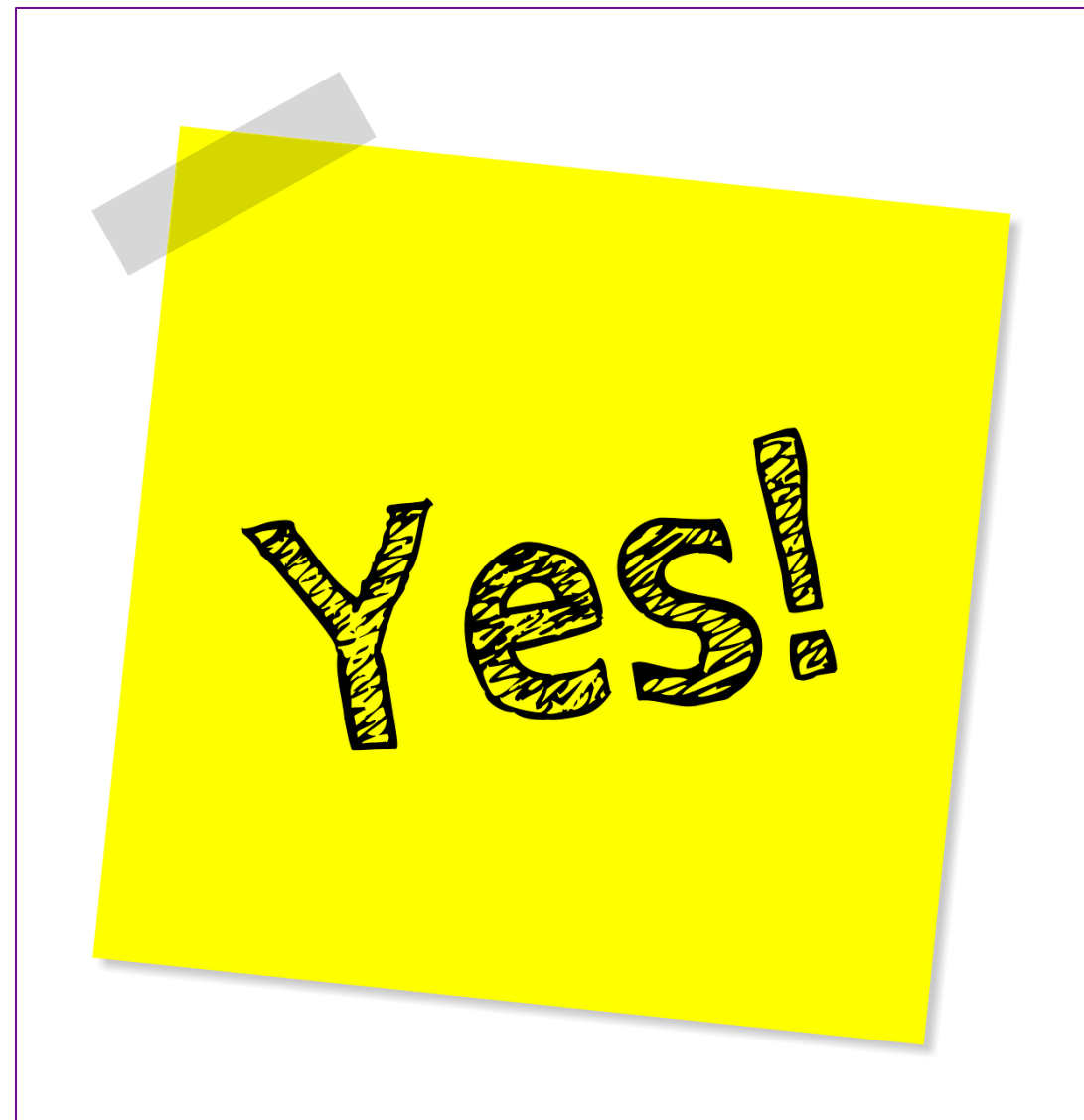


WHAT IS THE YES MOVE?



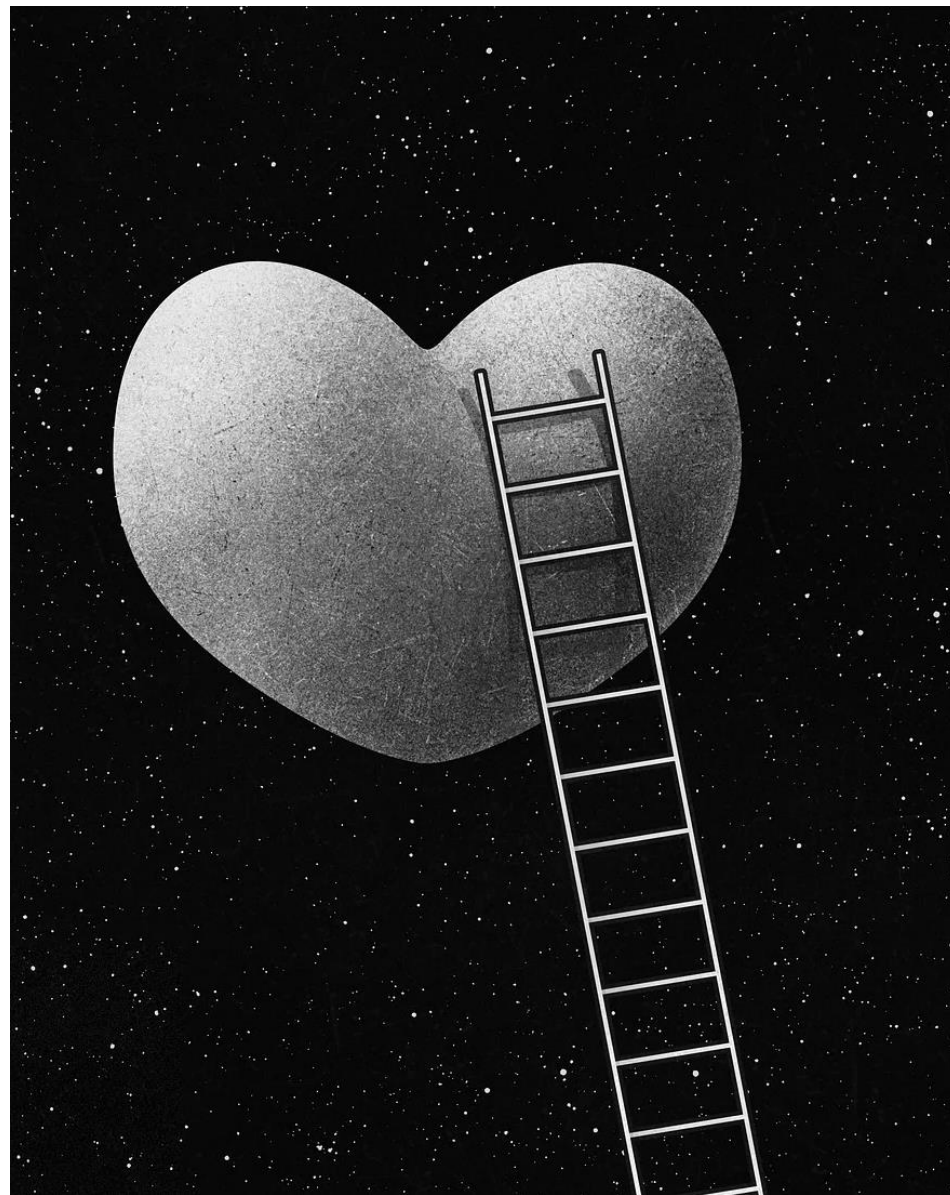
- A state of certainty.
- A posture that conveys enthusiasm and excitement.
- Unique to every individual.
- Helps you feel more positive and energised.

BENEFITS OF THE YES MOVE



- **Boosts confidence:** Reinforces a positive, assured mindset.
- **Anchors certainty:** Makes it easier to access certainty when needed.
- **Improves clarity:** Clears mental clutter and boosts focus.
- **Reduces anxiety:** Helps manage doubt and stress.
- **Strengthens decision-making:** Promotes quick, confident action.
- **Enhances communication:** Signals alignment and confidence in shared goals.

APPLICATIONS OF THE YES MOVE



- **Boost confidence:** Reinforce positive affirmations with a "Yes Move."
- **Encourage commitment:** Use it when clients agree to goals or decisions.
- **Shift their mindset:** Help clients shift from negative to positive thinking.
- **Enhance focus:** Signal alignment and boost focus during goal-setting.
- **Reinforce progress:** Celebrate wins and build momentum.
- **Creating certainty:** Anchor feelings of certainty and decisiveness.

BREAK

TRAINING GOALS



TRAINING GOALS



What would your goals have to be such that when you achieve them before the end of the training it would cause you to honestly say to yourself....

“That’s the best training I have ever done in my life!”?

BENEFITS OF TRAINING GOALS



- Take ownership and accountability.
- Worded to develop goals that will be actioned.

TRAINING GOALS: EXAMPLE

“I struggle with fumbling and mispronunciations while speaking. My goal is to build confidence, communicate clearly, and develop a grounded, coherent presence. I want to gain authority and connect effectively with my audience.”

APPLICATIONS OF TRAINING GOALS

- **Enhances client motivation:** Help clients set goals that inspire them to fully engage in the coaching process.
- **Clarifies desired outcomes:** Guide clients to identify what would make their training or development experience truly impactful.
- **Increases focus:** Encourage clients to define clear, meaningful goals that keep them on track throughout the coaching.
- **Boosts client satisfaction:** Help clients set goals that, when achieved, provide a deep sense of accomplishment.
- **Encourages accountability:** Create a sense of responsibility by framing goals that matter deeply to the client's personal success.
- **Improves engagement:** Use this approach to ensure clients are emotionally and mentally invested in their growth.

PRACTICE MAIN ROOM

TRAINING GOALS EXERCISE

What would your goals have to be such that when you achieve them before the end of the training it would cause you to honestly say to yourself...

“That’s the best training I have ever done in my life!”?

TRAINING GOALS WORKSHEET

TRAINING GOALS EXERCISE

A. Fill in the below:

1. What would your goals have to be such that when you achieve them before the end of the training it would cause you to honestly say to yourself...

"That's the best training I have ever done in my life!"

PRACTICE WORKSHEETS

TRAINING GOALS EXERCISE

What would your goals have to be such that when you achieve them before the end of the training it would cause you to honestly say to yourself...

“That’s the best training I have ever done in my life!”?

SMART (ER) GOALS



S.M.A.R.T GOALS



SPECIFIC



MEASURABLE



ACHIEVABLE

S.M.A.R.T GOALS



RELEVANT



TIME-BASED



S.M.A.R.T.E.R
(Evaluate – Readjust)

S.M.A.R.T.E.R. GOAL EXAMPLE



EXAMPLE OF A SMART GOAL: WEALTH

Increase monthly income by \$2,000 within 6 months by launching a side business selling handmade crafts online.

- **Specific:** Increase monthly income by launching a side business selling handmade crafts online.
- **Measurable:** Track progress by setting monthly income goals and comparing them to actual earnings.
- **Achievable:** Increasing monthly income by \$2,000 within 6 months (current income is \$1,000).
- **Relevant:** Increasing monthly income is a relevant goal that aligns with personal financial goals.
- **Time-bound:** The goal is time-bound, with a specific deadline of 6 months for achieving the desired outcome.

EXAMPLE OF A SMART GOAL: LOVE

Attract a life partner by the end of the year by taking intuitively guided actions.

- **Specific:** Attract a compatible life partner by actively seeking out opportunities to meet new people, joining online dating websites, and attending social events.
- **Measurable:** Keep track of the number of dates and social events attended each month, and set a goal of going on at least one date per week.
- **Achievable:** A realistic goal that can be achieved by actively seeking out opportunities to meet new people and putting effort into the dating process.
- **Relevant:** Aligns with personal values and desires for a fulfilling relationship.
- **Time-bound:** A specific deadline (end of the year) for achieving the desired outcome.

EXAMPLE OF A SMART GOAL: WEIGHT LOSS

Become a size 12 by losing 20 pounds of weight and increase energy levels by Nov 2024 by following a healthy diet and exercise plan.

- **Specific:** Become size 12 and lose 20 pounds by Nov 2024 by following a healthy diet and exercise plan.
- **Measurable:** Track progress by weighing myself every week and taking body measurements every month to ensure that I am on track to meet my weight loss goal.
- **Achievable:** A safe and realistic weight loss goal that can be achieved by following a healthy diet and exercise plan.
- **Relevant:** Losing weight will improve my overall health and well-being, increase my self-confidence, and help me achieve my long-term health goals.
- **Time-bound:** The goal is time-bound, with a specific deadline of Nov 2024 for achieving the desired outcome.

PRACTICE MAIN ROOMS

SMART GOALS EXERCISE

- Revise your training goals to make them S.M.A.R.T.E.R.

BREAKOUT ROOMS

SHARE YOUR GOALS

1. What are your training goals?
2. Share your S.M.A.R.T training goals.

PRACTICE WORKSHEETS

SMART GOALS EXERCISE

- Revise your training goals to make them S.M.A.R.T.E.R.

SMART GOALS WORKSHEET

SMART GOALS EXERCISE

A. Example of S.M.A.R.T. goals:

1. To experience freedom, forgiveness and letting go by not judging myself and letting others' judgements of myself shake me.
 - **Specific:** To experience freedom by not judging myself and letting other people's judgements of me affect me by 18th January 2025.
 - **Measurable:** Less judgement of self and by 18th January 2025.
 - **Achievable:** Yes, because I am in charge of the judgements of myself and not taking on the judgments of others.
 - **Relevant:** Yes, because when I am able to no longer judge myself, I will feel freer.
 - **Time bound:** Yes, by 18th January 2025.
 - **Evaluate:** Inner judging voice.
 - **Reassess:** Simple actions that build the new habit.
2. To complete my training course by keeping my energy levels high through planning my meals daily and posting updates on the group.

START TO END GOALS



WHAT IS START TO END GOAL?



- Outlines a goal from the initial step (start) to the desired outcome (end).
- Emphasises what you want to achieve.
- How you will get there, including milestones and actions along the way.

BENEFITS OF START TO END GOAL

- Focus and direction: Provides a roadmap for success, keeping efforts aligned with the desired outcome.
- Accountability: Breaks the goal into smaller, manageable steps, making progress easier to track and maintain.
- Motivation: Achieving intermediate milestones reinforces confidence and motivation to reach the final goal.
- Efficiency: Minimises wasted effort by creating a structured plan of action.

Start goal

Next goal

Means goal

End goal



Start goal

Next goal

Means goal

End goal

Think about taking the first step and come up with plan.

Exercise daily to increase fitness levels.

Increase fitness with a boot camp and complete a practice trek by October 2009

I want to go on a trek to a mountain of spiritual significance in India by November 2009

START TO END GOAL EXAMPLE

- **Start goal:** Go for a 15-minute run at least three times a week to build endurance and establish a running routine.
- **Next goal:** Increase the duration and frequency of runs gradually by adding 5-10 minutes every week and aiming to run at least four times a week.
- **Means goal:** Join a running group or hire a coach to receive guidance and support on training, nutrition, and injury prevention. Invest in proper running shoes and gear to reduce the risk of injury.
- **End goal:** Run a half marathon within six months of starting the training program, complete the race in a specific time frame, and achieve a sense of accomplishment and satisfaction.

START TO END GOAL EXAMPLE

- **Start goal:** Start my syntax for emotional freedom techniques (EFT) and energy facilitator masterclass.
- **Next goal:** Begin marketing it on social media and secure 20 confirmed participants (January for EFT and February for energy flow).
- **Means goal:** Re-watch the training videos for ideas and deepen understanding. Practice different teachings to enhance skills.
- **End goal:** Get certified so I can start my “be satori” seminar combining all the tools.

BREAKOUT ROOMS

START TO END GOALS EXERCISE

Write down your:

- End goal
- Start goal
- Next goal
- Means goal

START TO END GOALS WORKSHEET

START TO END GOAL EXERCISE

A. Fill in the below:

1. Write down your **start goal**.

2. Write down your **next goal**.

3. Write down your **means goal**.

4. Write down your **end goal**.

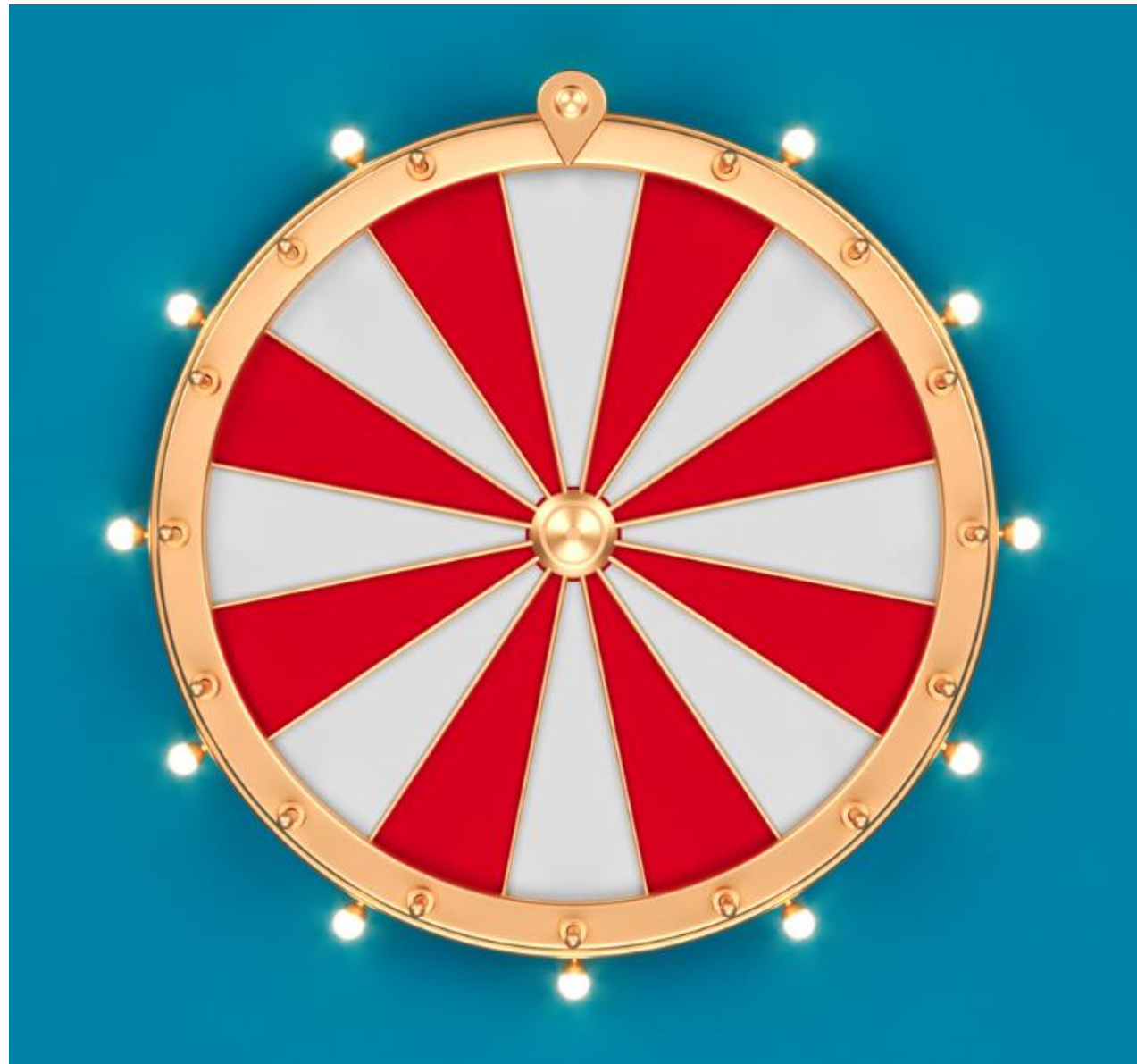
APPLICATIONS OF START TO END GOAL

1. Personal development: Build habits, learn skills, improve time management.
2. Career growth: Advance, earn certifications, expand networks.
3. Business: Launch projects, improve teamwork, hit revenue goals.
4. Health: Lose weight, boost fitness, enhance mental well-being.
5. Education: Excel academically, learn languages, master skills.
6. Finances: Save, pay off debt, grow investments.
7. Relationships: Strengthen bonds, improve communication, nurture connections.
8. Creative/Social impact: Complete projects, run campaigns, create change.
9. Crisis recovery: Rebuild health, stability, and resilience.

WHEEL OF LIFE



WHAT IS THE WHEEL OF LIFE?



- A visual representation of life domains, typically displayed as a circle divided into segments, much like a pie chart.
- Each segment represents an essential area of life.

BENEFITS OF THE WHEEL OF LIFE

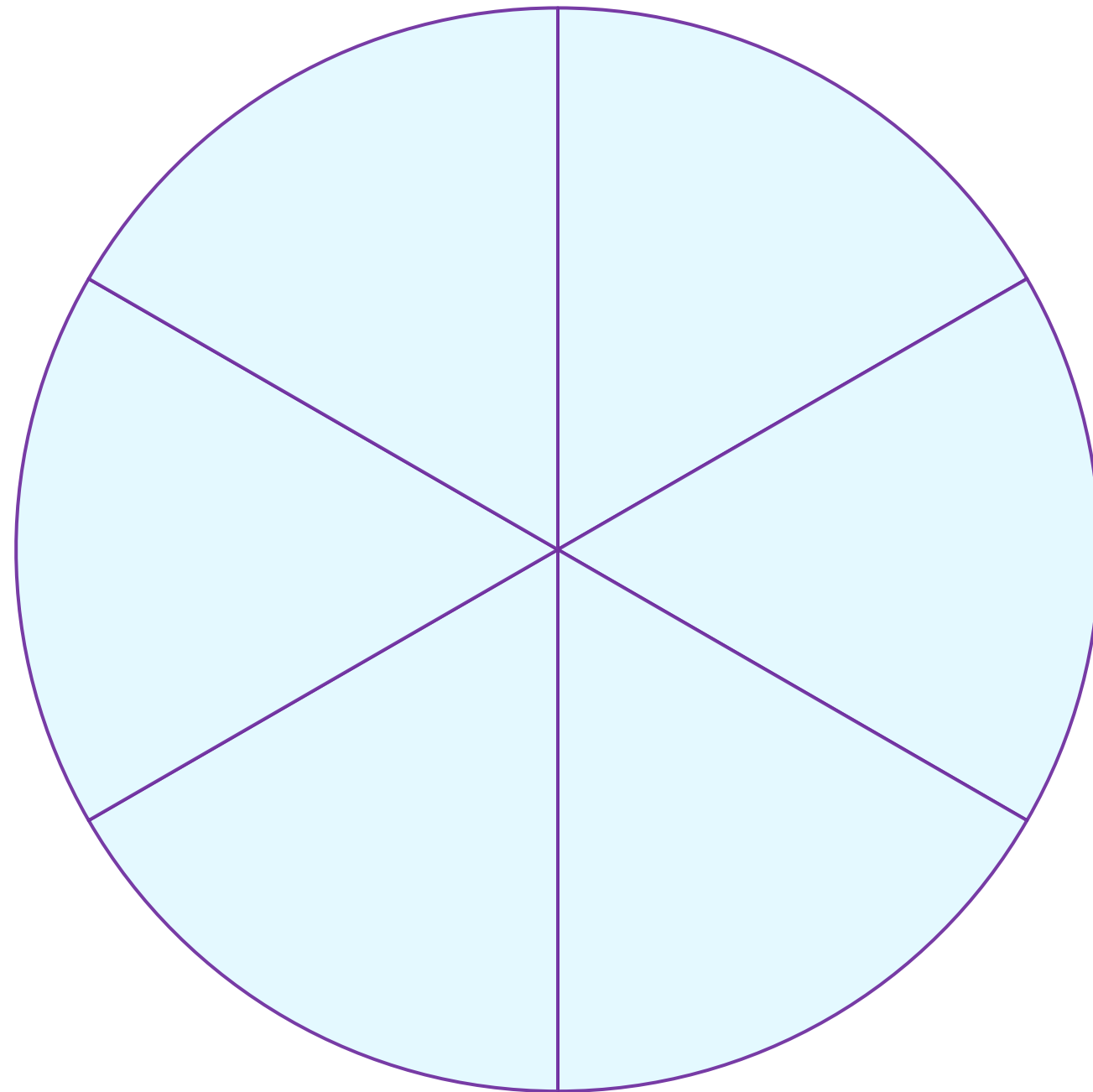


- Helps reassess goals and clarify priorities.
- Identifies areas to focus on for life improvement.
- Reveals alignment or differences from previous priorities.
- Provides clarity on what matters most.

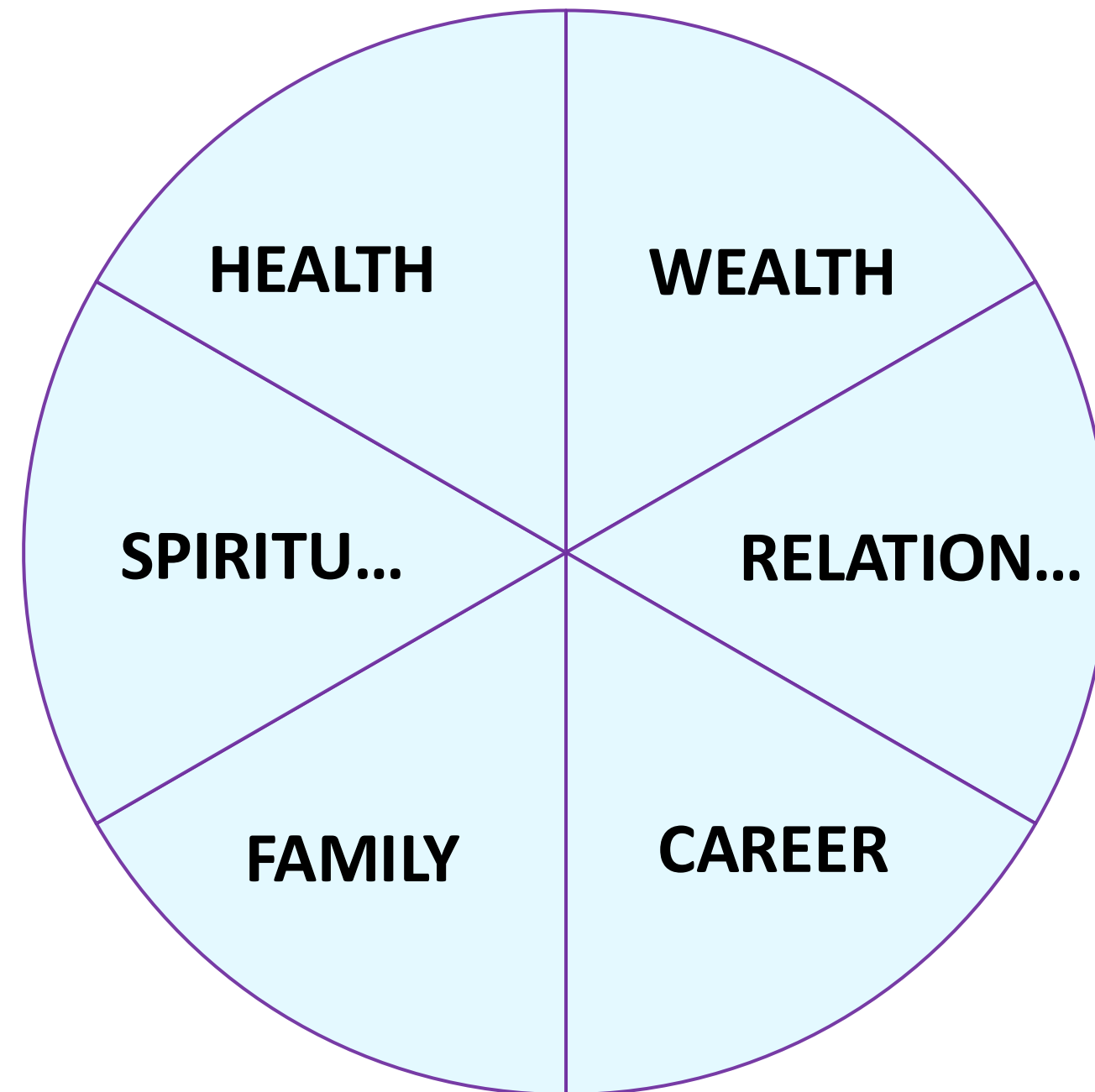
WHEEL OF LIFE STEPS

1. Draw a circle and split it into 6 segments.
2. Write a list of the 6 most important areas of your life.
3. Force rank them from 1-6.
4. For each area evaluate the quality of that area of life on a scale of 1 to 10, where 10 is high quality and 1 is low quality.
5. Map out your results on the circle.
6. Identify your 2 top priority areas.

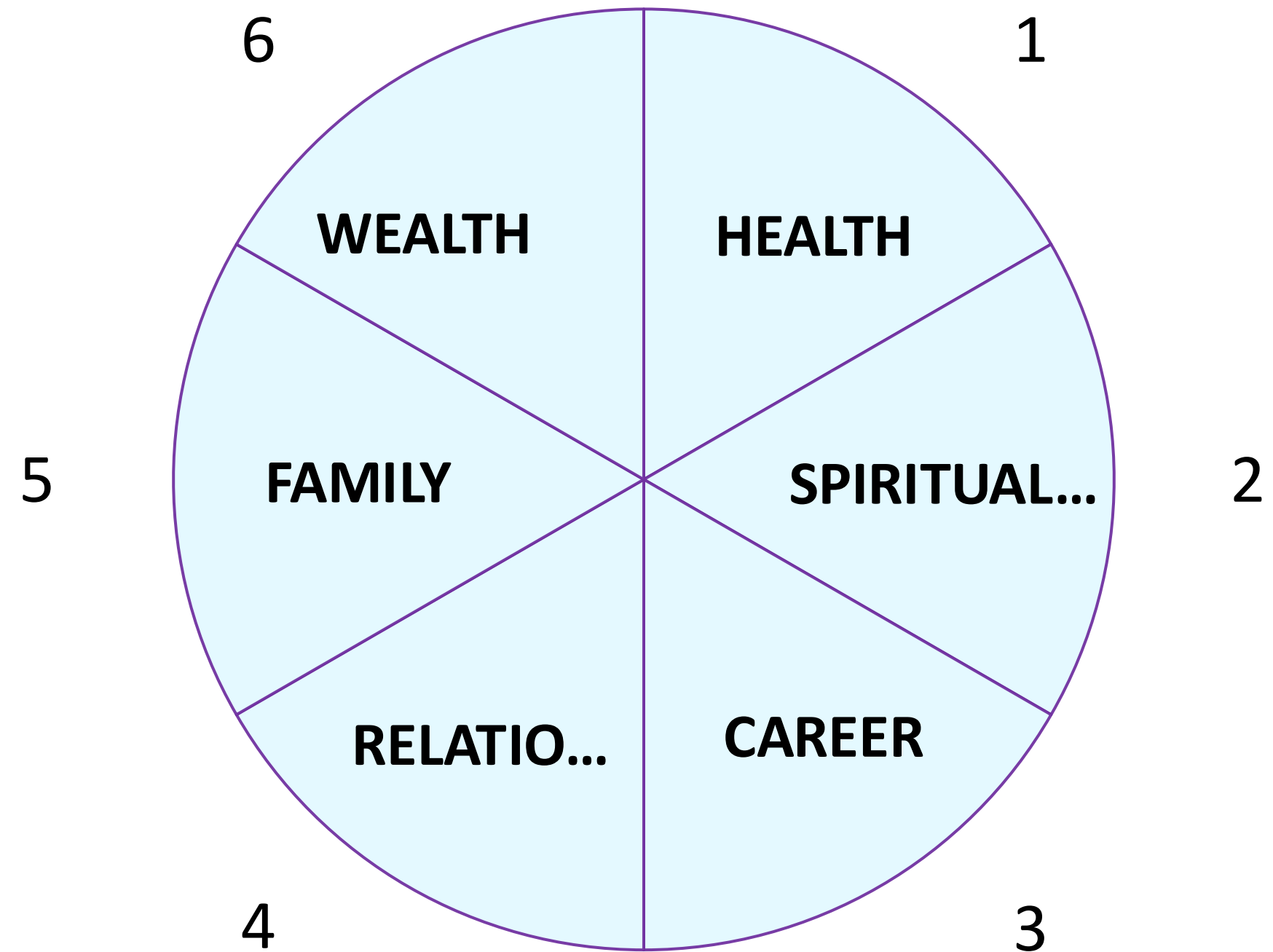
DRAW A CIRCLE WITH SIX SEGMENTS



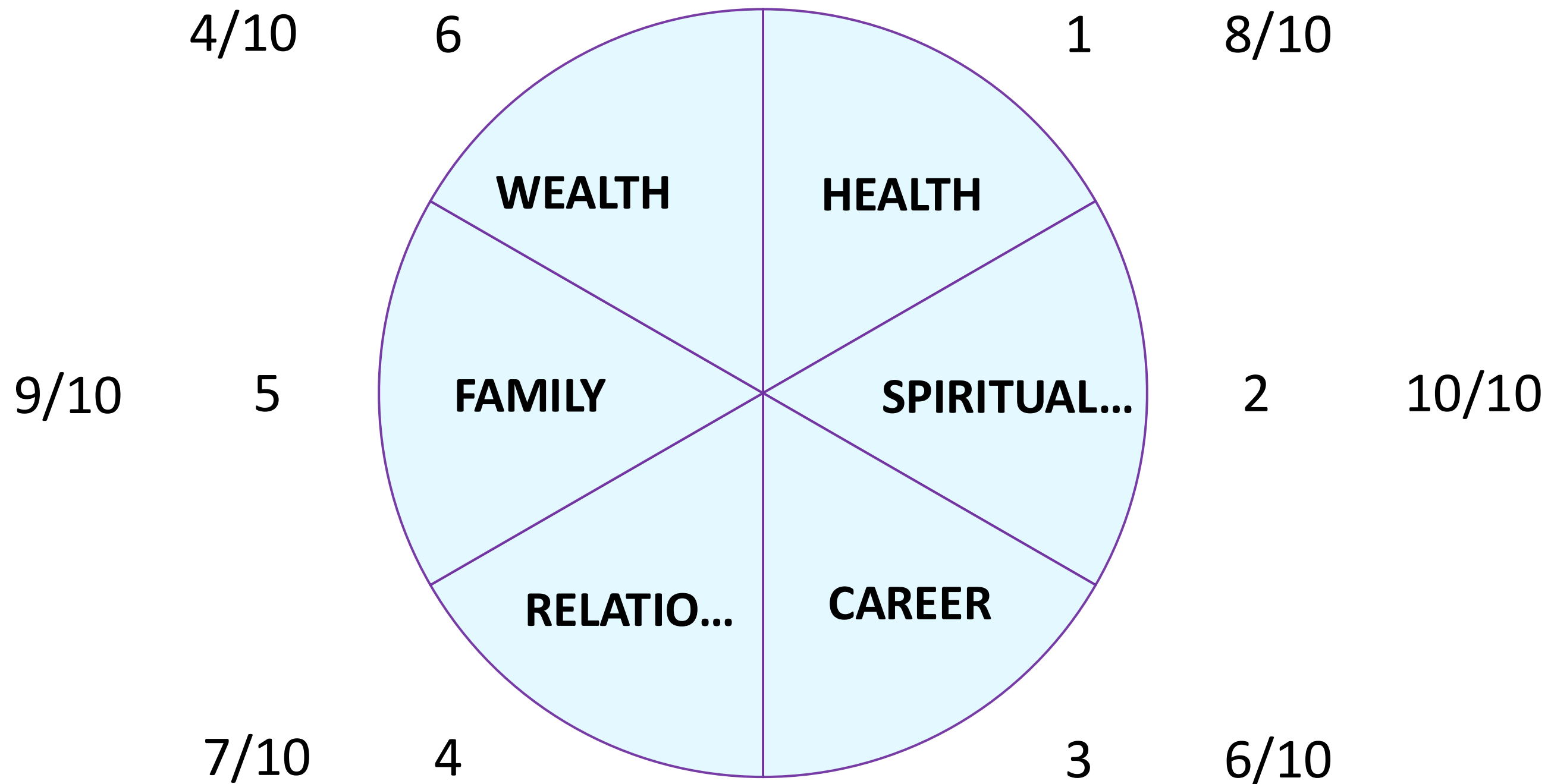
IDENTIFY THE 6 MOST IMPORTANT AREAS OF YOUR LIFE



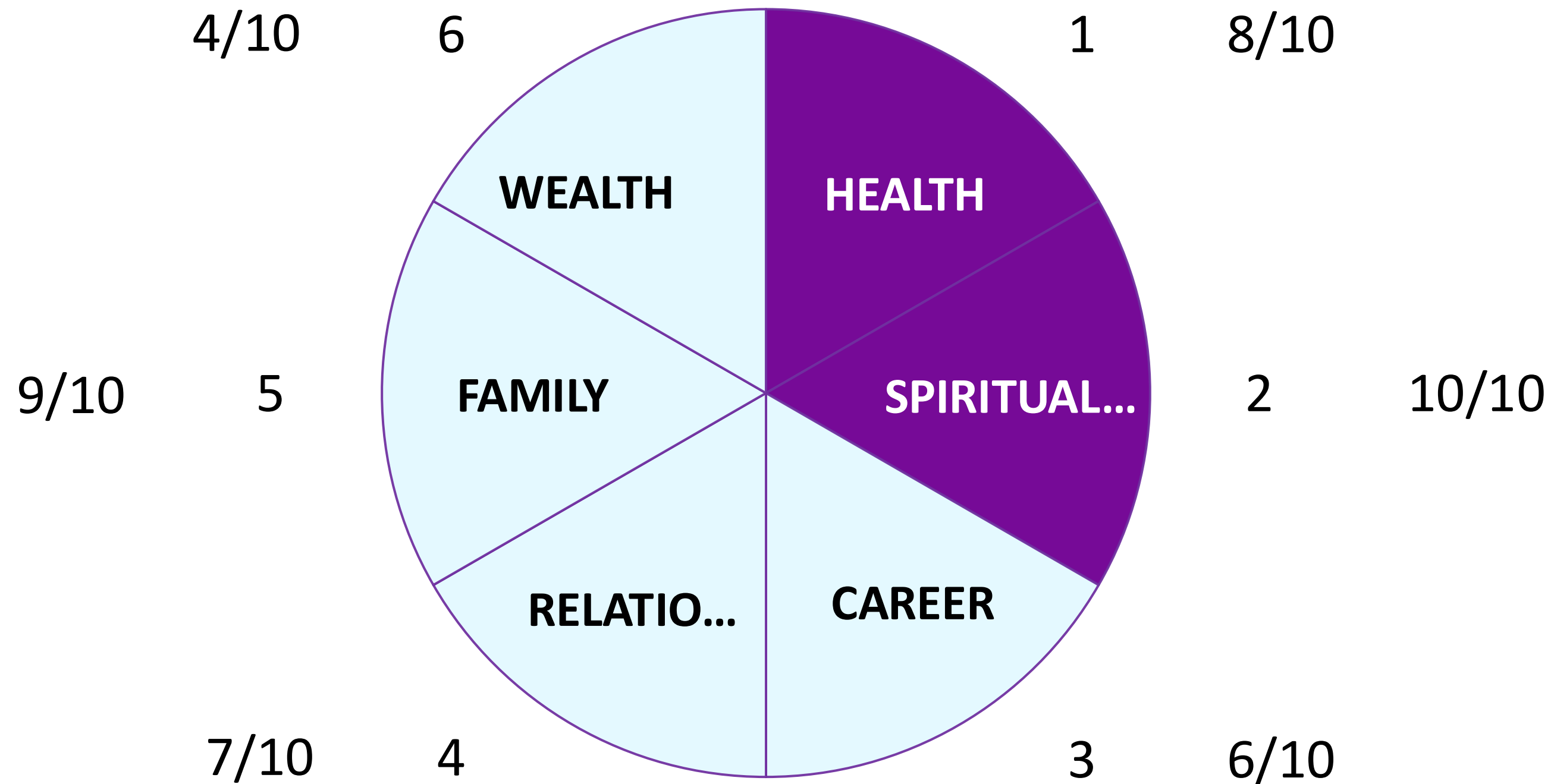
FORCE RANK THE AREAS FROM 1 TO 6



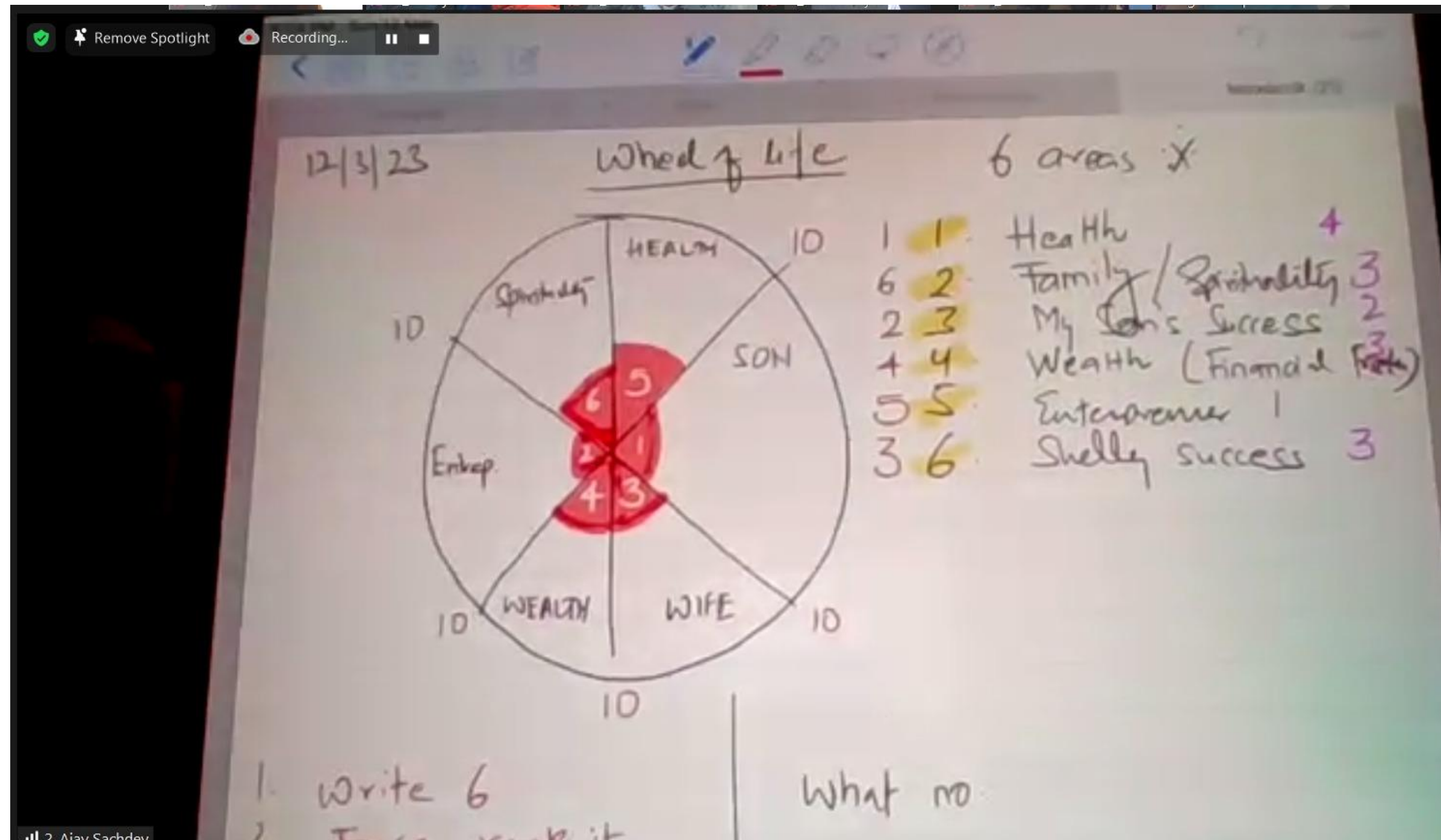
EVALUATE THE QUALITY OF THAT AREA OF LIFE ON A SCALE OF 1 TO 10



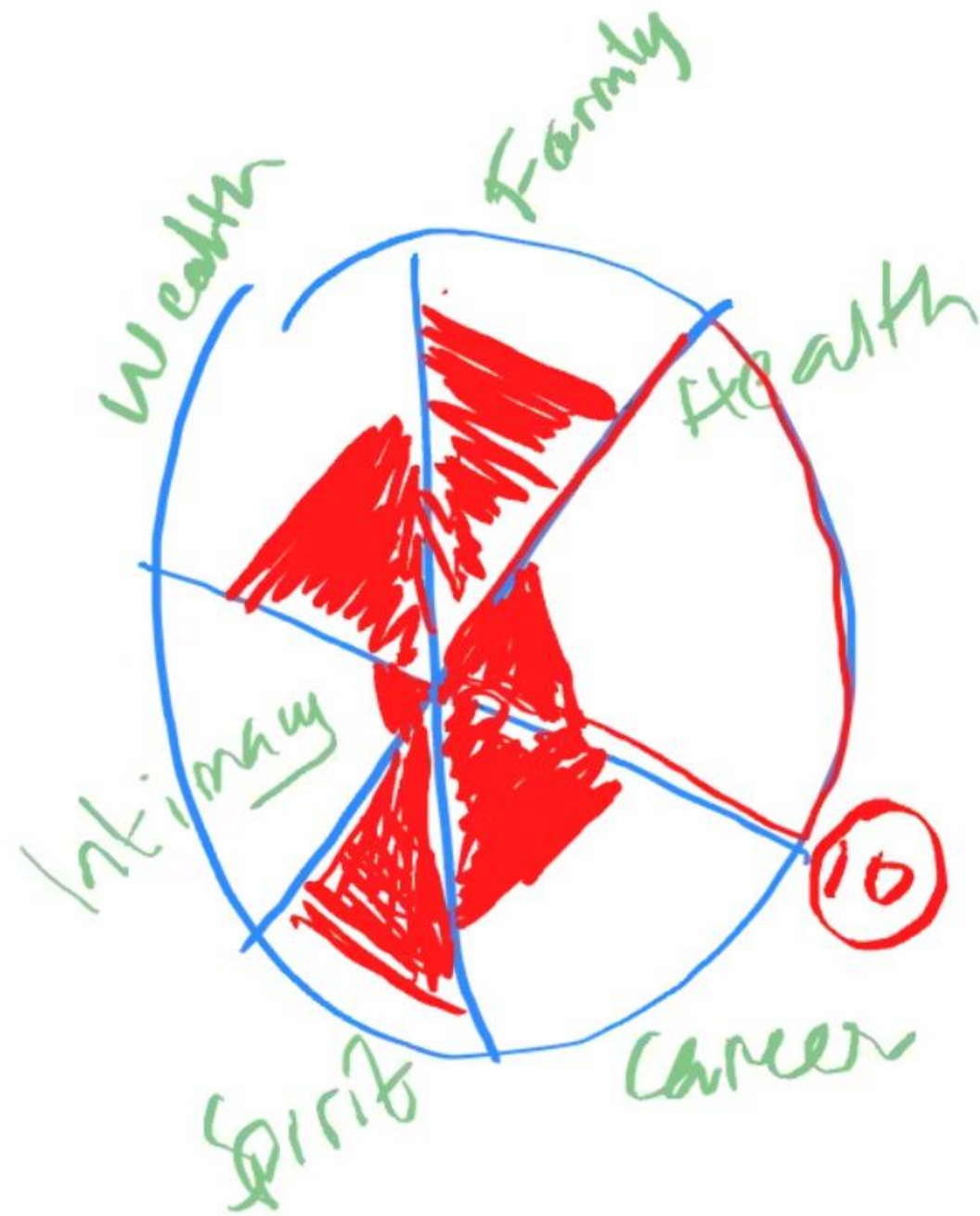
IDENTIFY YOUR TOP TWO PRIORITIES



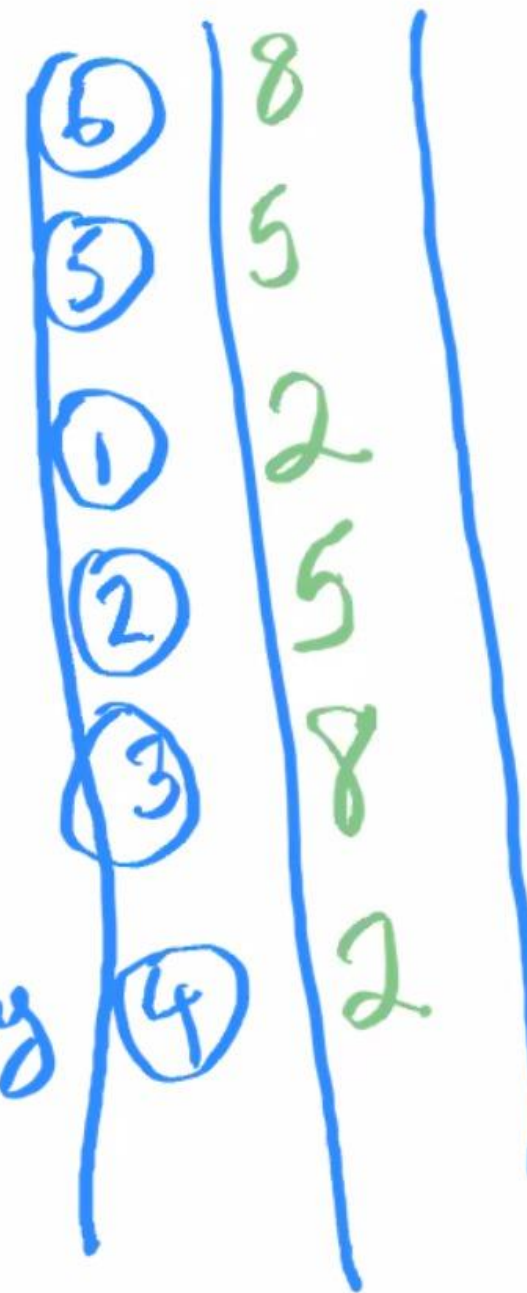
WHEEL OF LIFE EXAMPLE



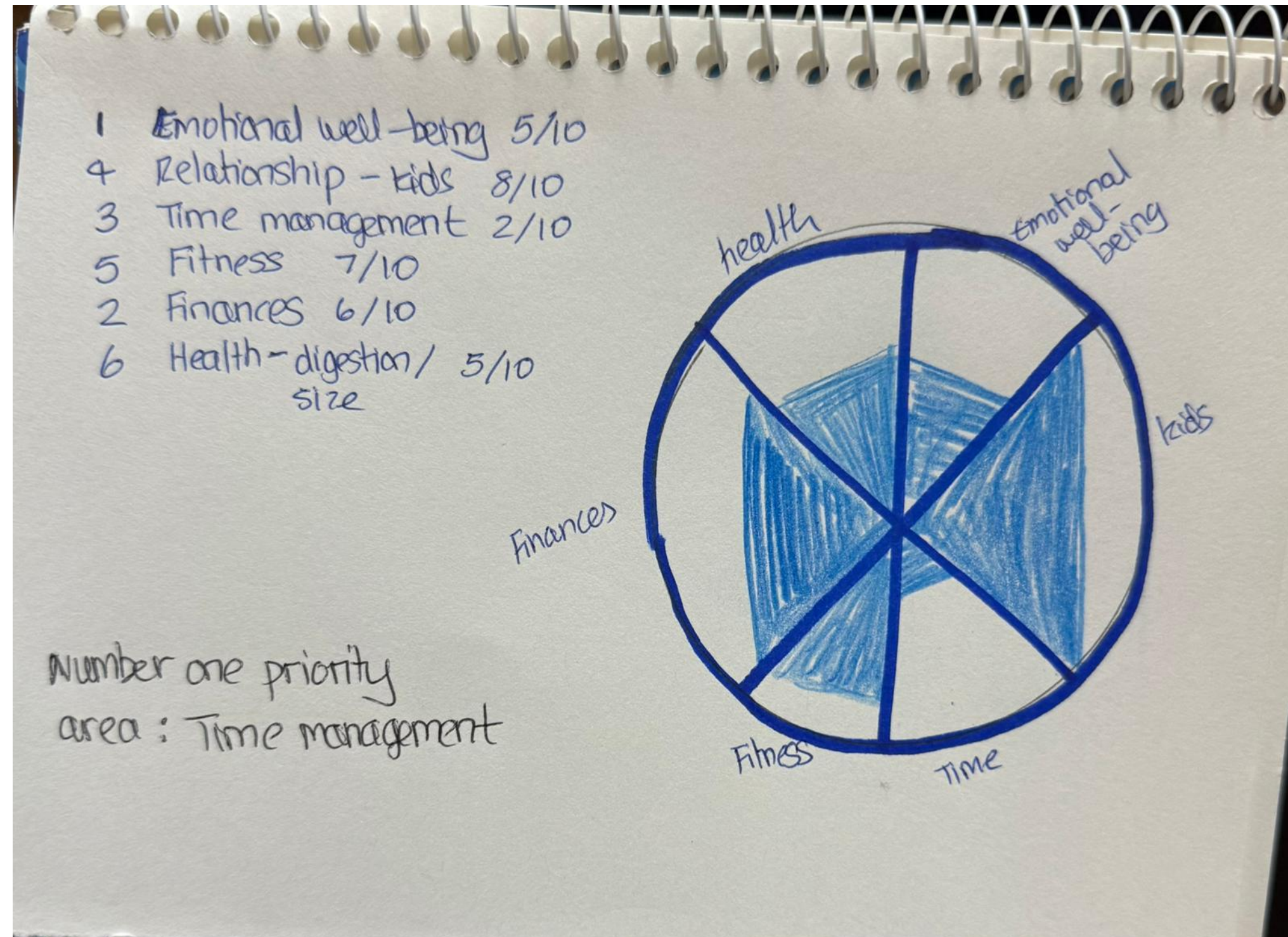
WHEEL OF LIFE EXAMPLE



1. Family
2. wealth
3. Health
4. Career
5. Spirit
6. Intimacy



WHEEL OF LIFE EXAMPLE



PRACTICE MAIN ROOM

WHEEL OF LIFE EXERCISE

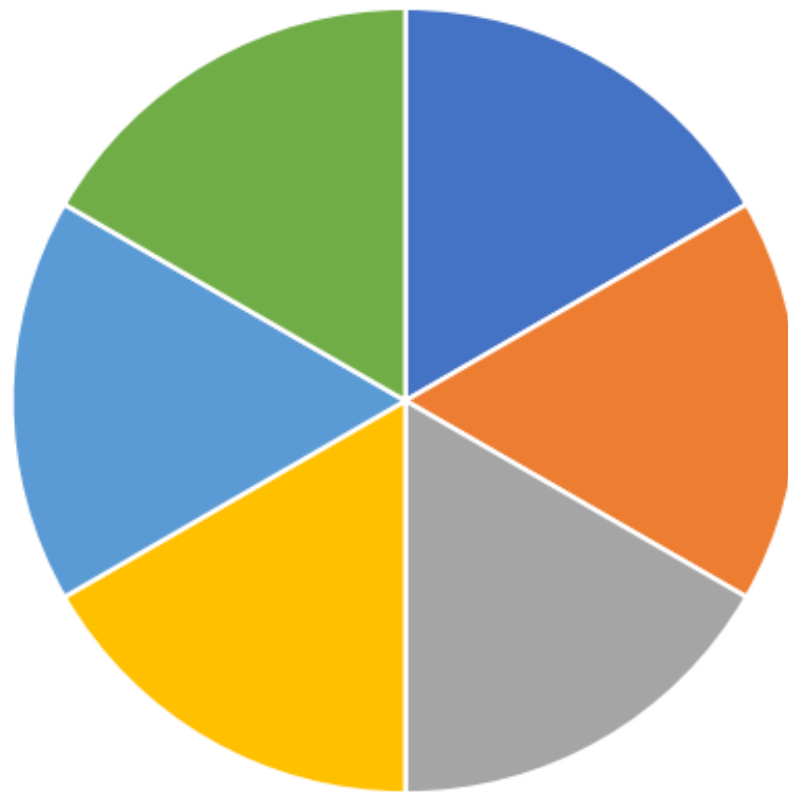
1. Draw a circle and split it into 6 segments.
2. Write a list of the 6 most important areas of your life.
3. Force rank them from 1-6.
4. For each area evaluate the quality of that area of life on a scale of 1 to 10, where 10 is high quality and 1 is low quality.
5. Map out your results on the circle.
6. Identify your 2 top priority areas.

WHEEL OF LIFE WORKSHEET

WHEEL OF LIFE EXERCISE

A. Fill in the below:

1. Begin by drawing a circle and dividing it into 6 parts.



2. Write a list of the 6 most important areas of your life.

PRACTICE BREAKOUT ROOM

WHEEL OF LIFE EXERCISE

1. Pairs
2. Share your wheel of life and learning
3. 4 minutes each

WHEEL OF LIFE APPLICATIONS



- **Coaching sessions:** To initiate discussions and set priorities.
- **Self-reflection:** As a personal development exercise.
- **Workshops:** To guide participants in visualising their life balance.



NEURO- LINGUISTIC PROGRAMMING

PREMISE OF NEURO-LINGUISTIC PROGRAMMING



If you do what you have always done, you will get what you have always got.

So, do something different!

BACKGROUND OF NLP



An attitude of curiosity that leaves behind a series of techniques.

Richard Bandler

BACKGROUND OF NLP

- Began by modelling the best communicators:
 - How outstanding individuals get outstanding results.
 - Being flexible achieves the best results.
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DEFINITION OF NLP

- 1. Neuro** – your mind and how you think.
 - Nervous system.
 - Mental pathways of our 5 senses.
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 - How spoken words mirror our mental words.
 - Our silent language of postures, gestures, and habits.
- 3. Programming** – how you take particular action steps to achieve a goal.
 - Our thoughts, feelings, and actions are habitual programs which we can change.

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>.
- 2. Explore:** The following worksheets on the portal:
 - Training Goals Exercise
 - Start to End Goals Exercise
 - Wheel of Life
- 3. Read:** Code of conduct, <https://vitalitylivingcollege.info/vlc-code-of-conduct/>.
- 4. Optional:** Watch the Zeitgeist, https://youtu.be/6nSwT_5GoJk.
- 5. Create:** Develop your SMART Goal and Start to End Goal for your identified number one priority area from the Wheel of Life exercise.

PERSONAL DEVELOPMENT LOG

PERSONAL DEVELOPMENT LOG

Day 1

1. What did I love about the day?

2. What can I do even better?

3. What did I learn?

4. How will I use what I learnt?

NEXT STEPS

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TRAINING GOALS WORKSHEET

TRAINING GOALS EXERCISE

A. Fill in the below:

1. What would your goals have to be such that when you achieve them before the end of the training it would cause you to honestly say to yourself...

"That's the best training I have ever done in my life!"

SMART GOALS WORKSHEET

SMART GOALS EXERCISE

A. Example of S.M.A.R.T. goals:

1. To experience freedom, forgiveness and letting go by not judging myself and letting others' judgements of myself shake me.
 - **Specific:** To experience freedom by not judging myself and letting other people's judgements of me affect me by 18th January 2025.
 - **Measurable:** Less judgement of self and by 18th January 2025.
 - **Achievable:** Yes, because I am in charge of the judgements of myself and not taking on the judgments of others.
 - **Relevant:** Yes, because when I am able to no longer judge myself, I will feel freer.
 - **Time bound:** Yes, by 18th January 2025.
 - **Evaluate:** Inner judging voice.
 - **Reassess:** Simple actions that build the new habit.
2. To complete my training course by keeping my energy levels high through planning my meals daily and posting updates on the group.

START TO END GOALS WORKSHEET

START TO END GOAL EXERCISE

A. Fill in the below:

1. Write down your **start goal**.

2. Write down your **next goal**.

3. Write down your **means goal**.

4. Write down your **end goal**.

WHEEL OF LIFE WORKSHEET

WHEEL OF LIFE EXERCISE

A. Fill in the below:

1. Begin by drawing a circle and dividing it into 6 parts.



2. Write a list of the 6 most important areas of your life.

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SUMMARY

1. Orientation
2. Meet your team
3. Training and S.M.A.R.T. goals
4. Start to end goal
5. Wheel of life
6. Definition of NLP
7. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



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**VIDEO
ANNOUNCEMENT**

WHATSAPP GROUPS: SUPPORT GROUP



BREAKTHROUGH NLP Dec2024

WHATSAPP GROUPS: TEAM GROUPS

ANITA P
TEAM 1

Fiery Phoenix

ANUPAMA J
TEAM 2

Beacons of Light

JAYASHREE A
TEAM 3

Blossom

NAGHMA Q
TEAM 4

Joy

SONAL K
TEAM 5

Unstoppable

WHATSAPP GROUPS: POSTER DATES



TIPS TO GOAL SETTING

1. Set specific and measurable goals: Use the SMART system.
2. Set challenging but achievable goals: Use the SMART system.
3. Prioritise goals: Wheel of life exercise.
4. Break goals down into smaller steps: Start, next, means and end goal system.
5. Create a plan of action: Declare the plan.
6. Use positive language: Not I do not want to feel fear but I want to feel confident.
7. Celebrate achievements: Focus on the small and big wins - like winning points!

SHARE - DR LEENA



SHARE - PIYALI

PRACTICE EXERCISES

MAIN ROOM
EXERCISES
WORKSHEETS

PAIRS OR
TRIADS

SMALL
GROUPS

TEAM ROOM

PRACTICE TEAM ROOM

MAGIC MOMENTS

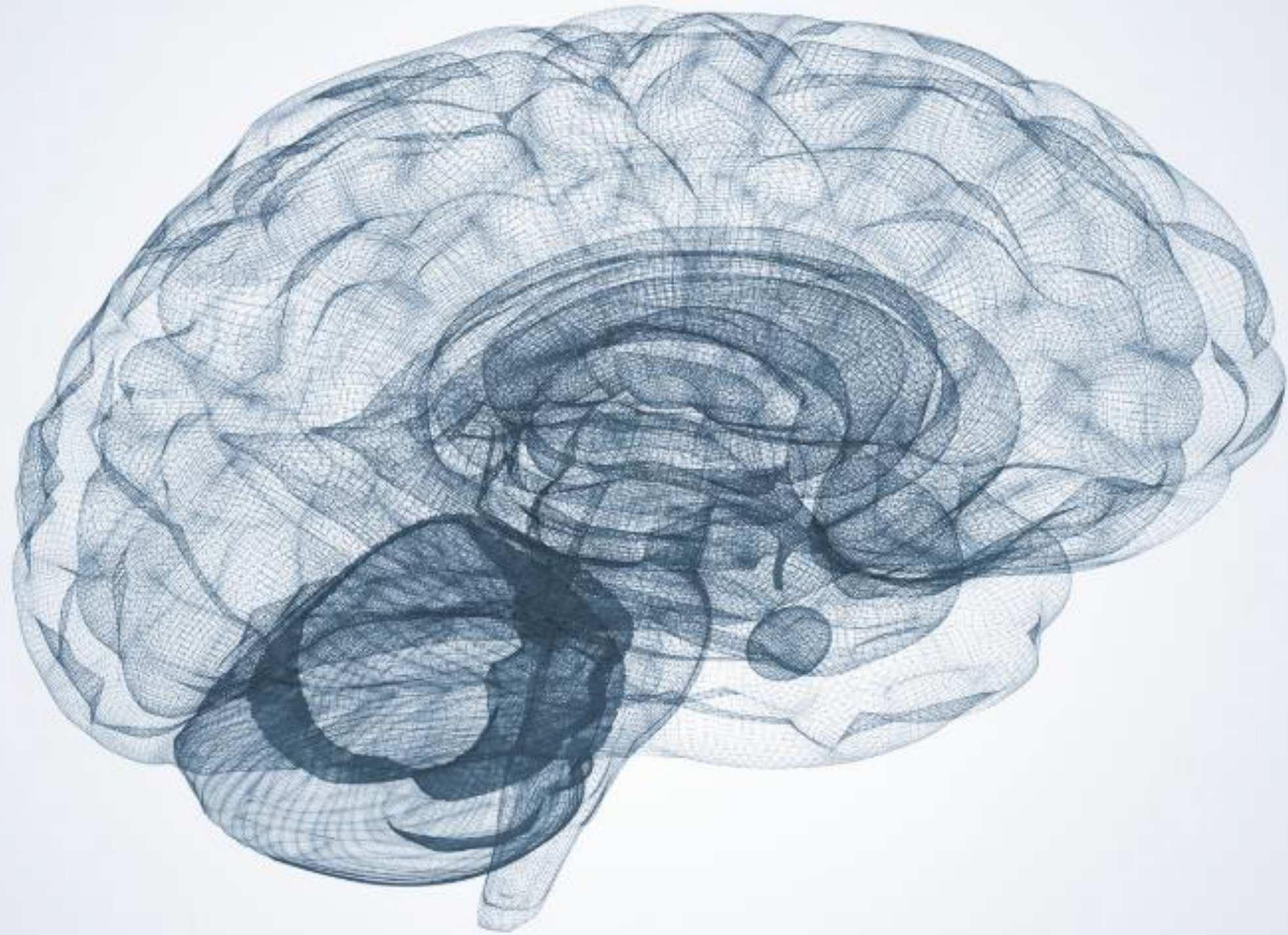
1. Share with your team
2. Game time: Treasure hunt
3. Share your 1 priority area, and wither your associated SMART goal or start to end goal.

2

THE FORMULA FOR CHANGE

CONTENTS

1. Definition of NLP
2. Five legs of NLP
3. Visual squash
4. Triangle of success
5. Stages of learning
6. Filtering
7. You are what you think
8. NLP Communication Model
9. Understand the model of the world
 - 6 Human needs
10. Next steps



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- A set of skills to create the life you want.

DEFINITIONS OF NLP

- Words are important to form new neural pathways in the brain.
- Life cycle + NLP is train my mind to break my old belief system and follow my soul purpose.
- NLP - how sometimes words are more important than actions.
- Training brain to achieve goals.
- Spring cleaning of the mind, body, words to reach the goals.
- Internal rewriting breaking the cycle of madness.

DEFINITION OF NLP

- 1. Neuro** – your mind and how you think.
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 - Mental pathways of our 5 senses.
- 2. Linguistics** – how you use language and how it affects you.
 - How spoken words mirror our mental words.
 - Our silent language of postures, gestures, and habits.
- 3. Programming** – how you take particular action steps to achieve a goal.
 - Our thoughts, feelings, and actions are habitual programs which we can change.

THE FIVE LEGS OF NLP



1. Know what you want to achieve.
2. Be alert and have sensory acuity.
3. Be flexible enough to keep changing your behaviour until you reach your outcome.
4. Take action now.
5. Adopt the physiology of excellence.

PRACTICE BREAKOUT ROOM

YOUR DEFINITION OF NLP

1. Share your definition of Neuro-Linguistic Programming.
2. Share your definition of Neuro-Linguistic Programming very, very simply.



VISUAL SQUASH

WHAT IS THE VISUAL SQUASH?



- A method to change your body language and hence emotional state.
- Alternatively, to feel a certain emotion and change your body language.

BENEFITS OF THE VISUAL SQUASH



- Can change your emotional state in the blink of an eye.
- Stimulate positive chemicals in the body.
- Get unstuck and create momentum.

TRY TO BE DEPRESSED!



- Put a pen in your mouth.
- Put your head to the ceiling and smile.
- Now try to be depressed.

PRACTICE MAIN ROOM

VISUAL SQUASH

1. Body language: Physiology of depression and excitement.
2. Put a pen in your mouth, look up to the sky with a smile on your face, and try to be depressed.

APPLICATION OF THE VISUAL SQUASH



- Better health and vitality.
- Empowering relationship conversations.
- Healthier self care.
- Being able to solve problems.



TRIANGLE OF SUCCESS

WHAT IS THE TRIANGLE OF SUCCESS?



- A communication framework developed by Tony Robbins comprised of:
 - Body language or physiology
 - Words or thoughts
 - Focus
- Emphasising their combined role in achieving personal and professional success.

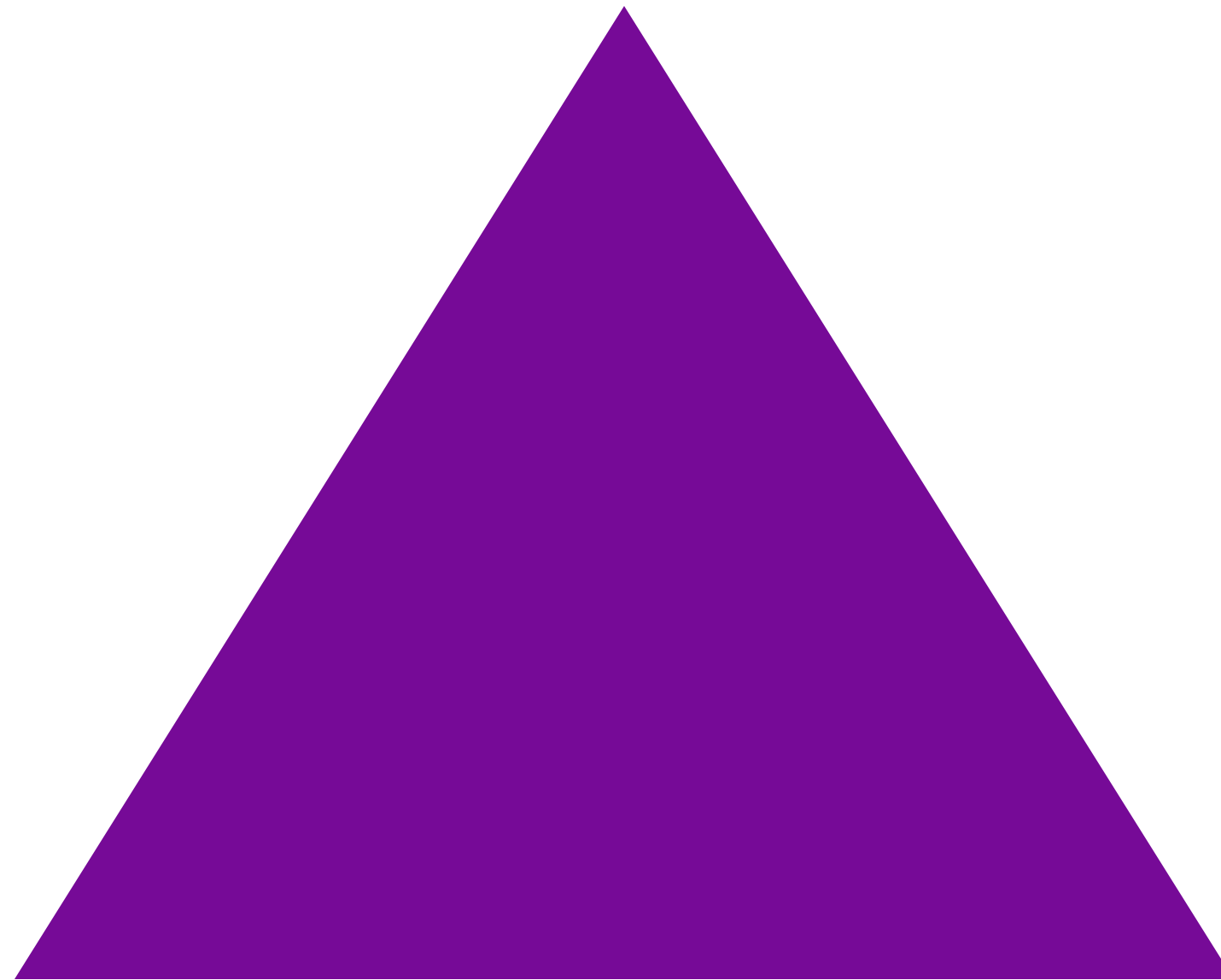
BENEFITS OF THE TRIANGLE OF SUCCESS



- To be able to experience any emotional state at any time.
- Access empowering emotions.
- Condition emotions associated with your goals.
- A formula to experience excellence.

MY TRIANGLE OF SUCCESS

What I say to myself? (Words)



My body and breathing (Body)

My focus (Focus)

PRACTICE BREAKOUT ROOM

MY TRIANGLE OF SUCCESS EXERCISE

1. Pace and lead your partner to shift from their disempowering state to a state of confidence.
2. Be resourceful and supportive!

PRACTICE BREAKOUT ROOM

MY TRIANGLE OF SUCCESS EXERCISE

1. Pairs
2. Person A adopts the TRIANGLE OF SUCCESS of confidence and Person B matches the body language.
3. Person A adopts the TRIANGLE OF SUCCESS of another emotional state and Person B has to match and mirror everything and guess the emotional state.
4. Do one more emotional state and switch.
5. 5 minutes both ways.

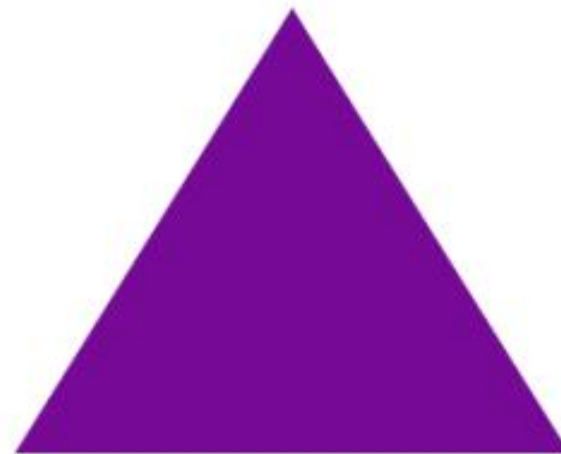
TRIANGLE OF SUCCESS WORKSHEET

TRIANGLE OF SUCCESS EXERCISE

A. Fill in the below:

1. Write down your TRIANGLE OF SUCCESS for confidence.

What I say to myself?



My body and breathing

My focus

PRACTICE WORKSHEETS

MY TRIANGLE OF SUCCESS EXERCISE

1. Write down your TRIANGLE OF SUCCESS for confidence.
2. Put yourself in that state.
3. Now map out courage, calm and kindness.

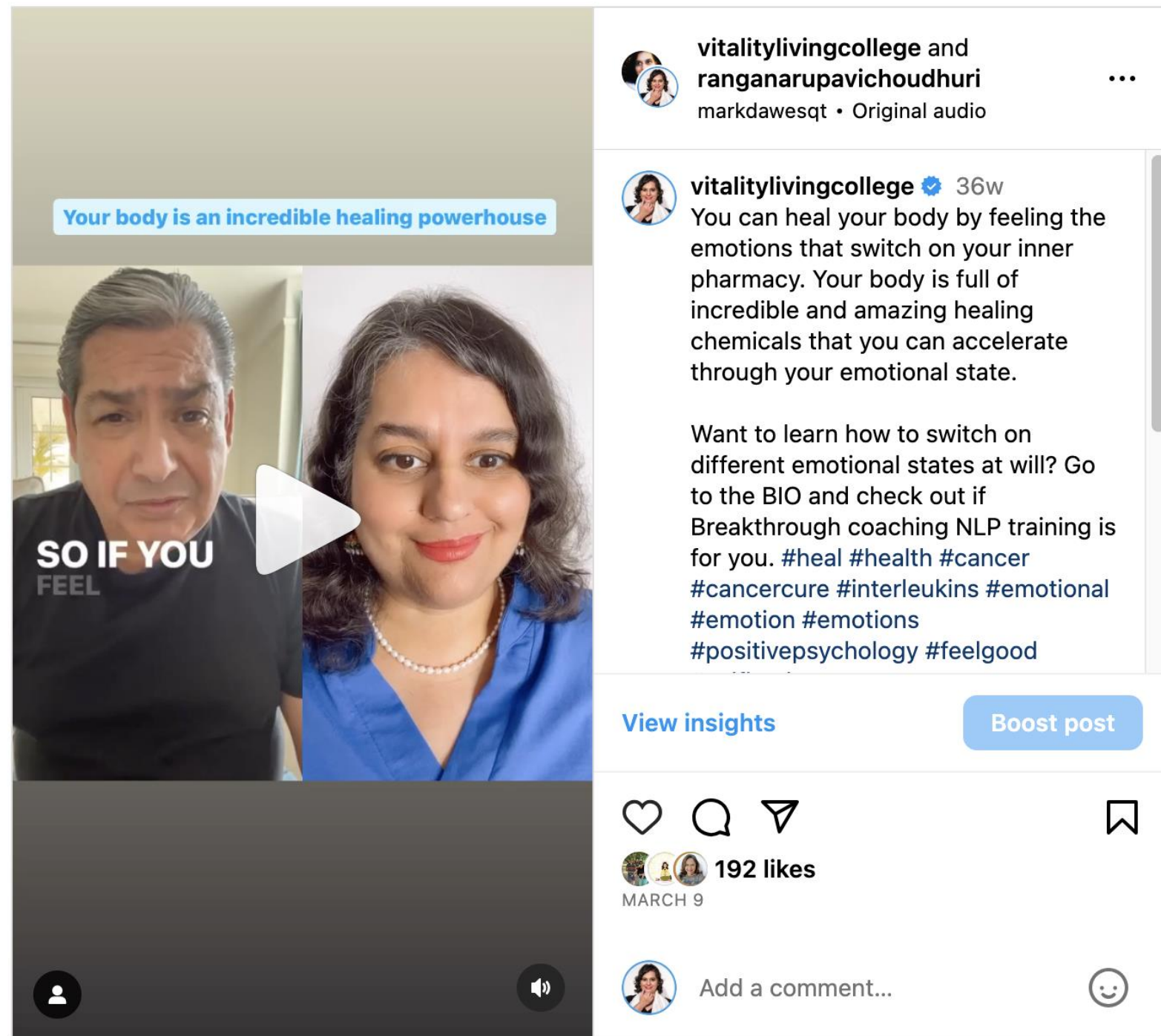
APPLICATIONS OF THE TRIANGLE OF SUCCESS

- **Shifting emotional states:** Change focus, language, and physiology to shift emotions instantly.
- **Managing stress:** Focus on calm, use relaxing language, and adjust posture to reduce stress.
- **Enhancing confidence:** Use empowering language, confident posture, and focus on successes.
- **Improving performance:** Focus on past success, energizing language, and open posture under pressure.
- **Building motivation:** Visualize success, use motivating language, and adopt energetic posture.
- **Overcoming fear:** Focus on calm, use calming language, and relax body to reduce anxiety.



POWER OF EMOTIONS

THE POWER OF EMOTIONS



Your body is an incredible healing powerhouse

SO IF YOU FEEL

vitalitylivingcollege and ranganarupavichoudhuri
markdawesqt • Original audio

vitalitylivingcollege 36w
You can heal your body by feeling the emotions that switch on your inner pharmacy. Your body is full of incredible and amazing healing chemicals that you can accelerate through your emotional state.

Want to learn how to switch on different emotional states at will? Go to the BIO and check out if Breakthrough coaching NLP training is for you. #heal #health #cancer #cancercure #interleukins #emotional #emotion #emotions #positivepsychology #feelgood

View insights Boost post

192 likes
MARCH 9

Add a comment...

BRAVE = INTERLEUKIN 2 = CANCER CARE

CALM = VALIUM

YOUR BODY HAS THE ABILITY TO HEAL ITSELF

https://www.instagram.com/reel/CpktqJPlnwe/?utm_source=ig_web_copy_link

HAPPY HORMONES



The image shows a screenshot of an Instagram post. On the left is a blue graphic with a woman smiling and holding her hands up. The text on the graphic reads: "4 ways to FEEL GOOD instantly!" and "How to switch on 'feel-good' hormones?". On the right is the Instagram post interface. The post is from the account "vitalitylivingcollege" and is titled "I am feeling hormonal!". The caption reads: "Not all hormones have to feel bad. Some hormones feel really good. Hormones such as: 1. Dopamine - To feel good 2. Endorphins - To kill pain, and feel pleasure 3. Oxytocin - To feel happy 4. Serotonin - To lift your mood. It's time to switch these happy hormones on - Meditate, move, listen to music, smile often, help others, and get a night's sleep." The post has 27 likes and was posted on November 18, 2021.

4 ways to FEEL GOOD instantly!

How to switch on "feel-good" hormones?

vitalitylivingcollege Edited • 104w
"I am feeling hormonal!"
Not all hormones have to feel bad. Some hormones feel really good. Hormones such as:
1. Dopamine - To feel good
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4. Serotonin - To lift your mood
It's time to switch these happy hormones on - Meditate, move, listen to music, smile often, help others, and get a night's sleep.

core_care_clinic 104w


View insights Boost post

27 likes
NOVEMBER 18, 2021

Add a comment...

https://www.instagram.com/p/CWZ79X1vMQz/?utm_source=ig_web_copy_link

HAPPY HORMONES

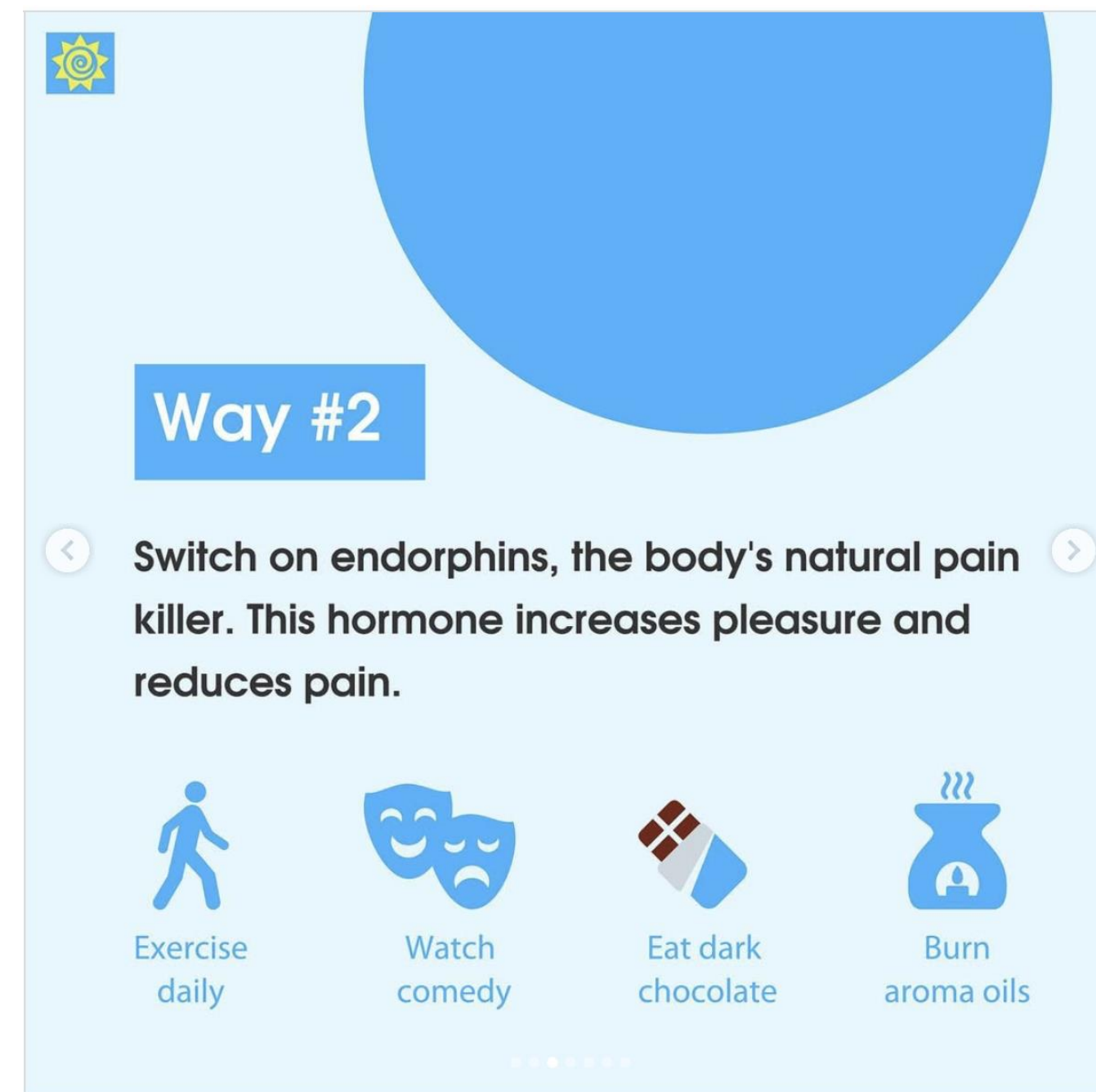


Way #1

Turn on dopamine, which is a chemical messenger, also known as the feel-good hormone.

- Listening to music
- A sweet treat!
- Sleep!
- Completing a task

This Instagram post features a light blue background with a large blue semi-circle at the top. It includes a sun icon in the top left corner and navigation arrows on the left and right sides. The text is centered, and the list of activities is at the bottom with corresponding icons.



Way #2

Switch on endorphins, the body's natural pain killer. This hormone increases pleasure and reduces pain.

- Exercise daily
- Watch comedy
- Eat dark chocolate
- Burn aroma oils

This Instagram post features a light blue background with a large blue semi-circle at the top. It includes a sun icon in the top left corner and navigation arrows on the left and right sides. The text is centered, and the list of activities is at the bottom with corresponding icons.

https://www.instagram.com/p/CWZ79X1vMQz/?utm_source=ig_web_copy_link

HAPPY HORMONES

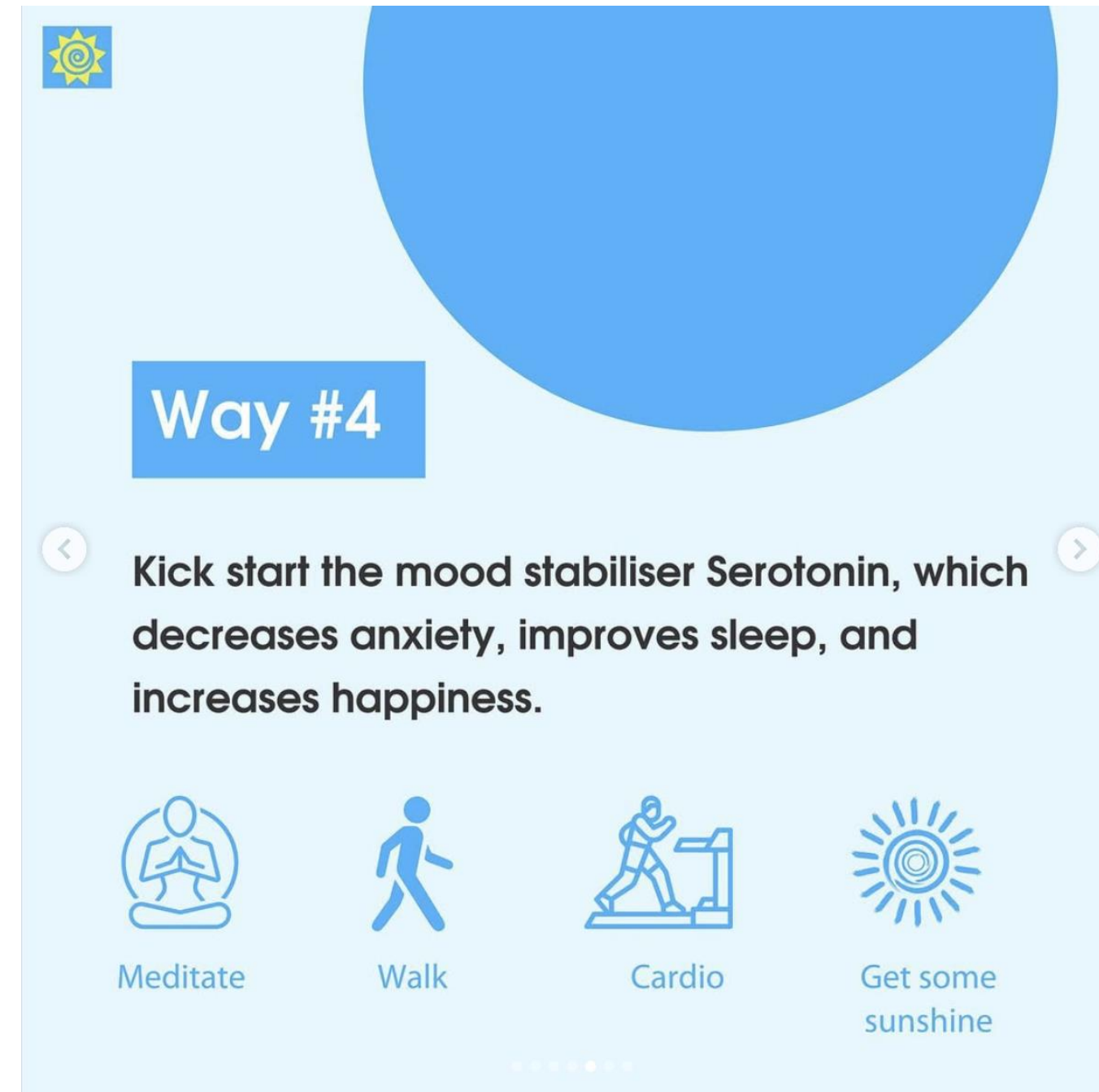


Way #3

Stimulate the happy hormone oxytocin, by being kind to yourself and others.

- Hug a friend
- Smile
- Cook for someone
- Hold hands

This Instagram post features a light blue background with a large blue semi-circle at the top. It includes a sun icon in the top left corner and navigation arrows on the sides. The text describes a way to stimulate oxytocin through acts of kindness. Four icons represent the suggested activities: hugging a friend, smiling, cooking for someone, and holding hands.



Way #4

Kick start the mood stabiliser Serotonin, which decreases anxiety, improves sleep, and increases happiness.

- Meditate
- Walk
- Cardio
- Get some sunshine

This Instagram post features a light blue background with a large blue semi-circle at the top. It includes a sun icon in the top left corner and navigation arrows on the sides. The text describes a way to kickstart serotonin through various activities. Four icons represent the suggested activities: meditating, walking, cardio, and getting some sunshine.

https://www.instagram.com/p/CWZ79X1vMQz/?utm_source=ig_web_copy_link

BREAK



PHYSIOLOGY

SHARE - ASSNEA



STAGES OF LEARNING

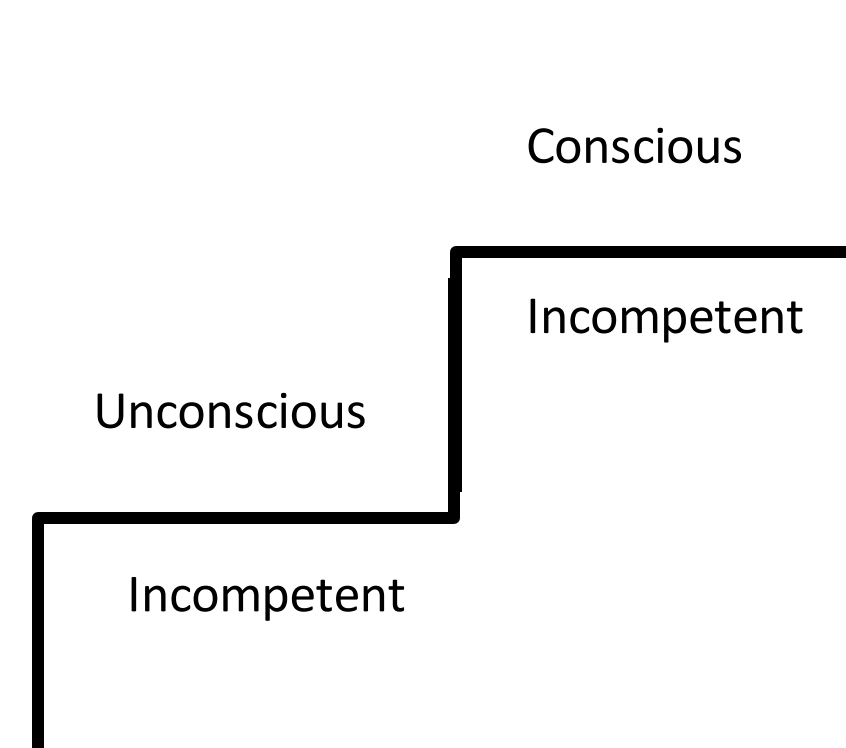
STAGES OF LEARNING



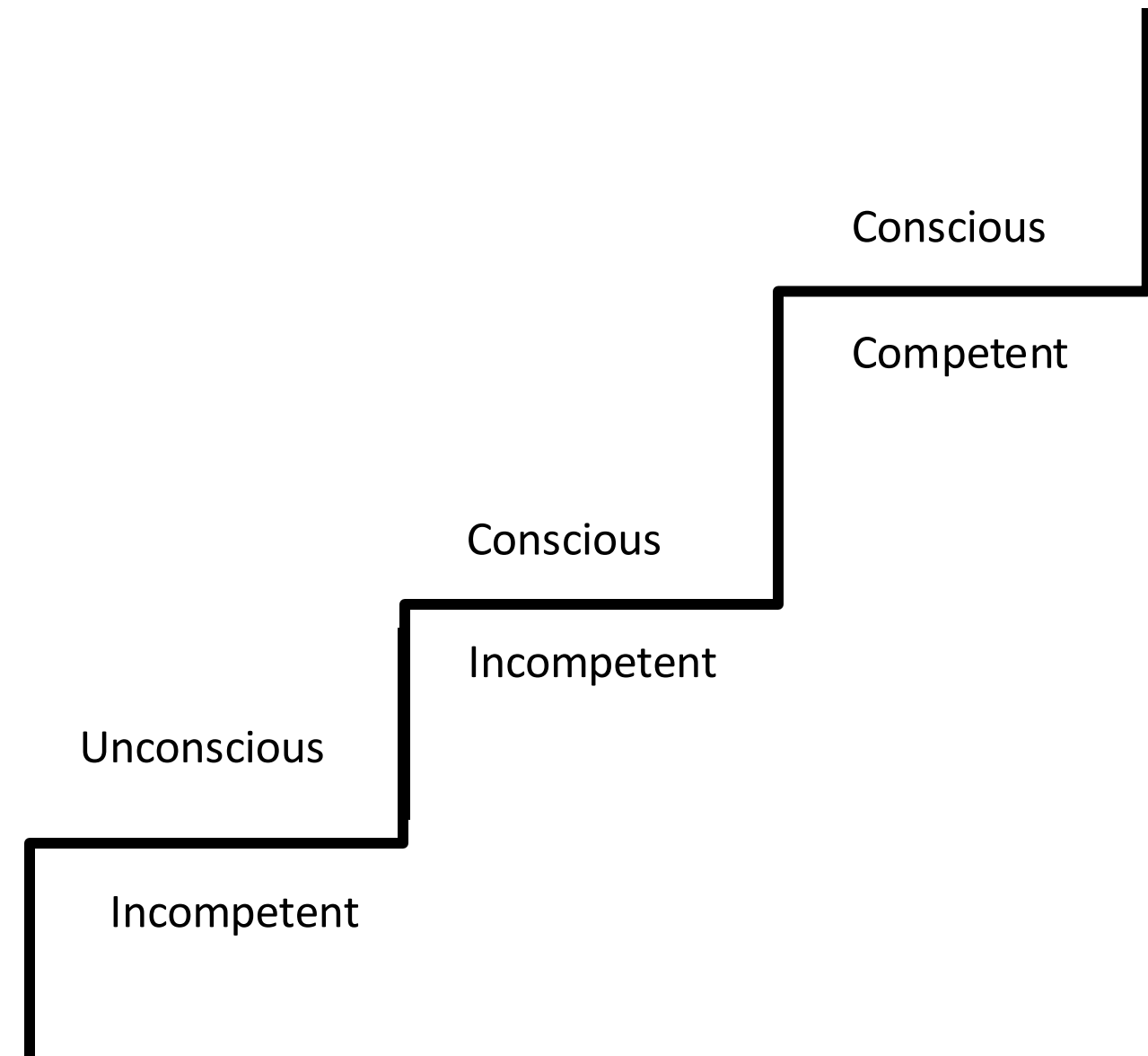
Unconscious

Incompetent

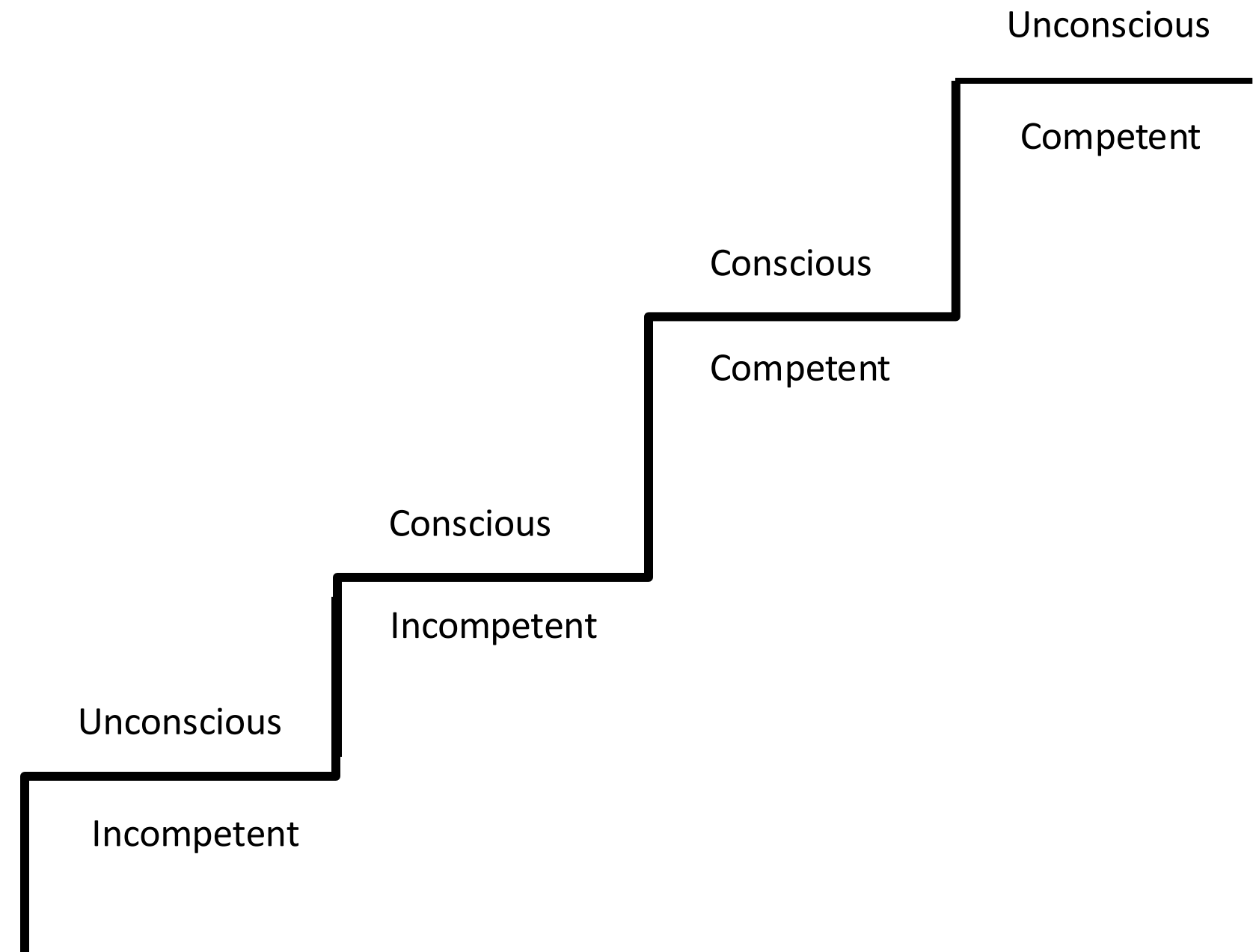
STAGES OF LEARNING



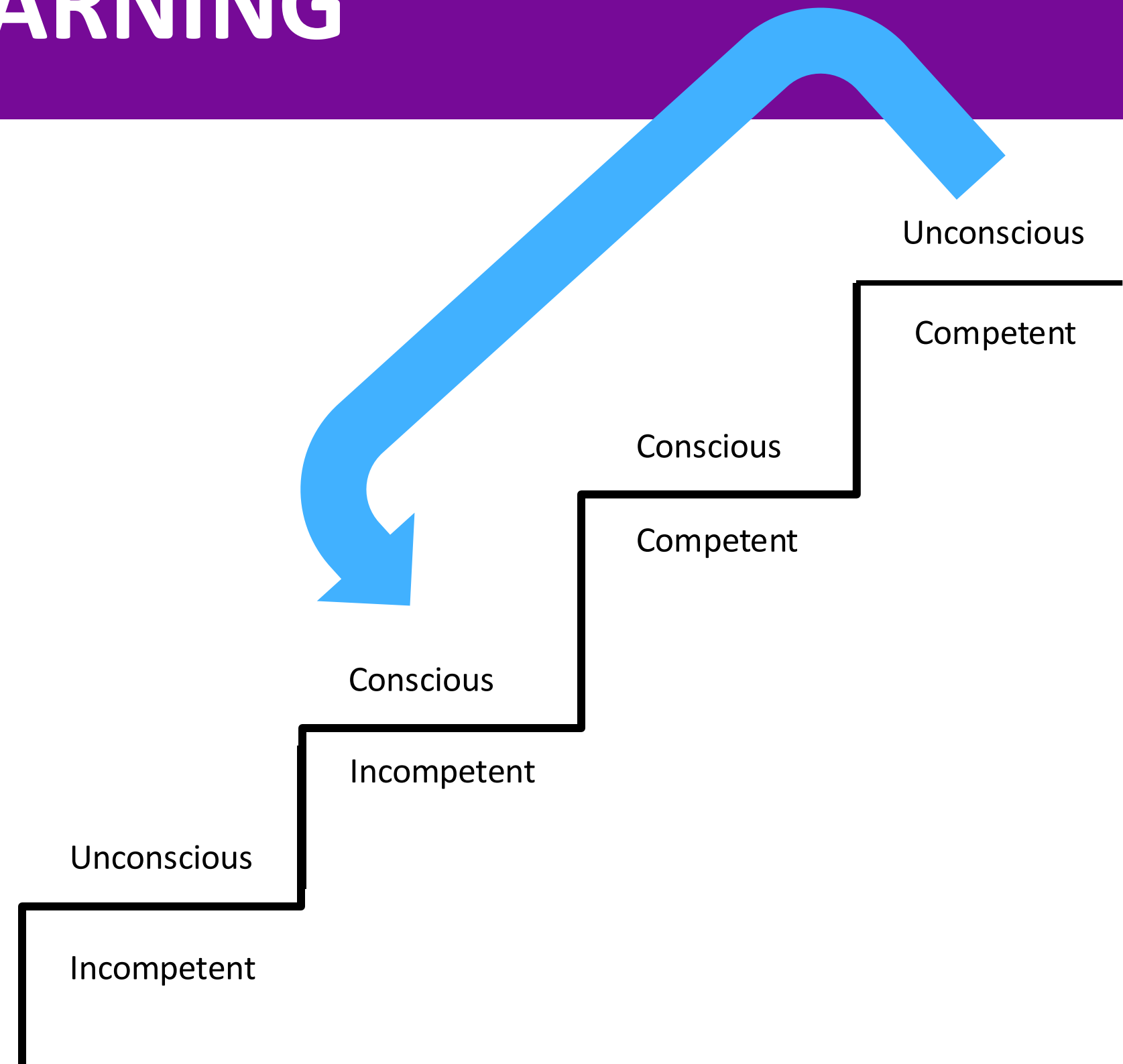
STAGES OF LEARNING



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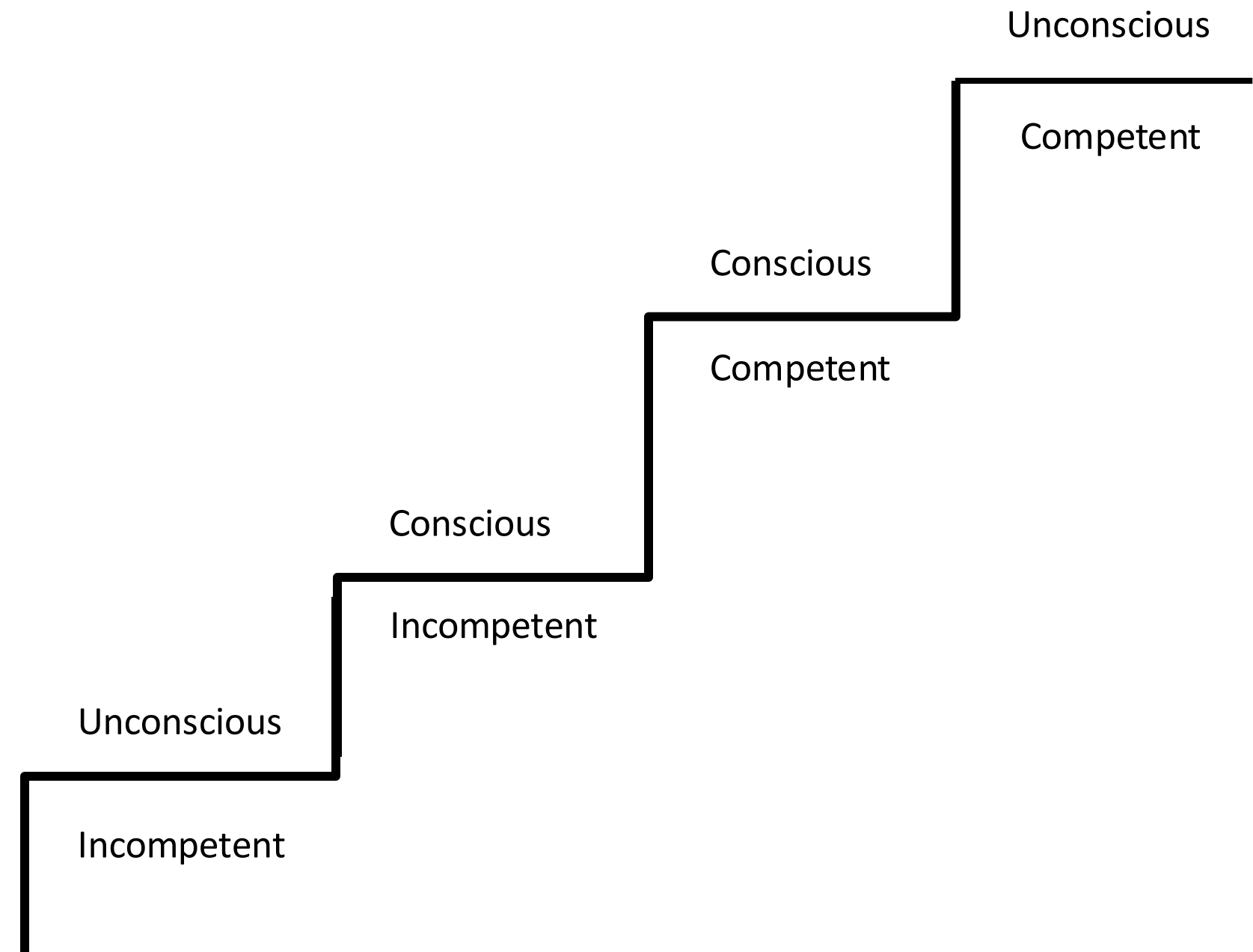
STAGES OF LEARNING



STAGES OF LEARNING



STAGES OF LEARNING



PRACTICE BREAKOUT ROOM

LEARNING EXERCISE

1. Pairs
2. Share an example of when you learnt something.
3. Notice how you went through the stages of learning.
4. Share your TRIANGLE OF SUCCESS that made learning easy.
5. Provide an example of when you become an unconscious competent and what did you learn as a result.

LEARNING EXERCISE WORKSHEET

LEARNING EXERCISE

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PRACTICE WORKSHEETS

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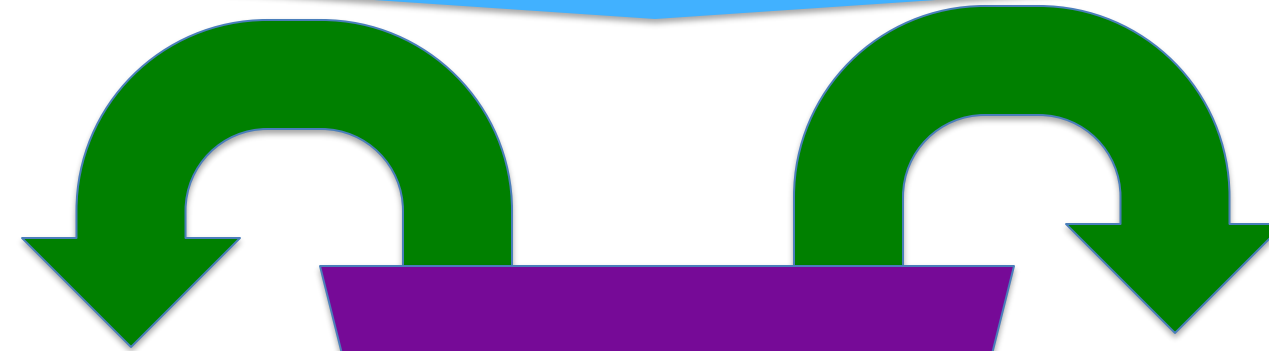
FILTERING

FILTERING



- Our senses process 2-4 million bits of information but retain only 134 bits (7 ± 2).
- Deletion, distortion and generalization helps managing information.
- It shapes perception, influences behavior and impacts communication.
- Coaches play key role in identifying and addressing these mental filters.

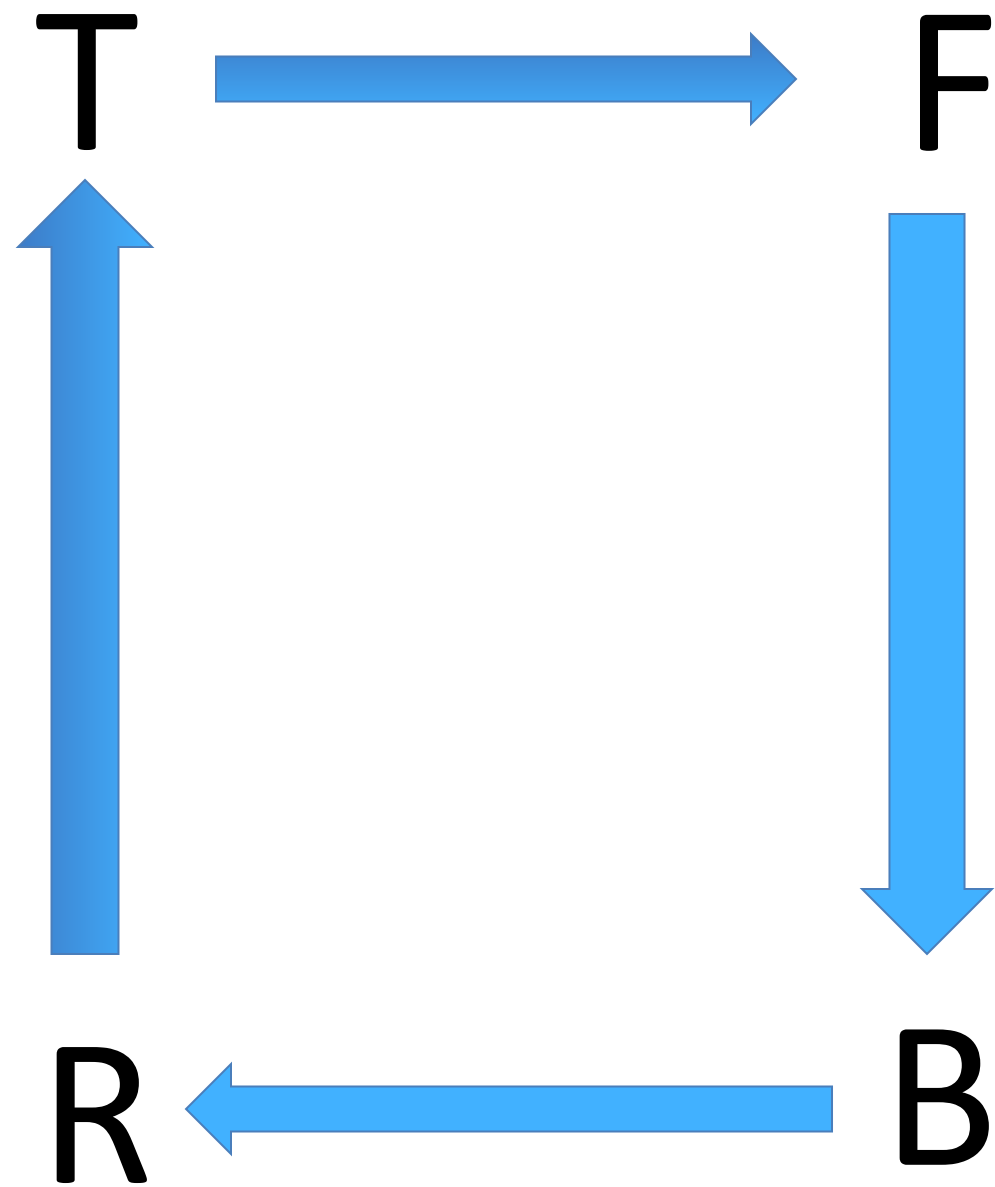
2 - 4 mil bits



134 bits



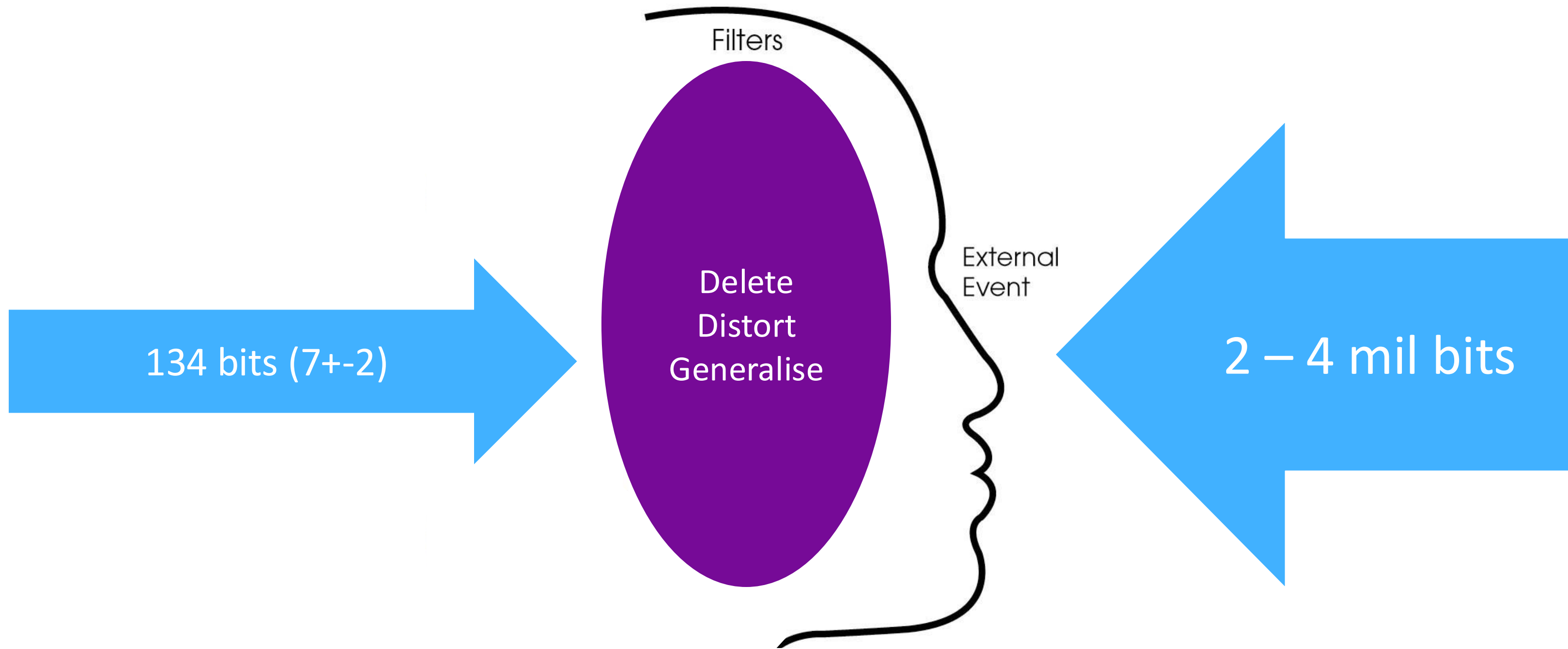
YOU ARE WHAT YOU THINK



- What you think affects your feelings.
- Your feelings affect how you behave.
- The way you behave or act determines your results.
- So get the results you want.
- Change your pattern of thinking.
- Change your thinking for best results.



POSTER DATES





I couldn't believe that I could actually understand what I was reading. The phenomenal power of the human mind, according to a research at Cambridge University.

It doesn't matter in what order the letters in a word are the only important thing is that the first and last letter be in the right place. The rest can be totally messed and you can still read it without a problem

This is because the human mind does not read every letter by itself, but the word as a whole. Amazing huh? Yeah and I always thought spelling was important!

WHAT COLOUR (NOT WORD) DO YOU SEE?

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

PINK BLUE WHITE

How many F's do you see?

Finished files are the result of
years of scientific study
combined with the experience
of years of pursuit of research
and development.

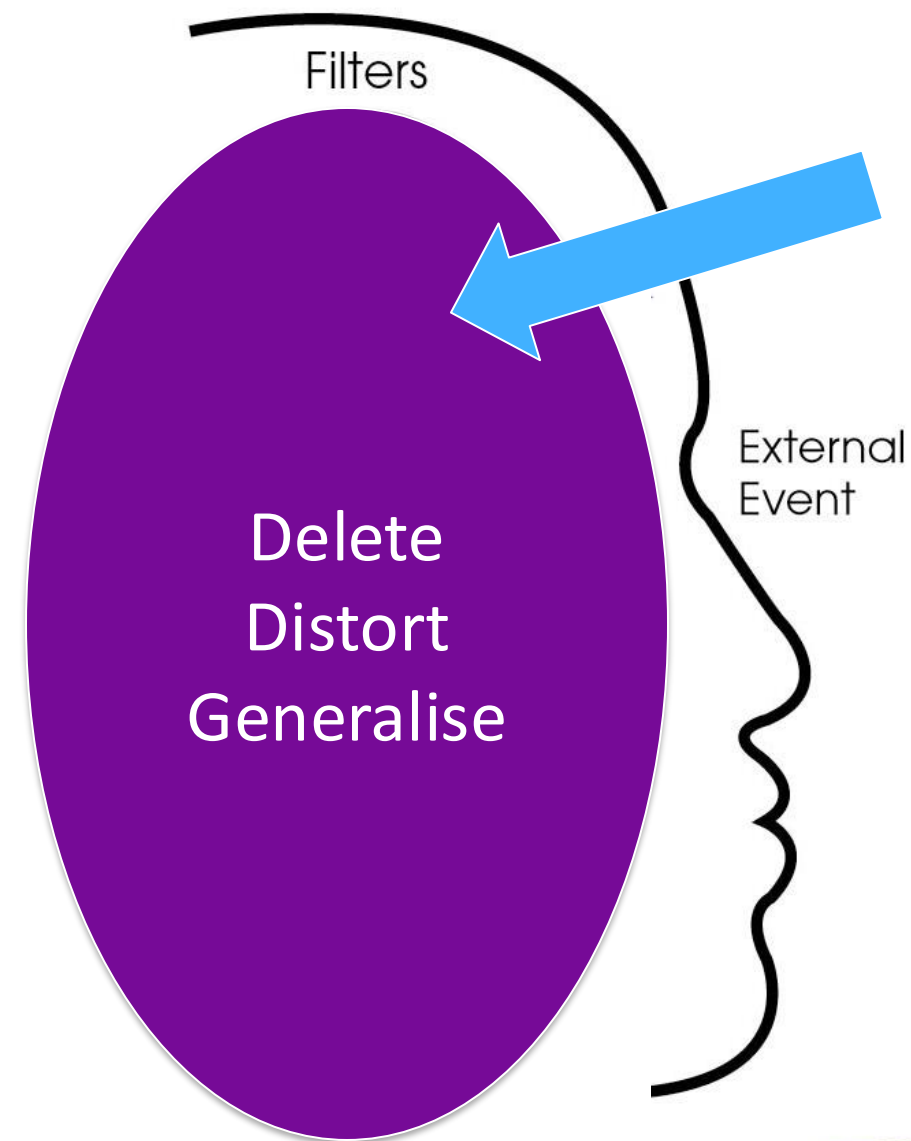
Mary had a little lamb,
its fleece as white as snow.
And everywhere Mary went,
the lamb was sure to go.



FILTERING

- Deletions – Missing text
 - He hurt me?
 - How specifically?
- Generalisations – All, everyone, no one, never, always
 - She never talks to me?
 - Never?
- Distortions – $x = y$
 - Her crying makes me sad?
 - How does her crying make you sad?

WE FILTER INFORMATION NATURALLY



- What information do you filter?
- What are the benefits of filtering?
- What are the downsides of filtering?

PERCEPTION IS PROJECTION

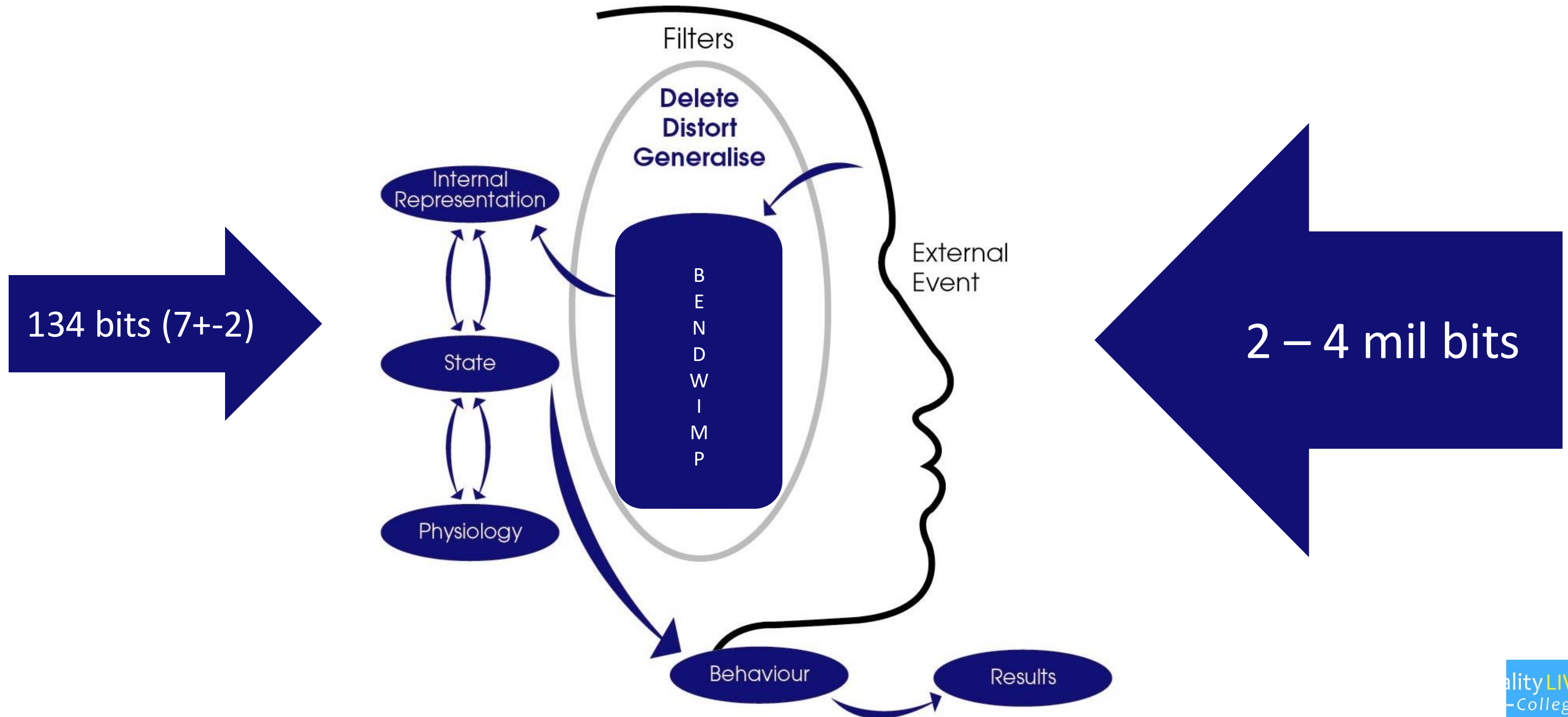


- We form a perception of the world based on how we distort, delete, and generalise which will affect our behaviours.
- We act in accordance with the state we create.
- We behave in a way we believe we should behave.



NLP COMMUNICATION MODEL

NLP COMMUNICATION MODEL



UNDERSTANDING THE MODEL

- B - Beliefs
- E - Events
- N - Needs
- D - Desires
- W - Wounds
- I - Identity
- M - Meta programs
- P - Purpose

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Ignite the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

6 HUMAN NEEDS



WHAT ARE THE 6 HUMAN NEEDS?



- A concept developed by Tony Robbins to identify the fundamental drivers behind human behaviour.
- These needs influence our decisions, emotions, and relationships, shaping the way we live and pursue fulfillment.

UNDERSTAND - 6 HUMAN NEEDS



- Significance
- Certainty
- Variety
- Love / Connection
- Growth
- Contribution

BENEFITS OF UNDERSTANDING THE 6 HUMAN NEEDS



- Self-awareness
- Stronger relationships
- Better decisions
- Personal growth
- Leadership
- Effective communication
- Conflict resolution
- Increased motivation
- Purposeful contribution

UNDERSTAND - 6 HUMAN NEEDS

| Human Needs | You | Other |
|--------------------|------------|--------------|
| Significance | | |
| Certainty | | |
| Variety | | |
| Love / Connection | | |
| Growth | | |
| Contribution | | |

PRACTICE BREAKOUT

HUMAN NEEDS EXERCISE

1. Pairs or Three's
2. Share your learnings

UNDERSTAND - 6 HUMAN NEEDS WORKSHEET

| Human Needs | You | Others |
|--------------------|------------|---------------|
| Significance | | |
| Certainty | | |
| Variety | | |
| Love / Connection | | |
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PRACTICE WORKSHEETS

HUMAN NEEDS EXERCISE

1. Rate your requirement for each human need on a scale of 1 to 10.
2. Rate someone you love.
3. Notice the similarities and differences.
4. Jot down your learnings.

AS A COACH: APPLICATIONS OF THE 6 HUMAN NEEDS



- Identify what drives clients.
- Tailor strategies to their needs.
- Build rapport and trust.
- Create balance in their lives.
- Align goals with values.
- Address resistance to change.
- Encourage growth and confidence.
- Guide relationship improvements.
- Sustain motivation and focus.
- Promote long-term fulfilment.

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

THINKING DETERMINES SUCCESS



“Whether you think you can, or you think you can’t, you are right.”

Henry Ford

THINKING DETERMINES SUCCESS



"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all— in which case, you fail by default."

J.K. Rowling

THINKING DETERMINES SUCCESS



NEXT STEPS

1. **Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
2. **Learn:** About the 6 human needs, <https://www.tonyrobbins.com/mind-meaning/do-you-need-to-feel-significant/>
3. **Browse:** The Instagram reel on how our bodies produce Interleukin, <https://www.instagram.com/reel/CpktqJPIInwe/?igshid=YmMyMTA2M2Y>
4. **Practice:** The Triangle of Success worksheet, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/6.-Triangle-of-Success-23.11.2023.pdf>

PERSONAL DEVELOPMENT LOG

PERSONAL DEVELOPMENT LOG

1. What did I love about the day?

2. What can I do even better?

3. What did I learn?

4. How will I use what I learnt?

SUMMARY

1. Definition of NLP
2. Five legs of NLP
3. Visual squash
4. Triangle of success
5. Stages of learning
6. NLP Communication Model
7. Understand the model of the world
 - 6 Human needs
 - Languages of love
8. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



SUMMARY

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**NO LANDING
PLACE**

PRESENT STATE – OLD MODEL OF THE WORLD

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DESIRED STATE –NEW MODEL OF THE WORLD

6 HUMAN NEEDS



WHAT ARE THE 6 HUMAN NEEDS?



- A concept developed by Tony Robbins to identify the fundamental drivers behind human behaviour.
- These needs influence our decisions, emotions, and relationships, shaping the way we live and pursue fulfillment.

UNDERSTAND - 6 HUMAN NEEDS



- Significance
- Certainty
- Variety
- Love / Connection
- Growth
- Contribution

BENEFITS OF UNDERSTANDING THE 6 HUMAN NEEDS



- Self-awareness
- Stronger relationships
- Better decisions
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PRACTICE BREAKOUT

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- Address resistance to change.
- Encourage growth and confidence.
- Guide relationship improvements.
- Sustain motivation and focus.
- Promote long-term fulfilment.

LANGUAGES OF LOVE



WHAT ARE LANGUAGES OF LOVE?



- Five unique ways people express and receive love.
- Developed by Dr Gary Chapman.
- Helps strengthen relationships by understanding individual preferences.

THE LANGUAGES OF LOVE



Words of
affirmation



Acts of
service



Quality
time



Physical
touch



Receiving
gifts

<https://5lovelanguages.com/quizzes>

BENEFITS OF LANGUAGES OF LOVE

- Builds deeper emotional connections.
- Enhances communication and understanding.
- Reduces conflict caused by unmet expectations.
- Improves personal and professional relationships.
- Increases feelings of appreciation and trust.
- Creates a stronger sense of belonging and happiness.



BREAK

APPLICATIONS OF LANGUAGES OF LOVE

- **In relationships:** Strengthen bonds with partners, friends, and family.
- **Parenting:** Tailor interactions to your child's love language.
- **Workplace:** Encourage positive relationships with colleagues or team members.
- **Conflict resolution:** Address unmet emotional needs effectively.
- **Self-love:** Identify and fulfill your own emotional needs.
- **Community:** Build empathy and understanding in social groups.

APPRECIATE – LOVE ABOUT THEM



- Want to influence someone?
 - Notice what you love about them first.
- Want to influence yourself?
 - Notice what you love about yourself.

NEXT STEPS

1. **Update:** Your personal development log.
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3

**WHAT DO YOU
WANT?**

CONTENTS

1. Evolutionary versus revolutionary model
2. Sensory acuity
3. Calibration
4. Rapport
5. Well-formed outcome
6. Creating powerful states
7. Next steps



EVOLUTIONARY VERSUS REVOLUTIONARY MODEL

REVOLUTIONARY VERSUS EVOLUTIONARY MODEL



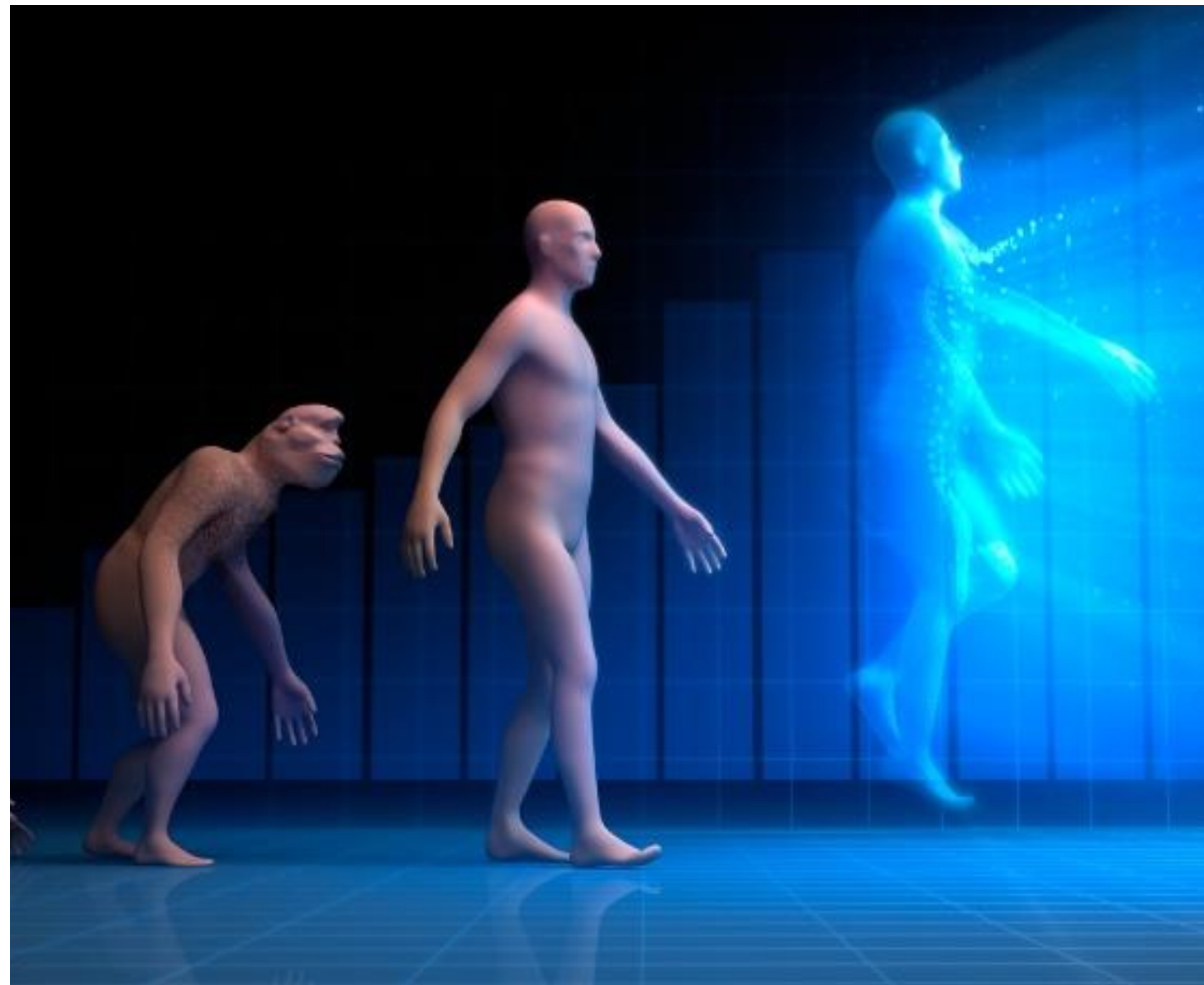
- A. Illusion of certainty
- B. Uncertainty
- C. Life is not so good
- D. DIE - D D D
- E. Change
- F. Progress
- G. Sustainable change

EVOLUTIONARY VERSUS REVOLUTIONARY MODEL



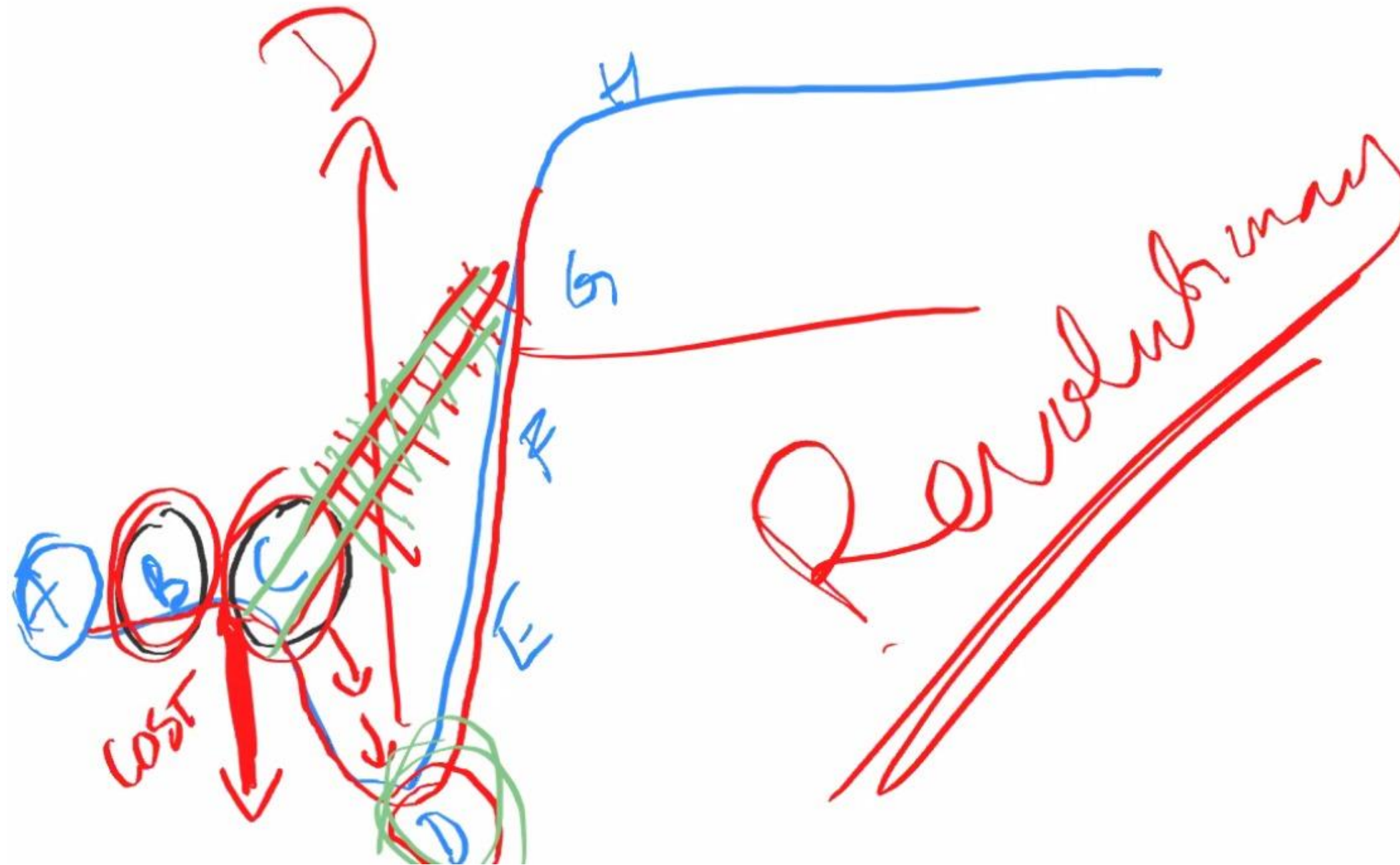
- Revolutionary change is sudden, dramatic reaction to circumstances.
- Evolutionary change is gradual, deliberate, and proactive improvement.
- Choosing the right approach ensures sustainable change in any scenario.

BENEFIT OF THE EVOLUTIONARY MODEL

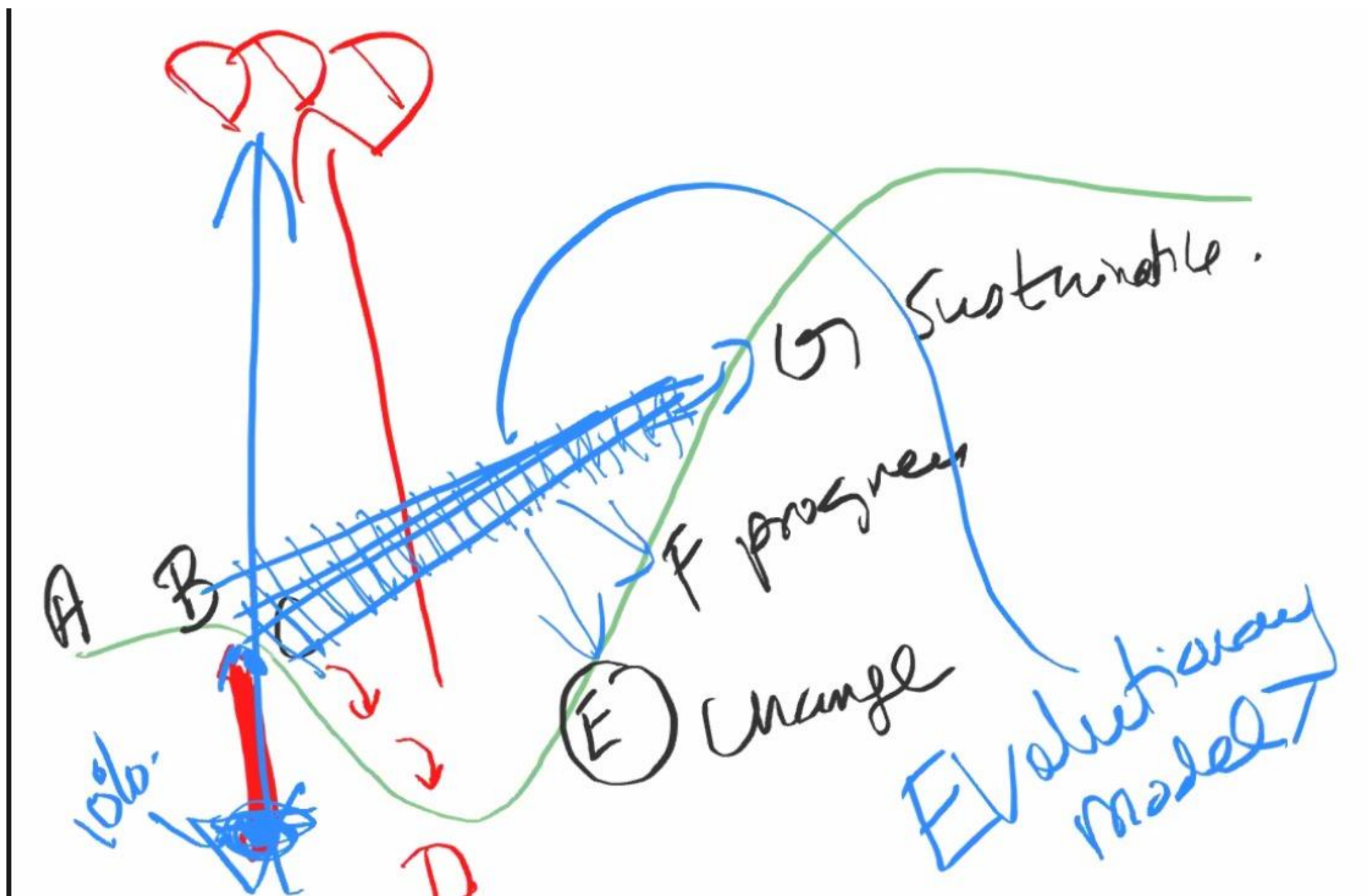


- Ensures lasting improvements with minimal disruption.
- Allows smoother transitions.
- Easier to adapt.
- Provides stability while evolving.
- Promotes continuous growth and learning.
- Makes change manageable and less overwhelming.

EXAMPLE OF REVOLUTIONARY MODEL



EXAMPLE OF EVOLUTIONARY MODEL



PRACTICE BREAKOUT

EVOLUTIONARY EXERCISE

1. Pairs or Three's
2. Share your learnings

APPLICATION OF THE REVOLUTIONARY MODEL



- Personal transformation
- Business innovation
- Crisis management
- Technology
- Social change
- Leadership
- Organisational change
- Health & wellness

PRESENT STATE – OLD MODEL OF THE WORLD

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DESIRED STATE – NEW MODEL OF THE WORLD



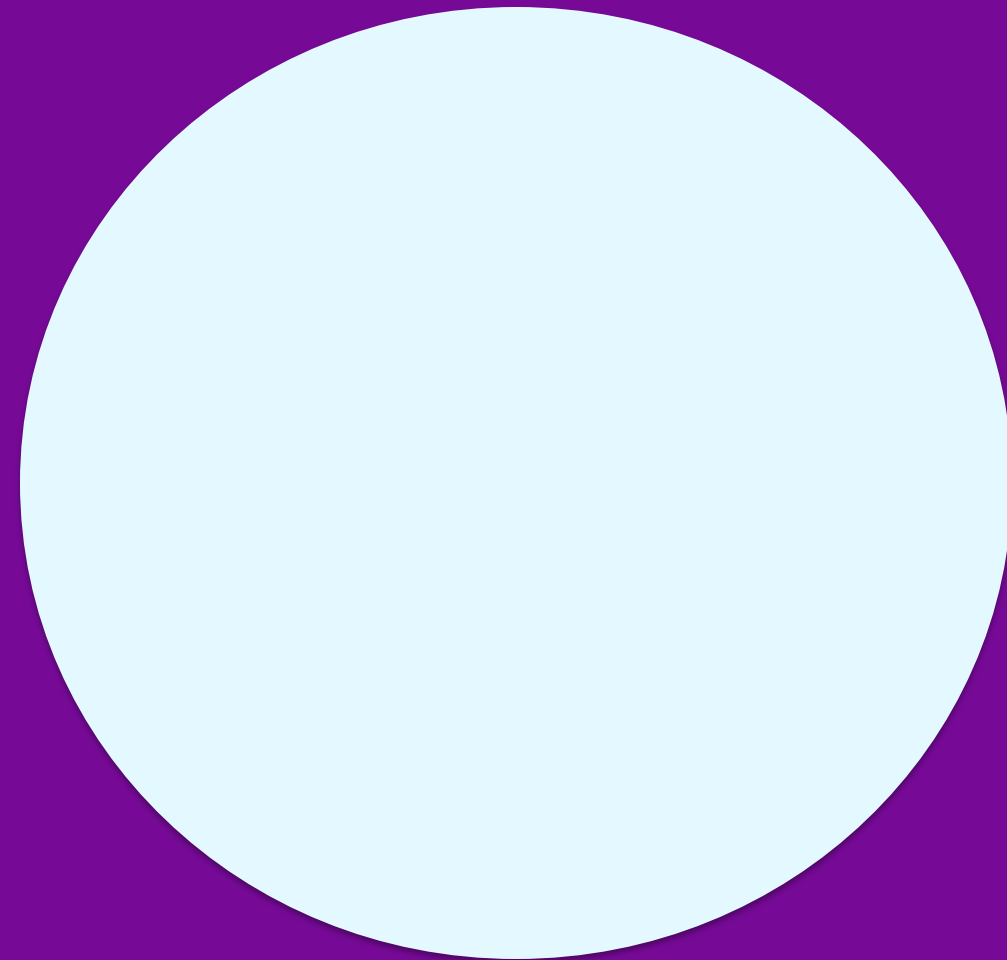
FISH HANDSHAKE

FISH HANDSHAKE



- A weak and limp handshake.
- A sign of social awkwardness, nervousness, or lack of assertiveness.
- It is like a small piece of data (dot).
- You need multiple pieces of information, or dots to build a picture about someone.

JUST A DOT!





SENSORY ACUITY

WHAT IS SENSORY ACUITY?



To be acutely aware through your senses:

- See
- Hear
- Feel (touch)
- Smell
- Taste
- Intuition (sixth)

BENEFITS OF SENSORY ACUITY



- Improves communication
- Enhances rapport
- Better problem-solving skill
- Increases empathy
- Effective coaching
- Helps in conflict resolution

APPLICATIONS OF SENSORY ACUITY

- Improving communication: Detect subtle changes in body language, tone, or facial expressions to better understand others' feelings and needs.
- Building rapport: Use sensory awareness to match and mirror a person's posture, gestures, or voice for smoother interactions.
- Emotional intelligence: Recognize shifts in someone's emotional state through non-verbal cues, allowing for better empathy and response.
- Negotiation skills: Spot hidden objections or desires by noticing small cues in a person's behavior, helping adjust strategies.
- Coaching and therapy: Detect minute changes in a client's physiology to assess progress and adjust interventions in real time.
- Stress management: Identify early signs of tension in your own body (e.g., clenched fists or shallow breathing) to address stress before it escalates.



CALIBRATION

WHAT IS CALIBRATION?



- Effective calibration requires focusing on both verbal and non-verbal cues.
- Communication is 55% body language, voice tone is 38% and words only 7%.
- Focus on posture, skin tone, breathing, eye contact.

KEY ASPECTS OF CALIBRATION



- Observing changes in body posture, facial expressions, and gestures.
- Noticing shifts in pitch, volume, or speed of speech.
- Recognising variations in physical energy or engagement.
- Identifying changes in breath rate or depth with emotional shifts.

BENEFITS OF CALIBRATION



- Helps identifying non-verbal emotions / thoughts.
- Giving responses that suits the other person's needs.
- Builds trust through empathy and attentiveness.
- Detects discomfort early for timely support.
- Enhances communication by understanding emotions.
- Manages conflicts by recognising emotional shifts.

SENSORY ACUITY – CALIBRATION – SEE



- Posture
- Skin colour
- Skin tone
- Breathing
- Lower lip size
- Eyes
- Congruence

SENSORY ACUITY – CALIBRATION - POSTURE



SENSORY ACUITY – CALIBRATION – SKIN COLOUR



SENSORY ACUITY – CALIBRATION – SKIN TONE



SENSORY ACUITY – CALIBRATION – BREATHING



SENSORY ACUITY – CALIBRATION – BREATHING



- It reveals emotional states.
- Rapid, shallow breaths often signal anxiety or tension.
- Slow, deep breaths indicate calmness and relaxation.

SENSORY ACUITY – CALIBRATION – LIPS



SENSORY ACUITY – CALIBRATION – LIPS

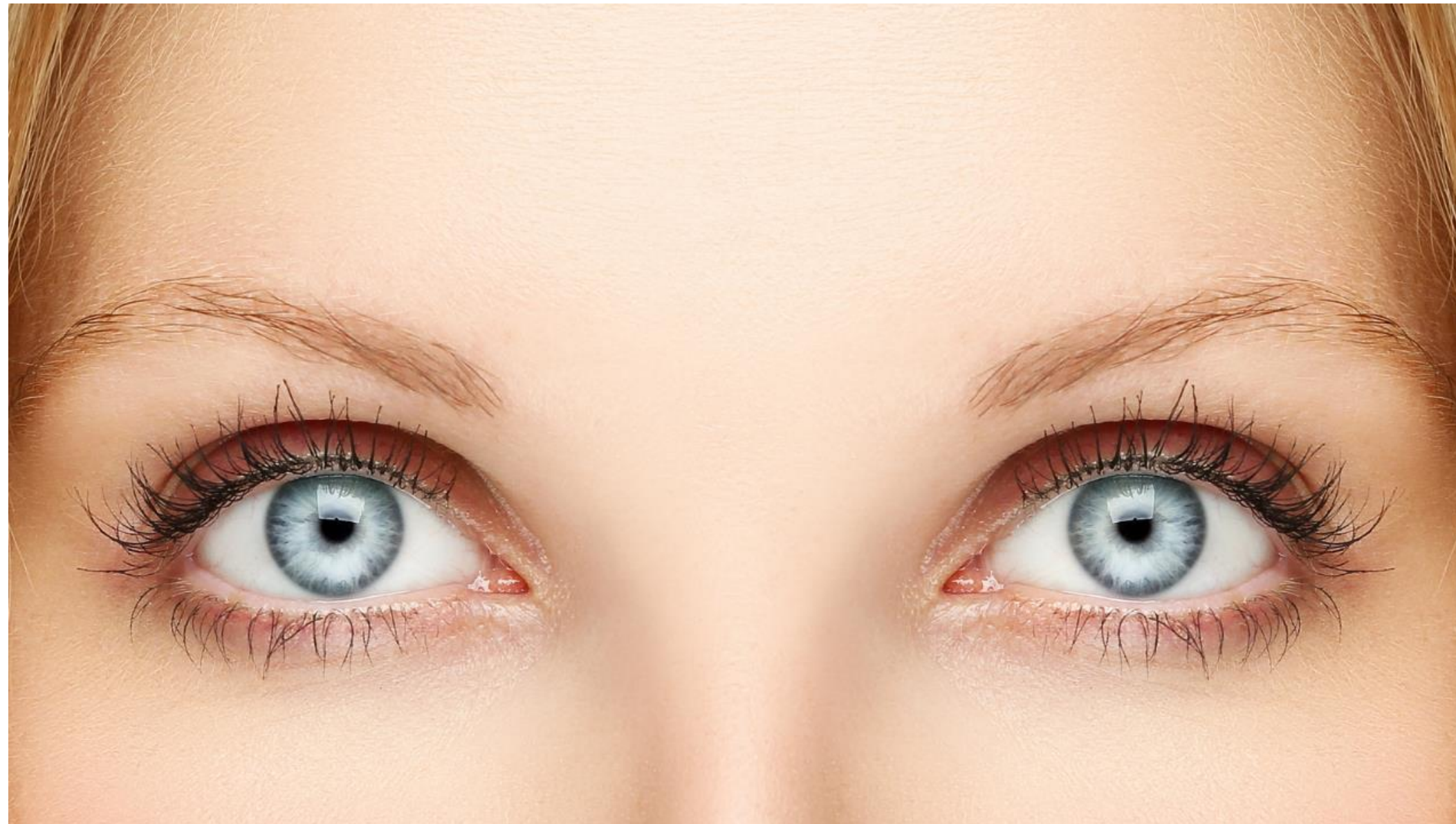


- It gives emotional cues.
- Tightened lips indicate stress or disagreement.
- Relaxed smiles convey happiness or agreement.

SENSORY ACUITY – CALIBRATION – EYES

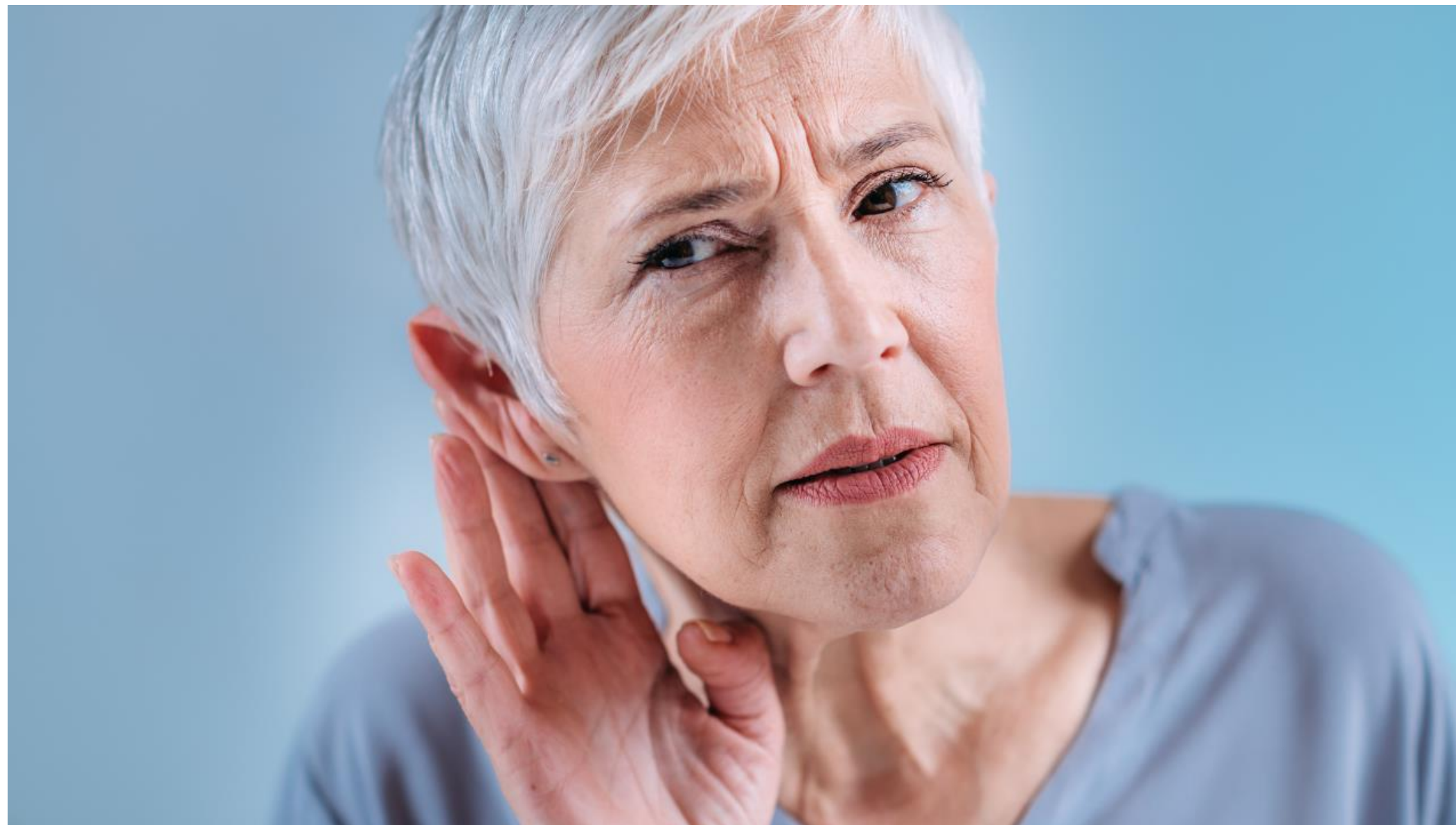


SENSORY ACUITY – CALIBRATION – EYES



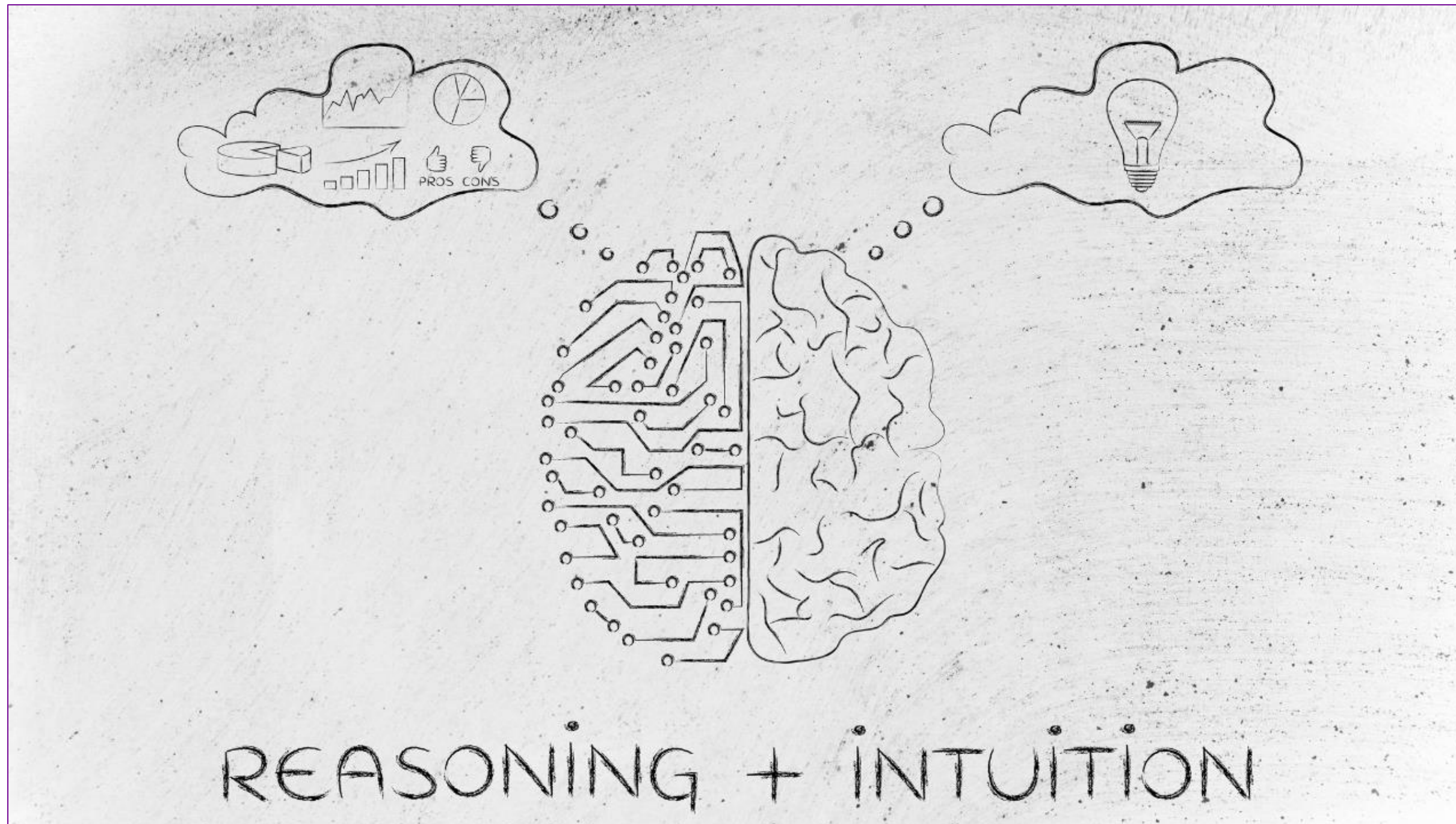
- Dilated pupils signal interest or arousal.
- Avoiding eye contact suggests discomfort or deception.

SENSORY ACUITY – CALIBRATION – HEAR



- Tone
- Speed
- Rhythm
- Volume
- Breathing

SENSORY ACUITY – CALIBRATION – FEELING



APPLICATIONS OF CALIBRATION

- **Assessing progress:** Spot subtle changes in behaviour to track client progress without relying on verbal feedback.
- **Identifying limiting beliefs:** Notice shifts in physiology to detect limiting beliefs or fears.
- **Tailoring interventions:** Adjust coaching based on real-time responses for more effective support.
- **Improving rapport:** Calibrate to non-verbal cues to strengthen trust and connection.
- **Reading resistance or readiness:** Spot signs of resistance or openness to know when to push or ease off.
- **Enhancing emotional awareness:** Tune into emotional shifts to guide clients through breakthroughs or challenges.

HARMONY

RAPPORT

WHAT IS RAPPORT?



- A connection or bond between people based on mutual understanding, trust, and respect.
- It creates a comfortable environment where individuals feel heard, valued, and understood, facilitating open and effective communication.

KEY CHARACTERISTICS OF RAPPORT



Mutual respect



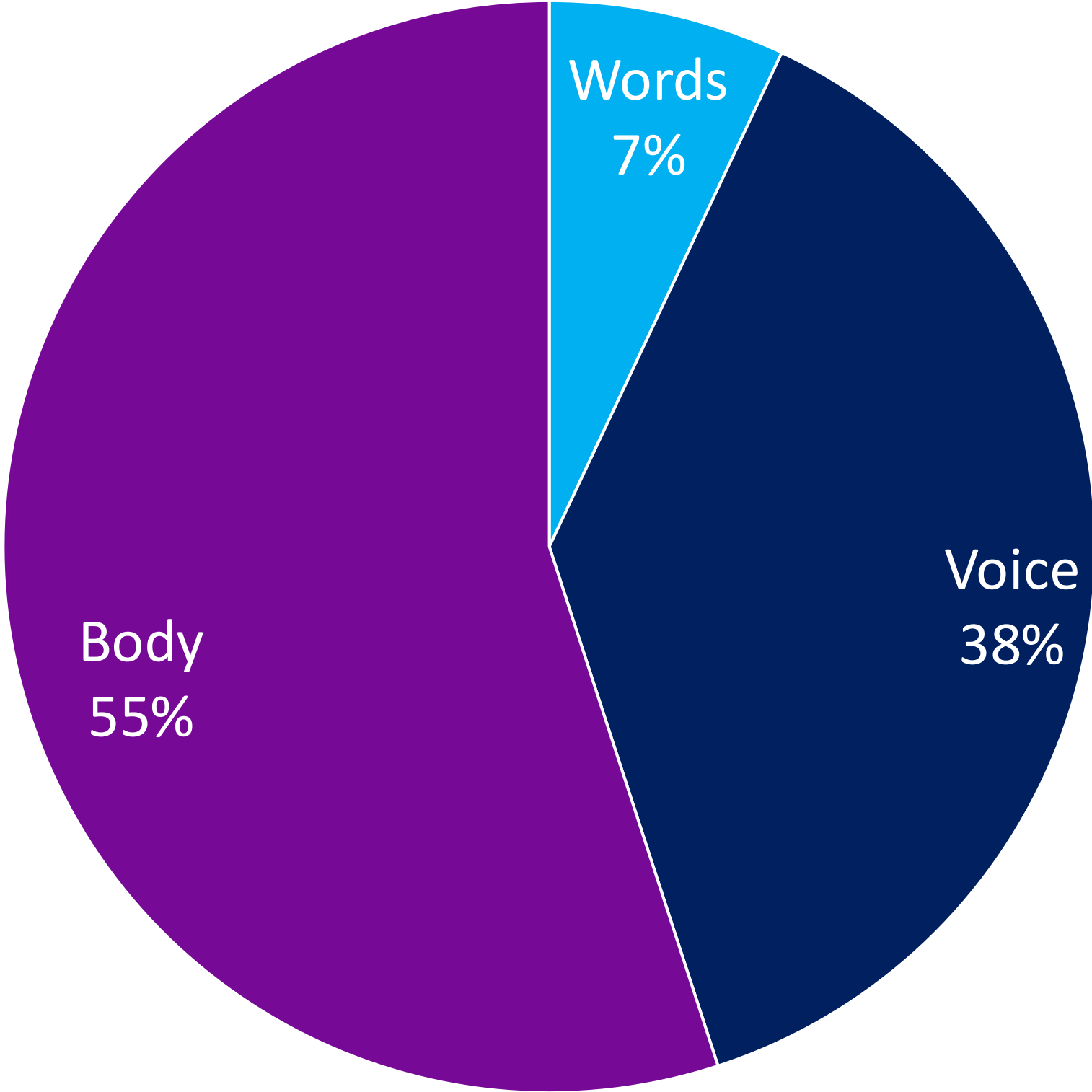
Trust



Understanding



Comfort



HOW TO BUILD RAPPORT



- Active listening
- Empathy
- Matching and mirroring
- Finding a common ground

IMPORTANCE OF RAPPORT



- Builds strong personal and professional relationships.
- Facilitates honest and effective communication.
- Creates trust and openness in coaching or therapy sessions.
- Enhances collaboration and teamwork.

APPLICATIONS OF RAPPORT

- **Building trust:** Mirroring a client's body language to create a sense of connection and comfort.
- **Enhancing communication:** Matching the pace and tone of someone's speech to make them feel understood.
- **Improving cooperation:** Subtly mirroring gestures to align with someone and promote collaboration in a team setting.
- **Influencing positively:** Using similar language patterns to make persuasive conversations feel natural and engaging.
- **Resolving conflicts:** Establishing rapport through active listening and matching emotional tone during a disagreement.
- **Boosting client comfort:** Adapting your body language to match a client's to make them feel at ease in a coaching session.

MATCHING AND MIRRORING

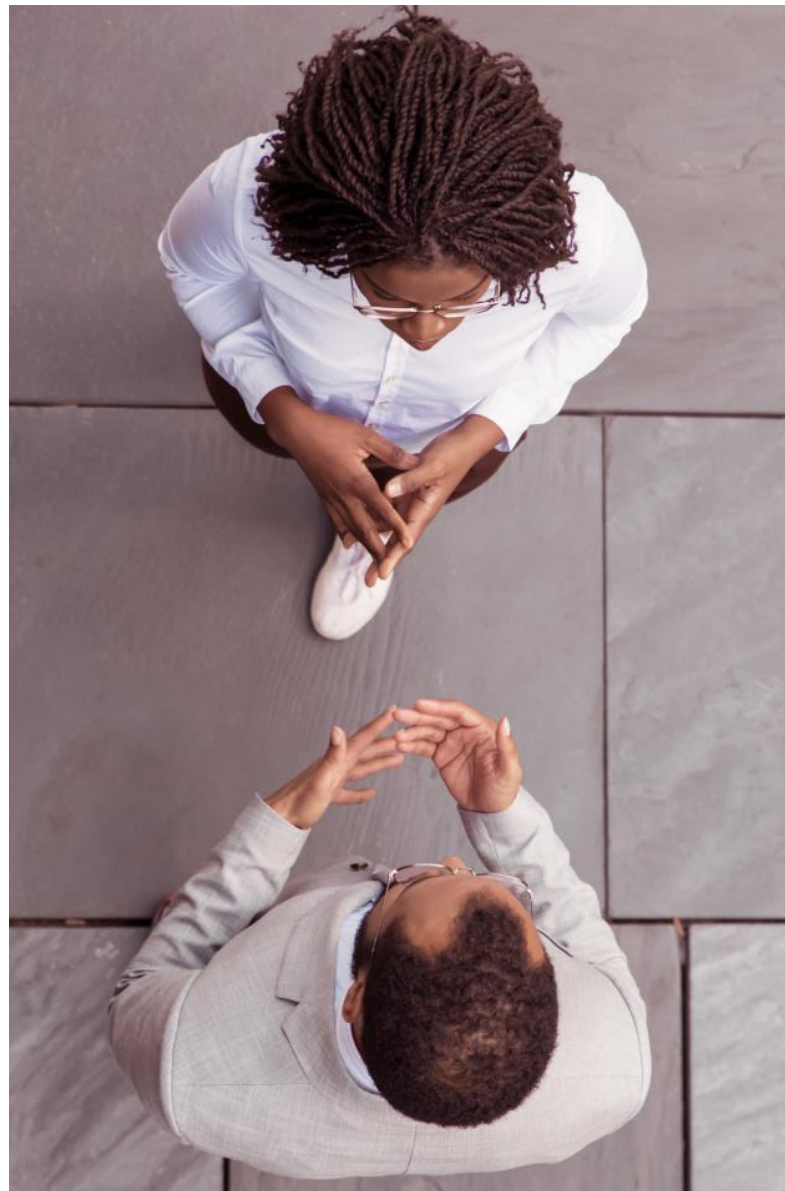


WHAT IS MATCHING AND MIRRORING?



- A method to establish connection and rapport.
- You can match and mirror another person's body language or voice.
- Meet the client where they are at.
- Avoid overdoing mirroring, as it may seem insincere or manipulative.

BENEFITS OF MATCHING AND MIRRORING



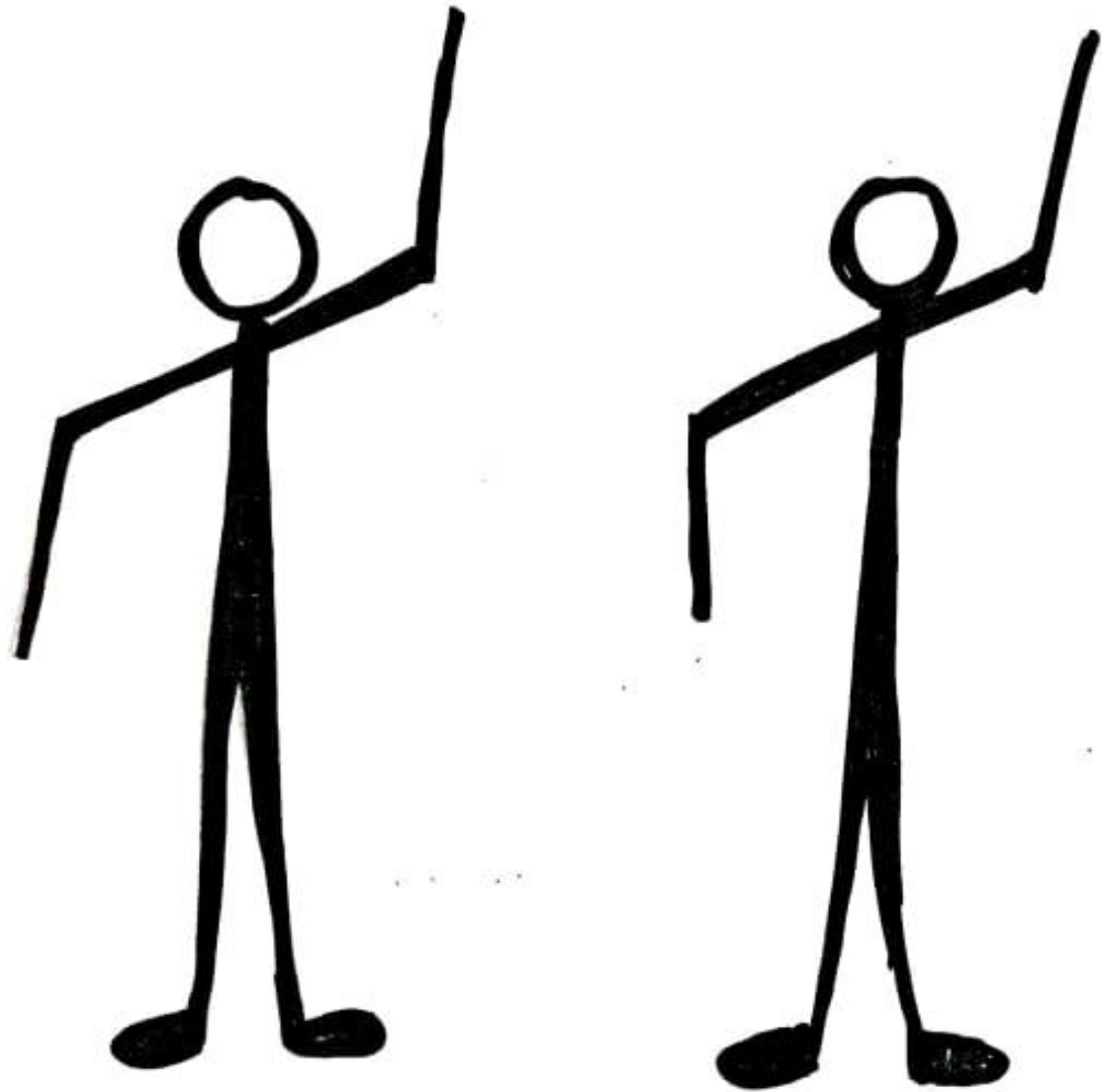
- **Builds rapport:** Helps establish trust and comfort by signaling similarity.
- **Improves communication:** Aligning with the other person's patterns can reduce misunderstandings.
- **Enhances connection:** People naturally feel drawn to those who appear similar to them.
- **Creates empathy:** Encourages a deeper understanding of the other person's emotions and perspective.

MATCHING AND MIRRORING

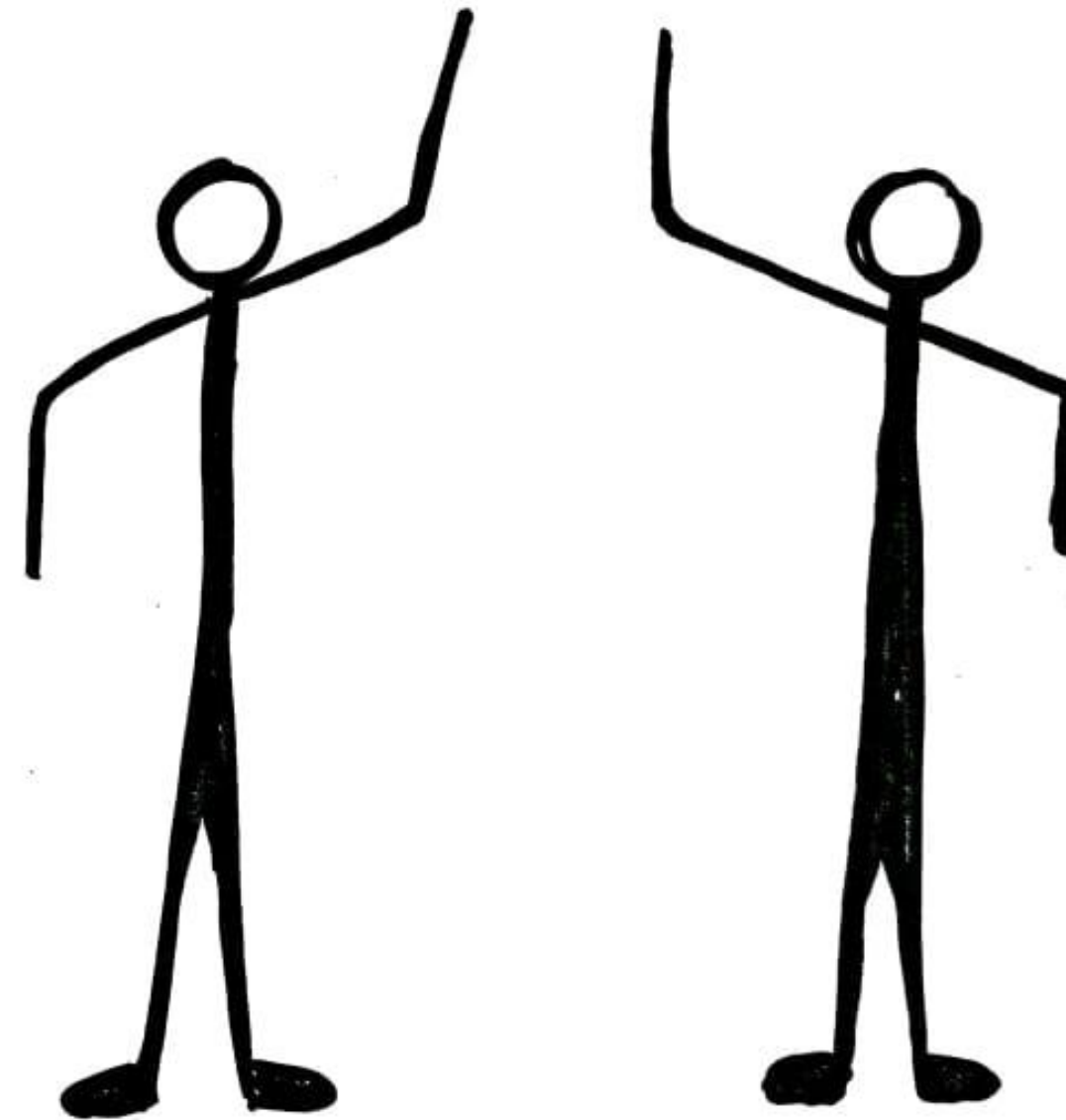


- **Mirroring:** Copying the behaviour of another person, as if there is a mirror between them.
- **Matching:** Subtly imitating the behaviour of another person.

Matching



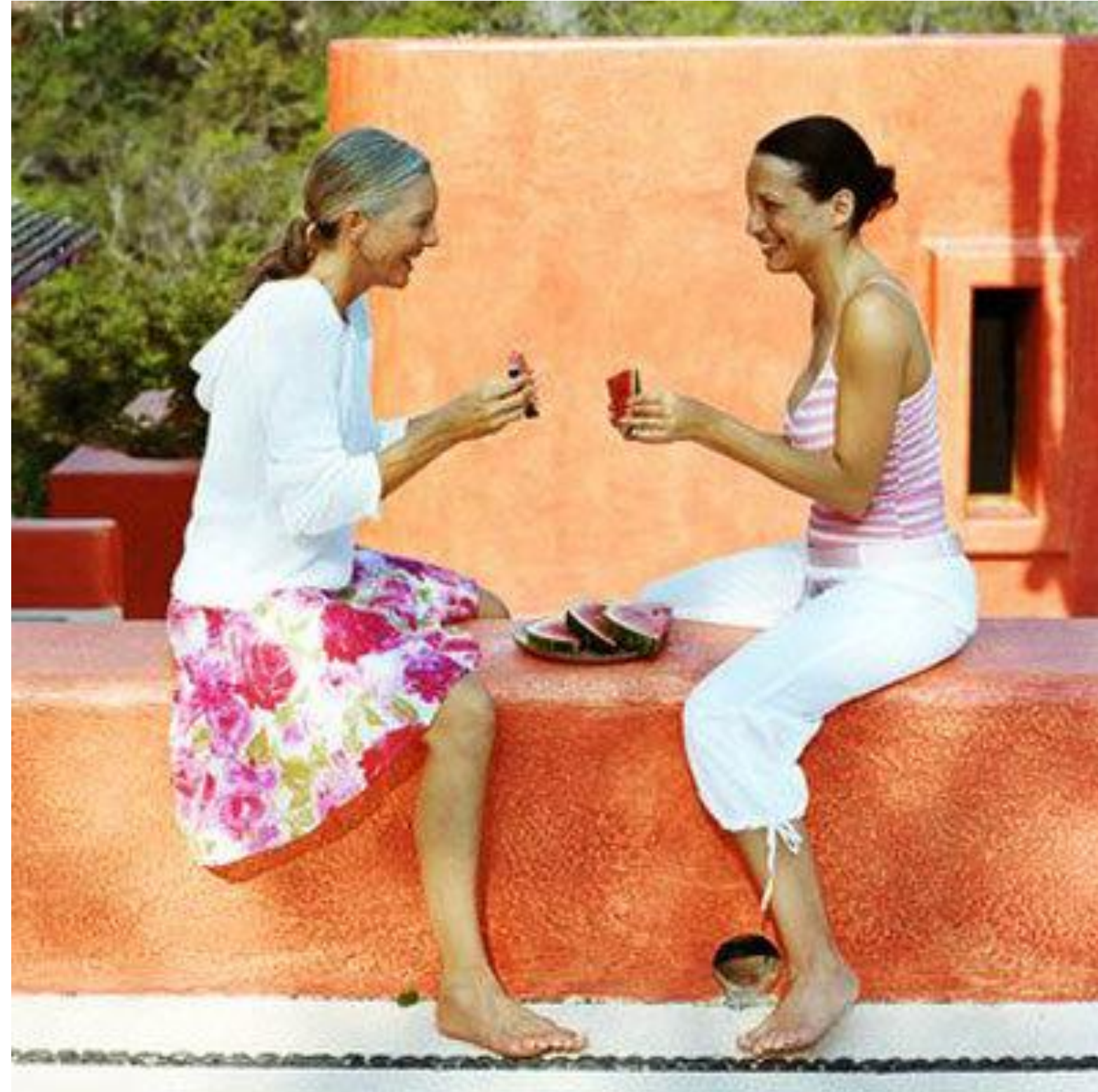
Mirroring



MATCHING OR MIRRORING?



MATCHING OR MIRRORING?



WHAT CAN YOU MATCH AND MIRROR?

1. **Body language:** Posture, gestures, and facial expressions
2. **Tone and speech:** Tone of voice, speech pace, choice of words and pauses.
3. **Breathing:** Shallow or deep, rhythm and pace.
4. **Energy levels and emotions:** Enthusiasm, intensity, or calmness.
5. **Physical movements:** Walking pace and head movements.
6. **Communication style:** Formal or informal tone, storytelling or analogy use and accent.
7. **Eye contact:** Less or more.

VOICE MATCHING



- **Origin:** This is the source or speaker.
- **Tone:** Pitch and inflection of the voice.
- **Tempo:** Speed or rate at which the person speaks.
- **Timbre:** Unique characteristics of a person's voice that distinguish it from others.
- **Volume:** Loudness or softness of the voice.

TONALITY

- I know he stole that money.
- I KNOW he stole that money.
- I know HE stole that money.
- I know he STOLE that money.
- I know he stole THAT money.
- I know he stole that MONEY.

APPLICATIONS OF MATCHING AND MIRRORING

- **Coaching and therapy:** Build rapport with clients by subtly matching their body language, tone, or speech patterns, helping them feel understood and at ease.
- **Sales:** Enhance connection with potential clients by mirroring their energy and communication style, building trust and increasing the likelihood of a successful outcome.
- **Negotiation:** Use matching and mirroring to create a sense of mutual understanding and cooperation, facilitating better negotiation results.
- **Leadership:** Improve communication and foster positive relationships with team members by mirroring their gestures, tone, and energy, promoting a sense of empathy and connection.
- **Customer service:** Strengthen rapport with customers by matching their communication style, making them feel heard and valued, leading to better customer satisfaction.
- **Public speaking:** Engage your audience by subtly mirroring their body language or emotional responses, increasing connection and maintaining their attention.
- **Conflict resolution:** Diffuse tension and foster agreement by matching the emotional tone and non-verbal cues of both parties in a conflict, leading to a more productive conversation.
- **Parenting:** Improve communication with children by matching their mood or energy, making it easier to connect and understand their needs.
- **Social interactions:** Build relationships and foster trust in casual conversations by mirroring body language and speech patterns.
- **Training and education:** Enhance student engagement and connection by subtly matching their behaviour and learning style, making them feel more comfortable and understood.

PRACTICE BREAKOUT ROOM

POSTER DATES

1. Impress date.
2. Share with your breakout buddy what have you learnt so far.

WHAT IS WELL-FORMED OUTCOME?



- A process for setting clear, actionable, and achievable goals that align with one's values, resources, and desired results.
- It ensures the goals are positive, specific, measurable, and ecologically sound, integrating sensory based information and evidence criteria.

KEY ELEMENTS OF WELL-FORMED OUTCOME



- Define goals clearly, avoiding ambiguity.
- Set measurable criteria for success.
- Ensure goals are realistic and attainable.
- Align objectives with values and priorities.
- Establish a specific timeframe for achievement.
- Use positive language, focusing on desired outcomes.
- Assess the goal's impact on overall well-being and harmony.

BENEFITS OF WELL-FORMED OUTCOME



- Provides clear direction, reducing confusion and uncertainty.
- Creates urgency and excitement around achieving the goal.
- Breaks down large goals into manageable, actionable steps.
- Maintains focus on what truly matters, avoiding distractions.
- Boosts confidence by outlining a realistic, achievable path.
- Ensures the goal aligns with personal values and long-term objectives.

WELL-FORMED OUTCOME

1. What do you want? State in positive terms (for example, 'I want to be confident' rather than 'I don't want to feel anxious')
2. Where are you now? (Associated)
3. How will you know when you have got it?
4. What will you see, hear and feel?
5. Where, when and with whom do you want it?
6. Where, when and with whom do you NOT want it?
7. If you could have it now, would you take it?
8. What resources do you need to get it?
9. What will happen when you get it?
10. How will getting it benefit you?
11. Do you want this change in any other situations?
12. How will making this change affect other aspects of your life?
13. What would happen if you did make this change?
14. What would happen if you didn't make this change?
15. What wouldn't happen if you did make this change?
16. What wouldn't happen if you didn't make this change?

WELL FORMED OUTCOME CONDITIONS

- Stated in the positive.
- Initiated and maintained by the client.
- Specific sensory-based description of the outcome and the steps needed to get there.
- Ecological.
- More than one way to get the outcome.
- The first step is specific and achievable.
- It preserves any positive by-products of the current state or behaviour.
- Does it increase choice?

WELL-FORMED OUTCOME

1. What do you want? State in positive terms (for example, 'I want to be confident' rather than 'I don't want to feel anxious')
2. Where are you now? (Associated)
3. How will you know when you have got it? (Evidence)
4. What will you see, hear and feel? (Sensory description)
5. Where, when and with whom do you want it? (Ecological)
6. Where, when and with whom do you NOT want it? (Ecological)
7. If you could have it now, would you take it? (Decision point)
8. What resources do you need to get it? (Preserves any by-product of the current state)
9. What will happen when you get it? (Does it increase choice)
10. How will getting it benefit you? (Preserves any by-product of the current state)
11. Do you want this change in any other situations? (Does it increase choice)
12. How will making this change affect other aspects of your life? (Does it increase choice)
13. What would happen if you did make this change? (Ecological and testing)
14. What would happen if you didn't make this change? (Ecological and testing)
15. What wouldn't happen if you did make this change? (Ecological and testing)
16. What wouldn't happen if you didn't make this change? (Ecological and testing)

PRACTICE BREAKOUT ROOM

OUTCOME EXERCISE

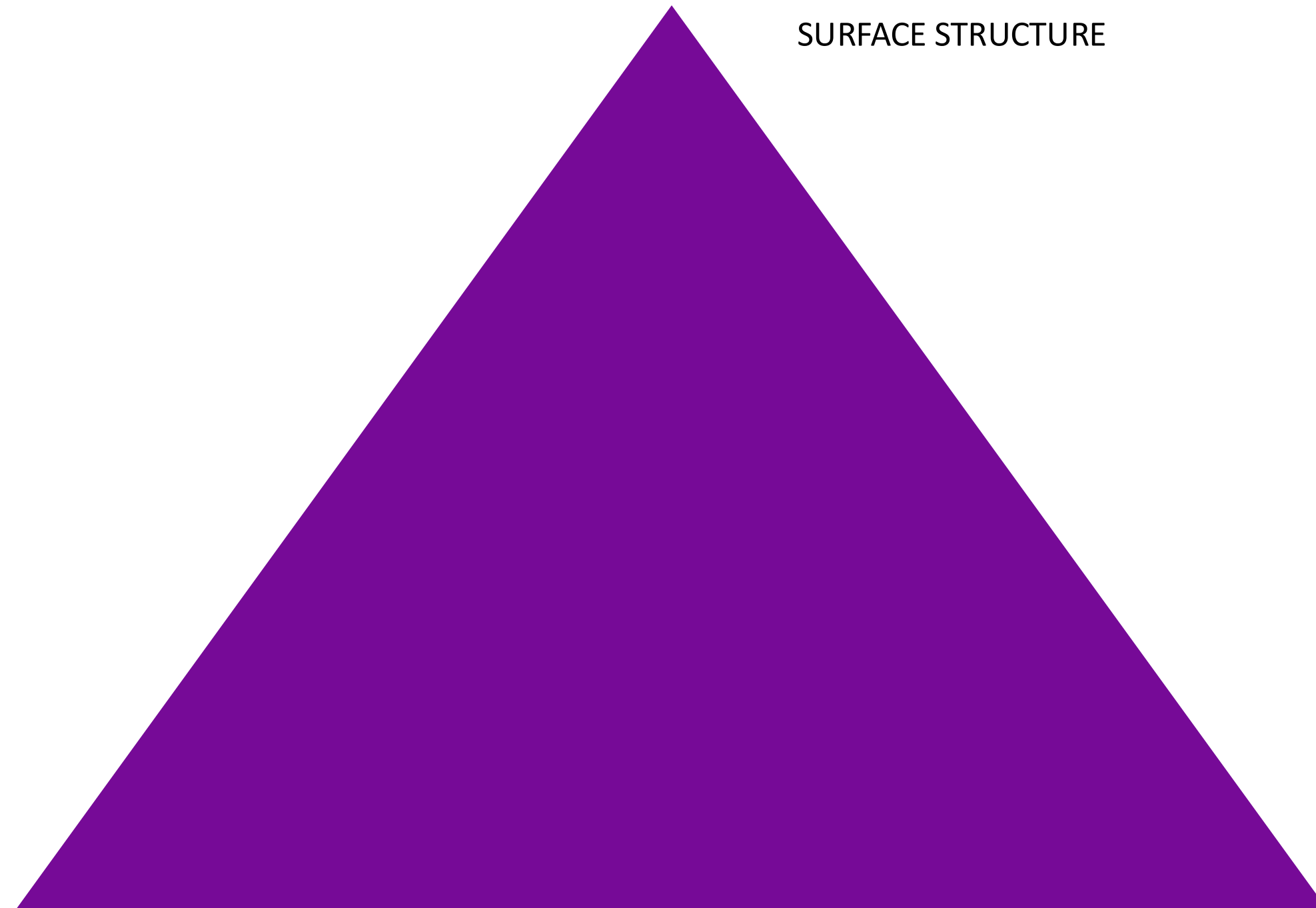
1. Pairs
2. Give and receive
3. 10 minutes each
4. Integrate the skills of calibration and rapport
5. Ask the questions in order
6. Do not explain what the question means

APPLICATIONS OF WELL-FORMED OUTCOME



- Behavior change (e.g., Quitting Smoking)
- Confidence building (e.g., Public Speaking)
- Stress management (e.g., Reducing Anxiety)
- Career development (e.g., Getting a Promotion).
- Health and fitness (e.g., Weight Loss)

TRANSDERIVATIONAL SEARCH



SURFACE STRUCTURE

DEEP STRUCTURE

WELL FORMED OUTCOME WORKSHEET

OUTCOME EXERCISE

1. What do you want? State in positive terms (for example, 'I want to be confident' rather than 'I don't want to feel anxious')
2. Where are you now? (Associated)
3. How will you know when you have got it?

STATE ELICITATION



STATE ELICITATION



- Creates empowering emotional states for success.
- Amplifies positive emotions to align with desired outcomes.

WHAT IS STATE ELICITATION?



- A process of intentionally identifying and accessing a specific emotional or mental state.
- Access empowering states like confidence, relaxation, or focus, aiding in overcoming challenges and achieving goals.

BENEFITS OF STATE ELICITATION



- Boosts performance by accessing peak states for tasks.
- Aids emotional regulation by shifting from negative to positive states.
- Builds confidence by tapping into self-belief before challenges.
- Reduces stress by guiding individuals into relaxed, calm states in pressure situations.
- Supports goal achievement by fostering motivational states for goal-oriented behaviour.
- Enhances creativity by unlocking states of flow and inspiration for innovation.

APPLICATIONS OF STATE ELICITATION



- Overcoming fear of failure
- Boosting motivation for exercise
- Enhancing focus during work
- Cultivating patience in difficult conversations
- Managing stress in high-pressure situations
- Increasing resilience after setbacks
- Improving creativity
- Building positive relationships
- Enhancing decision-making

CREATING POWERFUL STATES



- A state relates to our internal emotional condition.
- The best states to the condition are naturally occurring empowering states.

CREATING POWERFUL STATES

1. Can you remember a specific time when you felt totally _____ X'd?
2. Can you remember a specific time?
3. As you go back to that time now...go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel all the feelings of being totally _____ X'd.

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Explore:** The languages of love, <https://5lovelanguages.com/quizzes>
- 3. Reflect on:** The Well Formed Outcome exercise for something else you want in life, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/1.-Outcome-Exercise-19.11.2023.pdf>
- 4. Read:** The state elicitation script, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/2.-State-Elicitation-Script-19.11.2023.pdf>

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4. Rapport
5. Well-formed outcome
6. Creating powerful states
7. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



SUMMARY

1. Evolutionary versus revolutionary model
2. Sensory acuity
3. Calibration
4. Rapport
5. Well-formed outcome
6. Creating powerful states
7. Next steps

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Explore:** The Well Formed Outcome exercise for something else you want in life, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/1.-Outcome-Exercise-19.11.2023.pdf>
- 3. Read:** The state elicitation script, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/2.-State-Elicitation-Script-19.11.2023.pdf>

STATE ELICITATION



STATE ELICITATION



- Creates empowering emotional states for success.
- Amplifies positive emotions to align with desired outcomes.

CREATING POWERFUL STATES



- A state relates to our internal emotional condition.
- The best states to the condition are naturally occurring empowering states.

CREATING POWERFUL STATES

1. Can you remember a specific time when you felt totally _____ X'd?
2. Can you remember a specific time?
3. As you go back to that time now...go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel all the feelings of being totally _____ X'd.

PRACTICE MAIN ROOM

CREATING POWERFUL STATES

1. Practice the State Elicitation script with each other.

PRACTICE TEAM ROOM

MAGIC MOMENTS

1. Practice creating powerful states.
2. Share your magic moments, learnings and distinctions so far.

4

WHAT PREVENTS, & SOFTEN THE MODEL

CONTENTS

1. Present to desired state
2. Cause versus effect
3. Internal representation
4. Senses (Visual, Auditory, Kinaesthetic, Olfactory, Gustatory, Auditory Digital)
5. Predicates
6. Secondary gain
7. Next steps

PRESENT STATE – OLD MODEL OF THE WORLD

- 1. What do you want?**
Understand and appreciate the current model of world, issue and desired state.
- 2. What prevents or persists?**
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals
3. Start to end goals
4. Wheel of life: S. M. A. R. T (ER) and / or Start to end
5. Triangle of success
6. Well formed outcome

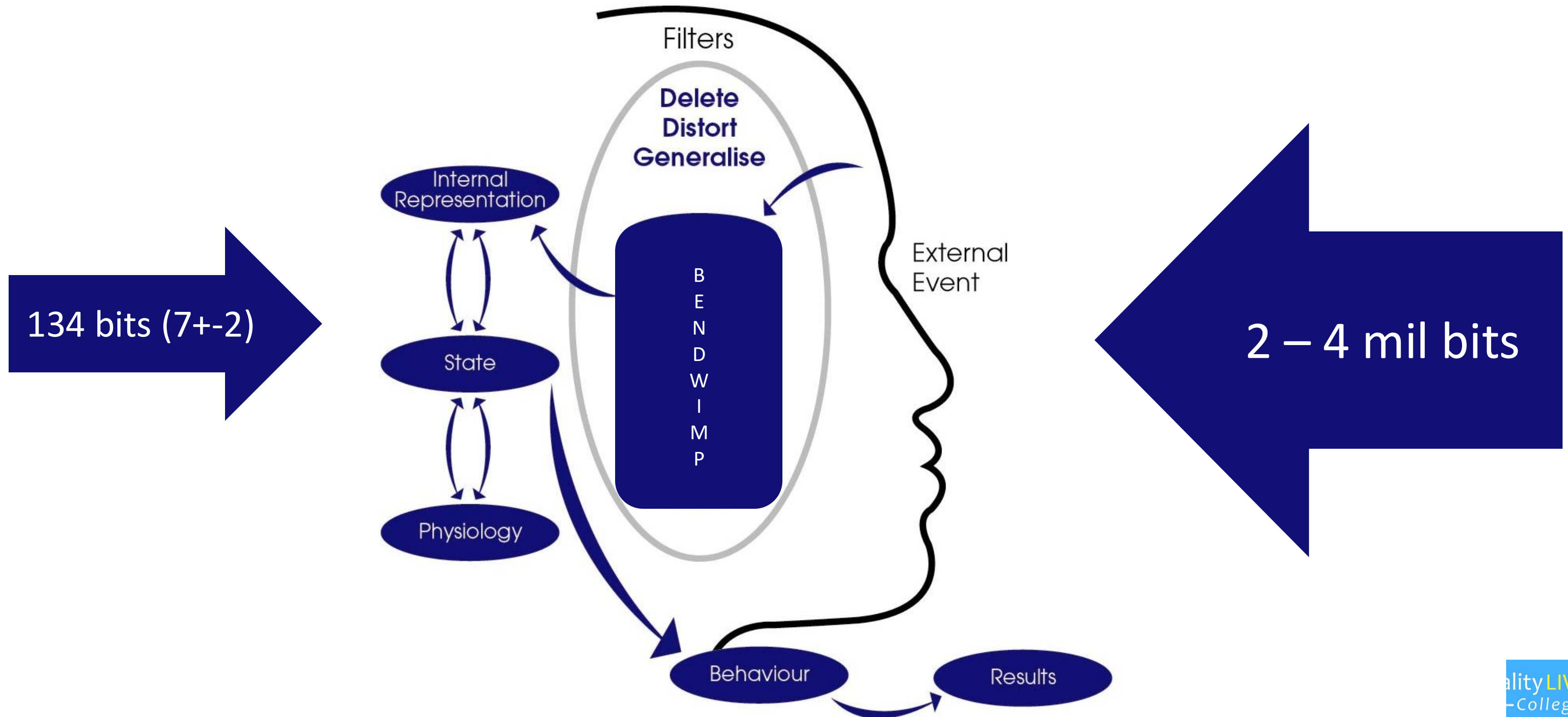
UNDERSTAND AND APPRECIATE

1. Human needs
2. 6 languages of love
3. Influence: What do you love about them
4. Present state: B E N D W I M P
5. Sensory acuity
6. Calibration
7. Rapport – body language / breathing



NLP COMMUNICATION MODEL

NLP COMMUNICATION MODEL



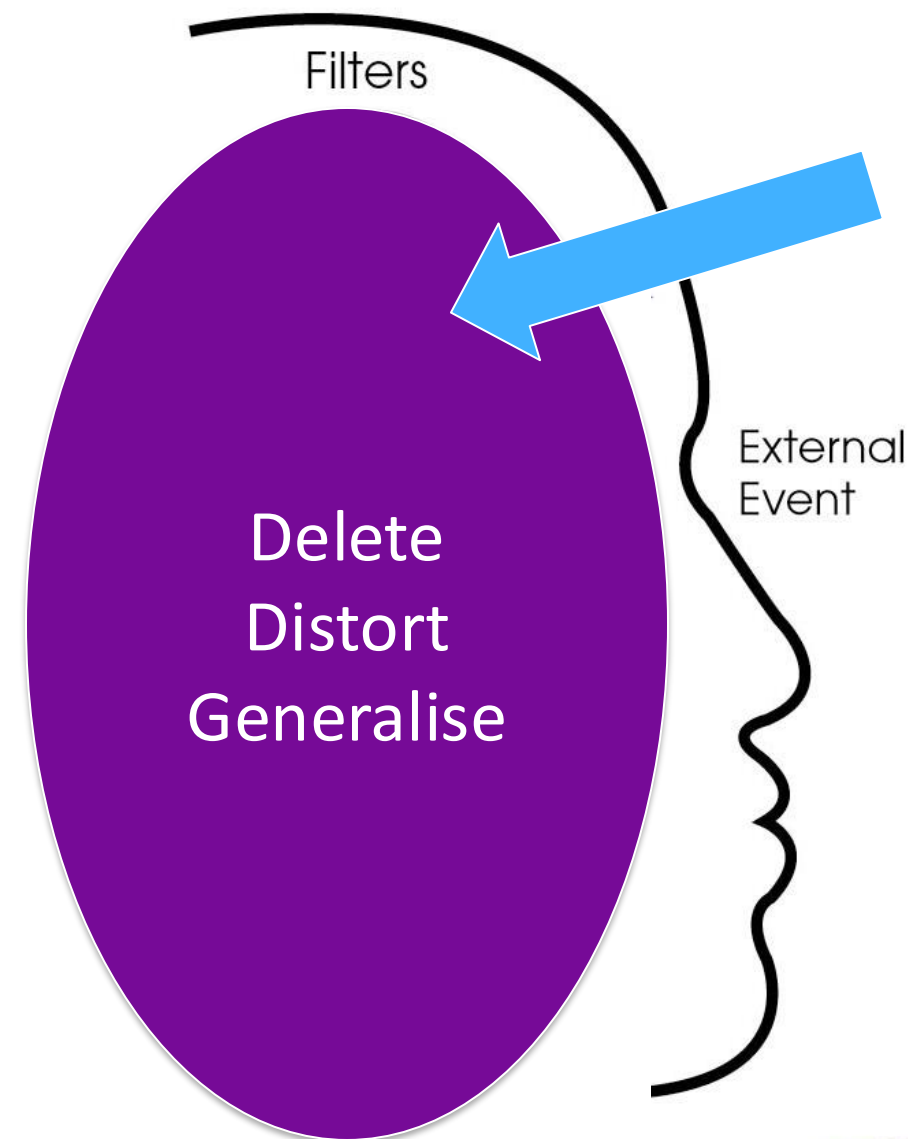
UNDERSTANDING THE MODEL

| | |
|----------|---------------|
| B | Beliefs |
| E | Events |
| N | Needs |
| D | Desires |
| W | Wounds |
| I | Identity |
| M | Meta programs |
| P | Purpose |

”

Perception is projection.

WE FILTER INFORMATION NATURALLY



- What information do you filter?
- What are the benefits of filtering?
- What are the downsides of filtering?

PRESENT STATE – OLD MODEL OF THE WORLD

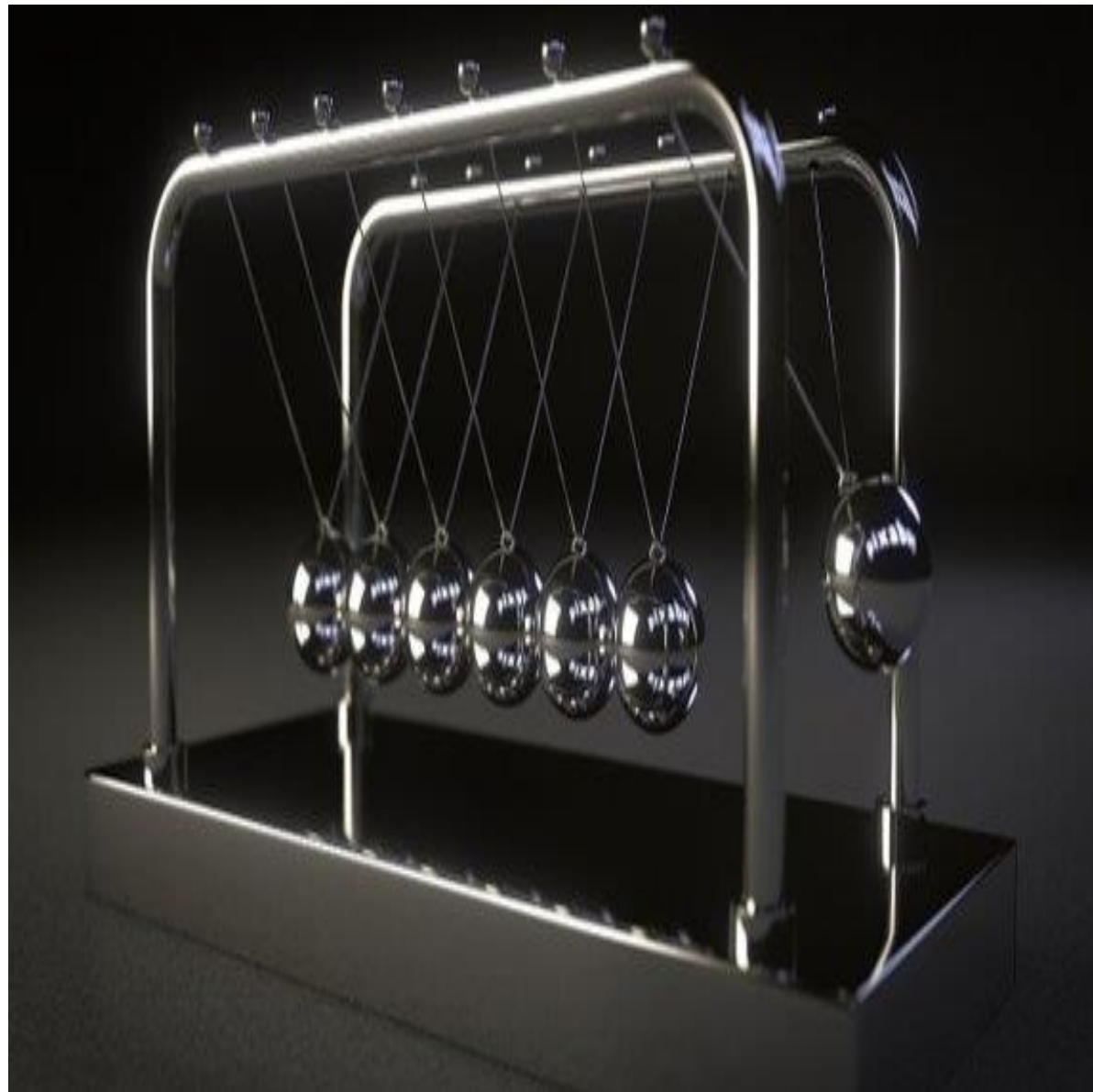
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Understand and appreciate the current model of world, issue and desired state.
- 2. What prevents or persists?**
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



CAUSE VERSUS EFFECT

CAUSE VERSUS EFFECT



- Uncover deeper barriers to get desired outcomes.
- The effect are the symptoms and surface whereas the cause is the root of issue.
- Cause is the level of self-responsibility whereas effect is at the level of blaming external circumstances.

CAUSE MINDSET



- Have the power to influence their life through their actions, decisions, and mindset.
- They take ownership of their results, whether positive or negative.
- Examples:
 - *I didn't meet my goal because I didn't manage my time well. I'll improve next time.*
 - *I control how I respond to challenges.*

EFFECT MINDSET



- Feels that life happens to them and blames external factors (e.g., people, events, luck) for their results.
- They give away their power to change and feel like victims of their circumstances.
- Examples:
 - *I couldn't succeed because my boss doesn't like me.*
 - *I'm unhappy because of my family situation.*

CAUSE VERSUS EFFECT MINDSET

| Cause | Effect |
|----------------------------------|-------------------------------|
| Takes responsibility for results | Blames external circumstances |
| Focuses on solutions | Focuses on problems |
| Feels empowered and in control | Feels disempowered and stuck |
| Seeks opportunities for growth | Sees obstacles as permanent |
| Influences outcomes | Reacts to outcomes |

PRACTICE BREAKOUT ROOM

CAUSE VERSUS EFFECT EXERCISE

1. Pairs
2. Ask your partner to share a small problem
3. Then ask them, “How is that a problem?”
4. Reply by using the words, “It’s a problem because”
5. 5 minutes each way

CAUSE VERSUS EFFECT STEPS



1. Share a small problem.
2. Replay it back to them with empathy, non-judgement, and understanding.
3. Ask, "How is that a problem?"
4. Repeat step 2 and 3 two more times.
5. Then ask, "This is a problem because..."

PRACTICE WORKSHEETS

CAUSE VERSUS EFFECT EXERCISE

1. Write down a problem.
2. Then ask yourself, "How is that a problem?"
3. Frame your answer with the words, "It's a problem because..."

CAUSE VERSUS EFFECT WORKSHEET

CAUSE VERSUS EFFECT EXERCISE

1. Write down the problem.

2. Then ask yourself, "How is that a problem?" Write down the answer.

3. Then ask yourself again, "How is that a problem?" Write down the answer.

4. Then eventually ask, "This is a problem because....". Write down your answer below.

PRESENT STATE – OLD MODEL OF THE WORLD

- 1. What do you want?**
Understand and appreciate the current model of world, issue and desired state.
- 2. What prevents or persists?**
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



PREVENTS OR PERSISTS

WHAT PREVENTS OR PERSISTS

1. What do you want? (Response can be towards or away)
2. Tell me more
3. Recap what they shared and ask:
 - A. What prevents you from what you want?
 - B. “It is a problem because...” or “How is that a problem?”

PRACTICE BREAKOUT ROOM

WHAT PREVENTS OR PERSISTS?

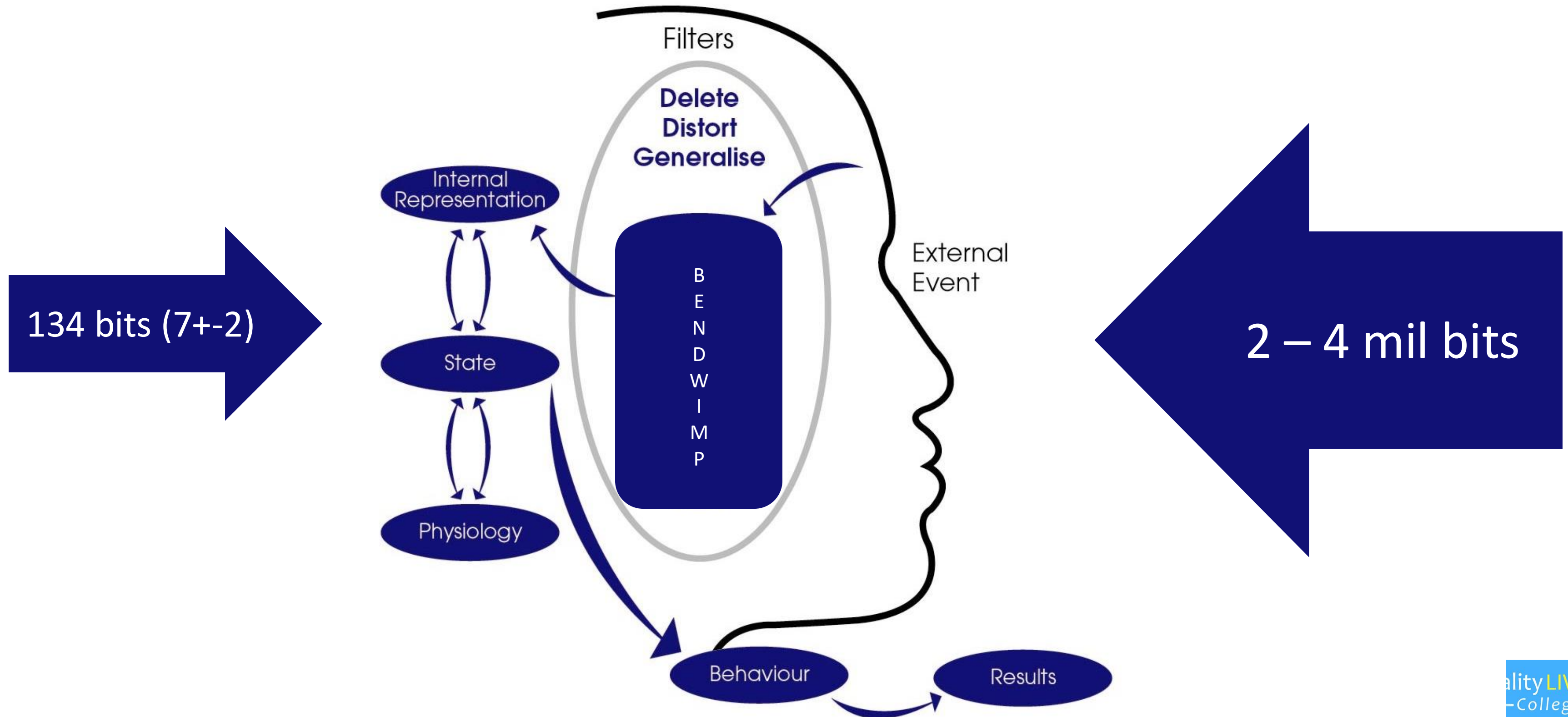
1. What do you want?
2. Towards or away ...
3. Tell me more
4. What prevents ..
5. How is that a problem ..
6. Because ...

BREAK



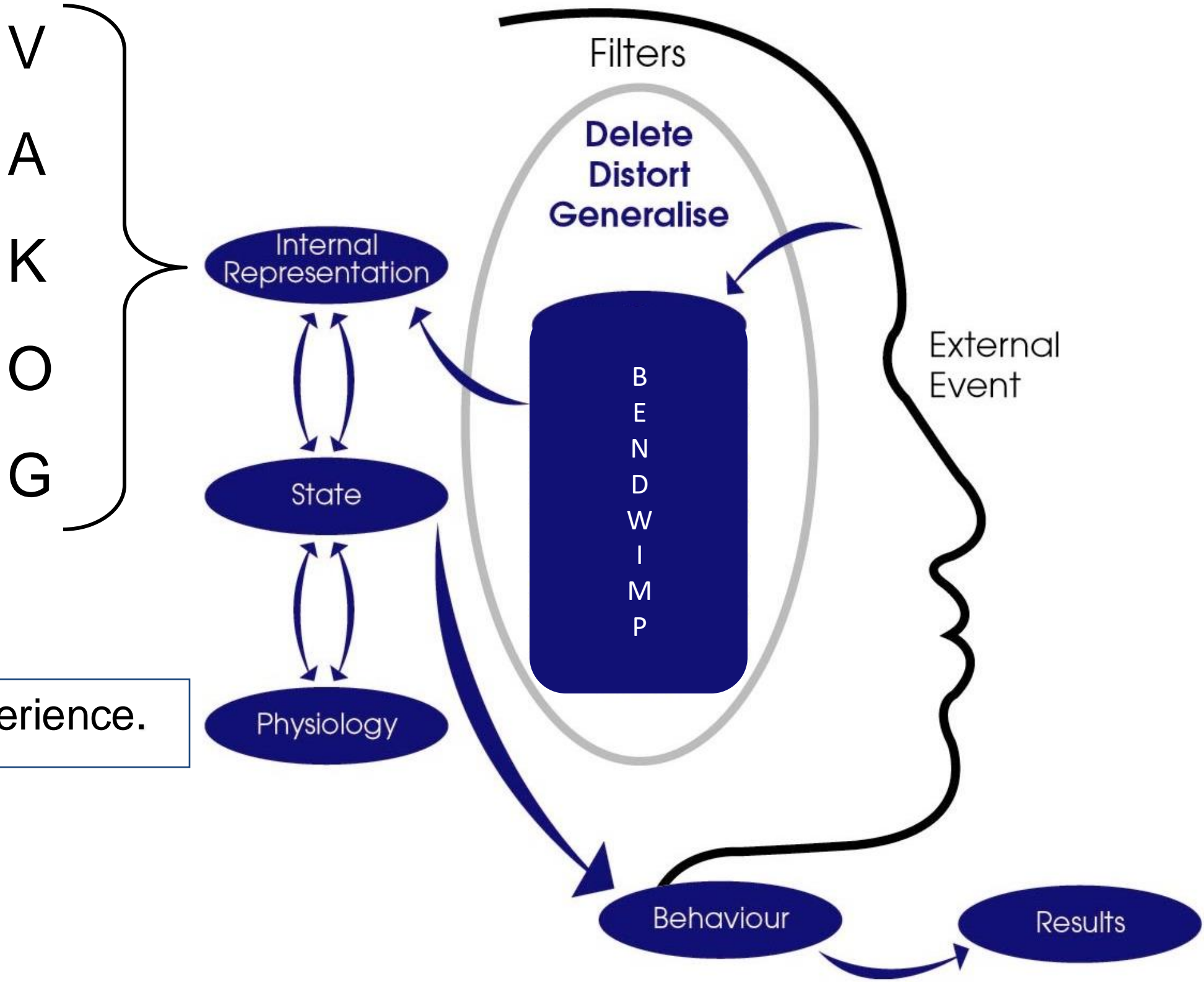
INTERNAL REPRESENTATION

NLP COMMUNICATION MODEL



A_D

The words we use to label our experience.



WHAT IS INTERNAL REPRESENTATION?

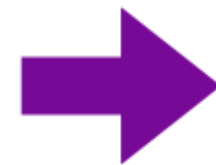


- How you internally process, interpret, and store information from your external environment.
- Mentally construct your subjective reality using thoughts, images, sounds, feelings, and other sensory inputs.
- It influences your emotions, behaviours, and decisions.

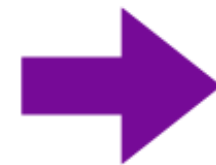
HOW INTERNAL REPRESENTATION WORKS



Input from
the senses



Filtering



Interpretation



Response

MENTAL SURGERY



BENEFITS OF INTERNAL REPRESENTATION



- **Improved self-awareness:** Recognise how personal filters influence emotions and behaviours.
- **Behavioural change:** Modify internal representations to shift responses to challenging situations.
- **Enhanced communication:** Understand others' perspectives by recognising how they process information.
- **Emotional regulation:** Reframe negative representations to create more empowering emotions.
- **Effective coaching:** Help clients reframe unhelpful perceptions to encourage growth and transformation.

INFORMATION THROUGH OUR SENSES



- We all have preferred senses just like being left or right-handed.
- Our internal processing of sensory information is reflected in the words we use.
- Using sensory words increases flexibility as a communicator.

VISUAL



AUDITORY



KINAESTHETIC



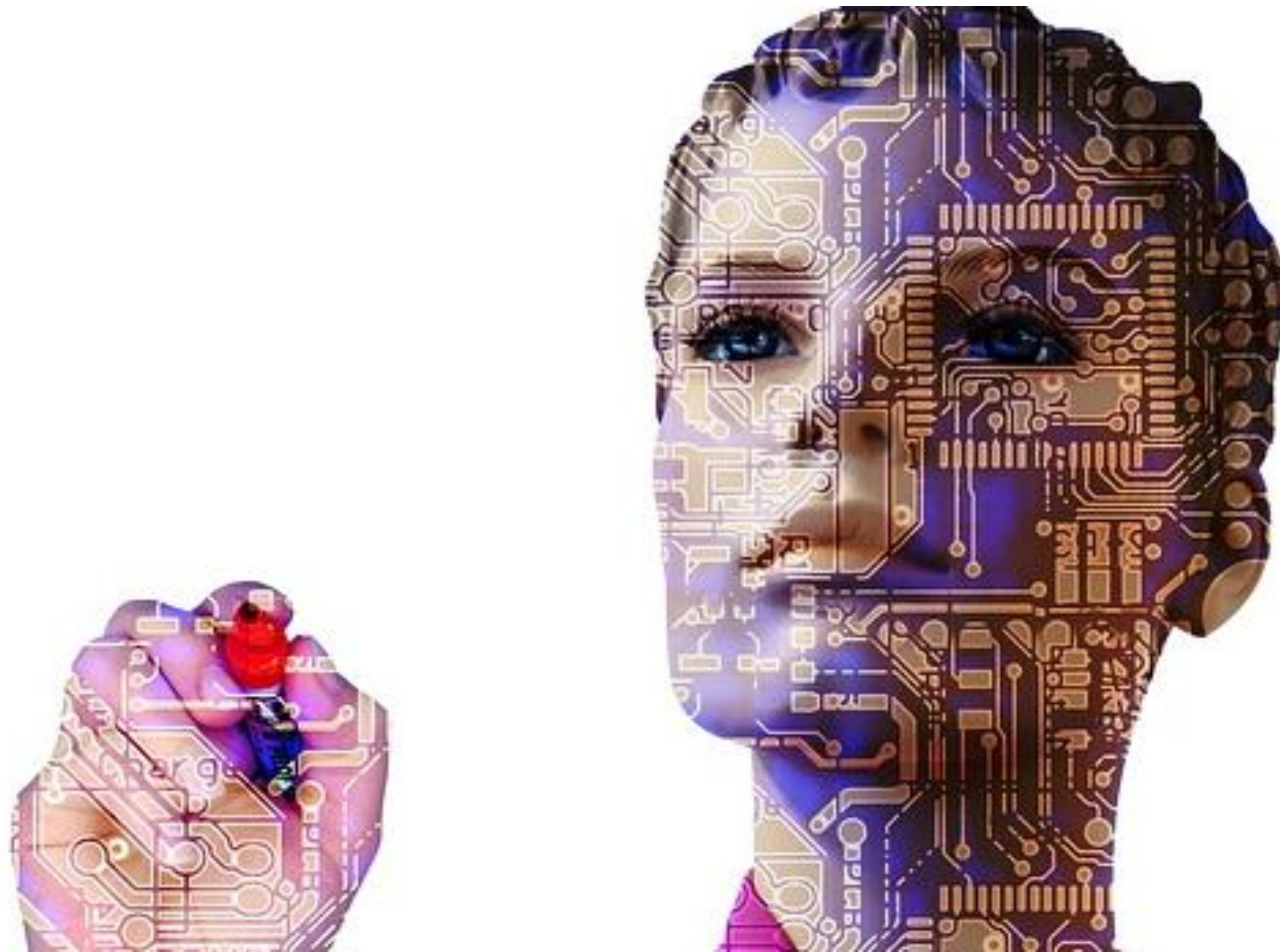
OLFACTORY



GUSTATORY



AUDITORY DIGITAL



AUDITORY DIGITAL



- Refers to thinking in words and internal dialogue, relying on language and logic rather than sensory experiences (VAKOG).
- Frequent internal conversation (self-talk) for analysing and evaluating.
- Clear and logical explanation is appreciated.
- Tailored communication enhances understanding and relationships.

PRACTICE MAIN ROOM

MAKING SENSE EXERCISE

1. Visual music
2. Auditory music
3. Kinaesthetic music

PRACTICE BREAKOUT ROOM

SENSES EXERCISES

1. Pairs
2. Bring into your awareness the reason you want to become a coach
3. Share standing with a visual frame
4. Share seated at an auditory pace
5. Share seated with kinaesthetic energy

PREFERRED IR EXERCISE

For each of the following statements, please place a number next to every phrase.

Use the following system to indicate your preferences:

4 = Closest to describing you

3 = Next best description

2 = Next best

1 = Least descriptive of you

1. I make important decisions based on:

- _____ gut level feelings
- _____ which way sounds the best
- _____ what looks best to me
- _____ precise review and study of the issues

2. During an argument, I am most likely to be influenced by:

- _____ the other person's tone of voice
- _____ whether or not I can see the other person's point of view
- _____ the logic of the other person's argument
- _____ whether or not I am in touch with the other person's true feelings

3. I most easily communicate what is going on with me by:

- _____ the way I dress and look
- _____ the feelings I share
- _____ the words I choose
- _____ my tone of voice

4. It is easiest for me to:

- _____ find the ideal volume and tuning on a stereo system
- _____ select the most intellectually relevant point in an interesting subject
- _____ select the most comfortable furniture
- _____ select rich, attractive colour combinations

5. Rank in order:

- _____ I am very attuned to the sounds of my surroundings
- _____ I am very adept at making sense of new facts and data
- _____ I am very sensitive to the way articles of clothing feel on my body
- _____ I have a strong response to colours and to the way a room looks

PREFERRED IR WORKSHEET

PREFERRED INTERNAL REPRESENTATION (IR) EXERCISE

For each of the following statements, please place a number next to every phrase.

A. Fill in the below. Use the following system to indicate your preferences:

- 4 = Closest to describing you
- 3 = Next best description
- 2 = Next best
- 1 = Least descriptive of you

1. I make important decisions based on:

- gut level feelings - K
- which way sounds the best - A
- what looks best to me - V
- precise review and study of the issues - AD

2. During an argument, I am most likely to be influenced by:

- the other person's tone of voice - A
- whether or not I can see the other person's point of view - V
- the logic of the other person's argument - AD
- whether or not I am in touch with the other person's true feelings - K

3. I most easily communicate what is going on with me by:

- the way I dress and look - V
- the feelings I share - K
- the words I choose - AD
- my tone of voice - A

PRACTICE WORKSHEET

PREFERRED IR

1. Find out your preferred internal representation system.

PREFERRED IR EXERCISE

Add the number below in the table

| | V | A | K | AD |
|-------|----|---|----|----|
| 1 | 2 | 1 | 4 | 3 |
| 2 | 4 | 1 | 2 | 3 |
| 3 | 1 | 2 | 4 | 3 |
| 4 | 2 | 1 | 3 | 4 |
| 5 | 2 | 1 | 3 | 4 |
| Total | 11 | 6 | 16 | 17 |

1. I make important decisions based on:

- ___4___ gut level feelings - K
- ___1___ which way sounds the best - A
- ___2___ what looks best to me - V
- ___3___ precise review and study of the issues - AD

2. During an argument, I am most likely to be influenced by:

- ___1___ the other person's tone of voice - A
- ___4___ whether or not I can see the other person's point of view - V
- ___3___ the logic of the other person's argument - AD
- ___2___ whether or not I am in touch with the other person's true feelings - K

3. I most easily communicate what is going on with me by:

- ___1___ the way I dress and look - V
- ___4___ the feelings I share - K
- ___3___ the words I choose - AD
- ___2___ my tone of voice - A

4. It is easiest for me to:

- ___1___ find the ideal volume and tuning on a stereo system - A
- ___4___ select the most intellectually relevant point in an interesting subject - AD
- ___3___ select the most comfortable furniture - K
- ___2___ select rich, attractive colour combinations - V

5. Rank in order:

- ___1___ I am very attuned to the sounds of my surroundings - A
- ___4___ I am very adept at making sense of new facts and data - AD
- ___3___ I am very sensitive to the way articles of clothing feel on my body - K
- ___4___ I have a strong response to colours and to the way a room looks - V

PRACTICE TEAM ROOM

IR DEBRIEF EXERCISE

1. With teams
2. Share your reflections and learnings about preference

APPLICATIONS OF INTERNAL REPRESENTATION



- Enhancing memory recall: Understand how people visualize or organize information to improve memory.
- Reframing negative thoughts: Change negative visual representations to more empowering ones.
- Changing self-talk: Transform negative inner dialogue into positive, supportive thoughts.
- Managing emotional states: Identify and shift kinesthetic sensations tied to emotions.
- Improving focus: Recognize how people represent focus to help improve concentration.
- Learning and education: Tailor teaching to visual, auditory, or kinesthetic learning styles.



PREDICATES

WHAT ARE PREDICATES?



The words and phrases people use that reveal how they internally represent their experience. For example:

- See
- Sound
- Feel

TYPES AND EXAMPLES OF PREDICATES

Visual predicates:

*I see what you mean.
Let's get a clearer picture.
It looks like a good idea.*

Auditory predicates:

*That sounds great to me.
I hear what you're saying.
Let's talk it through.*

Kinaesthetic predicates:

*I feel it's the right choice.
Let's get a grip on this.
That doesn't sit well with me.*

Olfactory and gustatory predicates:

*This idea doesn't smell right.
Let's savour the moment.
That leaves a bad taste in my mouth.*

Neutral/unspecific predicates:

*I think it's a good idea.
Let's decide on a course of action.
I understand the situation clearly.*

YOUR EXAMPLES OF PREDICATES!



BENEFITS OF PREDICATES



- Helps in building rapport.
- Improves communication.
- Helps identify sensory preference.
- Supports coaching and therapy.
- Creating tailored teaching and learning.

seeing

hearing

feeling

smelling

Visual

Auditory

Kinaesthetic

Olfactory

V

A

K

O

look
picture
bright
outlook
focus
image
glisten
black
colour
hazy
insight
vivid
glowing
scene
blank
visualise
dim
dark
clear
luminous
perspective
vision
shine
transparent
reflect
gleam
golden
opaque
translucent
eye
shady

say
accent
question
click
resonate
rhythm
chatter
tinkle
sing
wavelength
melody
dissonant
tone
patter
articulate
hearsay
drum
chirpy
loud
harmony
monotonous
deaf
language
speech
tune
ring
clash
call
dumb
scream
demand

touch
move
pressure
handle
loose
thrust
texture
grasp
weight
smooth
pushy
rub
tight
contact
sticky
shrug
solid
warm
cold
itchy
rough
insensitive
flow
tackle
turn
uptight
tickle
tight
firm
lift
pushy

scent
stink
whiff
reek
fishy
nosey
aroma
fresh
stench
bouquet
acid
nostril
cheesy
rancid
fragrant
air

Non-Sensory Based

*think
know
sense
understand
notice
decide
explain
arrange
perceive
recognise
work out
attend
remember*

APPLICATIONS OF PREDICATES

- **Identify communication style:** Recognize visual, auditory, or kinesthetic predicates to understand how the client processes information.
- **Tailor questions:** Use the client's predicates in your questions to build rapport (e.g., "How does that feel?" for kinesthetic).
- **Enhance clarity:** Match language to the client's predicates for clearer communication.
- **Uncover patterns:** Spot recurring predicates to identify internal states or challenges.
- **Shift perspective:** Introduce different predicates to expand the client's thinking.
- **Deepen understanding:** Reflect back using the client's predicates to make them feel heard.

PRACTICE BREAKOUT ROOM

POSTER DATES

1. Friendship date.
2. Open the Breakthrough NLP Poster Date group and recap what you have learnt.
3. Share with your friendship buddy what has been your revelation, or insight so far.

PRESENT STATE – OLD MODEL OF THE WORLD

1. What do you want?
Understand and appreciate the current model of world, issue and desired state.
2. What prevents or persists?
3. **Soften the current model.**
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

REVOLUTIONARY VERSUS EVOLUTIONARY MODEL



- A. Illusion of certainty
- B. Uncertainty
- C. Life is not so good
- D. DIE - D D D
- E. Change
- F. Progress
- G. Sustainable change



SECONDARY GAIN

WHAT IS SECONDARY GAIN?

- **Hidden or indirect benefits** from maintaining an undesirable behaviour, belief, or situation, even if it seems problematic or undesirable on the surface.
- **Subconscious rewards** reinforce the continuation of the belief, making change challenging until the benefits are acknowledged and addressed.



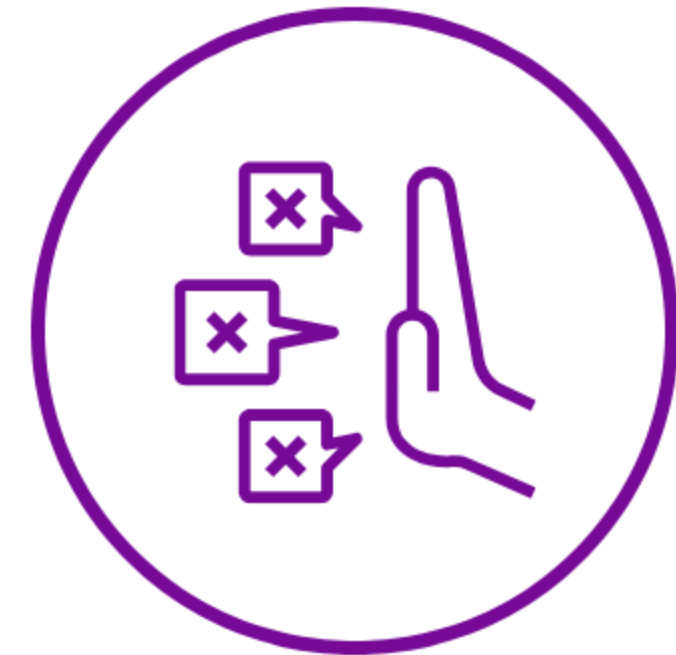
CHARACTERISTICS OF SECONDARY GAIN



Unconscious



Perceived
benefit



Resistant to
change

TYPES OF SECONDARY GAIN



Emotional



Psychological



Social



Practical



Financial

TYPES OF SECONDARY GAIN

Chronic illness/pain:

Primary issue: Physical pain or discomfort.

Secondary gain: Receiving attention, care, or avoiding certain responsibilities.

Conflict avoidance:

Primary issue: Avoiding difficult conversations.

Secondary gain: Maintaining a sense of peace or control.

Procrastination:

Primary issue: Delayed tasks / missed opportunities.

Secondary gain: Avoiding the fear of failure or judgement.

Self-doubt:

Primary issue: Lack of confidence or fear of taking action.

Secondary gain: Staying in a familiar, safe comfort zone.

BENEFITS OF IDENTIFYING SECONDARY GAIN



- Uncovers hidden motivations behind behaviours, increasing self-awareness.
- Empowers individuals to make intentional choices about change.
- Breaks patterns by addressing hidden benefits and releasing resistance.
- Enhances problem-solving by revealing underlying reasons for behaviours.

SECONDARY GAIN

1. What has being stuck cost you? How does that make you feel?
2. What else has it cost you? How does that make you feel?
3. What has it really cost you? How does that make you feel?
4. What will change for the better when you are free from the old stuckness? How does that make you feel?
5. What else will change for the better when you are free from the old stuckness? How does that make you feel?
6. How will your life be different when you are free from the stuckness? How does that make you feel?
7. What has been the benefit of being stuck? How does that make you feel?
8. What else has been the benefit of being stuck? How does that make you feel?
9. How can you still get the benefit and be free from the old stuckness? How does that make you feel?

SECONDARY GAIN

1. COST
2. FREE
3. Benefit
4. 

PRACTICE BREAKOUT ROOM

SECONDARY GAIN

1. Pairs
2. Keep it simple
3. 10 minutes each way.

SECONDARY GAIN WORKSHEET

SECONDARY GAIN EXERCISE

A. Fill in the below:

1. What has being stuck cost you? How does that make you feel?

2. What else has it cost you? How does that make you feel?

3. What has it really cost you? How does that make you feel?

SECONDARY GAIN SEFL PRACTICE WORKSHEET

SECONDARY GAIN EXERCISE

A. Fill in the below:

1. What has being stuck cost you? How does that make you feel?

2. What else has it cost you? How does that make you feel?

3. What has it really cost you? How does that make you feel?

APPLICATIONS OF ADDRESSING SECONDARY GAIN



- Weight Loss
- Addictions
- Illness
- Procrastination
- Stuck in career
- Stagnant in relationships

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Notice:** The things that are deleted, distorted and generalised in your environment.
- 3. Explore:** The worksheets on the portal, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
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 - Secondary gain, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/1.-Secondary-Gain-Exercise-20.11.2023.pdf>

PERSONAL DEVELOPMENT LOG

PERSONAL DEVELOPMENT LOG

1. What did I love about the day?

2. What can I do even better?

3. What did I learn?

4. How will I use what I learnt?

CAUSE VERSUS EFFECT WORKSHEET

CAUSE VERSUS EFFECT EXERCISE

1. Write down the problem.

2. Then ask yourself, "How is that a problem?" Write down the answer.

3. Then ask yourself again, "How is that a problem?" Write down the answer.

4. Then eventually ask, "This is a problem because....". Write down your answer below.

PREFERRED IR WORKSHEET

PREFERRED INTERNAL REPRESENTATION (IR) EXERCISE

For each of the following statements, please place a number next to every phrase.

A. Fill in the below. Use the following system to indicate your preferences:

- 4 = Closest to describing you
- 3 = Next best description
- 2 = Next best
- 1 = Least descriptive of you

1. I make important decisions based on:

- gut level feelings - K
- which way sounds the best - A
- what looks best to me - V
- precise review and study of the issues - AD

2. During an argument, I am most likely to be influenced by:

- the other person's tone of voice - A
- whether or not I can see the other person's point of view - V
- the logic of the other person's argument - AD
- whether or not I am in touch with the other person's true feelings - K

3. I most easily communicate what is going on with me by:

- the way I dress and look - V
- the feelings I share - K
- the words I choose - AD
- my tone of voice - A

SECONDARY GAIN WORKSHEET

SECONDARY GAIN EXERCISE

A. Fill in the below:

1. What has being stuck cost you? How does that make you feel?

2. What else has it cost you? How does that make you feel?

3. What has it really cost you? How does that make you feel?

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Notice:** The things that are deleted, distorted and generalised in your environment.
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SUMMARY

1. Present to desired state
2. Cause versus effect
3. Internal representation
4. Senses (Visual, Auditory, Kinaesthetic, Olfactory, Gustatory, Auditory Digital)
5. Predicates
6. Secondary gain
7. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



CONTENTS

1. Present to desired state
2. Cause versus effect
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4. Senses (Visual, Auditory, Kinaesthetic, Olfactory, Gustatory, Auditory Digital)
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NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Notice:** The things that are deleted, distorted and generalised in your environment.
- 3. Explore:** The worksheets on the portal, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
 - Cause versus effect, <https://vitalitylivingcollege.info/wp-content/uploads/2024/12/Cause-Versus-Effect-Exercise-17.12.2024.pdf>
 - Preferred IR exercise, <https://vitalitylivingcollege.info/wp-content/uploads/2024/12/Preferred-IR-Exercise-17.12.2024.pdf>
 - Secondary gain, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/1.-Secondary-Gain-Exercise-20.11.2023.pdf>



OVERWHELM

To influence someone,
notice what you love about
them first!

Who I am is not the label!

PRACTICE BREAKOUT ROOM

POSTER DATES

1. Friendship date.
2. Share with your breakout buddy what have you learnt so far.

5

**PREVENTS, SOFTEN,
& CHANGE WORK**

CONTENTS

1. Beliefs
2. Trapping beliefs
3. Simple belief change
4. Belief change
5. Emotional blowout
6. Pre-suppositions
7. Next steps

PRESENT STATE – OLD MODEL OF THE WORLD

1. What do you want?
Understand and appreciate the current model of world, issue and desired state.
2. **What prevents or persists?**
3. **Soften the current model.**
4. **Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



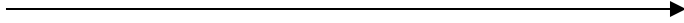
BELIEFS

BELIEFS

- Beliefs contain deletions, distortions, and generalisations.
- Beliefs shape what we notice and what we focus on.
- Your beliefs set a ceiling on what you can accomplish.
- Beliefs are not fixed and unchangeable.

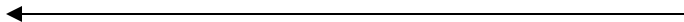
Belief

Potential



Result

Action



WHAT ARE LIMITING BELIEFS?



- Deeply ingrained thoughts, assumptions, or convictions that restricts your potential.
- Shapes how you perceive yourself, others, or the world.
- Operates unconsciously, influencing decisions, behaviours, and outcomes in ways that prevent growth or success.

EXAMPLES OF LIMITING BELIEF

About self:

I'm not good enough.

I'll never succeed.

I'm too old/young to try this.

About the world:

Success is only for the lucky.

*There's never enough
time/money/resources.*

Change is too hard.

About others:

People can't be trusted.

No one will support me.

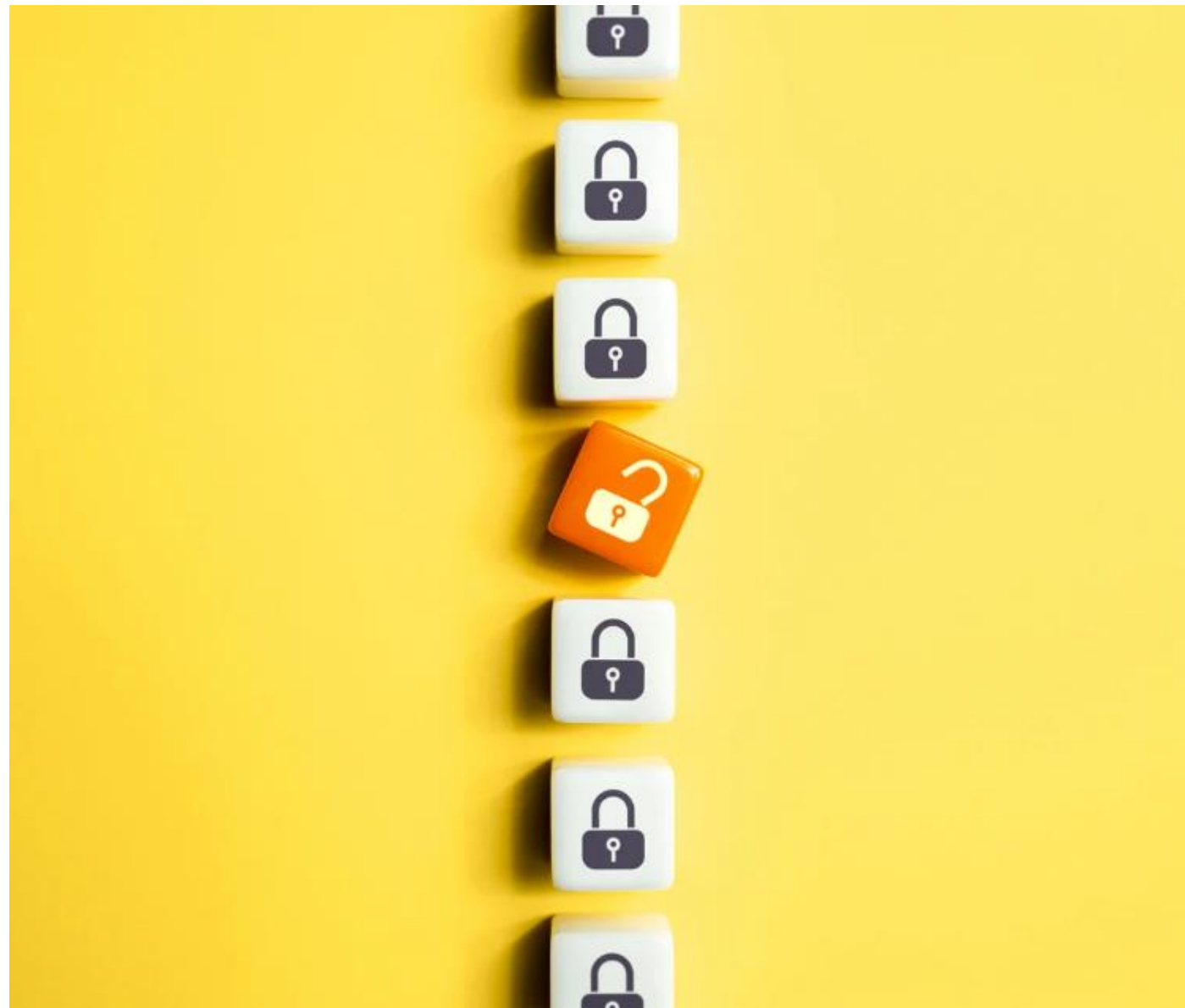
Others always have it easier than I do.

ROOT CAUSES OF LIMITING BELIEFS



- **Childhood experiences:** Upbringing, parental influence, or societal expectations.
- **Past failures:** Negative outcomes reinforcing self-doubt / fear.
- **Cultural conditioning:** Societal norms shaping perceptions.
- **Comparisons:** Judging oneself against others, leading to feelings of inadequacy.

BENEFITS OF WORKING ON LIMITING BELIEF



- Unlocks potential by removing self-imposed barriers.
- Boosts confidence by replacing limiting beliefs with empowering ones.
- Enhances decision-making by reducing fear and hesitation.
- Strengthens relationships by removing barriers to trust and connection.
- Encourages growth by embracing challenges and learning opportunities.

TRAPPING BELIEFS



EMPOWERING & LIMITING BELIEFS EXERCISE

1. Life is a struggle then you die.
2. People are out to get you.
3. Change is slow, painful and never really long-term.
4. Life is tough.

1. Life is a bowl of cherries.
2. People go out of their way to help me.
3. Change is a natural and inevitable process which can be enjoyed and learnt from.
4. Life is what you make it.

TRAPPING BELIEFS EXERCISE

| | 5 negative experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

POSITIVE BELIEFS EXERCISE

| | 5 positive experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

PRACTICE MAIN ROOM

TRAPPING BELIEFS

1. Write down the 5 negative experiences and associated belief.
2. Write down the 5 positive experiences and associated belief.

PRACTICE BREAKOUT ROOM

TRAPPING BELIEFS

1. Pairs
2. Share your learnings and distinctions with each other.

PRACTICE WORKSHEET

TRAPPING BELIEFS

1. Write down 5 negative and 5 positive experiences and their associated beliefs.

TRAPPING BELIEFS WORKSHEET

TRAPPING BELIEFS EXERCISE

A. Limiting Belief Exercise

Fill in the below:

| | Option 1 | Your perspective |
|----|---|------------------|
| 1. | Life is a struggle then you die. | |
| 2. | People are out to get you. | |
| 3. | Change is slow, painful and never really long term. | |
| 4. | Life is tough. | |

Fill in the below:

| | Option 2 | Your perspective |
|----|--|------------------|
| 1. | Life is a bowl of cherries. | |
| 2. | People go out of their way to help me. | |
| 3. | Change is a natural and inevitable process which can be enjoyed and learnt from. | |
| 4. | Life is what you make it. | |

APPLICATIONS OF ADDRESSING LIMITING BELIEF



- **Personal growth:** Reframe negative beliefs, boost self-esteem, release past trauma.
- **Overcoming phobias & anxiety:** Break fear patterns, reduce stress and anxiety.
- **Improving performance:** Shift beliefs around success, enhance motivation, foster growth mindset.
- **Overcoming self-sabotage:** Break self-sabotaging habits, increase internal motivation.
- **Improving relationships:** Clear limiting beliefs, improve communication and connection.
- **Health & well-being:** Change health beliefs, promote positive behaviours.
- **Enhancing creativity:** Unlock creative potential, overcome limiting thought patterns.
- **Career & business success:** Shift beliefs around money, develop entrepreneurial mindset.
- **Sports & peak performance:** Use visualization, break beliefs limiting physical abilities.
- **Financial Abundance:** Shift money beliefs, cultivate an abundance mindset.

believe in
yourself

**SIMPLE
BELIEF
CHANGE**

TRAPPING BELIEFS EXERCISE

| | 5 negative experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

POSITIVE BELIEFS EXERCISE

| | 5 positive experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

SIMPLE BELIEF CHANGE SCRIPT

1. Identify 1 positive belief associated with your positive experiences, and say the belief out loud
2. Bring back into your awareness the negative experience and associated belief.
3. Delete the negative belief and now place the positive belief in the memory.
4. Test how you feel about the negative experience now.

PRACTICE BREAKOUT ROOM

SIMPLE BELIEF CHANGE EXERCISE

1. Pairs
2. Place the positive belief into the negative experience
3. 5 minutes each way

PRACTICE WORKSHEET

SIMPLE BELIEF CHANGE

1. Write down 5 negative and 5 positive experiences and their associated beliefs.
2. Now practice the Simple Belief Change process.

SIMPLE BELIEF CHANGE WORKSHEET

SIMPLE BELIEFS CHANGE EXERCISE

A. Fill in 5 negative experiences and the beliefs associated with those experiences:

| | 5 negative experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

B. Fill in 5 positive experiences and the beliefs associated with those experiences:

| | 5 positive experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |



BELIEF CHANGE

WHAT IS BELIEF CHANGE?



Transforming limiting or unhelpful beliefs into empowering ones.

BENEFITS OF BELIEF CHANGE



- Frees individuals from self-imposed limitations, unlocking potential.
- Builds self-belief and a positive mindset, improving confidence.
- Opens the door to new opportunities and challenges, encouraging growth.
- Removes barriers in communication or trust, enhancing relationships.
- Reduces anxiety, fear, or negativity, promoting emotional well-being.

BELIEF CHANGE SCRIPT

1. Pick one of your positive beliefs from the list of positive experiences.
2. Now pick one of the negative experiences and place it on an imaginary movie screen and let the screen go blank for now. Notice the old associated belief.
3. Bring your attention back to the positive belief - see, hear, and feel it. Breathe into it as if it's true.
4. Now step into the old memory and bring with you the new belief - see, hear, and feel it. Breathe into it. Replace the old belief with the new one.
5. Now test how you feel about the past experience.

PRACTICE MAIN ROOM

BELIEF CHANGE

1. Visualisations in the main room.

BREAK

BELIEF CHANGE SCRIPT

1. Pick one of your positive beliefs from the list of positive experiences.
2. Now pick one of the negative experiences and place it on an imaginary movie screen and let the screen go blank for now. Notice the old associated belief.
3. Bring your attention back to the positive belief - see, hear, and feel it. Breathe into it as if it's true.
4. Now step into the old memory and bring with you the new belief - see, hear, and feel it. Breathe into it. Replace the old belief with the new one.
5. Now test how you feel about the past experience.

PRACTICE MAIN ROOM

BELIEF CHANGE

1. Visualisations in the main room.

APPLICATIONS OF BELIEF CHANGE



- **Overcoming imposter syndrome:** Reframe the belief "I'm not qualified" to "I've earned this role through my skills and experience."
- **Breaking through money blocks:** Shift "Money is hard to come by" to "Money flows to me when I offer value."
- **Overcoming fear of public speaking:** Use anchoring to associate confidence with public speaking situations.
- **Overcoming perfectionism:** Reframe "Everything must be perfect" to "Done is better than perfect."
- **Building confidence for job interviews:** Visualize success and reframe "I'm not good enough" to "I have unique skills and value."
- **Improving relationships:** Shift "I'll never have a successful relationship" to "I am worthy of love and healthy relationships."



Greet your feelings

EMOTIONAL BLOWOUT

EMOTIONAL BLOWOUT

1. Get an image for the emotion.
2. Make it bigger, make it bigger, bigger, bigger, bigger, bigger, bigger, so big, so big, so big.
3. Notice yourself in relation to the image. Make yourself smaller, so small, so small, so small, so small.
4. Make the image of the emotion bigger. Even bigger, so big, so big, so big, as big as the stars the galaxies and cosmos.
5. And Pop.

PRACTICE BREAKOUT ROOM

EMOTIONAL BLOW OUT EXERCISE

1. Pairs
2. Get an image for the emotion.
3. Make it bigger, make it bigger, bigger, bigger, bigger, bigger, bigger, so big, so big, so big.
4. Notice yourself in relation to the image. Make yourself smaller, so small, so small, so small, so small.
5. Make the image of the emotion bigger. Even bigger, so big, so big, so big, as big as the stars the galaxies and cosmos.
6. And Pop
7. Switch

PRESENT STATE – OLD MODEL OF THE WORLD

1. What do you want?
Understand and appreciate the current model of world, issue and desired state.
- 2. What prevents or persists?**
- 3. Soften the current model.**
- 4. Change work.**
5. Ignite the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



PRE- SUPPOSITIONS

WHAT ARE PRE-SUPPOSITIONS?



- Foundational beliefs or guiding principles.
- Not considered absolute truths but useful assumptions to achieve positive outcomes.
- Encourage a resourceful mindset and empower individuals to approach challenges with flexibility, understanding, and growth-oriented perspectives.

BENEFITS OF UNDERSTANDING PRE-SUPPOSITIONS



- Encourages positive outcomes by framing conversations with empowering assumptions.
- Fosters trust and connection by focusing on mutual understanding.
- Supports personal development by shifting limiting assumptions.
- Opens new possibilities by challenging unhelpful presuppositions.
- Reinforces beliefs that build resilience and adaptability to challenges.

PRE-SUPPOSITIONS OF NLP

1. Respect the other person's model of the world.
2. The map is not the territory.
3. People make the best choice they can at the time.
4. Every behaviour has a positive intention.
5. The person with the most flexible behaviour will win.
6. There is no failure, only feedback and learning.
7. Resistance is a sign of a lack of rapport.
8. Everyone is doing the best they can with the resources they have available.

PRACTICE BREAKOUT ROOM

PRE-SUPPOSITIONS EXERCISE

1. Pairs
2. Discuss the presuppositions with each other
3. Which ones do you love the most? Do you agree or disagree with them?
4. How could you make them work in your interactions?
5. With yourself? Family? Friends? Work colleagues?

PRE-SUPPOSITIONS OF NLP EXERCISE

1. Write down the 4 pre-suppositions that you really love.
2. Place each of the 4 pieces of paper on the floor in a cross shape.
3. Bring a small niggling problem into your awareness.
4. Step on first paper and breathe in the energy of the presupposition it mentions as if it were true.
5. Then notice how you feel about the problem.
6. Break state.
7. Step on all the other pieces of papers one by one repeating steps 4-7 until you're complete.

PRACTICE BREAKOUT ROOM

PRE-SUPPOSITIONS EXERCISE

1. Pairs
2. Step on each of the pre-suppositions one by one
3. Notice how you feel about your problem
4. Which one made the biggest difference?
5. 7 minutes each way

PRACTICE WORKSHEET

PRE-SUPPOSITIONS EXERCISE

1. Discuss the pre-suppositions in pairs.

PRE-SUPPOSITIONS WORKSHEET

PRE-SUPPOSITIONS EXERCISE

Here are the pre-suppositions of NLP:

- Respect the other person's model of the world.
- The map is not the territory.
- People make the best choice they can at the time.
- Every behaviour has a positive intention.
- The person with the most flexible behaviour will win.
- There is no failure, only feedback and learning.
- Resistance is a sign of lack of rapport.
- Everyone is doing the best they can with the resources they have available.

A. Fill in the below:

Discuss the pre-suppositions in pairs.

1. Do you agree with them?

APPLICATIONS OF PRE-SUPPOSITIONS

- **Improved empathy:** Understand and respect others' perspectives.
- **Broader perspective:** See situations from multiple viewpoints.
- **Increased tolerance:** Be compassionate, knowing people make the best choices they can.
- **Positive change:** View behaviors as having positive intentions, opening growth opportunities.
- **Adaptability and success:** Flexibility in behavior leads to better results.
- **Learning from experiences:** See challenges as feedback, not failure, fostering resilience.
- **Stronger relationships:** Use resistance as a cue to improve rapport.
- **Maximized potential:** Support others by recognizing they're doing the best with available resources.

PRESENT STATE – OLD MODEL OF THE WORLD

1. What do you want?
Understand and appreciate the current model of world, issue and desired state.
- 2. What prevents or persists?**
- 3. Soften the current model.**
- 4. Change work.**
5. Ignite the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

NEXT STEPS

1. **Update:** Your personal development log.
2. **Explore:** The worksheets on the portal:
 - Trapping beliefs, <https://vitalitylivingcollege.info/wp-content/uploads/2024/12/Trapping-Belief-Exercise-18.12.2024-1-1.pdf>
 - Simple beliefs change, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/2.-Simple-Beliefs-Change-Exercise-23.11.2023.pdf>
 - Pre-suppositions, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/4.-Pre-Suppositions-Exercise-20.11.2023.pdf>
3. **Partner:** Ask for a buddy in the group and practice any skill you want.
4. **Hydrate:** Drink more water than normal to keep yourself hydrated.
5. **Rest:** Sleep, rest and relax till we meet next time.



**PERSONAL
DEVELOPMENT
LOG**

CERTIFICATION GUIDELINES

1. Attend each day of the training with your video on and with full participation.
2. Attend the examination day, complete the exam and share you answers on your Team groups.
3. Complete your first Detailed Personal History and a Breakthrough intervention in class.
4. Complete your second Detailed Personal History and a Breakthrough intervention in class.
5. Submit your personal development log on 17th February 2025.
6. Adhere to the international code of conduct, <https://vitalitylivingcollege.info/vlc-code-of-conduct/>.



**ALUMNI
GROUP**

BUDDY

TRAPPING BELIEFS WORKSHEET

TRAPPING BELIEFS EXERCISE

A. Limiting Belief Exercise

Fill in the below:

| | Option 1 | Your perspective |
|----|---|------------------|
| 1. | Life is a struggle then you die. | |
| 2. | People are out to get you. | |
| 3. | Change is slow, painful and never really long term. | |
| 4. | Life is tough. | |

Fill in the below:

| | Option 2 | Your perspective |
|----|--|------------------|
| 1. | Life is a bowl of cherries. | |
| 2. | People go out of their way to help me. | |
| 3. | Change is a natural and inevitable process which can be enjoyed and learnt from. | |
| 4. | Life is what you make it. | |

SIMPLE BELIEF CHANGE WORKSHEET

SIMPLE BELIEFS CHANGE EXERCISE

A. Fill in 5 negative experiences and the beliefs associated with those experiences:

| | 5 negative experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

B. Fill in 5 positive experiences and the beliefs associated with those experiences:

| | 5 positive experiences | The associated belief |
|----|------------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |

PRE-SUPPOSITIONS WORKSHEET

PRE-SUPPOSITIONS EXERCISE

Here are the pre-suppositions of NLP:

- Respect the other person's model of the world.
- The map is not the territory.
- People make the best choice they can at the time.
- Every behaviour has a positive intention.
- The person with the most flexible behaviour will win.
- There is no failure, only feedback and learning.
- Resistance is a sign of lack of rapport.
- Everyone is doing the best they can with the resources they have available.

A. Fill in the below:

Discuss the pre-suppositions in pairs.

1. Do you agree with them?

NEXT STEPS

1. **Update:** Your personal development log.
2. **Explore:** The worksheets on the portal:
 - Trapping beliefs, <https://vitalitylivingcollege.info/wp-content/uploads/2024/12/Trapping-Belief-Exercise-18.12.2024-1-1.pdf>
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 - Pre-suppositions, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/4.-Pre-Suppositions-Exercise-20.11.2023.pdf>
3. **Partner:** Ask for a buddy in the group and practice any skill you want.
4. **Hydrate:** Drink more water than normal to keep yourself hydrated.
5. **Rest:** Sleep, rest and relax till we meet next time.

SUMMARY

1. Beliefs
2. Trapping beliefs
3. Simple belief change
4. Belief change
5. Emotional blowout
6. Pre-suppositions
7. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



SUMMARY

1. Beliefs
2. Trapping beliefs
3. Simple belief change
4. Belief change
5. Emotional blowout
6. Pre-suppositions
7. Next steps

NEXT STEPS

1. **Update:** Your personal development log.
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 - Pre-suppositions, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/4.-Pre-Suppositions-Exercise-20.11.2023.pdf>
3. **Partner:** Ask for a buddy in the group and practice any skill you want.
4. **Hydrate:** Drink more water than normal to keep yourself hydrated.
5. **Rest:** Sleep, rest and relax till we meet next time.

6

CHANGE WORK & CONDITION

CONTENTS

1. Present state to desired
2. Ordeal
3. Emotional blowout (tension)
4. Event change
5. Anchoring
6. Change past event
7. Next steps

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

WHAT DO YOU WANT?

1. Training goals

QUESTION TO ASK CLIENT

“What do your goals need to be such that at the end of the time that we have together, you can say to yourself, ‘That was the best coaching experience I’ve ever had in my whole life?’”

- This enables the client to take accountability for their goals instead of relying on you to fix things for them.
- If the client disconnects, go back and revise the goals.

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals

EXAMPLE OF A SMART GOAL: WEIGHT LOSS

Increase fitness and energy levels by losing 10 kg of weight in 3 months by the end of December 2024 through somatic based Energy Flow exercises, emotional wellness and healthy food and portion choices with a diet to reduce inflammation and cortisol levels.

- **Specific:** Increased fitness and energy with somatic exercises, emotional wellness, healthy food and portions with home cooked anti-inflammation meals 5 days a week with 16:8 fasting.
- **Measurable:** 10kg by December 2024, less breathlessness going up and down stairs, daily somatic exercises, and emotional wellness as needed.
- **Achievable:** Safe and easy pace, 3.33 kg per month on average.
- **Relevant:** Wheel of life - Health was number 1 goal.
- **Time-bound:** End of December 2024.

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals
3. Start to end goals

Start goal

Next goal

Means goal

End goal

Daily Energy Flow
somatic exercises
and home cooking
anti-inflammation
meals with fasting 5
days a week.

Weekly EFT sessions with therapist.
Get a functional medicine
Support for the anti-inflammation
diet and weekly massage
with homeopathy.

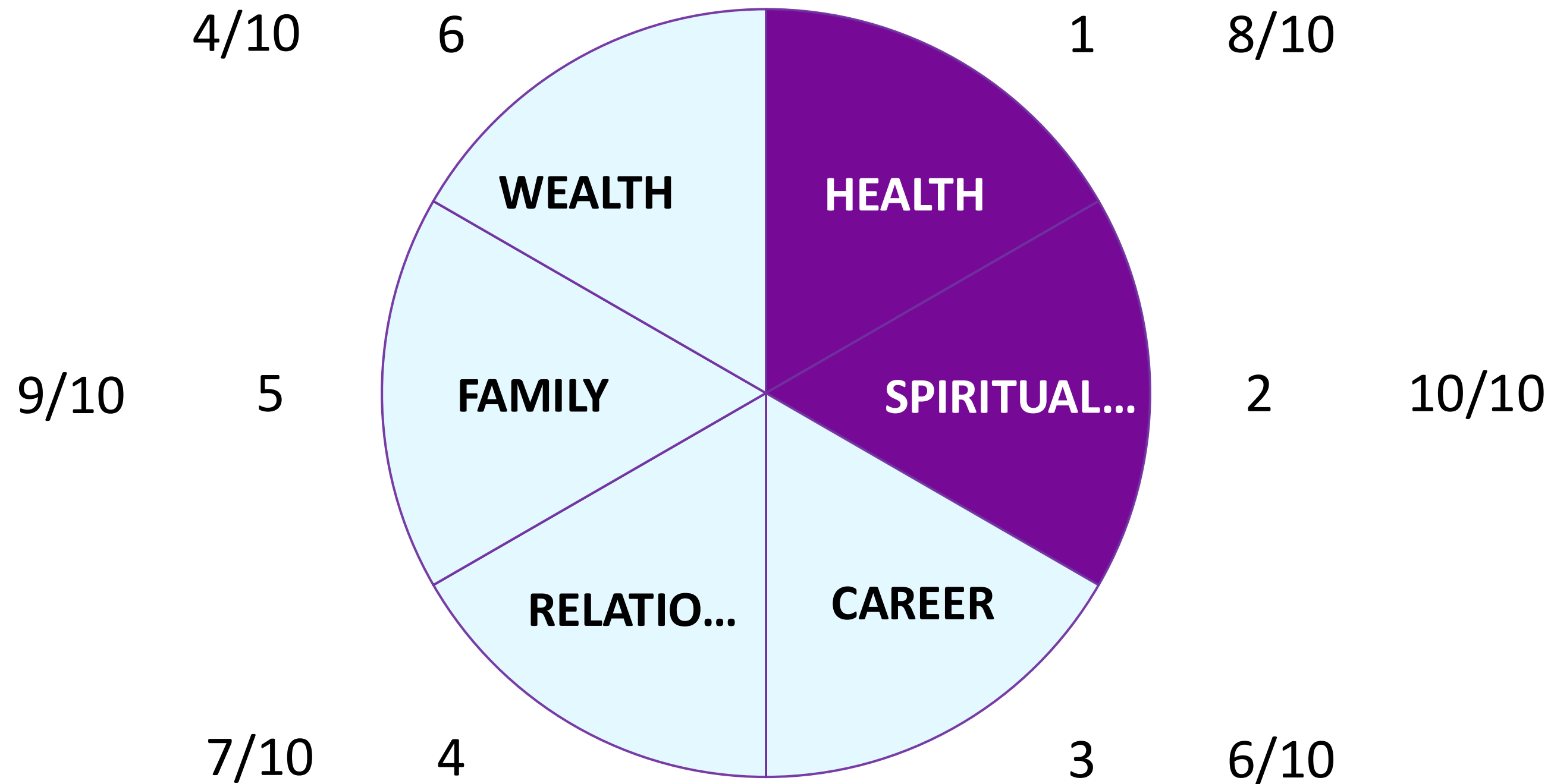
Stop all travel and
activities that are
not supportive.

Increase fitness and
energy by losing 10kg
by March 2025

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals
3. Start to end goals
4. Wheel of life: S. M. A. R. T (ER) and / or Start to end

IDENTIFY YOUR TOP TWO PRIORITIES



WHAT DO YOU WANT?

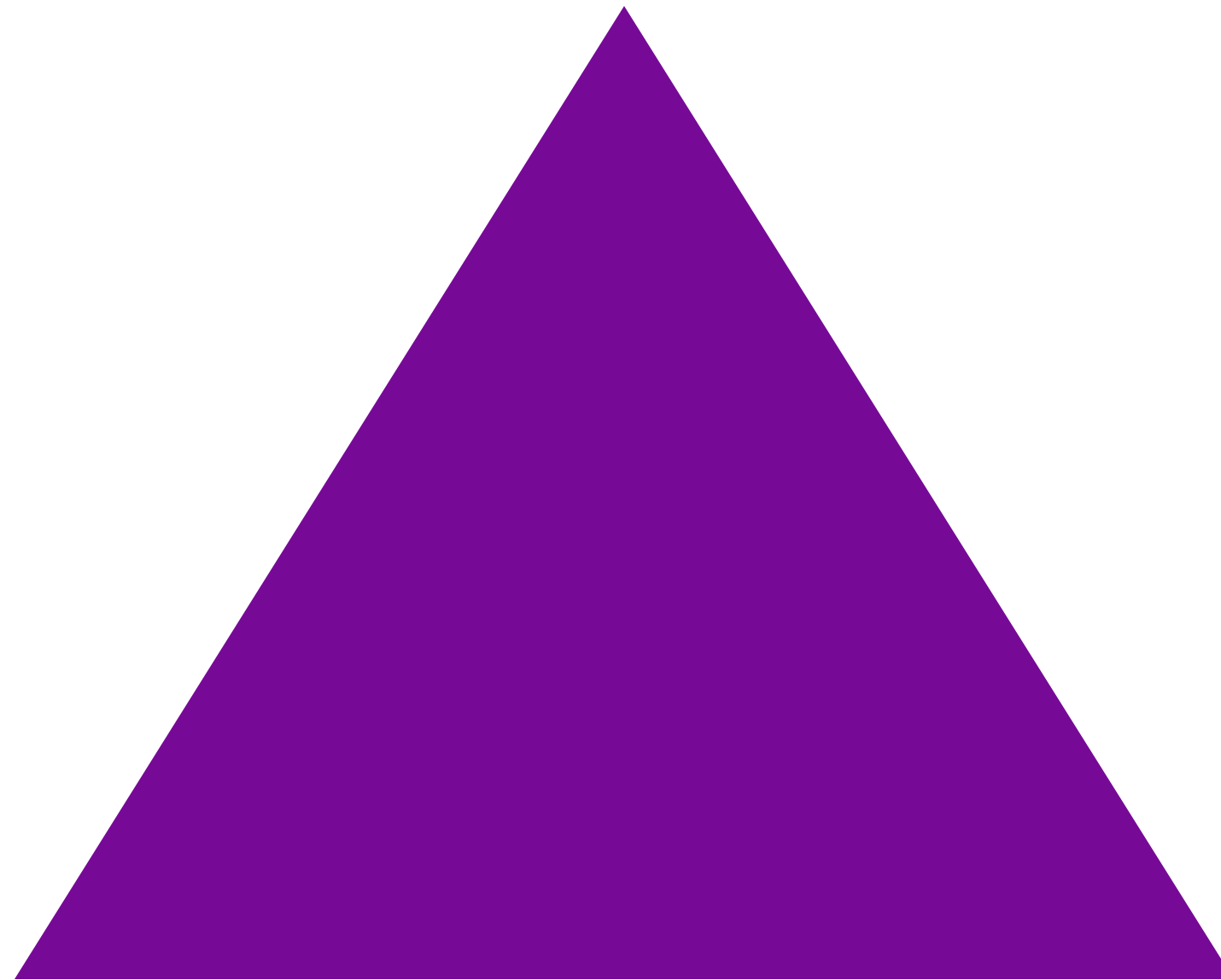
1. Training goals
2. S. M. A. R. T goals
3. Start to end goals
4. Wheel of life: S. M. A. R. T (ER) and / or Start to end
5. Triangle of success

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals
3. Start to end goals
4. Wheel of life: S. M. A. R. T (ER) and / or Start to end
5. Triangle of success

MY TRIANGLE OF SUCCESS

What I say to myself? (Words)



My body and breathing (Body)

My focus (Focus)

WHAT DO YOU WANT?

1. Training goals
2. S. M. A. R. T goals
3. Start to end goals
4. Wheel of life: S. M. A. R. T (ER) and / or Start to end
5. Triangle of success
6. Well formed outcome

WELL-FORMED OUTCOME

1. What do you want? State in positive terms (for example, 'I want to be confident' rather than 'I don't want to feel anxious')
2. Where are you now? (Associated)
3. How will you know when you have got it?
4. What will you see, hear and feel?
5. Where, when and with whom do you want it?
6. Where, when and with whom do you NOT want it?
7. If you could have it now, would you take it?
8. What resources do you need to get it?
9. What will happen when you get it?
10. How will getting it benefit you?
11. Do you want this change in any other situations?
12. How will making this change affect other aspects of your life?
13. What would happen if you did make this change?
14. What would happen if you didn't make this change?
15. What wouldn't happen if you did make this change?
16. What wouldn't happen if you didn't make this change?

WELL FORMED OUTCOME CONDITIONS

- Stated in the positive.
- Initiated and maintained by the client.
- Specific sensory-based description of the outcome and the steps needed to get there.
- Ecological.
- More than one way to get the outcome.
- The first step is specific and achievable.
- It preserves any positive by-products of the current state or behaviour.
- Does it increase choice?

UNDERSTAND AND APPRECIATE

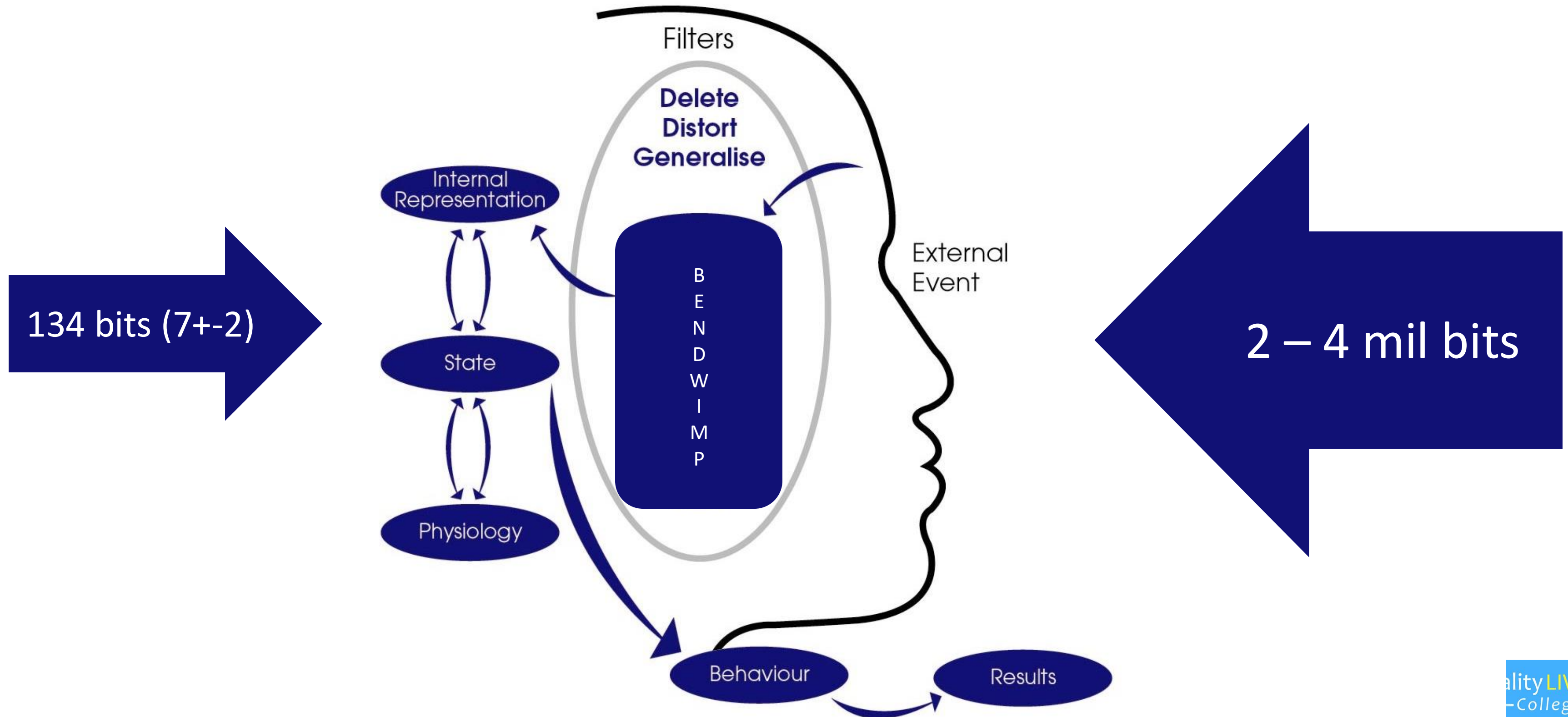
1. Clean language
2. Comfort zone
3. Human needs
4. 6 languages of love
5. Influence: What do you love about them
6. Present state: B E N D W I M P
7. Sensory acuity
8. Calibration
9. Rapport – body language / breathing

UNDERSTAND AND APPRECIATE

10. Filtering (Deletion, Distortion, & Generalisations)
11. Senses (VAKOG)
12. NLP communication model

EMPTY VESSEL

NLP COMMUNICATION MODEL



PRACTICE BREAKOUT ROOM

POSTER DATES

1. Museum date.
2. Draw the NLP communication model.
3. Share your reflections and learnings from each of the posters learnt so far.
4. 10 minutes.

UNDERSTAND AND APPRECIATE

10. Filtering (Deletion, Distortion, & Generalisations)
11. Senses (VAKOG)
12. NLP communication model
13. Internal representation (VAKOG)
14. Predicates
15. Evolutionary versus revolutionary model

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

PREVENTS OR PERSISTS

1. Evolutionary versus revolutionary model
2. What prevents?
3. What persists in the problem/issue?
4. BENDWHIMP
5. Cause versus effect
6. Secondary gain
7. Trapping beliefs

ORDEAL



WHAT IS AN ORDEAL?



A challenge that is provided to the client that gets them committed to what they want to achieve in their life.

EXAMPLES OF ORDEALS

- 100 reason why ...
- 30-day accountability challenge
- The “Ugly” truth exercises
- Interview someone who has already achieved the goal
- Impossible Goal Test
- Create a personal vision video
- The “I Am Not Enough” letter
- The "One Week Extreme" commitment



EXAMPLES OF ORDEALS

- The fear list
- The self-worth affirmation ritual
- Do one thing every day that terrifies you
- The silence retreat
- Extreme decluttering (mental and physical)
- Track every thought for a week
- The “Gratitude Walk”
- Tell 5 people about your goal



EXAMPLES OF ORDEALS

- Complete a “Dream Dare” exercise
- Live your ideal day
- The uncomfortable conversation
- Complete a fearless social media post



ORDEAL

1. Write down the 100 reasons why you want to XXXXXX.

PRACTICE MAIN ROOM

ORDEAL

1. Write down the 10 reason you want to make the change you want to make.
2. Take 3 shares.

ORDEAL: WEIGHT LOSS

1. More energy
2. Less body pain
3. Fit into slimmer clothes
4. Increased self-esteem and confidence
5. More able to date others
6. Less headaches
7. Healthier liver
8. Better sleep
9. Increased mobility
10. Walk up and down stairs with ease

APPLICATIONS OF ORDEAL



- **Coaching:** Helps clients overcome challenges.
- **Therapy:** Addresses limiting beliefs and encourages growth.
- **Conflict resolution:** Cultivates emotional control and empathy.
- **Personal development:** Builds resilience and reveals strengths.
- **Leadership training:** Develops problem-solving and adaptability.

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

SOFTEN THE MODEL

1. Deep listening
2. Questioning skills: cause versus effect
3. Secondary gain
4. Trapping beliefs
5. Positive beliefs

6. Triangle of success
7. Yes move
8. Simple belief change
9. Emotional blowout
10. Pre-suppositions

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. **Soften the current model.**
4. **Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

CHANGE WORK

1. Well formed outcome
2. Trapping beliefs
3. Triangle of success
4. Yes move
5. Simple belief change
6. Belief change (deep change)
7. Emotional blowout



EMOTIONAL BLOWOUT (TENSION)

EMOTIONAL BLOWOUT (TENSION)

1. Get an image for the tension.
2. Make it bigger, make it bigger, bigger, bigger, bigger, bigger, bigger, so big, so big, so big.
3. Notice yourself in relation to the image. Make yourself smaller, so small, so small, so small, so small.
4. Make the image of the tension bigger. Even bigger, so big, so big, so big, as big as the stars the galaxies and cosmos.
5. And Pop.

PRACTICE BREAKOUT ROOM

EMOTIONAL BLOWOUT (TENSION) EXERCISE

1. Pairs
2. Get an image for the tension.
3. Make it bigger, make it bigger, bigger, bigger, bigger, bigger, bigger, so big, so big, so big.
4. Notice yourself in relation to the image. Make yourself smaller, so small, so small, so small, so small.
5. Make the image of the tension bigger. Even bigger, so big, so big, so big, as big as the stars the galaxies and cosmos.
6. And Pop
7. Switch

CHANGE WORK

1. Well formed outcome
2. Trapping beliefs
3. Triangle of success
4. Yes move
5. Simple belief change
6. Belief change (deep change)
7. Emotional blow out
8. Presuppositions

BREAK

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



EVENT CHANGE

WHAT IS EVENT CHANGE?



- The process of altering the emotional or psychological impact of a past or anticipated event to influence how it is experienced or remembered.
- Helps individuals reframe or reinterpret events to:
 - Reduce negative emotions
 - Change limiting perceptions
 - Cultivate personal growth.

BENEFITS OF EVENT CHANGE

- Releases negative emotions like fear, guilt, and regret.
- Empowers control over mindset and emotional influence.
- Reduces stress by easing mental burdens.
- Clears emotional baggage for better decision-making.
- Resolves conflicts, improving relationships and encouraging forgiveness.
- Encourages growth with new perspectives and self-awareness.
- Quick and effective in reducing negative experiences.
- Builds resilience and boosts confidence.



SIMPLE EVENT CHANGE

TRANSFORMING A PAST EVENT



1. Meaning
2. Positive learning
3. Integrating
4. Sharing

The meaning that you give
something determines the
meaning in your life!

SIMPLE EVENT CHANGE

1. What is the meaning you gave the past event?
2. What is the positive learning?
3. How can you integrate the learning in your life?
4. How can you share the wisdom you learned with others in your life?

PRACTICE BREAKOUT ROOM

SIMPLE EVENT CHANGE EXERCISE

1. Pairs
2. Ask the questions:
 - What was the meaning you gave it?
 - What is the positive learning?
 - How can you integrate the learning in your life?
 - How can you share the wisdom you learnt with others in your life?
3. Once you have finished one way, switch
4. 5 minutes each way

PRACTICE WORKSHEET

SIMPLE EVENT CHANGE EXERCISE

1. Practice the simple event change process using the worksheet.

SIMPLE EVENT CHANGE WORKSHEET

SIMPLE EVENT CHANGE EXERCISE

A. Fill in the below:

Notice a past event in your life.

1. What was the meaning you gave it?

2. What is the positive learning?

3. How can you integrate the learning in your life?

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. **Condition the desired state.**
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



ANCHORING

WHAT IS ANCHORING?



- Creates a link between a specific stimulus and a desired emotional or mental state.
- A particular gesture, word, image, or sensation is associated with a powerful emotional experience.
- This allows individuals to access the desired state quickly and intentionally when needed.

4 STEPS TO ANCHORING



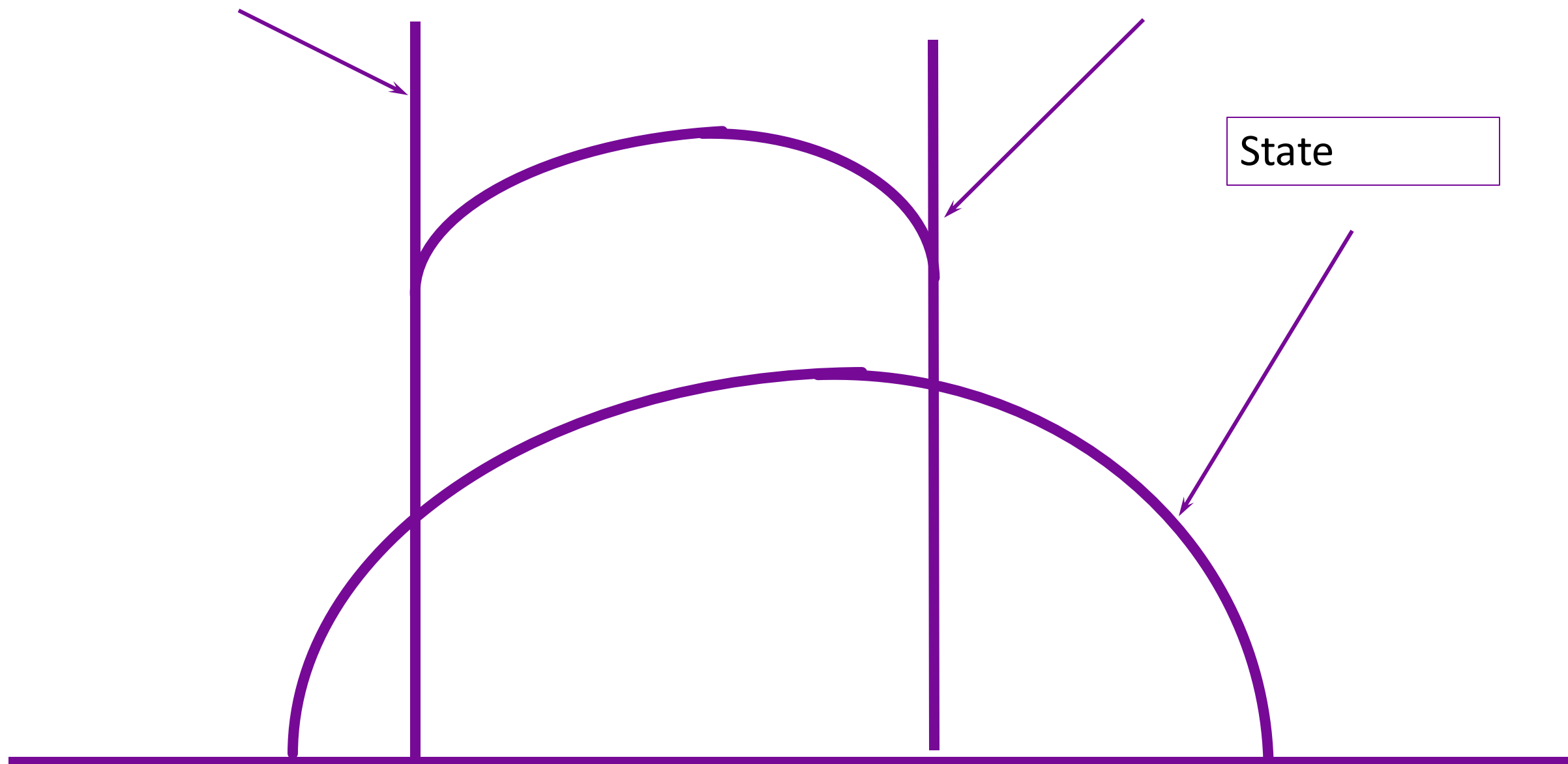
- Four steps to anchoring:
 - Recall a past vivid experience.
 - Anchor a specific stimulus before the peak.
 - Change the person's state.
 - Test by evoking the state.
- RACT

ANCHORING

Anchor Starts

Anchor Ends

State



5 KEYS TO ANCHORING



1. Intensity of experience
2. Timing of anchor
3. Uniqueness of anchor
4. Replication of stimulus
5. Number of times

I-TURN

ANCHORING: CHANGING STATE SCRIPT

1. What emotional state would you like to experience that you have experienced before?
2. Can you remember a specific time when you felt that emotional state?
3. Can you remember a specific time?
4. As you go back to that time now, go right back to that time, float down into your body and see what you saw, hear what you heard, and feel all the feelings that you felt.
5. As you feel all these feelings, squeeze your hand.
6. The tighter you squeeze, the more you feel, and the more you feel, the tighter you squeeze.
7. Break state.
8. Test by squeezing the hand.

PRACTICE BREAKOUT ROOM

ANCHORING EXERCISE

1. Pairs
2. Practice anchoring
3. Establish the emotion your partner wants to experience
4. Use the state elicitation script
5. Squeeze the hand
6. Test

STACKING ANCHORS

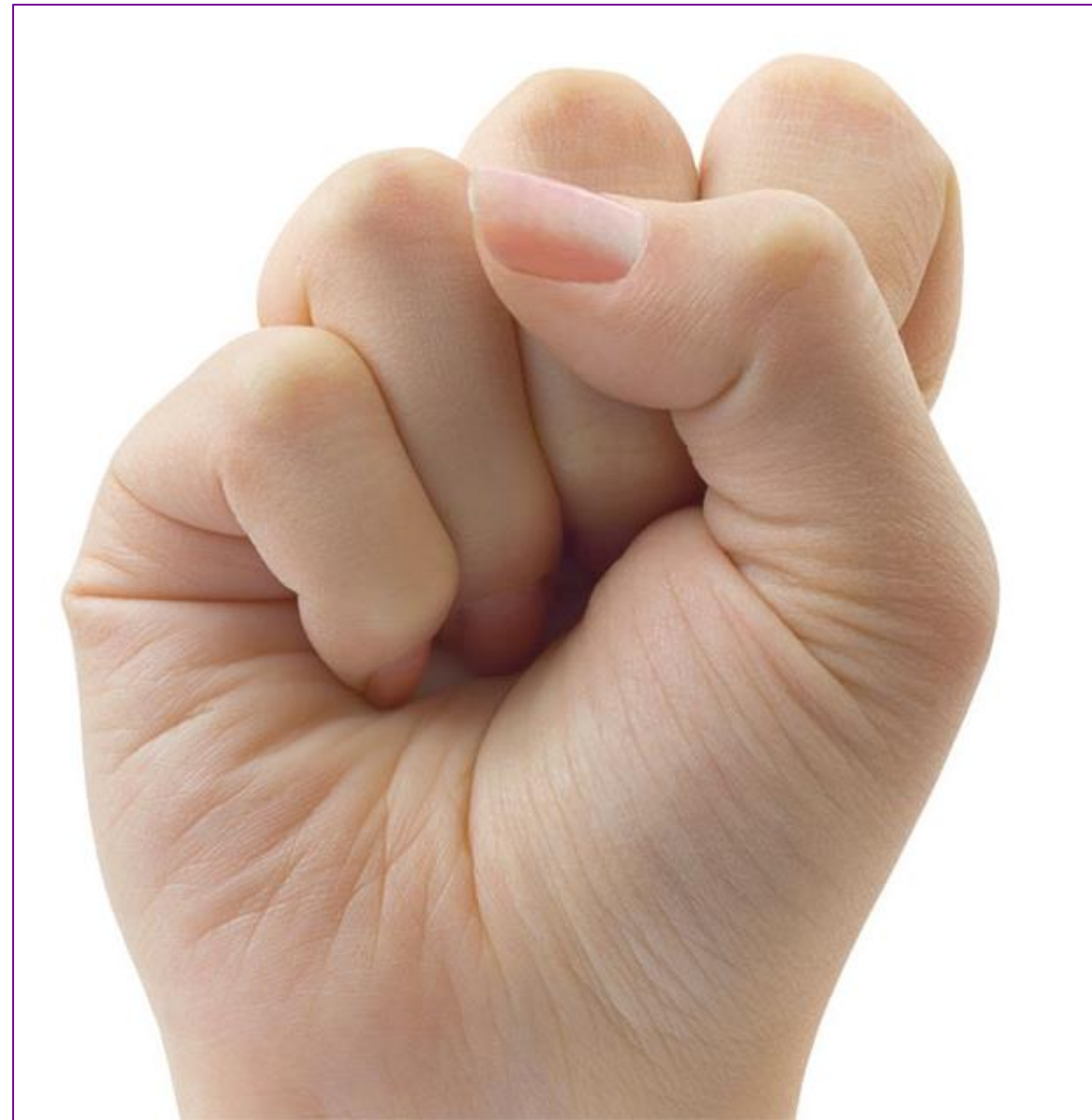


STACKING ANCHORS



- Anchor in the same place.
- The anchor can be the same or different.
- Examples:
 - Totally powerful
 - Totally loved
 - Totally energetic
 - Totally confident
 - Totally have it all the time

STACKING ANCHORS EXERCISE



- Identify positive states
- Anchor first state
 - State elicitation
 - Calibrate
 - Anchor before peak
 - Remove stimulus
 - Test
- Break state
- Second state
- Third state
- Test

PRACTICE BREAKOUT ROOM

STACKING ANCHORS EXERCISE

1. Pairs
2. Identify positive states
3. Anchor one by one
4. Test

APPLICATIONS OF ANCHORING

- **Shifting emotional states:** Help clients access positive emotions with a specific gesture or touch.
- **Enhancing performance:** Anchor focus or motivation for better performance.
- **Boosting self-esteem:** Use anchors to remind clients of their strengths and build confidence.
- **Managing stress:** Create a relaxation anchor to reduce stress quickly.
- **Overcoming limiting beliefs:** Replace negative thoughts with empowering anchors.
- **Facilitating rapid change:** Shift from anxiety to calm or determination using anchors.
- **Reinforcing goals:** Anchor excitement or motivation when setting and pursuing goals.
- **Improving focus:** Use anchors to return to a state of concentration when distracted.

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. **Condition the desired state.**
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



CHANGE PAST EVENT

WHAT IS CHANGE PAST EVENT?



- Changes the emotional impact of past experiences.
- Adjusts how events are remembered or interpreted.
- Reduces negative emotions and reframes their meaning.
- Encourages growth and helps individuals move forward.

EXAMPLE OF CHANGE PAST EVENT

- **Original perception:** A public speaking mistake leaves you feeling embarrassed and afraid to speak in public again.
- **Change process:** Revisit the memory as if watching a black-and-white movie.
 - Imagine the audience laughing supportively rather than critically.
 - Reframe: “This was a valuable learning experience that improved my skills.”
 - Anchor the new perception with a gesture, such as a confident fist clench.

BENEFITS OF CHANGE PAST EVENT

- **Reduces the negative emotional charge** of past experiences.
- Creates a **sense of control** over how the past affects the present.
- Helps **extract positive lessons** from challenging situations.
- **Replaces limiting beliefs** with empowering perspectives.
- **Diminishes the mental** and emotional **burden** of past regrets or fears.



CHANGE PAST EVENT SCRIPT

1. Have your client identify a negative experience/event and associated belief by asking, "Can you recall a past negative experience or series of experiences?" and let them share. Then ask, "What was the belief you formed as a result of the experience?" Briefly make a note of both.
2. Ask your client to, "Place the old events onto a big movie screen and for now let it go blank."
3. Ask them, "Invite the Past You off the old memory to come sit next to you, hold their hand, and check how are they feeling (check for safety)."
4. Then ask the client, "Ask the Past You, *'What positive qualities did you want at the time that would have helped you cope with the past event better; for example, acceptance, not taking it personally, and inner calm.'* If they bring up a quality that they are not in control of, for example, if they wanted their grandmother, then you can ask, *'If your grandmother were there, what would you feel?'*"

CHANGE PAST EVENT SCRIPT

5. Then say, “Place the resource of XXXX into the hand of the Past You and get them to breathe it in.” Repeat the process for each resource.
6. Keep asking what the client’s Past You wants and place it in their hand and ask them to breathe until the past experience is no longer negative or the client feels better (you can keep asking the client how they are feeling in-between to test where they are – calibrate the client’s physiology).
7. Ask the client, “Send the Past You back with all these resources onto the movie screen and notice how it is different.”
8. Check how the client is feeling and what is their new belief.
9. Check the feelings towards the old belief by asking, “What is the new belief now?”
10. Congratulate the client by letting them know what they did really well.

PRACTICE BREAKOUT ROOM

CHANGE PAST EVENT EXERCISE

1. Pairs
2. Facilitate one way
3. Reassure and congratulate
4. Switch
5. Facilitate the other way
6. Reassure and congratulate

CHANGE PAST EVENT SCRIPT

CHANGE PAST EVENT SCRIPT

Here's the script to the Change Past Event technique:

1. Have your client identify a negative experience/event and associated belief by asking, "Can you recall a past negative experience or series of experiences?" and let them share. Then ask, "What was the belief you formed as a result of the experience?" Briefly make a note of both.
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CHANGE PAST EVENT SELF-PRACTICE WORKSHEET

CHANGE PAST EVENT – WORKSHEET

The Change Past Event is a step-by-step process of changing a past memory that's been bothering you in the present. You can change a past event or help a client do so using the following steps:

1. Identify a negative experience/event and associated belief.

2. Place the old events onto a big movie screen and for now let it go blank.

3. Invite the Past You off the old memory to come and sit next to you, hold their hand and check how they are feeling (check for safety).

4. Then ask the Past You, *“What positive qualities did you want at the time that would have helped you cope with the past event better, for example, acceptance, not taking it personally, and inner calm?”*

5. Place the resource you wanted in your hand and breathe it in.

APPLICATIONS OF CHANGE PAST EVENT



- Helps reframe past failures as opportunities for growth.
- Reduces the emotional intensity of traumatic memories.
- Transforms past mistakes into confidence-building experiences.
- Encourages letting go of regrets to focus on future goals.
- Reinterprets disagreements to promote understanding and forgiveness.

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Practice:** One of these skills: anchoring on yourself, or changing past event script.
- 3. Explore:** The worksheets on the portal:
 - Simple Event Change, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/3.-Simple-Event-Change-Exercise-23.11.2023.pdf>
 - Change Past Event Script, <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/Change-Past-Event-Script-03.01.2025.pdf>
 - Change Past Event: Self-Practice Worksheet, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Change-Past-Event-Self-Practice-Worksheet-26.11.2023.pdf>
- 4. Nourish:** Have healthy nourishing food and more water than normal.
- 5. Rest:** Sleep, rest and relax.

SIMPLE EVENT CHANGE WORKSHEET

SIMPLE EVENT CHANGE EXERCISE

A. Fill in the below:

Notice a past event in your life.

1. What was the meaning you gave it?

2. What is the positive learning?

3. How can you integrate the learning in your life?

CHANGE PAST EVENT SCRIPT

CHANGE PAST EVENT SCRIPT

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3. Invite the Past You off the old memory to come and sit next to you, hold their hand and check how they are feeling (check for safety).

4. Then ask the Past You, *“What positive qualities did you want at the time that would have helped you cope with the past event better, for example, acceptance, not taking it personally, and inner calm?”*

5. Place the resource you wanted in your hand and breathe it in.

SUMMARY

1. Present state to desired
2. Ordeal
3. Emotional blowout (tension)
4. Event change
5. Anchoring
6. Change past event
7. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA




SUMMARY

1. Present state to desired
2. Ordeal
3. Emotional blowout (tension)
4. Event change
5. Anchoring
6. Change past event
7. Next steps

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
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 - Change Past Event Script, <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/Change-Past-Event-Script-03.01.2025.pdf>
 - Change Past Event: Self-Practice Worksheet, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Change-Past-Event-Self-Practice-Worksheet-26.11.2023.pdf>
- 4. Nourish:** Have healthy nourishing food and more water than normal.
- 5. Rest:** Sleep, rest and relax.



**ANCHORING
DIFFERENT
PARTS**

7

DEEP CHANGE WORK

CONTENTS

1. 7 steps of Breakthrough Coaching
2. Change past history
3. Future pace
4. Cartesian co-ordinates
5. Eye accessing cues
6. New behaviour generator
7. Personal inventory
8. Next steps

7 STEPS TO BREAKTHROUGH COACHING NLP



PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. Condition the desired state.
6. Test and make it real (ecology check)
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.

- Clean language
- Comfort zone
- Training goals
- Triangle of success
- SMART (ER) goals
- Start to end goals
- Wheel of life
- From old to new model
- 6 human needs
- Influence: What do you love about them
- Languages of love
- Present state: B E N D W I M P
- Sensory acuity
- Calibration
- Rapport
- Well formed outcome

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DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.

- Filtering (Deletion, Distortion, & Generalisation)
- Senses (VAK, Ad, O, G)
- NLP communication model
- Internal representation (VAKOG)
- Predicates
- Evolutionary versus revolutionary model
- Ordeal

2. What prevents the desired state and persists in the present?

- Evolutionary and revolutionary growth
- Cause versus effect (How is that a problem, It's a problem because...)
- What prevents the goal?
- What persists in the problem/issue?
- BENDWIMP
- Secondary gain
- Trapping beliefs
- Ordeal

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DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

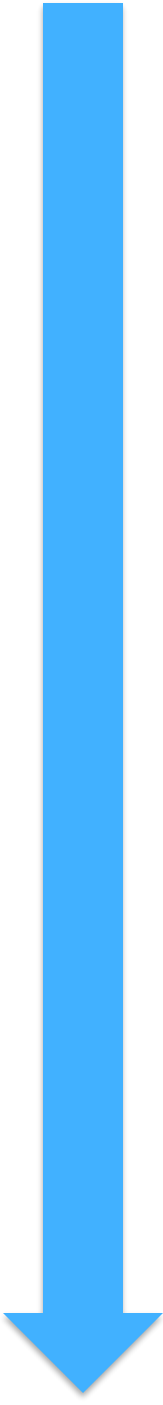
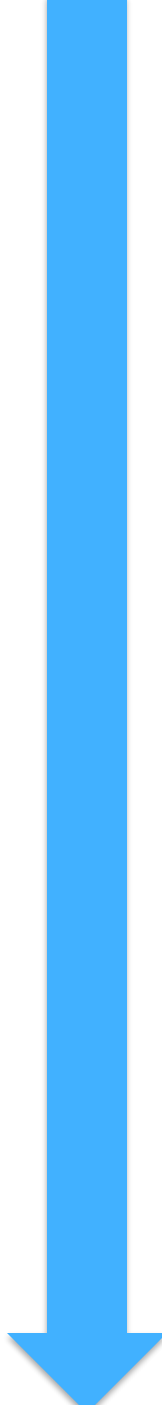
3. Soften or loosen the current model.

- Deep listening
- Questioning skills: cause versus effect
- What prevents?
- Evolutionary and revolutionary growth
- Secondary gain
- Trapping beliefs
- Positive beliefs
- Triangle of success
- Yes move
- Simple belief change
- Emotional blowout
- Emotional blowout (tension)
- Presuppositions
- Ordeal

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DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

- 
- 
4. Change work to ignite the desired state.
 - Well formed outcome
 - Trapping beliefs
 - Triangle of success
 - Yes move
 - Simple belief change
 - Belief change (deep change)
 - Emotional blowout
 - Emotional blowout (physical tension)
 - Secondary gain
 - Simple event change
 - Ordeal
 - Anchoring
 - Change past event

DESIRED STATE – NEW MODEL OF THE WORLD

PRESENT STATE – OLD MODEL OF THE WORLD

4. Concretise and condition the desired state.
 - Yes move
 - Triangle of success
 - Anchoring
 - State elicitation
5. Test and make it real (ecology check)
 - Well formed outcome
6. Take massive action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

PRACTICE BREAKOUT ROOM

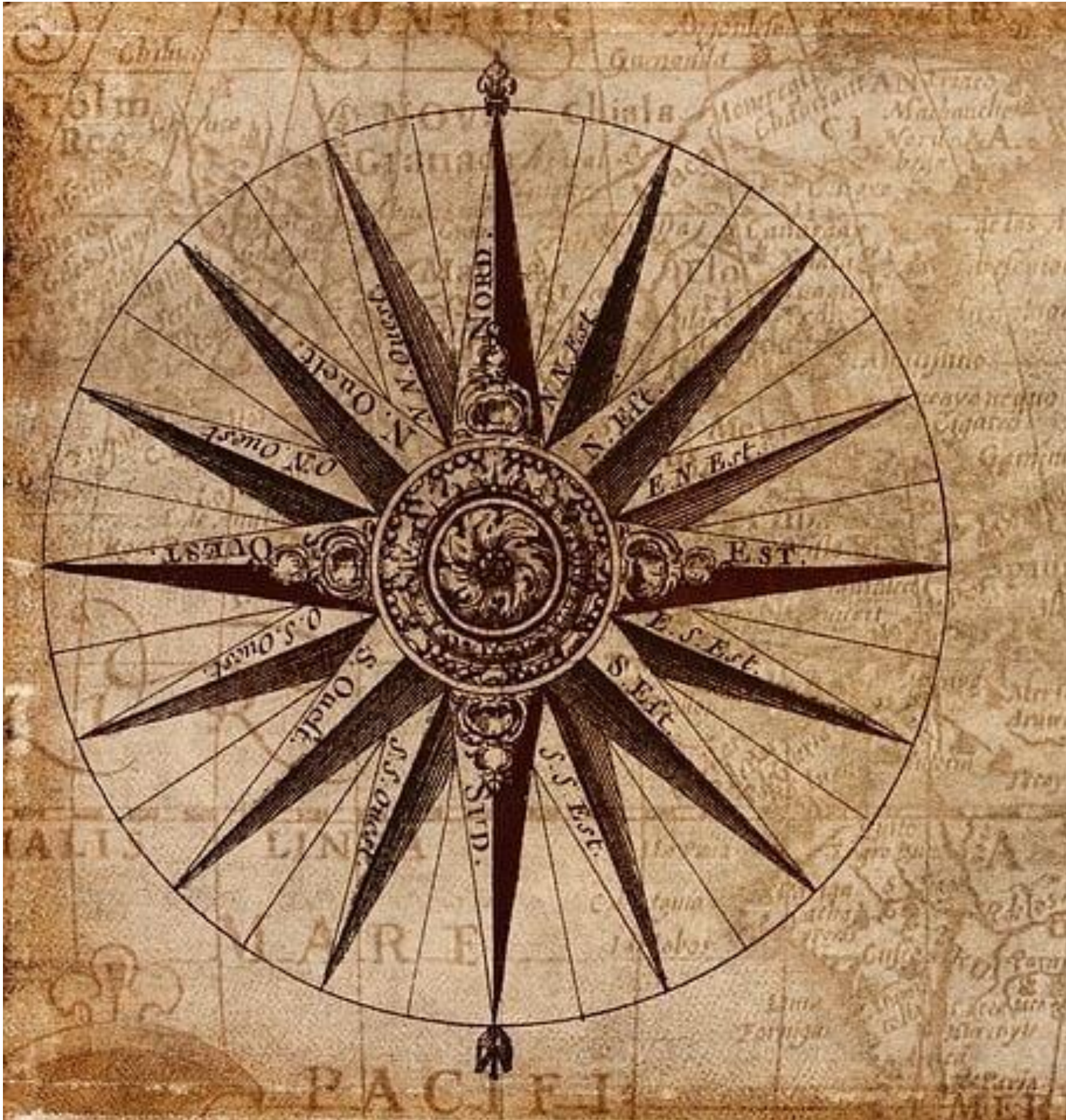
POSTER DATE

1. Study date.
2. Share the steps of the skills with each other as if you were coaching yourself or another.
3. 10 minutes

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
- 4. Change work.**
5. Condition the desired state.
6. Test and make it real (ecology check)
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



CHANGE PAST HISTORY

WHAT IS THE CHANGE PAST HISTORY PROCESS?



- Alter a persistent recurring state by working with a series of past event and changing their emotional or cognitive response to past events or memories.
- It does not imply changing the actual events themselves, but rather how those events are perceived and experienced in the present.

BENEFITS OF THE CHANGE PAST HISTORY

- **Emotional freedom:** Releases negative emotions tied to past events.
- **Empowering beliefs:** Replaces limiting beliefs with positive, constructive ones.
- **Reduced anxiety:** Lowers fear or stress triggered by past experiences.
- **Improved relationships:** Resolves emotional baggage that affects current interactions.
- **Enhanced confidence:** Builds self-worth and resilience by reinterpreting past challenges.

CHANGE PAST HISTORY SCRIPT

1. Establish a safety and code word with your client.
2. Have your client identify a persistent recurring undesirable state. You can ask, “Where in the body do you feel it?”
3. Ask, “When have you felt like that before. When else? When was the very first time?” Write down all the ages.
4. Ask the client to place the old events onto a big movie screen and let it go blank for now. You can move the movie screen further away if they get emotional.
5. Ask them, “Invite the Past You off the old memory to come next to you or sit by a special magical tree with a mentor.”
6. Ask the client to brainstorm resources that would have been useful in the old event. If needed, ask them to establish emotion associated with the resources.

CHANGE PAST HISTORY SCRIPT

7. “Breathe in the desired resources one by one and hand them to the Past You and let the Past You back onto the movie screen” (can also use State Elicitation to anchor the positive resources).
8. “Play the old event again and this time from the new perspective with these resources.”
9. Test – “How do you feel?”
10. Complete a Future Pace.
11. Complete an ecology check (Cartesian Co-ordinates)
12. Congratulate the client.

APPLICATIONS OF THE CHANGE PAST HISTORY

- **Coaching:** Release negative emotions tied to past events, such as childhood trauma or guilt.
- **Overcoming limiting beliefs:** Reframe beliefs that restrict potential, like shifting "I'm not good enough" to "I'm capable."
- **Building confidence:** Reinterpret moments of self-doubt or insecurity to foster self-assurance.
- **Stress and anxiety management:** Reduce stress by reframing triggers from past experiences, such as exam anxiety.
- **Trauma resolution:** Address deep emotional wounds caused by traumatic events, like a car accident or natural disaster.
- **Personal growth:** Foster resilience and self-awareness by learning from past setbacks.

CHANGE PAST HISTORY SCRIPT

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3. Ask, “When have you felt like that before. When else? When was the very first time?” Write down all the ages.
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11. Complete an ecology check (Cartesian Co-ordinates)
12. Congratulate the client.

FUTURE PACE



WHAT IS THE FUTURE PACE?



- It involves mentally rehearsing desired behaviours, emotions, or outcomes.
- Helps individuals imagine themselves successfully handling future scenarios.
- Reinforces positive changes made during coaching or therapy.
- It aligns the subconscious mind with conscious intentions.

BENEFITS OF THE FUTURE PACE

- **Builds confidence:** Mentally rehearsing success boosts self-belief and reduces fear of failure.
- **Reduces anxiety:** Familiarity with the scenario decreases uncertainty and stress.
- **Encourages proactive behaviour:** Aligns thoughts and actions with long-term goals.
- **Reinforces positive changes:** Ensures new behaviours or beliefs are integrated into future contexts.
- **Enhances performance:** Improves focus and preparedness for real-life challenges.

FUTURE PACE



- Step into the future a day from now.
 - Breathe how you breathe.
 - Feel how you feel.
 - How do you feel about yourself?
 - How do you feel about life?
 - What about those old issues? Is it even an issue anymore?
 - How do you feel differently about life?
- Step into the future a week from now.

APPLICATIONS OF FUTURE PACE

- **Personal development:** Rehearse behaviours like confidence, assertiveness, or resilience.
- **Professional growth:** Prepare for interviews, presentations, or leadership roles.
- **Overcoming anxiety:** Visualise handling stressful situations, such as exams or social events, with ease.
- **Goal achievement:** Reinforce motivation and actions aligned with long-term aspirations.
- **Coaching and therapy:** Help clients solidify changes made during sessions by connecting them to future scenarios.

CARTESIAN CO-ORDINATES



WHAT ARE CARTESIAN CO-ORDINATES?



- Questioning framework based on the four quadrants of Cartesian logic.
- Helps explore different perspectives and uncover deeper insights about decisions, beliefs, or challenges.
- By systematically addressing each quadrant, individuals can achieve clarity, resolve internal conflicts, and align actions with their goals.

BENEFITS OF CARTESIAN CO-ORDINATES

- **Promotes clarity:** Provides a structured framework to examine all aspects of a decision.
- **Resolves conflicts:** Helps address internal hesitations and conflicting thoughts.
- **Enhances awareness:** Encourages deeper exploration of potential outcomes and consequences.
- **Supports decision-making:** Guides individuals to make informed, balanced choices.
- **Increases accountability:** Encourages responsibility for decisions by examining all possibilities.

STEPS TO CARTESIAN CO-ORDINATES

1. What can you do now that you could do before?
2. What can't you do now that you could do before?
3. What can you do now that you could not do before?
4. What can't you do now that you could not do before?

CARTESIAN CO-ORDINATES

1. CAN
COULD

2. CAN'T
COULD

3. CAN
COULD NOT

4. CAN'T
COULD NOT

PRACTICE BREAKOUT ROOM

CHANGE PAST HISTORY EXERCISE

1. Pairs
2. Facilitate one way
3. Reassure and congratulate
4. Switch
5. Facilitate the other way
6. Reassure and congratulate

APPLICATIONS OF CARTESIAN CO-ORDINATES

- **Decision-making:** Evaluate major life or career choices.
- **Resolving beliefs:** Examine limiting beliefs and explore alternative perspectives.
- **Conflict resolution:** Understand both sides of a conflict and identify common ground.
- **Goal setting:** Assess the implications of pursuing or not pursuing specific goals.
- **Coaching and therapy:** Help clients achieve clarity and confidence in their decisions.

CHANGE PAST HISTORY SCRIPT

CHANGE PAST HISTORY SCRIPT

1. Have your client identify a persistent, recurring, undesirable state.
2. Then ask your client, "When have you felt like that before? When else? When was the very first time?"
3. Place the old events onto a big movie screen and for now let it go blank.
4. Invite the Past You off the old memory to come next to you, or sit by a special magical tree with a mentor.
5. Brainstorm the resources that would have been useful in the old event.
6. Breathe in the desired resources one by one and hand them to the Past You, then let the Past You back onto the movie screen (you can also use State Elicitation to anchor the positive resources).
7. Play the old event again and this time from the new perspective with these resources.
8. Test by asking your client, "How do you feel?"
9. Complete a Future Pace.
10. Complete an Ecology check (Cartesian Co-ordinates).
11. Congratulate the client.

CHANGE PAST HISTORY- FUTURE PACE SCRIPT

FUTURE PACE SCRIPT

1. Begin by guiding your client to step into the future, one day from now.
2. Say, "Take a moment and breathe as you would breathe one day from now. Notice the rhythm of your breath."
3. Continue, "Now, feel how you would feel a day from now. Let that feeling settle within you."
4. Ask, "How do you feel about yourself a day from now? Reflect on this for a moment."
5. Follow with, "How do you feel about life one day ahead? What stands out to you?"
6. Prompt, "Think about those old issues. Are they still an issue? Or have they faded away?"
7. Conclude this step by asking, "How does your perspective about life feel different now?"
8. Transition by saying, "Now, let's move further into the future- imagine it's one week from now."
9. Encourage them, "Breathe again, this time as you would breathe a week from now. Feel the energy and presence in your breath."
10. Invite reflection, "Feel how you would feel a week from now. Notice the calm, the clarity, the freedom in this moment."
11. Wrap up by asking, "How does this future version of you feel? What has changed or shifted for you?"

Note: Pause and allow your client space to reflect deeply on each step. Let them describe their experience in their own words to solidify the transformation.

CHANGE PAST HISTORY- CARTESIAN CO-ORDINATE SCRIPT

CARTESIAN CO-ORDINATE SCRIPT

1. Ask your client, "What can you do now that you could do before?"
2. Then ask, "What can't you do now that you could do before?"
3. Follow with, "What can you do now that you could not do before?"
4. Finally, ask, "What can't you do now that you could not do before?"
5. Allow your client time to reflect on each question and respond at their own pace.
6. Acknowledge their responses and explore any insights or patterns that emerge.

CHANGE PAST HISTORY – SELF-PRACTICE WORKSHEET

CHANGE PAST HISTORY – WORKSHEET

The Change Past History process can be used to work on recurring undesirable emotional states, for example, anger, guilt, hurt, regret or other such negative emotional hooks. You can use the following steps to break free from recurring negative emotional hook:

1. Identify a persistent recurring undesirable state.

2. When have you felt like that before? When else? When was the very first time?

3. Place the old events onto a big movie screen and for now let it go blank.

4. Invite the Past You off the old memory to come next to you or sit by a special magical tree with a mentor.

5. Brainstorm resources that would have been useful in the old event.

6. Breathe in the desired resources one by one and hand them to the Past You and let the Past You back onto the movie screen (can also use State Elicitation to anchor the positive resources).

PRESENT STATE – OLD MODEL OF THE WORLD

1. **Understand and appreciate the current model of the world, issue and desired state.**
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. Condition the desired state.
6. Test and make it real (ecology check)
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



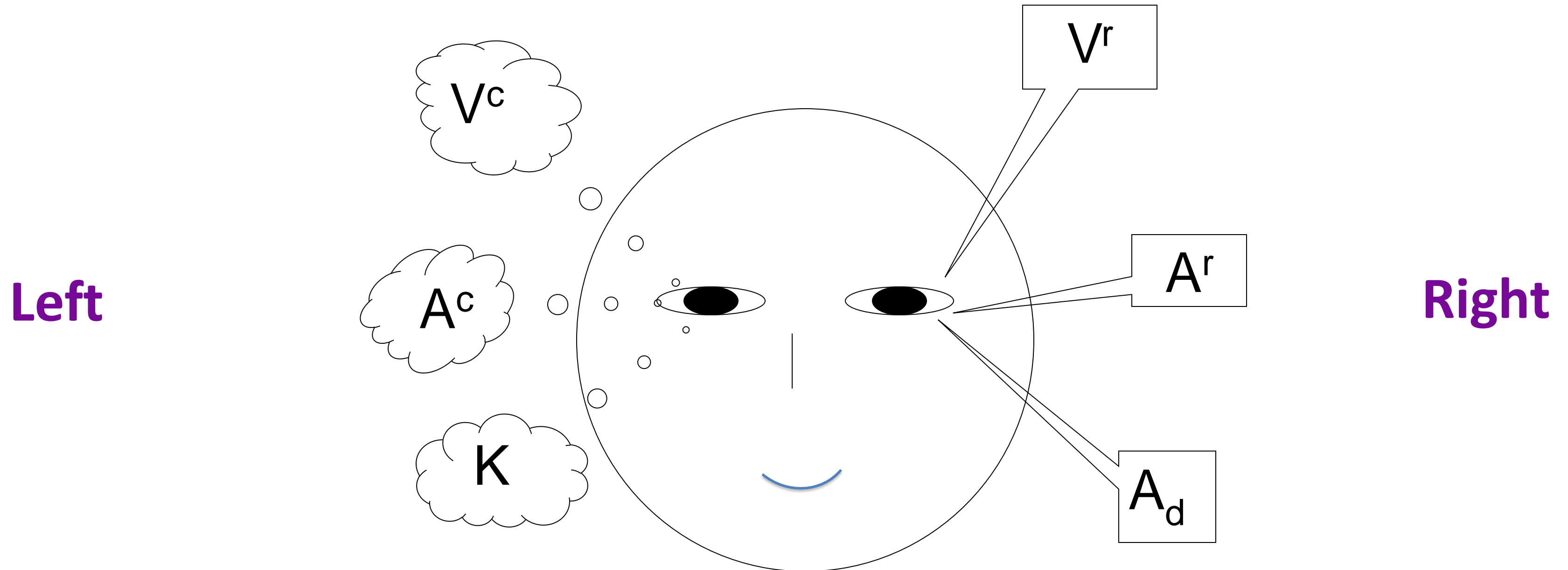
**EYE
ACCESSING
CUES**

WHAT ARE NLP EYE PATTERNS?



- Eye movements that indicate internal information processing.
- Patterns reveal:
 - Visual, auditory, or kinesthetic thinking processes.
 - Recalling, constructing, or accessing sensory modalities.
- Understanding these patterns improves communication and builds rapport.

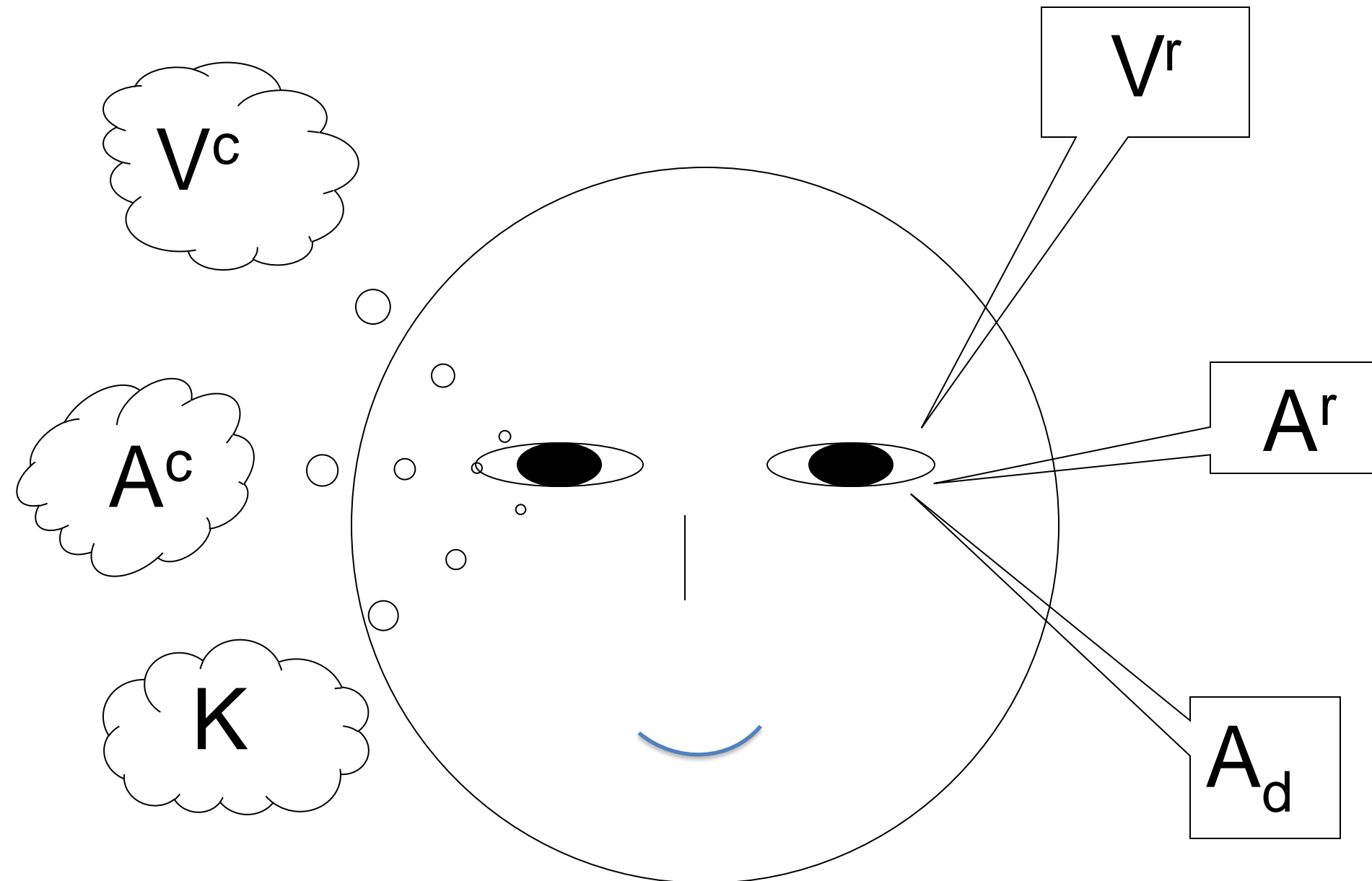
NLP EYE PATTERNS (LOOKING AN ANOTHER)



Normally organised person as you look at them

NLP EYE PATTERNS






Their right








Their left

Normally organised person as you look at them

EYE TO EYE EXERCISE

| | Ask each of the questions one by one: | |
|----|--|---|
| 1. | How do you feel when you wake up in the morning? |  |
| 2. | Talk to yourself about your last weekend. |  |
| 3. | What was the first thing you said this morning? |  |
| 4. | Spell Hippopotamus. |  |
| 5. | How much is 448 divided by 4? |  |

EYE TO EYE EXERCISE

| | Ask each of the questions one by one: | |
|-----|--|---|
| 6. | Remember the sound your phone makes. |  |
| 7. | What would a Rhino look like if it was riding a mono-cycle in a red hat? |  |
| 8. | What does a warm shower feel like? |  |
| 9. | What time did you wake up this morning? |  |
| 10. | What does getting wet in the rain feel like? |  |

PRACTICE BREAKOUT ROOM

EYE TO EYE EXERCISE

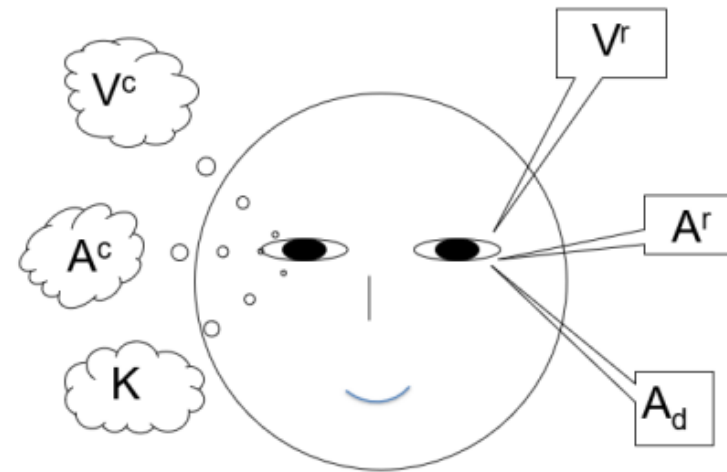
1. Pairs
2. Watch the eyes of your partner and read the questions.
3. Notice the eye movements.
4. Have a dialogue with your partner after each round.

EYE TO EYE EXERCISE

EYE-TO-EYE EXERCISE

A. Ask each of the questions one by one while looking at your partner's eyes and notice the eye movements as shown below:

NLP EYE PATTERNS



This is a normally organised person as you look at them.

1. How do you feel when you wake up in the morning?
2. Talk to yourself about your last weekend.
3. What was the first thing you said this morning?
4. Spell Hippopotamus.
5. How much is 448 divided by 4?

BENEFITS OF NLP EYE PATTERNS

- Helps identify how someone processes information to tailor your approach.
- Enhances connection by matching the other person's thinking style.
- Guides questions to align with how the person accesses memories or ideas.
- Identifies potential inconsistencies in verbal and non-verbal communication.
- Adapts teaching methods to match the preferred sensory modality of the learner.

VISUAL EYE ACCESSING



- When a person looks upward and to the left (from their own perspective), it is believed to indicate that they are accessing visual imagery or constructing mental pictures.
- When a person looks upward and to the right (from their own perspective), it is thought to indicate that they are accessing visual memories or recalling visual information.

AUDITORY EYE ACCESSING



- When a person looks horizontally to the left (from their own perspective), it is said to suggest that they are accessing auditory information or constructing sounds.
- When a person looks horizontally to the right (from their own perspective), it is thought to indicate that they are accessing auditory memories or recalling sounds.

KINAESTHETIC EYE ACCESSING



When a person looks downward, it is associated with accessing kinaesthetic or tactile sensations, emotions, or physical feelings.

AUDITORY DIGITAL EYE ACCESSING



When a person looks downward, it is associated with accessing kinaesthetic or tactile sensations, emotions, or physical feelings.

TYPICAL NLP EYE PATTERNS

Visual constructed (Vc)

Eye movement: Up and to their right.

Indicates: Creating or imagining visual information.

What would your dream house look like?

Visual remembered (Vr)

Eye movement: Up and to their left.

Indicates: Recalling visual memories.

What colour was your first car?

Auditory constructed (Ac)

Eye movement: To their right (sideways).

Indicates: Creating or imagining sounds.

What would a symphony of birds sound like?

Auditory remembered (Ar)

Eye movement: To their left (sideways).

Indicates: Recalling sounds or conversations.

What did your friend say yesterday?

Kinesthetic (K)

Eye movement: Down and to their right.

Indicates: Accessing feelings, emotions, or physical sensations.

How did you feel when you achieved that goal?

Internal dialogue (Ad)

Eye movement: Down and to their left.

Indicates: Talking to oneself or engaging in internal analysis.

What do you think about this decision?

EYE ACCESSING PATTERNS

Visual Constructed (V^c)

- What would your dream car look like?
- Can you make an image of a red buffalo?
- How does the purple cow look to you?

Visual Remembered (V^r)

- What was the colour of your school building?
- How many chairs are there in your room?
- Who did you meet first thing in the morning?

EYE ACCESSING PATTERNS

Auditory Constructed (A^c)

- What would your grandfathers sound like if he had Mickey Mouse's voice?
- How does a dog sound meowing?
- How does a talking tree sound to you?

Auditory Remembered (A^r)

- Can you remember the sound of your father's voice?
- Can you recall your favourite song?
- Can you remember a nursery rhymes your learnt as a child?

EYE ACCESSING PATTERNS

Kinaesthetic (K)

- How does the fabric you are wearing feel to your skin?
- How does it feel to be drenched?
- Recall a time when you felt extremely happy?

Internal Dialogue or Auditory Digital (Ad)

- Can you say your name in your head?
- What did you say to yourself as you woke up this morning?
- Can you repeat what I am saying in the inside?

PRACTICE MAIN ROOM

YOUR EYE MOVEMENTS EXERCISE

1. Switch your video on.
2. Record your eye movements.
3. Notice your eye movements.

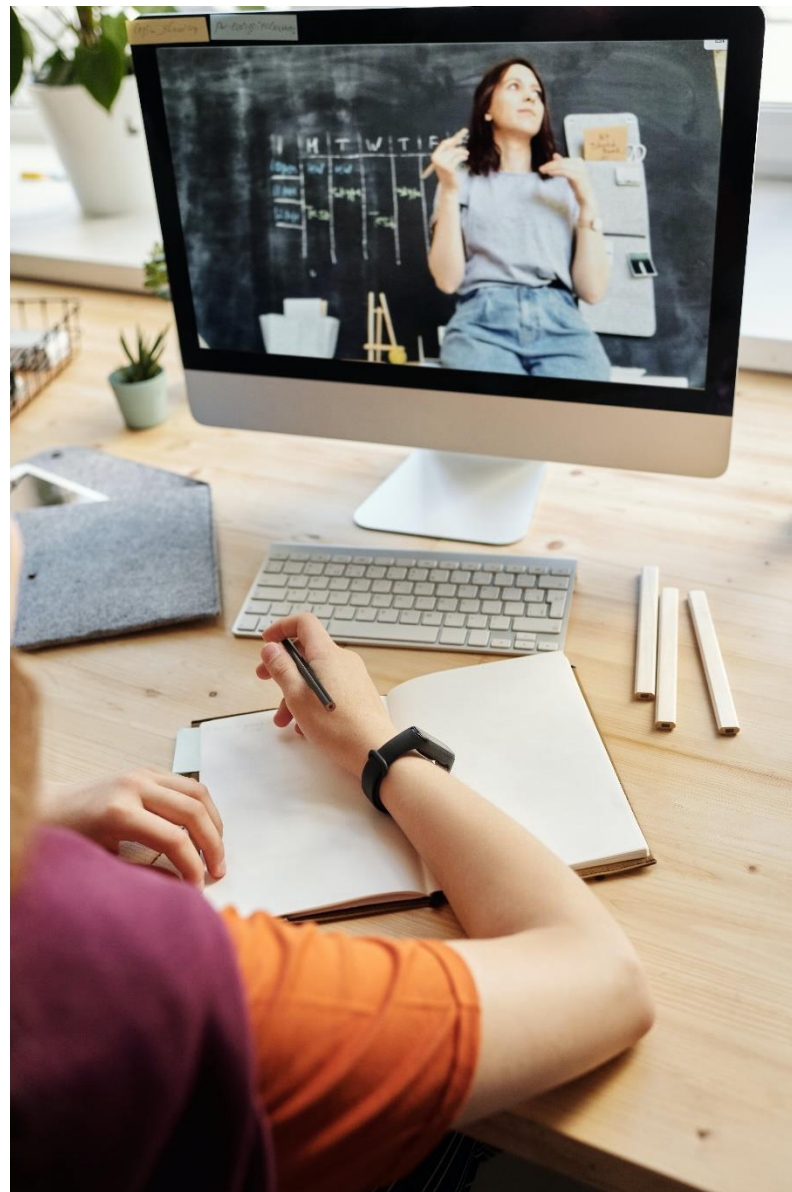
APPLICATIONS OF NLP EYE PATTERNS

- **Coaching & therapy:** Access thoughts and emotions for deeper client insights.
- **Sales & negotiation:** Understand decision-making to address concerns effectively.
- **Leadership:** Tailor communication to align with team members' thinking styles.
- **Education:** Support learners by identifying visual, auditory, or kinaesthetic preferences.
- **Conflict resolution:** Clarify how individuals recall and process experiences.



LEARNING STYLES VS EYE ACCESSING CUES

VISUAL LEARNING STYLE



- Prefer to learn through visual cues such as images, diagrams, charts, and videos.
- Tend to remember information better when it is presented in a visual format.
- Often benefit from colour coding, mind maps, and flashcards.
- May have a strong sense of spatial awareness and notice details in their surroundings.

AUDITORY LEARNING STYLE

- Learn best through listening and spoken information.
- May remember information more effectively when they hear it or discuss it with others.
- Often enjoy lectures, group discussions, and audiobooks.
- May have a good ear for music and sound patterns.



KINAESTHETIC LEARNING STYLE



- Learn by doing and experiencing things first-hand.
- Remember information best when they can physically engage with it, such as through hands-on activities or experiments.
- Tend to be active and may become restless in traditional classroom settings that require passive learning.
- Benefit from movement, tactile experiences, and interactive simulations.

PRACTICE TEAM ROOM

SHARING CIRCLE

1. Share your magic moments.
2. How will you apply BC NLP in your personal life?



NEW BEHAVIOUR GENERATOR

WHAT IS THE NEW BEHAVIOUR GENERATOR?



- Helps individuals develop and implement new behaviours, skills, or responses.
- Uses visualisation, mental rehearsal, and anchoring for adopting desired behaviours.
- Effective for overcoming fears, enhancing performance, or breaking old patterns.

BENEFITS OF THE NEW BEHAVIOUR GENERATOR



- Builds confidence in practising and adopting new behaviours.
- Reduces anxiety by mentally rehearsing success.
- Creates a mental roadmap for acquiring new skills.
- Encourages resourceful states to handle difficult situations.

NEW BEHAVIOUR GENERATOR SCRIPT

1. Move your eyes down,
 - Ask yourself “If I could already achieve my new goal, what would I look like?”
2. Look up and imagine,
 - Picture yourself achieving your goal.
3. Put your head and eyes down
 - Step into that picture so you find yourself doing what you saw.
4. Keep head and eyes down and feel your emotions of doing what you saw.
 - Compare the feelings to feelings from a similar past success.
 - If feelings are not the same:
 - Move eyes and head down and say which feelings you need and add those feelings to your goal.
5. Repeat from the beginning if necessary.

PRACTICE BREAKOUT ROOM

NEW BEHAVIOUR GENERATOR

1. Pairs
2. Facilitate the whole process one way and then switch.
3. 7 minutes each way.

NEW BEHAVIOUR GENERATOR

NEW BEHAVIOUR GENERATOR SCRIPT

1. Move your eyes down,
 - Ask yourself “If I could already achieve my new goal, what would I look like?”
2. Look up and imagine,
 - Picture yourself achieving your goal.
3. Put your head and eyes down,
 - Step into that picture so you find yourself doing what you saw.
4. Keep head and eyes down and feel your emotions of doing what you saw.
 - Compare the feelings to feelings from a similar past success.
 - If feelings are not the same:
 - Move eyes and head down and say which feelings you need and add those feelings to your goal.
5. Repeat from the beginning if necessary.

APPLICATIONS OF NEW BEHAVIOUR GENERATOR

- **Changing habits or unwanted behaviours:** Helps replace negative habits (e.g., smoking, overeating).
- **Improving performance:** Enhances skills for sports, public speaking, and other performances.
- **Overcoming fears or phobias:** Rehearses calm responses to fears (e.g., flying, public speaking).
- **Building confidence and self-esteem:** Boosts self-image and confidence in various scenarios.
- **Improving communication skills:** Enhances communication in challenging interactions (e.g., negotiations).
- **Developing new cognitive and emotional responses:** Changes emotional responses to stress or triggers.

PRESENT STATE – OLD MODEL OF THE WORLD

1. **Understand and appreciate the current model of the world, issue and desired state.**
2. What prevents or persists?
3. Soften the current model.
4. Change work.
5. **Condition the desired state.**
6. Test and make it real (ecology check)
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



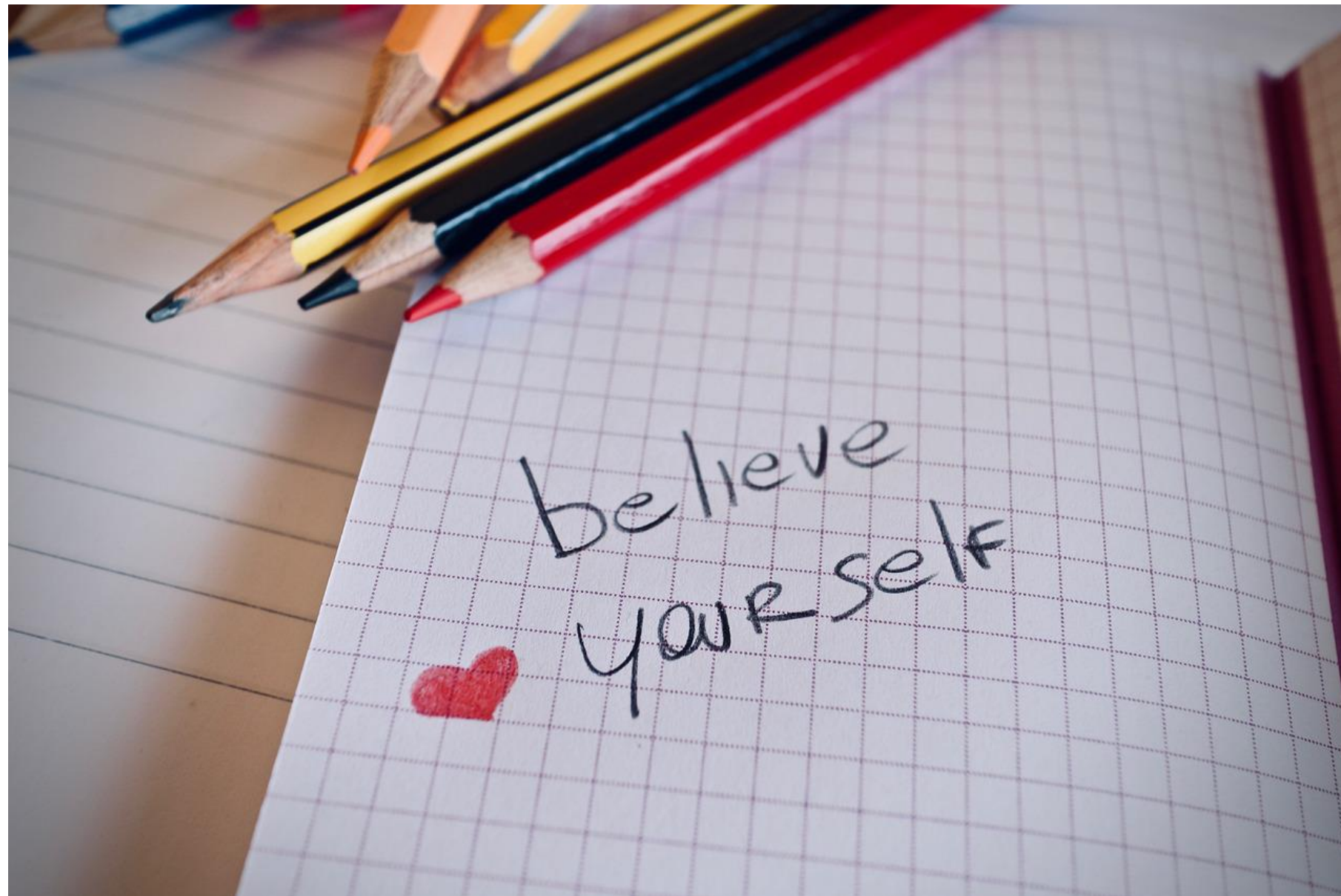
PERSONAL INVENTORY

WHAT IS PERSONAL INVENTORY?



- A list of your amazing qualities to build self-confidence and self-esteem.
- It provides clarity on current abilities and challenges.

BENEFITS OF A PERSONAL INVENTORY



- **Boosts self-awareness:** Helps you recognise and reflect on your unique strengths and traits.
- **Enhances self-confidence:** Affirms your self-worth, fostering positive self-talk and belief in yourself.
- **Cultivates gratitude:** Encourages self-appreciation and a shift towards your positive qualities.
- **Reduces negative thinking:** Counteracts self-doubt and redirects your focus to empowering thoughts.

BENEFITS OF A PERSONAL INVENTORY



- **Strengthens resilience:** Provides a source of inner strength during challenges, boosting your ability to cope.
- **Serves as a tool for meditation or affirmation:** Helps ground you during stress and reinforces self-worth through affirmations.
- **Boosts mental health:** Improves mood and promotes self-compassion, reducing negative self-talk.
- **Deepens self-acceptance:** Encourages embracing both your strengths and imperfections with authenticity.

PERSONAL INVENTORY STEP



1. Write down a list of 100 most amazing qualities about yourself.

PRACTICE MAIN ROOM

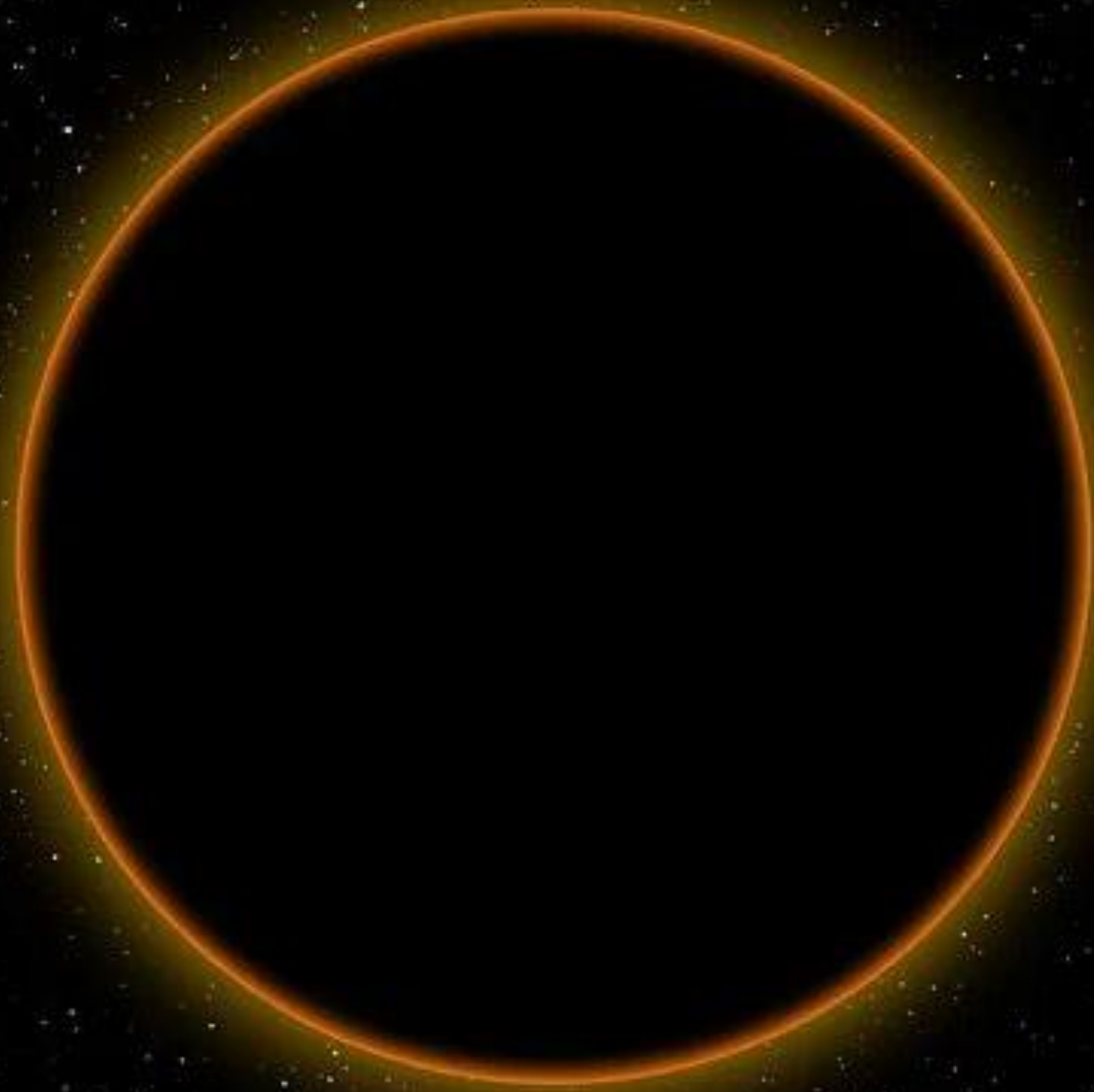
PERSONAL INVENTORY

1. Write down the 10 most amazing qualities about yourself.
2. Write the remaining 90, after the session.
3. Post your list of 100 amazing qualities in your team groups.
4. Read them out loud daily for 21 days.

PRESENT STATE – OLD MODEL OF THE WORLD

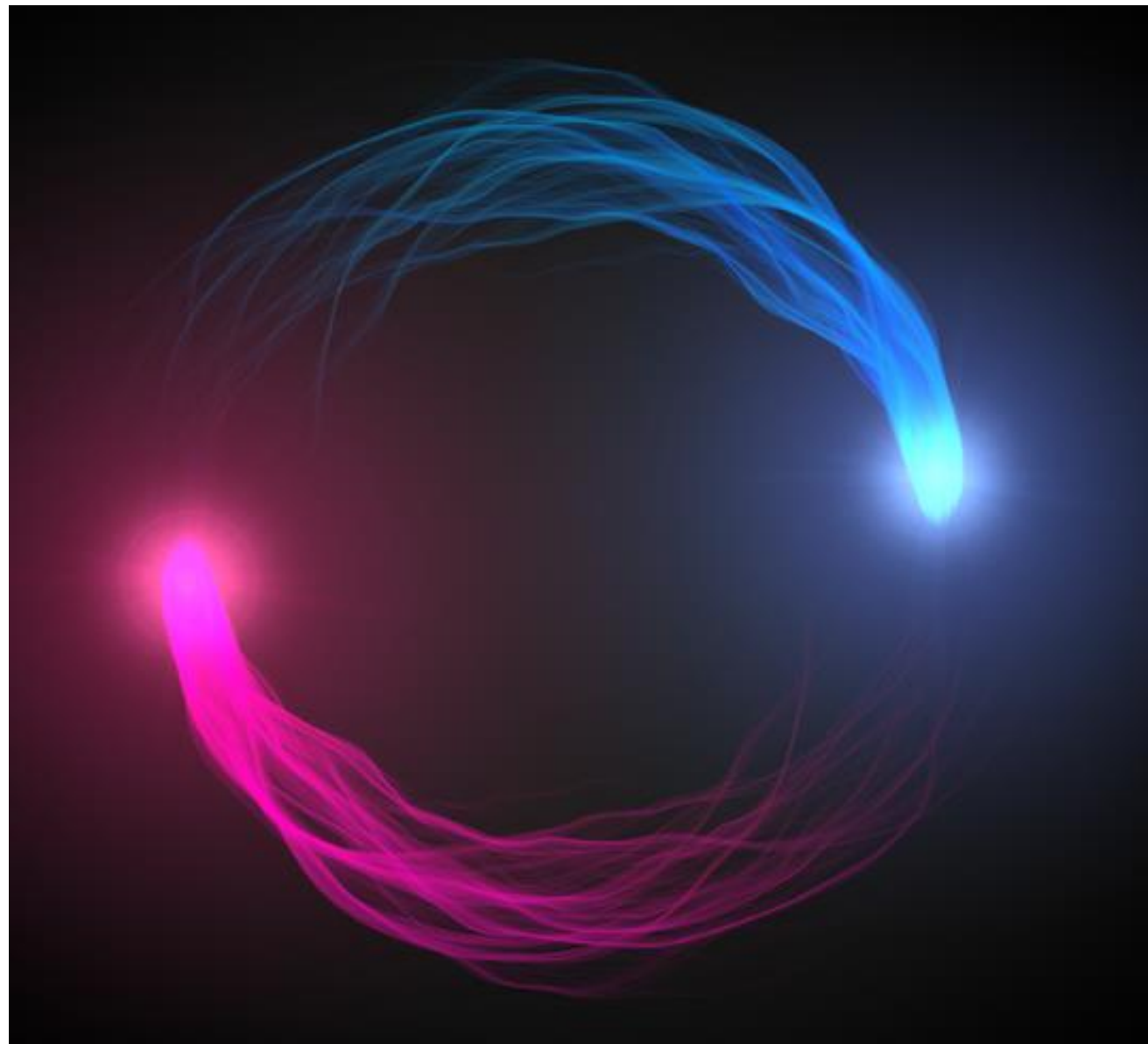
1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents the desired state and persists in the present state.
3. Soften or loosen the current model.
- 4. Change work to ignite the desired state.**
5. Concretise and condition the desired state.
6. Ecology check, test and future pace.
7. Take massive action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



RING OF POWER

WHAT IS THE RING OF POWER?



- It's a visualisation technique designed to create a personal space of empowerment, confidence, and resourcefulness.
- By imagining a symbolic "ring" filled with desired qualities, individuals can step into this mental space and draw upon its energy to handle challenging situations effectively.

WHAT ARE THE BENEFITS OF THE RING OF POWER?

Boosts confidence: Helps individuals feel empowered and ready to face challenges.

Reduces anxiety: Creates a mental space of calmness and control.

Encourages focus: Promotes clarity and a resourceful mindset during stressful situations.

Enhances performance: Prepares the mind and body to handle tasks with confidence and competence.

Accessible anytime: The visualised ring and its qualities can be activated anywhere.

THE RING OF POWER SCRIPT

1. Imagine a circle in front of you.
2. Place into the circle the emotional state of feeling powerful.
3. See it, hear it and feel it. Breathe into the feeling of power.
4. Become one with feeling powerful.
5. Notice the images, sounds and feelings in the circle in front of you.
6. Now step into the circle in front of you and breathe into the image, sound and feelings of power.
7. Become one with feeling powerful.
8. Notice the circle like a column of light up to the stars, galaxies and cosmos.

PRACTICE BREAKOUT ROOM

RING OF POWER

1. Pairs
2. Create a powerful state.
3. 3 minutes each way

THE APPLICATIONS OF THE RING OF POWER

- **Personal development:** Build self-esteem, resilience, and resourcefulness.
- **Professional situations:** Prepare for presentations, interviews, or leadership challenges.
- **Overcoming fears:** Handle phobias, social anxiety, or difficult conversations with ease.
- **Sports and performance:** Access focus and determination before competitions or performances.
- **Therapy and coaching:** Guide clients to access inner resources and break through limiting beliefs.

PRACTICE MAIN ROOM

RING OF POWER

1. Circle of vitality and fitness.
2. Circle of enlightenment.

NEXT STEPS

1. **Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
2. **Share:** Write the 100 most amazing qualities about yourself in your team groups.
3. **Daily practice:** One of these skills – Triangle of success, Anchoring, and / or New Behaviour Generator.
4. **Explore :** The worksheets on the portal, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
 - Change Past History, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Change-Past-History-Self-Practice-Worksheet-27.11.2023.pdf>
 - Eye to eye exercise, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Eye-to-Eye-Exercise-27.11.2023.pdf>
 - New Behaviour Generator script on another goal, <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/New-Behaviour-Generator-Script-05.01.2025.pdf>

CHANGE PAST HISTORY – SELF-PRACTICE WORKSHEET

CHANGE PAST HISTORY – WORKSHEET

The Change Past History process can be used to work on recurring undesirable emotional states, for example, anger, guilt, hurt, regret or other such negative emotional hooks. You can use the following steps to break free from recurring negative emotional hook:

1. Identify a persistent recurring undesirable state.

2. When have you felt like that before? When else? When was the very first time?

3. Place the old events onto a big movie screen and for now let it go blank.

4. Invite the Past You off the old memory to come next to you or sit by a special magical tree with a mentor.

5. Brainstorm resources that would have been useful in the old event.

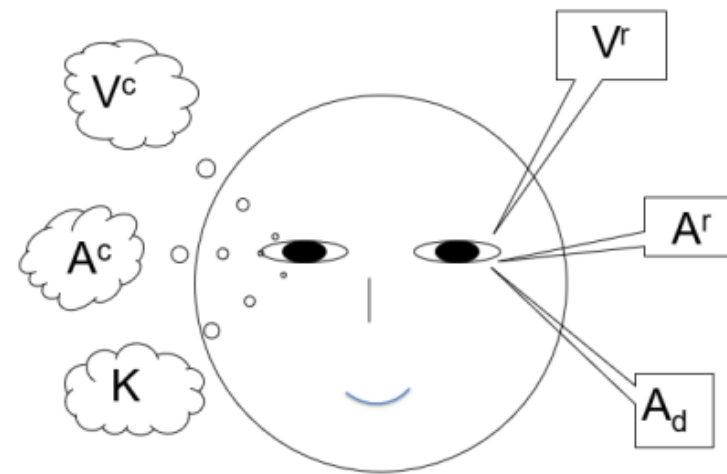
6. Breathe in the desired resources one by one and hand them to the Past You and let the Past You back onto the movie screen (can also use State Elicitation to anchor the positive resources).

EYE TO EYE EXERCISE

EYE-TO-EYE EXERCISE

A. Ask each of the questions one by one while looking at your partner's eyes and notice the eye movements as shown below:

NLP EYE PATTERNS



This is a normally organised person as you look at them.

1. How do you feel when you wake up in the morning?
2. Talk to yourself about your last weekend.
3. What was the first thing you said this morning?
4. Spell Hippopotamus.
5. How much is 448 divided by 4?

NEW BEHAVIOUR GENERATOR

NEW BEHAVIOUR GENERATOR SCRIPT

1. Move your eyes down,
 - Ask yourself “If I could already achieve my new goal, what would I look like?”
2. Look up and imagine,
 - Picture yourself achieving your goal.
3. Put your head and eyes down,
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 - Compare the feelings to feelings from a similar past success.
 - If feelings are not the same:
 - Move eyes and head down and say which feelings you need and add those feelings to your goal.
5. Repeat from the beginning if necessary.

SUMMARY

1. 7 steps of Breakthrough Coaching
2. Change past history
3. Future pace
4. Cartesian co-ordinates
5. Eye accessing cues
6. New behaviour generator
7. Personal inventory
8. Next steps

BREAKTHROUGH COACHING & NLP DIPLOMA




BREAKTHROUGH COACHING & NLP DIPLOMA





NO ADVICE



**AVOID
LEADING**



**NO PETS/
DISTRACTIONS**



**SOUND
QUALITY**



**SKIT / PLAY
ON NO
ADVICE, NO
LEADING**

SUMMARY

1. 7 steps of Breakthrough Coaching
2. Change past history
3. Future pace
4. Cartesian co-ordinates
5. Eye accessing cues
6. New behaviour generator
7. Personal inventory
8. Next steps

NEXT STEPS

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PRACTICE TEAM ROOM

MAGIC MOMENTS

- Share your Aaahhh's, magic moments, learnings and distinctions.
- 10 minutes

8

DEEPER CHANGE WORK

CONTENTS

1. Meta model
2. Application of Meta model
3. Perceptual positions
4. Next steps



META MODEL

WHAT IS THE META MODEL?



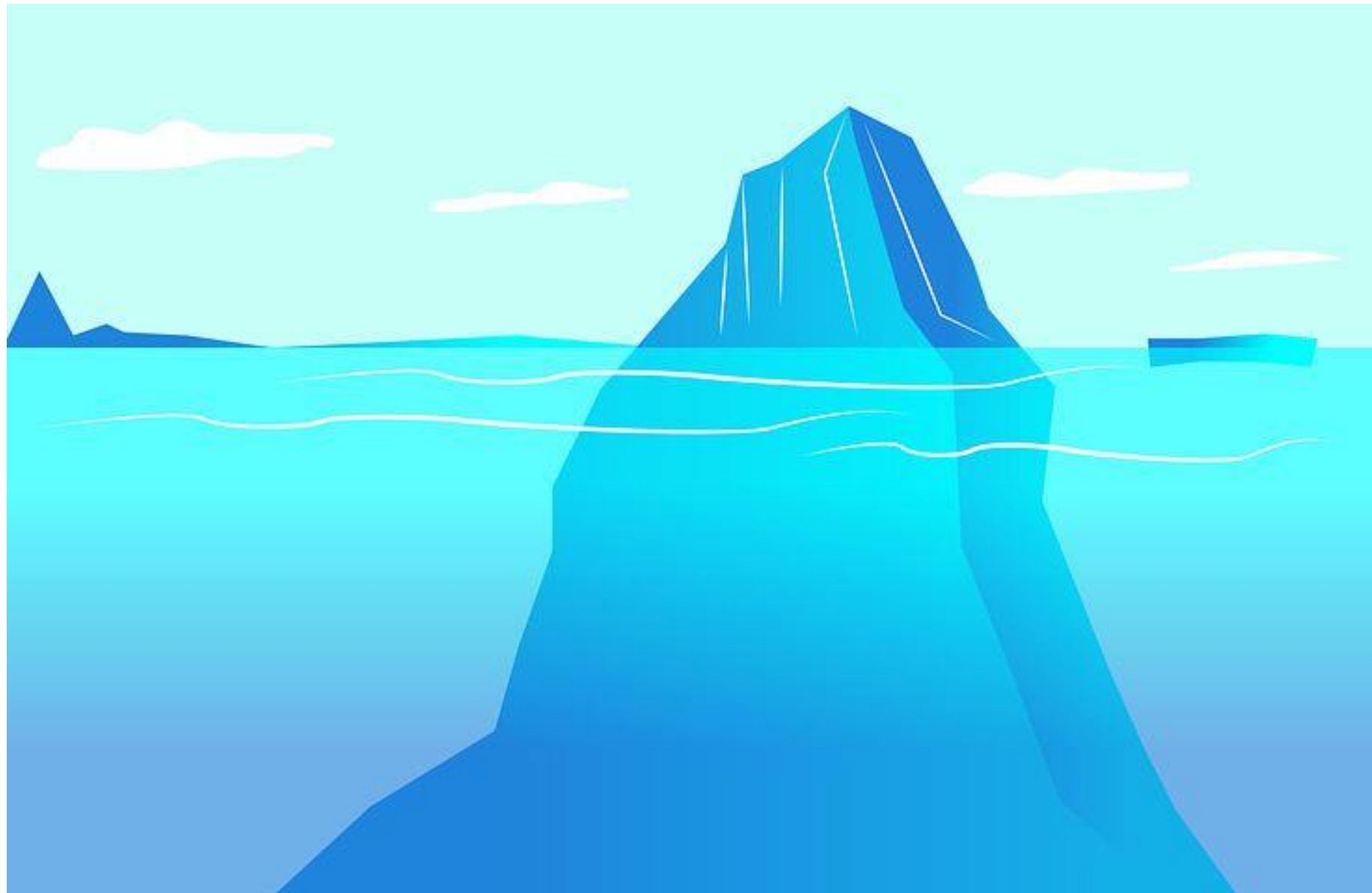
- A linguistic framework to identify and challenge patterns of vague or limiting language.
- Utilises questioning techniques that uncover deeper meanings, clarify thoughts, and expand perspectives.
- Addresses distortions, generalisations, and deletions in communication.

BENEFITS OF THE META MODEL



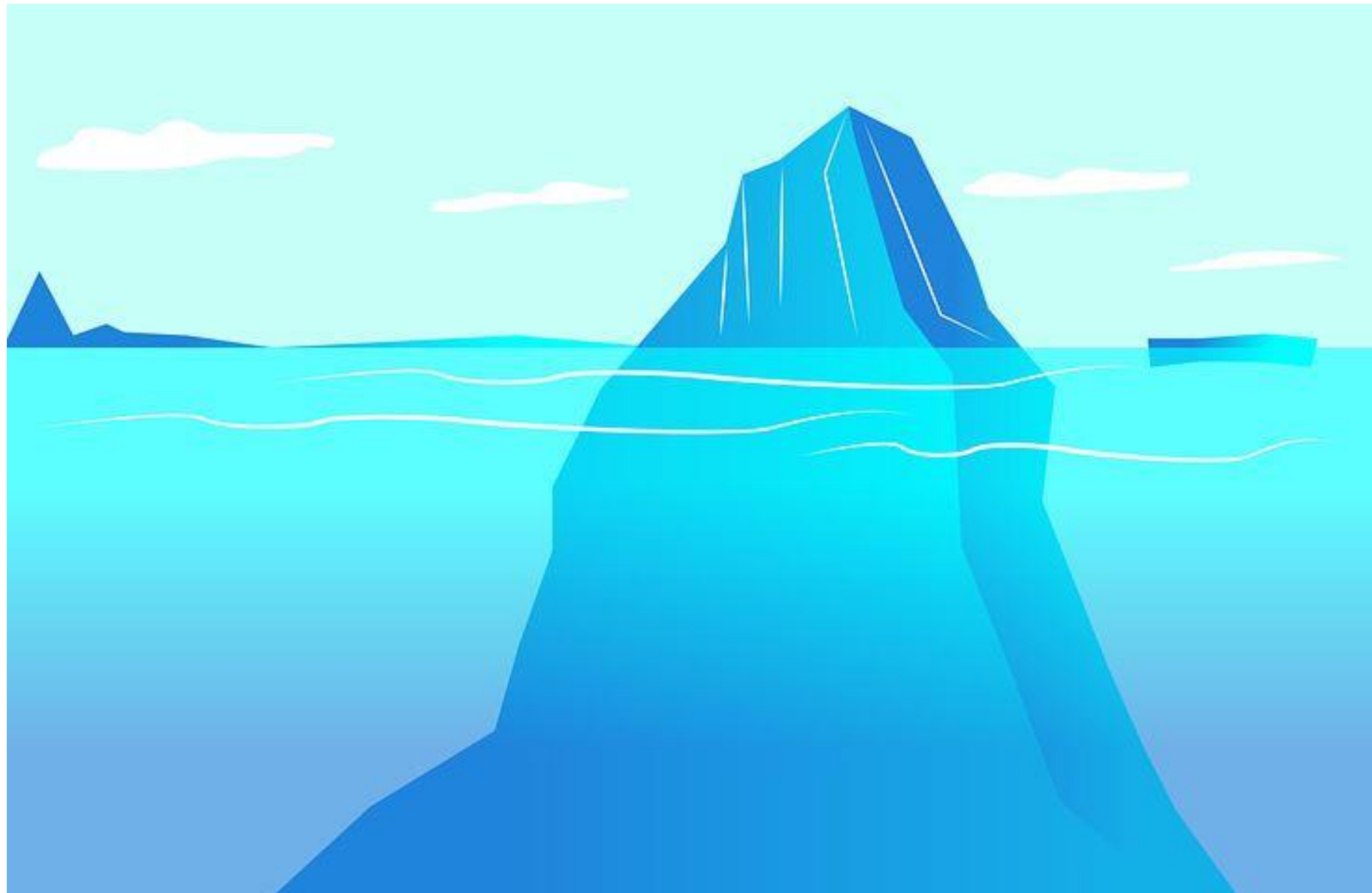
- Articulate thoughts more precisely.
- Questions assumptions that may be holding someone back.
- Uncovers hidden meanings and motivations.
- Breaks down complex issues into actionable insights.
- Unveils the deeper root cause.

META MODEL



- Questions to uncover:
 - Deletions
 - Distortions
 - Generalisations
- Surface to deep structure
 - “The Chair was broken”.
 - “John broke the chair in 3 pieces with a hammer.”
 - Sensory Experience: VAK(OG).

META MODEL



- Questions to ask:
 - How? How specifically?
 - What? What specifically?
 - When? When specifically?
 - Who? Who specifically?

META MODEL

| Filters | Sub-categories |
|-----------------|--|
| Deletions | <ul style="list-style-type: none">• Unspecified noun• Unspecified verbs• Missing information (Nominalisations)• Pronoun missing (Lack of referential index)• Simple deletion |
| Distortions | |
| Generalisations | |

DELETIONS

| Filters | Example |
|---|--|
| Unspecified nouns Any noun has as many meanings as there are people using that noun. | <ul style="list-style-type: none">• I want a change• What change specifically do you want?• Recovers specific information about the noun. |
| Unspecified verbs Verbs that delete the specifics of the process. | <ul style="list-style-type: none">• She rejected me.• How specifically did she reject you?• Recovers specific information about the experience. |
| Missing information (Nominalisations) Recovers specific information about the experience. | <ul style="list-style-type: none">• I want recognition• How do you want to be recognised?• Turns noun back to verb and recovers the deleted process. |

DELETIONS

| Filters | Example |
|---|--|
| <p>Pronoun missing (Lack of Referential Index) The pronoun is not specified, thus deleting who or what it refers to.</p> | <ul style="list-style-type: none">• They don't listen to me.• Who specifically doesn't listen to you?• Recovers who or what 'they' (i.e. the referential index) refers to. |
| <p>Simple deletion Information is simply missing, or deleted.</p> | <ul style="list-style-type: none">• I am uncomfortable.• What specifically are you uncomfortable about?• Recovers deleted information. |

DELETIONS – EXAMPLES

1. She hurt me.
2. She made me do it.
3. He ripped me off.

1. How specifically did she hurt you?
2. What specifically did she make you do?
3. How specifically did he rip you off??

DELETIONS – EXAMPLES

1. She hurt me.
2. She made me do it.
3. He ripped me off.
4. I surprised myself.
5. They deserve each other.
6. He couldn't take it any longer

1. How specifically did she hurt you?
2. What specifically did she make you do?
3. How specifically did he rip you off??

DELETIONS – EXAMPLES

1. ~~She hurt me.~~
2. ~~She made me do it.~~
3. ~~He ripped me off.~~
4. ~~I surprised myself.~~
5. ~~They deserve each other.~~
6. ~~He couldn't take it any longer.~~
7. I really enjoyed myself.
8. That film upset me.
9. She tries too hard.
10. I found out at last
11. I needed them.
12. I was worried by her.
13. She always fails.
14. They get on really well.
15. I convinced him.

DELETIONS – EXAMPLES

1. She hurt me.
2. She made me do it.
3. He ripped me off.
4. I surprised myself.
5. They deserve each other.
6. He couldn't take it any longer.
7. I really enjoyed myself.
8. That film upset me.
9. She tries too hard.
10. I found out at last
11. I needed them.
12. I was worried by her.
13. She always fails.
14. They get on really well.
15. I convinced him.

1. How specifically did she hurt you?
2. What specifically did she make you do?
3. How specifically did he rip you off?
4. How specifically did you surprise yourself?
5. How specifically do they deserve each other?
6. What specifically could he not take any longer?
7. How specifically did you enjoy yourself?
8. What specifically upset you in that film?
9. How specifically does she try too hard?
10. What specifically did you find out at last?
11. What specifically did you need them for?
12. What specifically were you worried about her?
13. How specifically does she always fail?
14. How specifically do they get on really well?
15. How specifically did you convince them?

PRACTICE TEAM ROOM

TAG GAME

1. Assist leader reads the example.
2. Each person takes a turn team to provide the meta model question.
3. 4 minutes in total

META MODEL

| Filters | Sub-categories |
|-----------------|---|
| Deletions | <ul style="list-style-type: none">• Unspecified noun• Unspecified verbs• Missing information (Nominalisations)• Pronoun missing (Lack of referential index)• Simple deletion |
| Distortions | <ul style="list-style-type: none">• One equals the other (Complex equivalence)• Origin is missing (Lost performative)• Mind reads• Action and reaction (Cause and effect)• Assumption (Presuppositions) |
| Generalisations | |

DISTORTIONS

| Filters | Sub-categories |
|--|--|
| <p>One equals the other (Complex Equivalence) Where two experiences are interpreted as synonymous: x means y.</p> | <ul style="list-style-type: none"> • She's always yelling at me... she hates me. • How does her yelling at you mean she hates you? • Recovers the complex equivalence. |
| <p>Origin is missing (Lost Performative) Value judgments, rules and opinions in which the source of the assertion is missing.</p> | <ul style="list-style-type: none"> • It's bad to be inconsistent. • How do you know it's bad? Or According to whom is it bad to be inconsistent? • Recovers source of opinion or belief strategy. |
| <p>Mind Reading Assuming you know another person's internal state.</p> | <ul style="list-style-type: none"> • You don't like me. • How do you know I don't like you?" or "What leads you to believe that?" • Recovers source of information (complex equivalence). |

DISTORTIONS

| Filters | Sub-categories |
|---|---|
| Action and reaction (Cause and Effect) Belief or implication that one person's action can cause another's emotional reaction. | <ul style="list-style-type: none">• His voice irritates me.• How does his voice irritate you?, How do you make yourself irritated when you hear his voice?• Recovers the imagined process of the causal connection. |
| Assumption (Presuppositions) Basic assumptions that must be true for a model to make sense. | <ul style="list-style-type: none">• We can't have a dog because we value our freedom.• How would having a dog reduce your freedom?• Recovers the presupposition. |

DISTORTION – EXAMPLES

1. He smokes, so he doesn't care about his health.
2. He gets on my nerves when he whistles.
3. You're not listening.
4. I can tell he's a show-off because he drives fast cars.
5. He obviously doesn't like women – he's never married.
6. It's wrong to eat meat.

1. How does him smoking mean that he does not care about his health?
2. How does him whistling get on your nerves?
3. How specifically am I not listening?

DISTORTION – EXAMPLES

- ~~1. He smokes, so he doesn't care about his health.~~
- ~~2. He gets on my nerves when he whistles.~~
- ~~3. You're not listening.~~
- ~~4. I can tell he's a show-off because he drives fast cars.~~
- ~~5. He obviously doesn't like women – he's never married.~~
- ~~6. It's wrong to eat meat.~~
7. He never buys me presents, so he doesn't love me.
8. Men should hide their feelings.
9. I can see you don't believe me.
10. He doesn't want to help me.
11. They make me go into my shell.
12. You're driving me to drink.
13. I can't fall in love because I'd get hurt.
14. I can't write books because I've never been to school.

PRACTICE TEAM ROOM

TAG GAME

1. Assist leader reads the example.
2. Each person takes turn tagging a team buddy who will provide the meta model response.
3. 4 minutes in total

DISTORTION – EXAMPLES

1. He smokes, so he doesn't care about his health.
2. He gets on my nerves when he whistles.
3. You're not listening.
4. I can tell he's a show-off because he drives fast cars.
5. He obviously doesn't like women – he's never married.
6. It's wrong to eat meat.
7. He never buys me presents, so he doesn't love me.
8. Men should hide their feelings.
9. I can see you don't believe me.
10. He doesn't want to help me.
11. They make me go into my shell.
12. You're driving me to drink.
13. I can't fall in love because I'd get hurt.
14. I can't write books because I've never been to school.

1. How does him smoking mean that he does not care about his health?
2. How does him whistling get on your nerves?
3. How specifically am I not listening?
4. How specifically does him driving fast cars means he is a show off
5. How is him not married mean he does not like women?
6. According to whom it is wrong to eat meat?
7. How does him not buying presents mean he does not love you?
8. According to whom should men hide their feelings?
9. How specifically do I not believe you?
10. How specifically he does not want to help you?
11. Who makes you go into your shell?
12. How specifically am I driving you to drink?
13. How will falling in love mean you will get hurt?
14. How has not being to school mean that you can't write books?

META MODEL

| Filters | Sub-categories |
|-----------------|---|
| Deletions | <ul style="list-style-type: none">• Unspecified noun• Unspecified verbs• Missing information (Nominalisations)• Pronoun missing (Lack of referential index)• Simple deletion |
| Distortions | <ul style="list-style-type: none">• One equals the other (Complex Equivalence)• Origin is missing (Lost Performative)• Mind reads• Action and reaction (Cause and Effect)• Assumption (Presuppositions) |
| Generalisations | <ul style="list-style-type: none">• General words (Universal Quantifiers)• General actions (Modal operators of necessity)• Removes choice (Model operators of possibility) |

GENERALISATIONS

| Filters | Example |
|---|--|
| <p>General Words (Universal Quantifiers) Generalisations that preclude any exceptions, e.g. all, every, no-one, always.</p> | <ul style="list-style-type: none"> • He never listens to me. Never? Or Was there ever a time when he did listen to you?" • Recovers the exceptions and counter examples. |
| <p>(General Actions) Modal Operator of Necessity Words that require particular action e.g. should, shouldn't, must, must not, have to, need to, it is necessary.</p> | <ul style="list-style-type: none"> • I have to take care of her • What would happen if you did take care of her? & What would happen if you didn't take care of her? • Recovers the effects and outcomes. |
| <p>(No Choice) Modal Operator of Possibility Words that imply no choice e.g. can't, haven't, won't.</p> | <ul style="list-style-type: none"> • I can't tell him the truth • What would happen if you did? • Recovers the effects and outcomes. |

GENERALISATIONS

1. I'll never be able to do it.
2. Everybody's talking about it.
3. French people are arrogant.

1. Never? What would happen if you did? What would happen if you did not?
2. Everybody?
3. All French people? Only French people?

GENERALISATIONS

1. I'll never be able to do it.
2. Everybody's talking about it.
3. French people are arrogant.
4. We shouldn't argue.
5. It's necessary to have a belief.
6. She needs to take action.

1. Never? What would happen if you did? What would happen if you did not?
2. Everybody?
3. All French people? Only French people?

GENERALISATIONS

- ~~1. I'll never be able to do it.~~
- ~~2. Everybody's talking about it.~~
- ~~3. French people are arrogant.~~
- ~~4. We shouldn't argue.~~
- ~~5. It's necessary to have a belief.~~
- ~~6. She needs to take action.~~
7. I can't go that far.
8. It could never happen again.
9. There's no way I'll agree to that
10. I can't relax.
11. I won't stand for it.
12. You always run me down.
13. Nobody loves me.
14. They always have an excuse.

PRACTICE TEAM ROOM

TAG GAME

1. Assist leader reads the example.
2. Each person takes turn tagging a team buddy who will provide the meta model response.
3. 3 minutes in total

GENERALISATIONS

1. I'll never be able to do it.
2. Everybody's talking about it.
3. French people are arrogant.
4. We shouldn't argue.
5. It's necessary to have a belief.
6. She needs to take action.
7. I can't go that far.
8. It could never happen again.
9. There's no way I'll agree to that
10. I can't relax.
11. I won't stand for it.
12. You always run me down.
13. Nobody loves me.
14. They always have an excuse.

1. Never? What would happen if you did? What would happen if you did not?
2. Everybody?
3. All French people? Only French people?
4. Shouldn't?
5. Necessary? What would happen if you did? What would happen if you did not?
6. Needs to? What would happen if you did? What would happen if you did not?
7. Can't? What would happen if you did? What would happen if you did not?
8. Never? What would happen if you did? What would happen if you did not?
9. No way? What would happen if you did? What would happen if you did not?
10. Can't? What would happen if you did? What would happen if you did not?
11. Won't? What would happen if you did? What would happen if you did not?
12. Always? Have I ever not run you down?
13. Nobody? What would happen if someone did?
14. Always? Have they ever not had an excuse?

META MODEL

| Filters | Sub-categories | |
|-----------------|---|--|
| Deletions | <ul style="list-style-type: none"> • Unspecified noun • Unspecified verbs • Missing information (Nominalisations) • Pronoun missing (Lack of referential index) • Simple deletion | <ul style="list-style-type: none"> • What or Who specifically |
| Distortions | <ul style="list-style-type: none"> • One equals the other (Complex Equivalence) • Origin is missing (Lost Performative) • Mind reads • Action and reaction (Cause and Effect) • Assumption (Presuppositions) | <ul style="list-style-type: none"> • How specifically? |
| Generalisations | <ul style="list-style-type: none"> • General words (Universal Quantifiers) • General actions (Modal operators of necessity) • Removes choice (Model operators of possibility) | <ul style="list-style-type: none"> • What would happen if? • What would not happen if? |

APPLICATIONS OF THE META MODEL

- **Get to the root cause:** Identify what's missing or misunderstood in client's language.
- **Clarify vague goals:** Break down abstract desires into specific actions.
- **Challenge limiting beliefs:** Question false assumptions (e.g., "I'll never succeed").
- **Reframe negative self-talk:** Turn "I can't" into "What's the first step?"
- **Uncover generalizations:** Break down all-or-nothing thinking (e.g., "I always fail").
- **Expose faulty cause-effect thinking:** Question when clients link one event to everything.
- **Improve communication:** Clarify assumptions about what others think.
- **Encourage personal responsibility:** Shift from blame to action.
- **Increase self-awareness:** Help clients recognize hidden beliefs holding them back.
- **Drive action:** Encourage small steps to move forward.



APPLICATIONS OF META MODEL EXERCISES

1. GET TO THE ROOT CAUSE OF THE PROBLEM

- Identify what clients are deleting (missing info) or distorting (misinterpreting) in their statements. This uncovers the real cause of their issue.
- **Benefit:**
 - Pinpoints the core issue rather than just addressing symptoms.
 - Leads to deeper understanding of the client's struggles.
 - Helps clients move past surface-level concerns to tackle what's really holding them back.
- **Example:**
 - **Client:** "I'm always overwhelmed with my workload."
 - **Coach:** "How specifically are you overwhelmed with your workload?"
 - Helps clarify what is causing the overwhelm.

2. DELETING, DISTORTING, AND GENERALIZING

- Apply the Meta-Model to reveal what clients are deleting (missing details), distorting (misunderstanding), or generalizing (over-simplifying) in their language.
- **Benefit:**
 - Helps clients see their thinking more clearly, recognizing where their perceptions may be inaccurate.
 - Enables more effective problem-solving by providing a more complete picture.
 - Clients begin to see how their language shapes their reality and can start reframing it for more positive outcomes.
- **Example:**
 - **Client:** "I always mess up when I try new things."
 - **Coach:** "How specifically do you mess up when you try new thing?" Has there ever been a time when you did not mess up? What happened the time you did mess up? How specifically did you feel you messed up? Have you ever messed up when you did not try new things? Have you ever not messed up when trying new things?"
 - Identifies a generalisation and distortion and shifts the focus to empowering examples.

3. CHALLENGE LIMITING BELIEFS AND ASSUMPTIONS

- Identify when clients make limiting generalizations or false cause-effect links. Use questioning to challenge their assumptions.
- **Benefit:**
 - Breaks down mental blocks and reframes negative beliefs.
 - Clients develop a more realistic view of their abilities and circumstances.
 - Increases confidence by showing clients they can choose to think differently.
- **Example:**
 - **Client:** "I'll never be successful because I'm not good at public speaking."
 - **Coach:** "How specifically is never being successful linked to public speaking?" "What about not being good at public speaking makes you believe you will never be successful?" "Have you even been successful and public speaking was not involved?" "What would happen if you did succeed?" "What would happen if you did not succeed?"
 - Helps reframe the belief, opening the door for other opportunities.

4. CLARIFY GOALS AND INTENTIONS

- Use the Meta-Model to help clients break down vague, abstract goals into specific, actionable steps.
- **Benefit:**
 - Clients gain clarity on what they want to achieve and how to get there.
 - Promotes focus by eliminating ambiguity.
 - Increases motivation by making goals feel achievable and concrete.
- **Example:**
 - **Client:** "I want to be more confident."
 - **Coach:** "How specifically do you want to be more confident?"
 - Turns a vague desire into a clear plan.

5. IDENTIFY AND REFRAME UNPRODUCTIVE THOUGHT PATTERNS

- Use the Meta-Model to uncover when clients are making unhelpful generalizations, like "I always fail" or "I can't do this."
- **Benefit:**
 - Helps clients recognize cognitive distortions and replace them with more productive thinking.
 - Leads to more empowered actions by breaking down limiting thoughts.
 - Helps clients become more flexible in their thinking, which increases resilience.
- **Example:**
 - **Client:** "I can never stick to my goals."
 - **Coach:** "What would happen if you did stick to your goals?" "What would happen if you did not stick to your goals?"
Can you think of a time when you were able to stick to your goal? What was different about that time?"
 - Helps the client reframe the idea that they can't achieve goals.

6. UNCOVER HIDDEN ASSUMPTIONS

- Apply the Meta-Model to challenge hidden assumptions that may be limiting the client's thinking. Help clients explore what they believe but haven't fully questioned.
- **Benefit:**
 - Clients gain a deeper awareness of unconscious beliefs that may be holding them back.
 - Encourages clients to question old assumptions and open up new possibilities.
 - Leads to more empowered decision-making, as clients realize they have more choices than they thought.
- **Example:**
 - **Client:** "I can't succeed without a lot of external validation."
 - **Coach:** "How specifically can you not succeed without a lot of external validation?" "How specifically can you succeed with a lot of external validation?" "When have you succeed without a lot of external validation?" "What happened?"
 - Challenges the assumption, leading to more internal motivation.

7. TRANSFORM NEGATIVE SELF-TALK INTO POSITIVE ACTION

- Help clients identify negative self-talk or unproductive internal language and turn it into action-oriented statements.
- **Benefit:**
 - Increases self-awareness by showing how language impacts behaviour.
 - Clients develop more constructive inner dialogue, leading to more positive actions.
 - Promotes confidence by reframing negative thinking into empowered choices.
- **Example:**
 - Client: "I'm terrible at time management."
 - Coach: "How specifically are you terrible at time management?" "How specifically are you not terrible at time management?" "What specifically has to happen to not be terrible at time management?" "What does time management mean to you?" "What is terrible and not terrible time management?"
 - Shifts from negative self-talk to positive, actionable steps

8. CLARIFY AND STRENGTHEN COMMUNICATION

- Use the Meta-Model to help clients uncover assumptions and clarify communication with others in their personal or professional lives.
- **Benefit:**
 - Helps clients avoid misunderstandings by ensuring they're not misreading others.
 - Encourages clearer, more effective conversations, especially in difficult situations.
 - Leads to stronger relationships through better communication and mutual understanding.
- **Example:**
 - **Client:** "My colleague thinks I'm incompetent."
 - **Coach:** "How specifically do you know that?" "What specifically has your colleague said or done to make you feel that way?"
 - Uncovers potential miscommunication and encourages open dialogue.

9. ENCOURAGE PERSONAL RESPONSIBILITY AND EMPOWERMENT

- Help clients identify when they're using language that places blame externally (e.g., "They always mess things up") and guide them towards taking personal responsibility.
- **Benefit:**
 - Empowers clients by helping them see they have control over their responses and actions.
 - Encourages ownership of their behaviour and outcomes.
 - Leads to more self-reliance and resilience in the face of challenges.
- **Example:**
 - **Client:** "I can't succeed because the economy is so bad."
 - **Coach:** "What would happen if you did succeed even when the economy is bad?" "What would happen if you did not succeed even when the economy is bad?" "How else can you succeed even when the economy is bad?" "What about the economy being bad means you cannot succeed?" "What about the economy being bad means you can succeed?"
 - Shifts focus from external blame to actionable steps.

PRACTICE TEAM ROOM

TEAM ROOMS

1. Team members take turns reading each of the application examples.
2. 20 minutes

BACKGROUND READING: META MODEL EXAMPLES

Meta Model examples

The purpose of the meta model is to un-delete, un-distort, and un-generalize client language, clarifying thinking and improving communication.

1. Deletion: Missing information

- Problem: Clients leave out critical details, making their communication unclear.
- Goal: Help clients fill in the missing information for greater clarity.
- Example:
 - Client says: "I can't get things done."
 - Coach asks: "What specifically can you not get done?" "What is preventing you from getting things done?"
 - Uncovers specific obstacles like lack of time, focus, or resources.

2. Distortion: Misinterpretation or false assumptions

- Problem: Clients draw inaccurate conclusions based on limited data.
- Goal: Challenge these distortions to foster more accurate thinking.
- Example:

BREAK

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD

EXTERNAL CONFLICTS



PERCEPTUAL POSITIONS



WHAT IS PERCEPTUAL POSITIONS?



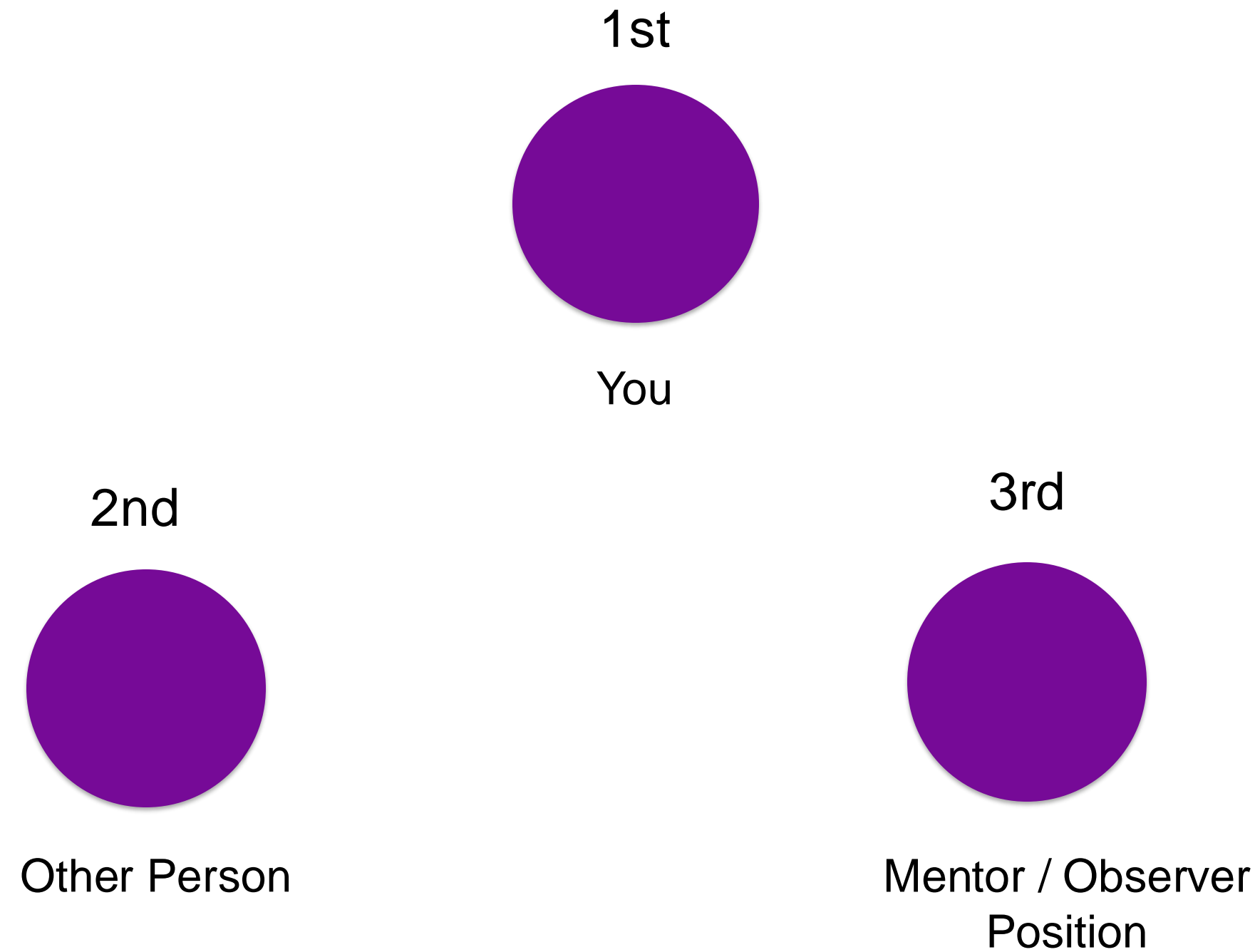
- Explores a situation, interaction, or event from different perspectives to gain deeper understanding, improve communication, and resolve conflicts.
- Allows the ability to step into various "positions" to explore their own viewpoint, the viewpoint of others, and an objective or detached perspective.

BENEFITS OF PERCEPTUAL POSITIONS



- Promotes understanding of others' feelings and perspectives.
- Encourages balanced, well-informed choices.
- Reduces misunderstandings and fosters collaboration.
- Helps individuals understand their own needs and reactions.
- Aligns personal intentions with the needs of others for clearer, more effective dialogue.

PERCEPTUAL POSITIONS



PERCEPTUAL POSITIONS SCRIPT

1. Step in as yourself, 1st position, and share with the 2nd person, or Other Person, how you feel.
2. Share everything as if you are talking to them. Let them know how you feel. Then ask, “What else?”
3. When they have emptied out, then ask, “Tell them what you want.”
4. Shake it off / break state.
5. Step in as the 2nd position, or Other Person, and breathe like them and feel like them.
6. Share how you are feeling about the situation. Share everything. Let them know how you feel. Then ask, “What else?”
7. When they have emptied out, then ask, “Tell them what you want.”
8. Shake it off / break state.
9. Step in as the mentor, 3rd position, or Mentor / Observer Position, and share advice about the situation.
10. Shake it off / break state.
11. Step in as yourself and share any reflections and learnings.



**BALANCE
READING
WITH
PRESENCE**

PRACTICE BREAKOUT ROOM

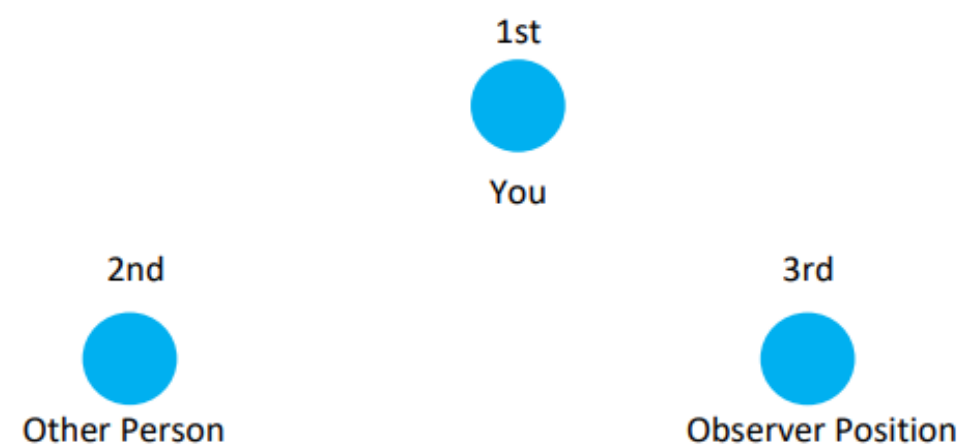
PERCEPTUAL POSITIONS EXERCISE

1. Pairs
2. Write 1st, 2nd and 3rd position on pieces of paper.
3. Place them on the floor.
4. Step on each one, one by one.
5. Share your learnings at the end.
6. 20 minutes each way.

PERCEPTUAL POSITIONS – SELF-PRACTICE WORKSHEET

PERCEPTUAL POSITIONS – WORKSHEET

The goal of this process is to improve communication and understanding between individuals who may have differing opinions or viewpoints.



A. Fill in the below:

1. Step in as yourself, 1st position, and share with the 2nd person, or Other Person, how you feel.

2. Share everything. Let them know how you feel.

3. Tell them what you want.

4. Step in as the 2nd position, or Other Person, and breathe like them and feel like them.

APPLICATIONS OF PERCEPTUAL POSITIONS

- Coaching: Help clients explore relationships, conflicts, or challenging situations from multiple angles.
- Leadership: Understand team dynamics and improve decision-making by considering diverse perspectives.
- Conflict resolution: Facilitate mutual understanding between parties and create win-win solutions.
- Personal relationships: Gain insight into the needs and emotions of partners, friends, or family members.
- Negotiation: Anticipate the concerns and desires of others to create collaborative outcomes.

SUMMARY

1. Meta model
2. Application of Meta model
3. Perceptual positions
4. Next steps

NEXT STEPS

1. **Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
2. **Daily practice:** Perceptual positions
3. **Practice:** One of the following skills:
 - Meta model examples: <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/NLP-Meta-Model-Overview-for-Coaching-06.01.2025.pdf>
 - Perceptual positions, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Perceptual-Positions-Self-Practice-Worksheet-28.11.2023.pdf>
4. **Self-care:** Drink more water than normal, take a walk in nature, have a salt bath, rest and sleep deeply.
5. **Preparation:** Bring a craving substance tomorrow to class.

BACKGROUND READING: META MODEL

Meta Model examples

The purpose of the meta model is to un-delete, un-distort, and un-generalize client language, clarifying thinking and improving communication.

1. Deletion: Missing information

- Problem: Clients leave out critical details, making their communication unclear.
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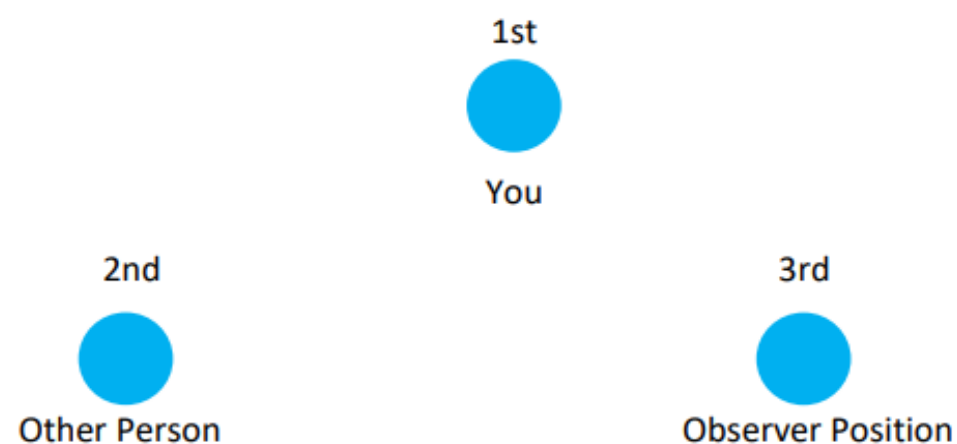
- Problem: Clients draw inaccurate conclusions based on limited data.
- Goal: Challenge these distortions to foster more accurate thinking.
- Example:

<https://vitalitylivingcollege.info/wp-content/uploads/2025/01/Meta-Model-Examples-07.01.2025.pdf>

PERCEPTUAL POSITIONS – SELF-PRACTICE WORKSHEET

PERCEPTUAL POSITIONS – WORKSHEET

The goal of this process is to improve communication and understanding between individuals who may have differing opinions or viewpoints.



A. Fill in the below:

1. Step in as yourself, 1st position, and share with the 2nd person, or Other Person, how you feel.

2. Share everything. Let them know how you feel.

3. Tell them what you want.

4. Step in as the 2nd position, or Other Person, and breathe like them and feel like them.



**MEDITATION
CLOSE**

NEXT STEPS

1. **Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
2. **Daily practice:** Perceptual positions
3. **Practice:** One of the following skills:
 - Meta model examples: <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/NLP-Meta-Model-Overview-for-Coaching-06.01.2025.pdf>
 - Perceptual positions, <https://vitalitylivingcollege.info/wp-content/uploads/2023/11/Perceptual-Positions-Self-Practice-Worksheet-28.11.2023.pdf>
4. **Self-care:** Drink more water than normal, take a walk in nature, have a salt bath, rest and sleep deeply.
5. **Preparation:** Bring a craving substance tomorrow to class.

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



SUMMARY

1. Meta model
2. Application of Meta model
3. Perceptual positions
4. Next steps

NEXT STEPS

1. **Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
2. **Daily practice:** Perceptual positions
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**DAILY
PRACTICE**



**THERAPY
VERSUS
COACHING**



**PRACTICE
EXERCISES:
GIVING**

A large purple circle is centered on a white background. Inside the circle, the text "PERCEPTUAL POSITIONS: CAN BE SUBTLE" is written in white, bold, uppercase letters, arranged in three lines.

**PERCEPTUAL
POSITIONS:
CAN BE SUBTLE**



**HOLDING
SPACE**



DEATTACHMENT



**WHO IS THE
MENTOR ?**



**SOUND /
TECHNICAL**

9

**EVEN MORE DEEPER
CHANGE WORK**

CONTENTS

1. Sub-modalities
2. Advanced sub-modalities
3. Cravings (Like to dislike)
4. Sub-modality belief change
5. Next steps

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
4. **Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



SUB- MODALITIES

WHAT ARE SUB-MODALITIES ?



- The finer details of the sensory modalities (visual, auditory, kinesthetic, olfactory, gustatory).
- They influence how you internally represent and experience the world.
- By changing submodalities, you can alter the way you feel about past and create desired possibilities.

PUT SIMPLY! WHAT ARE SUB-MODALITIES ?



Specific, detailed aspects of sensory experiences (such as sight, sound, touch, taste, and smell) that influence how you perceive and respond to the world.

These include qualities like brightness, size, colour, volume, and texture, and can be adjusted to change your emotional or mental responses to experiences.

BENEFITS OF SUB-MODALITIES



- **Emotional control:** By adjusting the sensory qualities of your mental images and sounds, you can change your emotional responses to situations or memories, helping to reduce stress or anxiety.
- **Improved self-awareness:** Understanding how you mentally represent experiences gives you deeper insight into your thought patterns and emotional triggers.
- **Enhanced problem solving:** By changing the way you mentally process challenges (e.g., making them smaller or quieter), you can approach them with a calmer, clearer mindset.

BENEFITS OF SUB-MODALITIES



- **Behavioural change:** Shifting your submodalities can help break unwanted habits or beliefs, making it easier to adopt new, more empowering ones.
- **Faster learning:** Altering sensory details in how you process new information can enhance your ability to absorb and recall knowledge.
- **Greater flexibility:** Learning to adjust submodalities gives you more control over your thoughts and reactions, making you more adaptable to different situations.

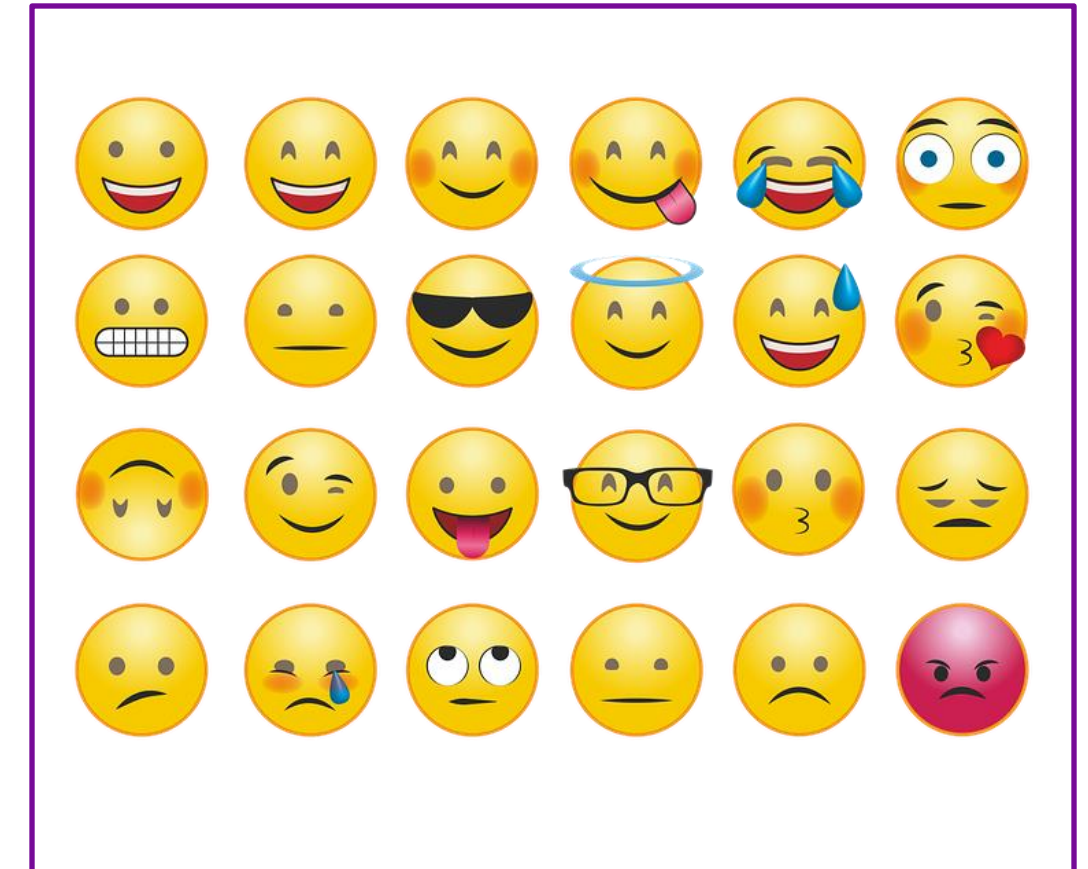
SUB-MODALITY



VISUAL
(IMAGE, COLOUR,
SHAPE, SIZE)



AUDITORY
(SOUND)



KINAESTHETIC
(FEELING, TEXTURE,
SENSATION)

ADVANCED SUB-MODALITIES



- Easily make changes in a client's internal representations.
- Sub-modalities are how we encode and give meaning to our internal representations.
- Changing the sub-modalities can change the meaning of an internal representation.

VISUAL



COLOUR



SIZE



SHAPE

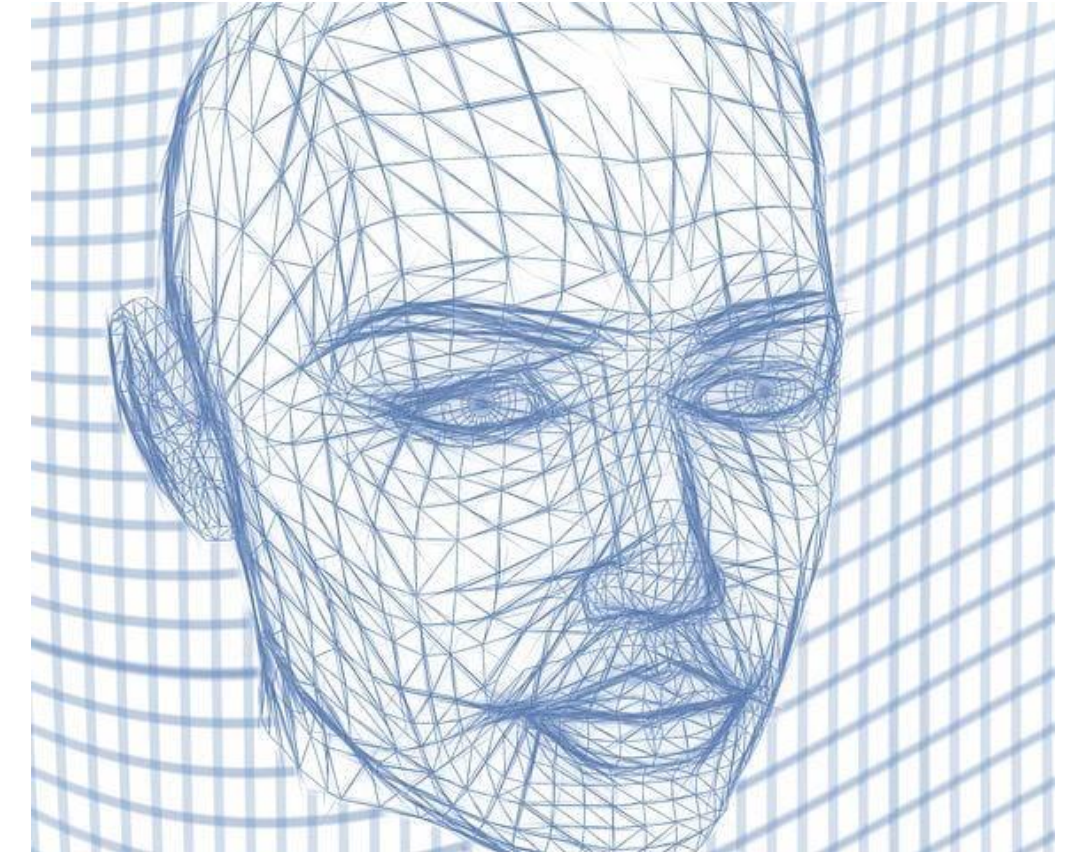
VISUAL



ANGLE



LOCATION



3D

AUDITORY



VOLUME



RHYTHM



TONE

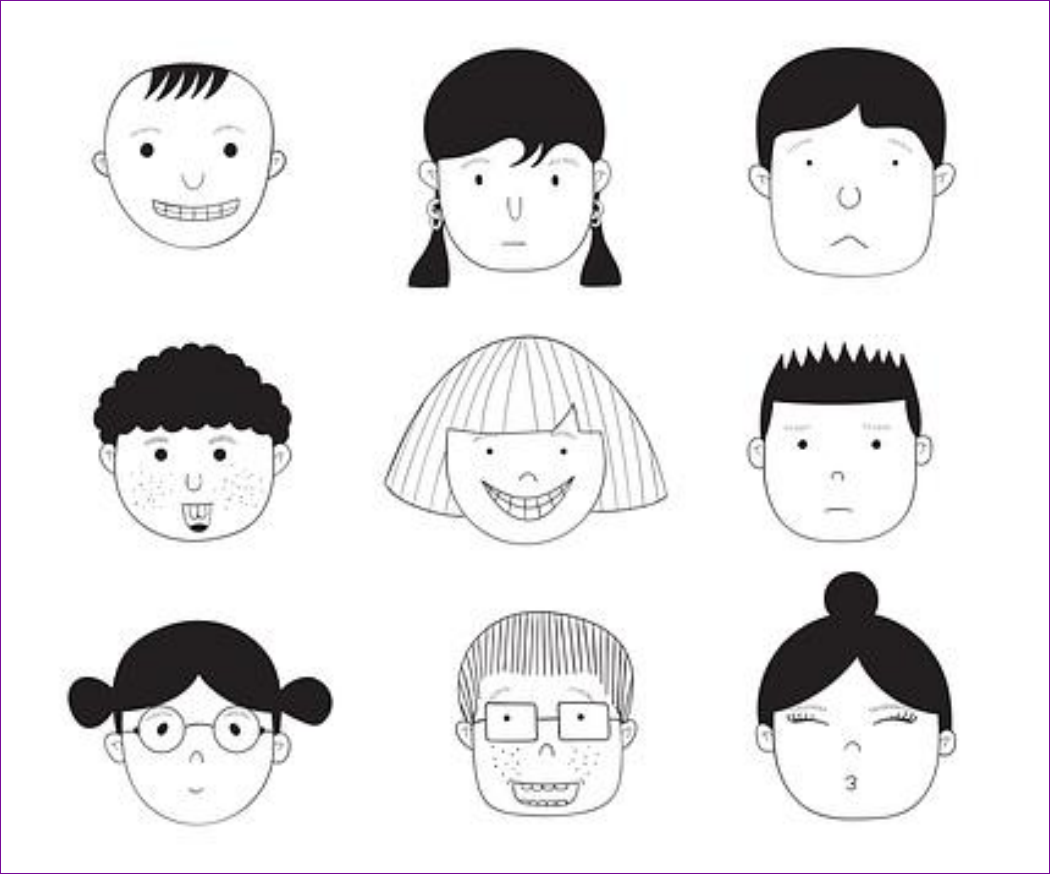
KINAESTHETIC



INTERNAL FEELING



EXTERNAL FEELING



EMOTIONS

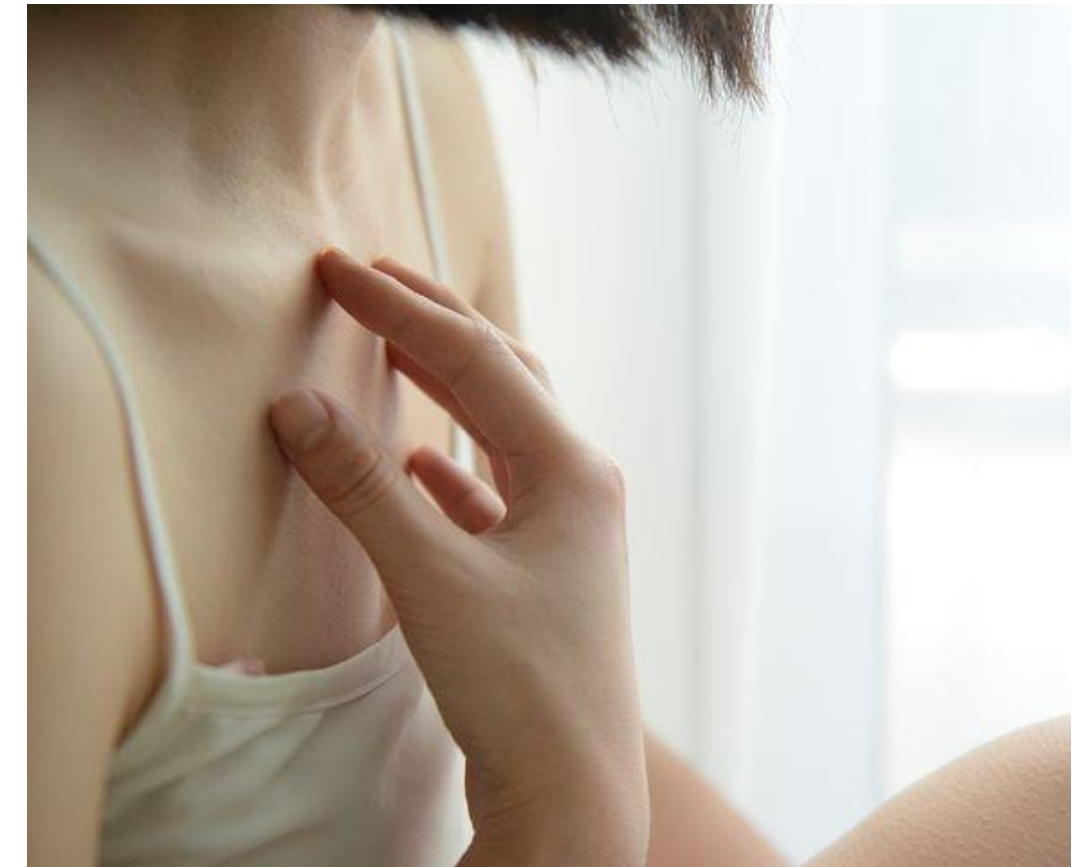
KINAESTHETIC



TEXTURE



TOUCH



SENSATION

APPLICATIONS OF SUB-MODALITIES



- Changing emotional states
- Reducing the impact of negative memories
- Enhancing positive experiences
- Breaking habits and phobias
- Eliminating cravings
- Powerful belief change



RECAP



CRAVINGS (LIKE TO DISLIKE)

CONTRASTIVE ANALYSIS

- Black & White
- Far
- Dissociated
- Location



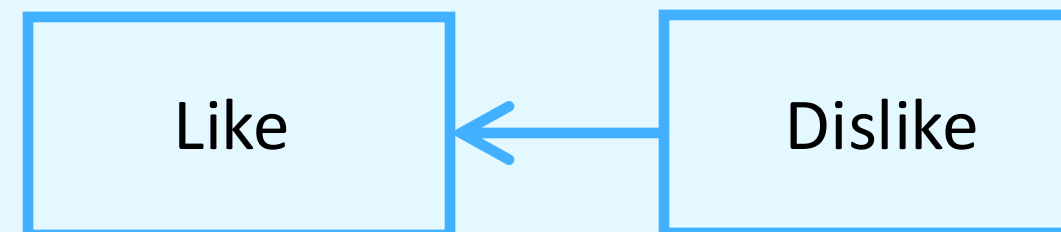
- Colour
- Near
- Associated
- Location



MAPPING ACROSS



1. Elicit sub-modalities of like.
2. Elicit sub-modalities of dislike.
3. Change the sub-modalities of like to dislike substance.
4. Test.



LIKE TO DISLIKE CHECKLIST

LIKE TO DISLIKE – WORKSHEET

A. Please fill in the below:

| | Like (1) | Dislike (2) |
|--|----------|-------------|
| VISUAL - Bring up the image. Is it... | | |
| Black & White or Colour? | | |
| Near or Far? | | |
| Bright or Dim? | | |
| Location? | | |
| Size of Picture? | | |
| Associated (in it) / Dissociated (distanced)? | | |
| Focused or Defocused? | | |
| Focus (changing / steady)? | | |
| Framed or Panoramic? | | |
| Movie or Still? | | |
| Movie - Fast/ Normal/ Slow | | |
| Amount of Contrast (difference between light and dark) | | |
| 3D or Flat | | |
| Angle Viewed From | | |
| # of Pictures (Shift?) | | |

LIKE TO DISLIKE CHECKLIST

| | | |
|--|--|--|
| AUDITORY – Are there any sounds that are important? | | |
| If yes, what are the sounds? | | |
| Location? | | |
| Direction? | | |
| Internal or External? | | |
| Loud or Soft? | | |
| Fast or Slow? | | |
| High or Low? (pitch) | | |
| Tonality? | | |
| Timbre (metallic or not)? | | |
| Pauses? | | |
| Duration? | | |
| Uniqueness of Sound? | | |

LIKE TO DISLIKE CHECKLIST

| KINAESTHETIC – Are there any feelings that are important? | | |
|--|--|--|
| If yes, what are the feelings? | | |
| Intensity? | | |
| Location? | | |
| Size? | | |
| Shape? | | |
| Steady? | | |
| Movement? | | |
| Duration? | | |
| Vibration? | | |
| Pressure? | | |
| Heat? | | |
| Weight? | | |

LIKE TO DISLIKE CHECKLIST- WHATSAPP VERSION

WHATSAPP VERSION WITH BOLDING & ITALICS FORMATTING

LIKE TO DISLIKE SUBMODALITY CHECKLIST

Like Substance and Dislike Substance

VISUAL – Bring up the image. Is it...

Black & White or Colour?

Near or Far?

Bright or Dim?

Location?

Size of Picture?

Associated/Dissociated?

Focused or Defocused?

Focus (changing/steady)?

Framed or Panoramic?

Movie or Still?

Proceed only if 🧠

Movie - Fast/ Normal/Slow?

Amount of Contrast?

3D or Flat?

Angle Viewed From?

of Pictures (Shift?)

AUDITORY – Are there any sounds that are important?

CRAVINGS (LIKE TO DISLIKE) CHANGE



CRAVINGS (LIKE TO DISLIKE) CHANGE



CRAVINGS (LIKE TO DISLIKE) SCRIPT

Generally, it is a good idea to ask, *Is it all right for your unconscious mind to make this change today, and for you to be aware of it consciously?*

1. *Can you think of something that you like but wish you did not? Good, what is it? As you think about that, do you have a picture? (Elicit the sub-modalities)*
2. *Can you think of something which is similar, but that you absolutely dislike? For example, ice cream (like) and frozen yoghurt (dislike). As you think about that, do you have a picture? (Elicit the sub-modalities)*
3. Change the sub-modalities of like to the sub-modalities of dislike only where the two sub-modalities are different, by saying, *“Make it the sub-modality.”*
4. **Test.** *Now, about that thing you used to like? How is it different?*

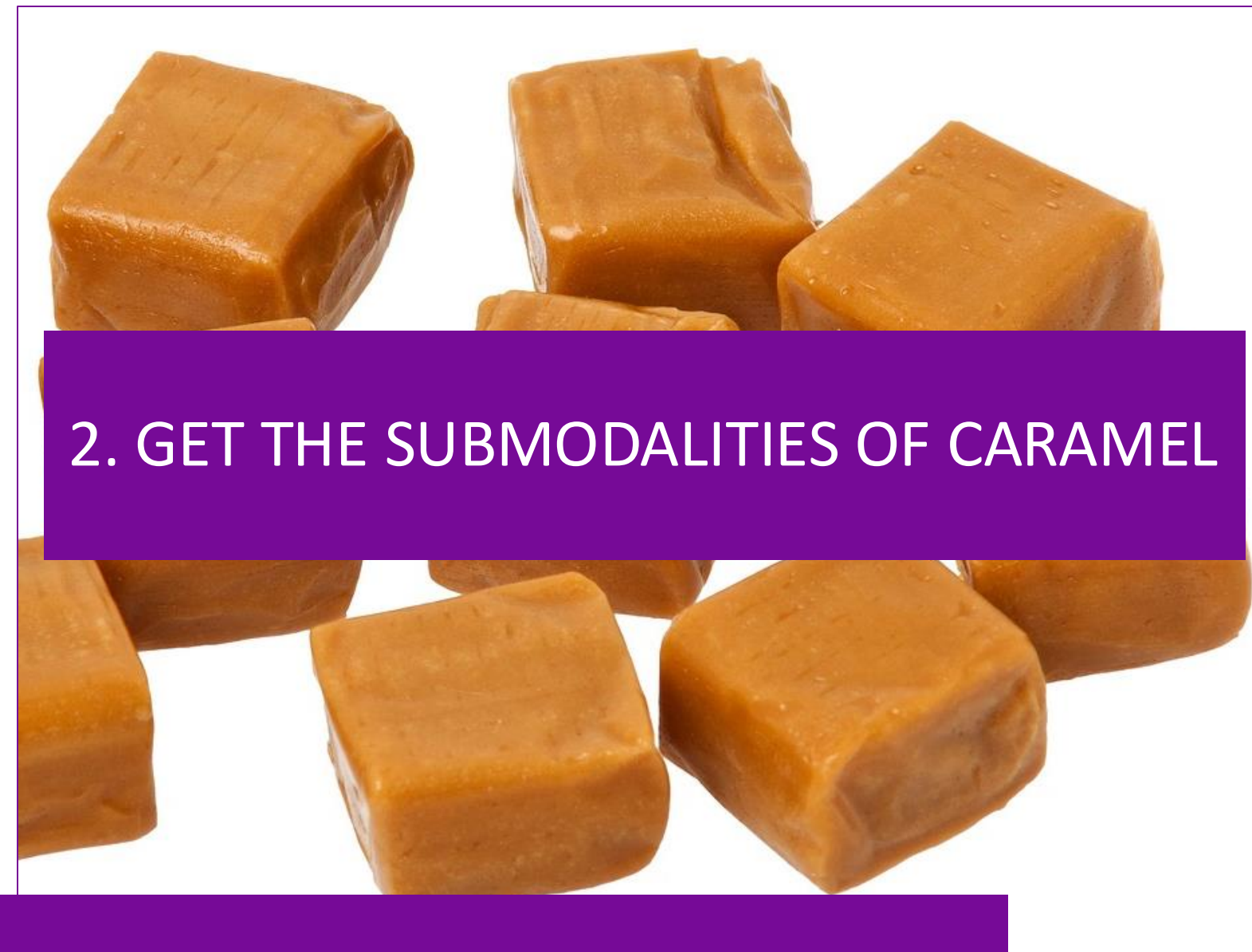
EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY



EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY



1. GET THE SUBMODALITIES OF CHIPS



2. GET THE SUBMODALITIES OF CARAMEL

3. CHANGE THE SUBMODALITIES OF CHIPS TO THOSE OF CARAMEL

EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY



COLOUR: BLACK & WHITE OR COLOUR
ANSWER: COLOUR



COLOUR: BLACK & WHITE OR COLOUR
ANSWER: BLACK & WHITE

3. BRING UP THE IMAGE OF CHIPS AND MAKE IT BLACK & WHITE

EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY

VISUAL – Bring up the image. Is it...

Black & White or Colour? - Colour
Near or Far? - Near
Bright or Dim? - Bright
Location? - Here
Size of Picture? - Big
Associated/Dissociated? - Associated
Focused or Defocused? - Focused
Focus (changing/steady)? - Changing
Framed or Panoramic? - Panoramic
Movie or Still? - Movie

Proceed only if movie
Movie - Fast/ Normal/Slow? N
Amount of Contrast? Med
3D or Flat? 3D
Angle Viewed From? Up
of Pictures (Shift?) 5

AUDITORY – Sounds that are important?

If yes, what are the sounds? - Glug
Location? - in me
Direction? - Outwards
Internal or External? - Internal
Loud or Soft? - Mellow
Fast or Slow? - Slow
High or Low? (pitch) - high
Tonality? - Music
Timbre (metallic or not) - metallic
Pauses? - Yes
Duration? - an hour
Uniqueness of Sound? - cosy

KINAESTHETIC – Feelings that are important?

If yes, what are the feelings? - Good
Intensity? - intense
Location? - inside
Size? - big
Shape? - round
Steady? - No
Movement? - yes
Duration? - no
Vibration? - yes
Pressure? - no
Heat? - yes, warm
Weight? - no

EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY

VISUAL – Bring up the image.

Is it...

Black & White or Colour? - C, b
Near or Far? – n, n
Bright or Dim? - Bright, dim
Location? - here, round
Size of Picture? Big, huge
Associated/Dissociated? - A,d
Focused or Defocused? - F, D
Focus (changing/steady)? - C,/
Framed or Panoramic? - P, F
Movie or Still? - Movie, Still

Proceed only if movie
Movie - Fast/ Normal/Slow? N
Amount of Contrast? Med
3D or Flat? 3D
Angle Viewed From? Up
of Pictures (Shift?) 5

AUDITORY – Sounds that are important?

If yes, what are the sounds? - glug, no sound
Location? - in me
Direction? outwards
Internal or External? - internal
Loud or Soft? - mellow
Fast or Slow? - slow
High or Low? (pitch) - high
Tonality? - music
Timbre (metallic or not) - metallic
Pauses? - yes
Duration? - an hour
Uniqueness of Sound? - cosy

KINAESTHETIC – Feelings that are important?

If yes, what are the feelings? - goof, disgusting
Intensity? - intense, intense
Location? - inside, throat
Size? - big, bigger than throat
Shape? - round, rectangular
Steady? - no, yes
Movement? - Yes, lil
Duration? - no, no
Vibration? - yes, no
Pressure? - no, yes
Heat? - yes, warm
Weight? - no,

EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY

VISUAL – Bring up the image. Is it...

Black & White or Colour? - C
Near or Far? - very Near
Bright or Dim? - Bright
Location? - next to me
Size of Picture? - normal, in plate
Associated/Dissociated? - D
Focused or Defocused? - Very F
Focus (changing/steady)? - Steady,
Framed or Panoramic? - P
Movie or Still? - Still

AUDITORY – Sounds that are important?

If yes, what are the sounds? - crunchy
Location? - mouth
Direction?
Internal or External? - internal
Loud or Soft? - loud
Fast or Slow? - slow
High or Low? (pitch) - high
Tonality? - mellow
Timbre (metallic or not) - metallic
Pauses? - no
Duration? - 10 seconds
Uniqueness of Sound? - crunch

KINAESTHETIC – Feelings that are important?

If yes, what are the feelings? - relaxed
& happy
Intensity? - 10
Location? - stomach & chest
Size? - universe
Shape? - hearts
Steady? - moving, steady
Movement? - peaks
Duration? - 1-2hrs, 10-15min
Vibration? - no
Pressure? - no
Heat? - yes, heat leaves
Weight? - no

EXAMPLE OF CRAVINGS (LIKE TO DISLIKE) SUBMODALITY

VISUAL – Bring up the image. Is it...

Black & White or Colour? - C, C
Near or Far? - very Near, far
Bright or Dim? - Bright, dim
Location? - next to me, 5-6m away
Size of Picture? - normal, in plate, tub
Associated/Dissociated? - D, D
Focused or Defocused? - Very F, D
Focus (changing/steady)? - Steady, S
Framed or Panoramic? - P, F
Movie or Still? - Still, Still

AUDITORY – Sounds that are important?

If yes, what are the sounds? - crunchy,
no sound
Location? - mouth
Direction?
Internal or External? - internal
Loud or Soft? - loud
Fast or Slow? - slow
High or Low? (pitch) - high
Tonality? - mellow
Timbre (metallic or not) - metallic
Pauses? - no
Duration? - 10 seconds
Uniqueness of Sound? - crunch

KINAESTHETIC – Feelings that are important?

If yes, what are the feelings? - relaxed
& happy, yuck & uncomfortable
Intensity? - 10, 10
Location? - stomach & chest, throat
Size? - universe, small stone
Shape? - hearts, popcorn (round)
Steady? - moving, steady
Movement? - peaks
Duration? - 1-2hrs, 10-15min
Vibration? - no, no
Pressure? - no, no
Heat? - yes, heat leaves, no
Weight? - no, big stone 200g

CRAVINGS (LIKE TO DISLIKE) SCRIPT

Generally, it is a good idea to ask, *Is it all right for your unconscious mind to make this change today, and for you to be aware of it consciously?*

1. *Can you think of something that you like but wish you did not? Good, what is it? As you think about that, do you have a picture? (Elicit the sub-modalities)*
2. *Can you think of something which is similar, but that you absolutely dislike? For example, ice cream and yoghurt. As you think about that, do you have a picture? (Elicit the sub-modalities)*
3. *Change the sub-modalities of #1 to the sub-modalities of #2 only where the two sub-modalities are different, by saying, "Make it the sub-modality."*
4. **Test.** *Now, about that thing you used to like? How is it different?*

PRACTICE BREAKOUT ROOM

CRAVINGS EXERCISE

1. Pairs
2. Identify the sub-modalities of the like.
3. Identify the sub-modalities of the dislike.
4. Change the like state to the dislike state by using the words, make it.
5. Test
6. Switch

LIKE TO DISLIKE WORKSHEET

CRAVINGS (LIKE TO DISLIKE) WORKSHEET

In the Like to Dislike Exercise, sub-modality shifting is done to change the state of "like" to "dislike" for a particular substance or experience. You will start by identifying the sub-modalities of "like" and "dislike," then use language to shift the sub-modalities of "like" to match those of "dislike," and finally test and switch the new state.

CRAVINGS (LIKE TO DISLIKE) SCRIPT

Generally, it is a good idea to ask, Is it all right for your unconscious mind to make this change today, and for you to be aware of it consciously?

1. Can you think of something that you like but wish you did not? Good, what is it? As you think about that, do you have a picture? (Elicit the sub-modalities)
2. Can you think of something which is similar, but that you absolutely dislike? For example, ice cream and yoghurt. As you think about that, do you have a picture? (Elicit the sub-modalities)
3. Change the sub-modalities of #1 to the sub-modalities of #2 only where the two sub-modalities are different, by saying, "Make it the sub-

CRAVINGS SELF PRACTICE WORKSHEET

[Click here for the Google doc](#)

CRAVINGS (LIKE TO DISLIKE) SELF PRACTICE WORKSHEET

Generally, it is a good idea to ask, Is it all right for your unconscious mind to make this change today, and for you to be aware of it consciously?

1. Can you think of something that you like but wish you did not? Good, what is it? As you think about that, do you have a picture? (Elicit the sub-modalities)

2. Can you think of something which is similar, but that you absolutely dislike? For example, ice cream and yoghurt. As you think about that, do you have a picture? (Elicit the sub-modalities)

3. Change the sub-modalities of #1 to the sub-modalities of #2 only where the two sub-modalities are different, by saying, "Make it the sub-modality."

4. **Test.** Now, about that thing you used to like? How is it different?

<https://vitalitylivingcollege.info/wp-content/uploads/2025/01/9.-Cravings-Like-to-Dislike-Submodality-Self-practice-Worksheet-07.01.2025.pdf>

PRESENT STATE – OLD MODEL OF THE WORLD

1. Understand and appreciate the current model of the world, issue and desired state.
2. What prevents or persists?
3. Soften the current model.
- 4. Change work.**
5. Condition the desired state.
6. Test and make it real.
7. Take action and celebrate.

DESIRED STATE – NEW MODEL OF THE WORLD



SUB-MODALITY BELIEF CHANGE

BELIEF CHANGE

I cannot
do it



Make it
untrue



I can do it



Make it
true



BELIEF CHANGE SCRIPT PART 1

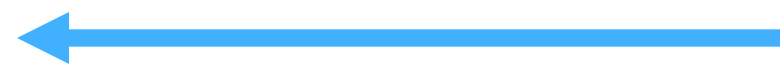
1. Can you think of a **limiting or unwanted belief** about yourself that you wish you did not have? As you think about that belief, do you have an image or a picture? (Elicit the sub-modalities of limiting belief).
2. Can you think of a belief which is not true **or no longer true, has a neutral feeling** and phrase the belief as a positive statement? (Elicit the sub-modalities of the untrue belief. For best results, the location should be different).
3. Change the **sub-modalities of the limiting belief to the sub-modalities of the belief that is not true or no longer true** by using the words, “Bring the image of the limiting belief up and make it XXX (using the sub-modality of the not true or no longer true belief).” (Make the limiting belief untrue).
4. **TEST: Now, what do you think about that old belief?**

BELIEF CHANGE SCRIPT PART 2

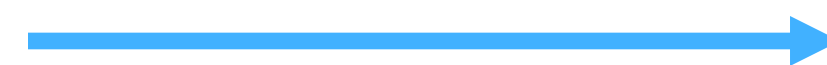
5. Can you think of a belief that for you is absolutely true? As you think about that belief, do you have an image or a picture? (Elicit the sub-modalities of the absolutely true belief).
6. Can you think of a belief that you want to have, which is the opposite of the limiting belief (known as empowering belief)? As you think about that belief, do you have an image or a picture? (Elicit the sub-modalities of the desired belief).
7. Change the sub-modalities of the desired belief to the sub-modalities of the belief that is absolutely true, by using the words, “Bring the image of the desired belief up and make it XXX (using the sub-modality of the true belief).” (making the belief you want true).
8. **TEST: Now, what do you believe? How do you feel?**

BELIEF CHANGE SUB-MODALITIES

| | 1. Limiting or unwanted belief | 2. Belief no longer true | 3. Belief absolutely true | 4. Empowering new belief |
|---|---------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| V | | | | |
| A | | | | |
| K | | | | |



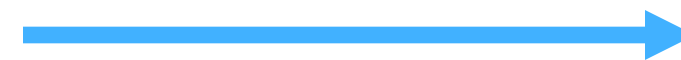
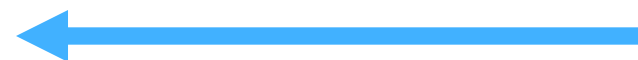
Change modalities



Change modalities

BELIEF CHANGE SUB-MODALITIES

| | 1. Limiting Belief, "I am not good enough" | 2. Belief that is no longer true (Fact-based), "I am 10 ft tall" | 3. Bring up the image of the limiting belief and say... | 4. Belief that is absolutely true, "I was born on 6 November 1972" | 5. Empowering belief (Desired belief), "I am good enough" | 6. Bring up the image of the Empowering belief and make it: |
|---|---|---|--|---|--|--|
| V | Black/ White | Colour | Make it colour | Colour | Colour | Say nothing |
| A | Ahhh | No sound | Make it no sound | Ho ho ho | Humming | Make it Ho Ho ho |
| K | Sad | Funny | Make it funny | No feeling | Happy | Make no feeling |



BELIEF CHANGE SUB-MODALITIES

[Click here for the Google doc](#)

BELIEF CHANGE SUBMODALITY CHECKLIST

A. Please fill in the below

Not Doing Enuf
I am 20yrs
Born 1991
I am enuf

| | Limiting belief (1) | Not true (2) | True (3) | Desired belief (4) |
|--|---------------------|--------------|----------|--------------------|
| VISUAL - Bring up the image. Is it? | | | | |
| Black & White or Colour? | BW | BW | C | C |
| Near or Far? | N | F | N | N |
| Bright or Dim? | D | B | B | B |
| Location? | Far | Melbourne | Hoop | In me |
| Size of Picture? | Large | Small | Large | massive |
| Associated (in it) / Dissociated (distanced)? | A | D | A | A |
| Focused or Defocused? | F | D | F | F |
| Focus (changing / steady)? | S | S | S | S |
| Framed or Panoramic? | P | F | P | P |
| Movie or Still? | M | Still | S | M |
| <i>Proceed only if 'Movie'</i> | | | | |
| Movie - Fast/ Normal/ Slow | N | | | N |
| Amount of Contrast (difference between light and dark) | High | | | Normal |
| 3D or Flat | F | | | 3D |
| Angle Viewed From | Low & High | | | like it is |
| # of Pictures (Shift?) | 4 | | | 4 |

| AUDITORY - Are there any sounds that are important? | | | | |
|--|-------|-------|------------|---------------------|
| If yes, what are the sounds? | Tears | Wahoo | Crying | Happy tears |
| Location | heart | chest | eyes | Laughter everywhere |
| Direction | down | Idk | don't know | All around |
| Internal or External? | I | E | E | IE |
| Loud or Soft? | S | L | L | L |

BELIEF CHANGE SUB-MODALITIES

| | | | | |
|--------------------------|------------|-------|---------|-------------|
| Fast or Slow? | S | F | F | Just Right |
| High or Low? (pitch) | L | H | H | normal |
| Tonality | don't know | IdK | IdK | Just normal |
| Timbre (metallic or not) | N | Y | N | N |
| Pauses | Y | N | N | N |
| Duration | 5 min | 5 min | Few Sec | Y |
| Uniqueness of Sound | NO | Yes | Yes | Y |

| KINAESTHETIC – Are there any feelings that are important? | | | | |
|---|---------|--------------------------|--------------------------|---|
| If yes, what are the feelings? | Sadness | Freedom | Happy | |
| Intensity? | Medium | Low | High | |
| Location? | chest | chest | chest | |
| Size? | Large | small | huge | |
| Shape? | Square | circle | heart | |
| Steady? | Yes | Yes | NO | |
| Movement? | slow | Moving ^{around} | Big & ^{smaller} | |
| Duration? | 30 min | 30s | non-stop | |
| Vibration? | Low | High | High | |
| Pressure? | Yes | Low | NO | |
| Heat? | NO | N | no | N |
| Weight? | Yes | N | No | N |

DISTINCTIONS

1. The limiting belief has to be clear: I am not good enough.
2. There has to be a fact-based untrue belief either with:
 - A neutral feeling: I am 10 ft tall.
 - Or belief that was true but no longer true: I am 10 years old.
3. The true belief has to be fact-based with a neutral or good feeling:
 - I was born in Singapore, I am 50 years old.
 - It can also be generic, for example, the sun rises in the east daily.
4. The desired belief has to be positively framed: I am good enough.
5. Pre-frame that you will work at pace and for them to give the immediate answer that comes to mind.

DISTINCTIONS

6. You have to work at pace, with no acknowledgements after each response.
7. Have to be able to note it down at the same time as they respond (print out the paper, have a notebook or type in WhatsApp).
8. Only change the sub-modalities that are different.
9. For cravings, it needs to be a similar food. For example, mutton curry and jackfruit will not work, but you need jackfruit curry.
10. In the sequence of a session with a client, this will not be a stand-alone but as part of the 7 steps as there can also be secondary gain.

PRACTICE BREAKOUT ROOM

BELIEF CHANGE EXERCISE

1. Pairs, one way today and 2nd way tomorrow.
2. Identify the sub-modalities of the limiting belief and then the belief that is no longer true. Make the limiting belief not true.
3. Test.
4. Identify the sub-modalities of the true belief and then the desired belief. Make the new belief true.
5. Test.

BELIEF CHANGE WORKSHEET

BELIEF CHANGE SUBMODALITY WORKSHEET

Sub-modality belief change involves working with the sensory qualities or attributes (sub-modalities) of internal representations to bring about shifts in beliefs. You can use the sub-modality process with belief change by first coming up with the limiting belief change you want to change. Make the limiting belief not true. Uncover the sub-modalities of the new belief you want. And then you make that true. For example, if your limiting belief is *"I cannot do it,"* you will first make this untrue and then elicit sub-modalities for the opposite belief, *"I can do it."* And then make that new belief true.

BELIEF CHANGE SCRIPT

A. PART 1

1. Can you think of a limiting or unwanted belief about yourself that you wish you did not have? As you think about that belief, do you have an image or a picture? (Elicit the sub-modalities of limiting belief).
2. Can you think of a belief which is not true or no longer true, has a neutral feeling and phrase the belief as a positive statement? (Elicit the sub-modalities of the untrue belief. For best results, the location should be different).

BELIEF CHANGE SELF PRACTICE WORKSHEET

[Click here for the Google doc](#)

BELIEF CHANGE SUBMODALITY SELF PRACTICE WORKSHEET

A. PART 1

1. Can you think of a limiting or unwanted belief about yourself that you wish you did not have? As you think about that belief, do you have an image or a picture? (Elicit the sub-modalities of limiting belief).

2. Can you think of a belief which is not true or no longer true, has a neutral feeling and phrase the belief as a positive statement? (Elicit the sub-modalities of the untrue belief. For best results, the location should be different).

3. Change the sub-modalities of the limiting belief to the sub-modalities of the belief that is not true or no longer true by using the words, "Bring the image of the limiting belief up and make it XXX (using the sub-modality of the not true or no longer true belief)." (Make the limiting belief untrue).

4. **TEST: Now, what do you think about that old belief?**

https://vitalitylivingcollege.info/wp-content/uploads/2025/01/9_Belief_Change_Submodality_Self_practice_Worksheet_07.01.20251.pdf

SUMMARY

1. Sub-modalities
2. Advanced sub-modalities
3. Cravings (Like to dislike)
4. Sub-modality belief change
5. Next steps

NEXT STEPS

- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
- 2. Daily practice:** One of these skills – Triangle of success, Anchoring, and / or New Behaviour Generator.
- 3. Practice:** One of the following skills:
 - Cravings (Like to dislike) self practice worksheet, <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/9.-Cravings-Like-to-Dislike-Submodality-Self-practice-Worksheet-07.01.2025-1.pdf>
 - Belief change self practice worksheet, <https://vitalitylivingcollege.info/wp-content/uploads/2025/01/9.-Belief-Change-Submodality-Self-practice-Worksheet-07.01.2025.pdf>
- 4. Self-care:** Drink more water than normal, take a walk in nature, have a salt bath, rest and sleep deeply.
- 5. Check:** Your certificate name on the alumni groups.

BREAKTHROUGH COACHING & NLP DIPLOMA



BREAKTHROUGH COACHING & NLP DIPLOMA



SUMMARY

1. Sub-modalities
2. Advanced sub-modalities
3. Cravings (Like to dislike)
4. Sub-modality belief change
5. Next steps

NEXT STEPS

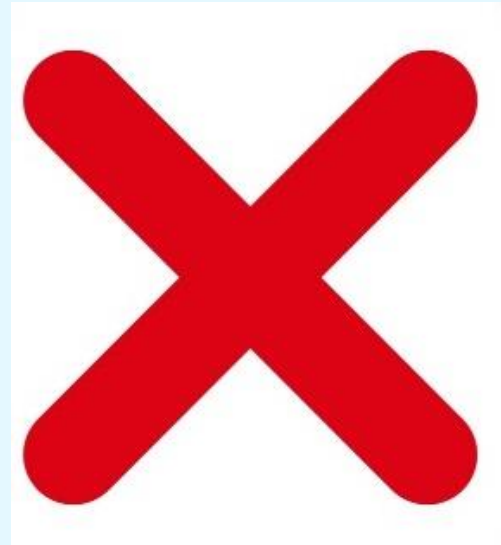
- 1. Update:** Your personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>
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- 4. Self-care:** Drink more water than normal, take a walk in nature, have a salt bath, rest and sleep deeply.
- 5. Check:** Your certificate name on the alumni groups.

BELIEF CHANGE

I cannot
do it



Make it
untrue



I can do it



Make it
true

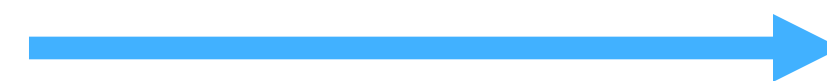


BELIEF CHANGE SUB-MODALITIES

| | 1. Limiting or unwanted belief | 2. Belief no longer true | 3. Belief absolutely true | 4. Empowering new belief |
|---|---------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| V | | | | |
| A | | | | |
| K | | | | |



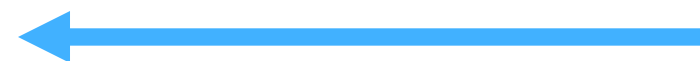
Change modalities



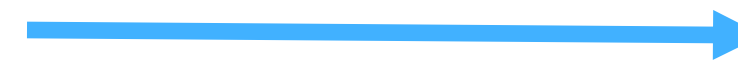
Change modalities

BELIEF CHANGE SUB-MODALITIES

| | 1. Limiting Belief, "I am not good enough" | 2. Belief that is no longer true (Fact-based), "I am 10 ft tall" | 3. Bring up the image of the limiting belief and say... | 4. Belief that is absolutely true, "I was born on 6 November 1972" | 5. Empowering belief (Desired belief), "I am good enough" | 6. Bring up the image of the Empowering belief and make it: |
|---|--|--|---|--|---|---|
| V | Black/ White | Colour | Make it colour | Colour | Colour | Say nothing |
| A | Ahhh | No sound | Make it no sound | Ho ho ho | Humming | Make it Ho Ho ho |
| K | Sad | Funny | Make it funny | No feeling | Happy | Make no feeling |



Make it



Make it ...

DISTINCTIONS

1. The limiting belief has to be clear: I am not good enough.
2. There has to be a fact-based untrue belief either with:
 - A neutral feeling: I am 10 ft tall.
 - Or belief that was true but no longer true: I am 10 years old.
3. The true belief has to be fact-based with a neutral or good feeling:
 - I was born in Singapore, I am 50 years old.
 - It can also be generic, for example, the sun rises in the east daily.
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**SUBMODALITY
BELIEF CHANGE**

10

**BELIEVE IN
YOURSELF**

CONTENTS

1. Parts Integration
2. Story of success
3. Certification
4. Examination
5. Next steps

PRACTICE BREAKOUT ROOM

POSTER DATES

1. Ace the test date
2. Brainstorm the questions and answers that might be in the exam from each of the posters.
3. 8 minutes.



PARTS INTEGRATION

WHAT IS THE PARTS INTEGRATION PROCESS?



- Resolves inner conflicts where different "parts" of a person seem to have opposing desires, beliefs, or behaviours.
- These "parts" represent aspects of the unconscious mind that have developed to serve specific purposes, but they can sometimes create tension or indecision.
- The goal is to harmonise these conflicting parts, aligning them towards a unified outcome.

BENEFITS OF PARTS INTEGRATION



- Reduces mental and emotional tension caused by competing desires.
- Aligns actions with a unified sense of purpose.
- Helps understand the positive intentions behind seemingly opposing behaviours.
- Facilitates more confident and harmonious choices.

PARTS INTEGRATION

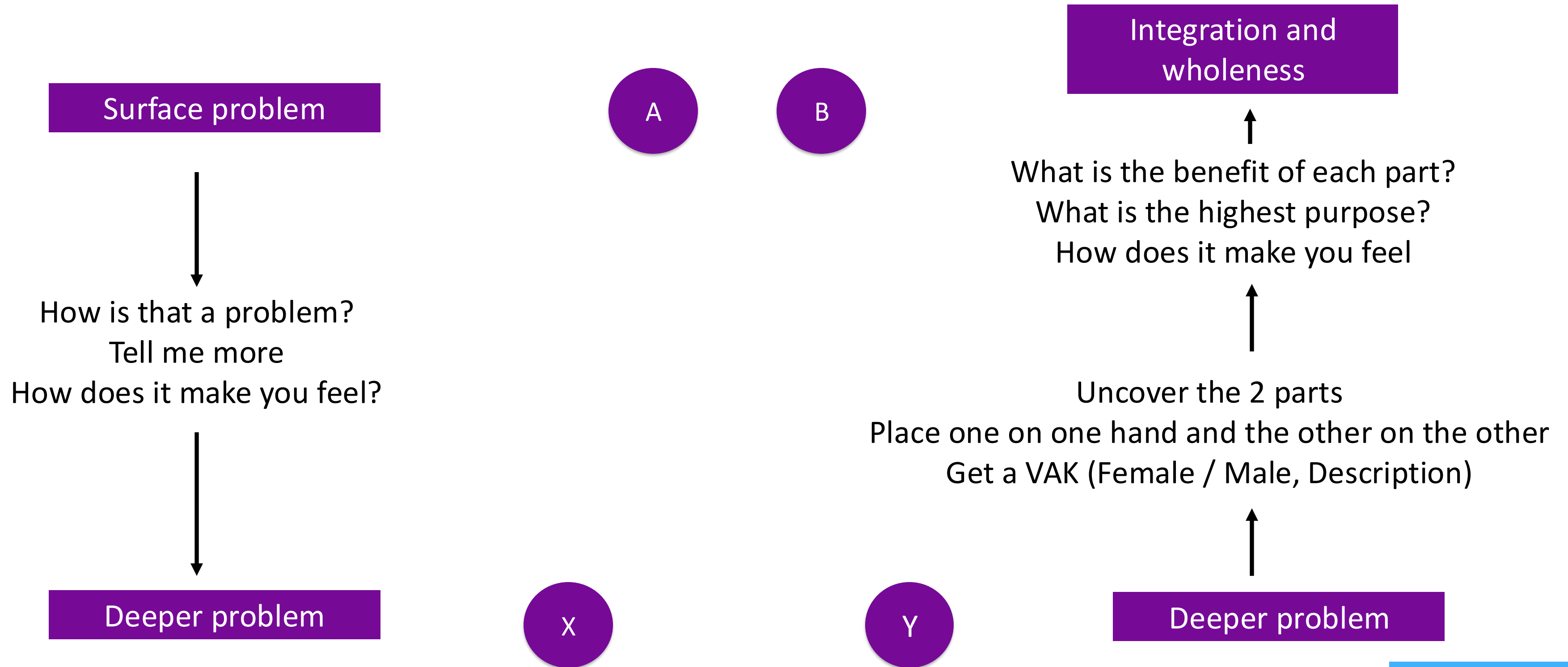
A

B

X

Y

PARTS INTEGRATION



PARTS INTEGRATION SCRIPT

1. Identify the conflict and ask, “How is that a problem?”, “Tell me more”, “How does that make you feel?” until you get to the root of the problem (Pro tip: Connected to the human need and calibrate).
2. Place the deeper parts in conflict in each of the hands (one by one) and establish a VAK. You can ask, “Is it male or female, what are they wearing, what is their personality like?” Or “What is the colour, texture, size and shape?”
3. Then focus on the part which appears limiting and ask, “What is the highest purpose of the part?” You can even ask, “What is the benefit of one part?”, “How does that make you feel?”, “What else?”, “What else?” and “What else?” Pause when you reach a limit.
4. Then focus on the next part which appears to be the opposite of the limit and ask, “What is the highest purpose of the other part?” You can even ask, “What is the benefit of the other part?”, “How does that make you feel?” “What else?”, “What else?” and “What else?” Pause when you reach a limit or discover a part in common.

PARTS INTEGRATION SCRIPT

5. When you discover they have the same benefit in common, you can allow the benefits of both parts to come together to create an integrated whole. You can use words like, “Go ahead and allow the benefits of one part to communicate with the benefits of the other part. That’s right. Just let them come together in their own time.”
6. Give your client space to experience wholeness.
7. In case your client does not have parts in common, ask them to bring the benefits of both parts together and create a wholeness.

PRACTICE BREAKOUT ROOM

PARTS INTEGRATION EXERCISE

1. Pairs.
2. Identify the surface and deeper problem.
3. Identify the deeper belief and the opposite of it.
4. Uncover the benefit of the deeper problem.
5. Let the 2 parts come together.

PARTS INTEGRATION SCRIPT

PARTS INTEGRATION SCRIPT

The parts integration process can be used to resolve internal conflict or emotional struggles by integrating conflicting aspects or “parts” of oneself.

1. Identify the conflict and ask, “How is that a problem?”, “Tell me more”, “How does that make you feel?” until you get to the root of the problem (Pro tip: Connected to the human need and calibrate).
2. Place the deeper parts in conflict in each of the hands (one by one) and establish a VAK. You can ask, “Is it male or female, what are they wearing, what is their personality like?” Or “What is the colour, texture, size and shape?”
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4. Then focus on the next part which appears to be the opposite of the limit and ask, “What is the highest purpose of the other part?” You can even ask, “What is the benefit of the other part?”, “How does that make

PARTS INTEGRATION SELF PRACTICE WORKSHEET

[Click here for the Google doc](#)

PARTS INTEGRATION SELF PRACTICE WORKSHEET

1. Identify the inner conflict and ask, “*How is that a problem?*” until you get to the root of the problem.

2. Once you have identified the root of the problem, then get a description of each part. (Begin with the part that appears to be limiting in some way).

The description of Part 1 would include:

- Male/ Female: _____
- Personality: _____
- Words: _____
- Colour: _____
- Texture: _____
- Size: _____
- Shape: _____

The description of Part 2 would include:

- Male/ Female: _____

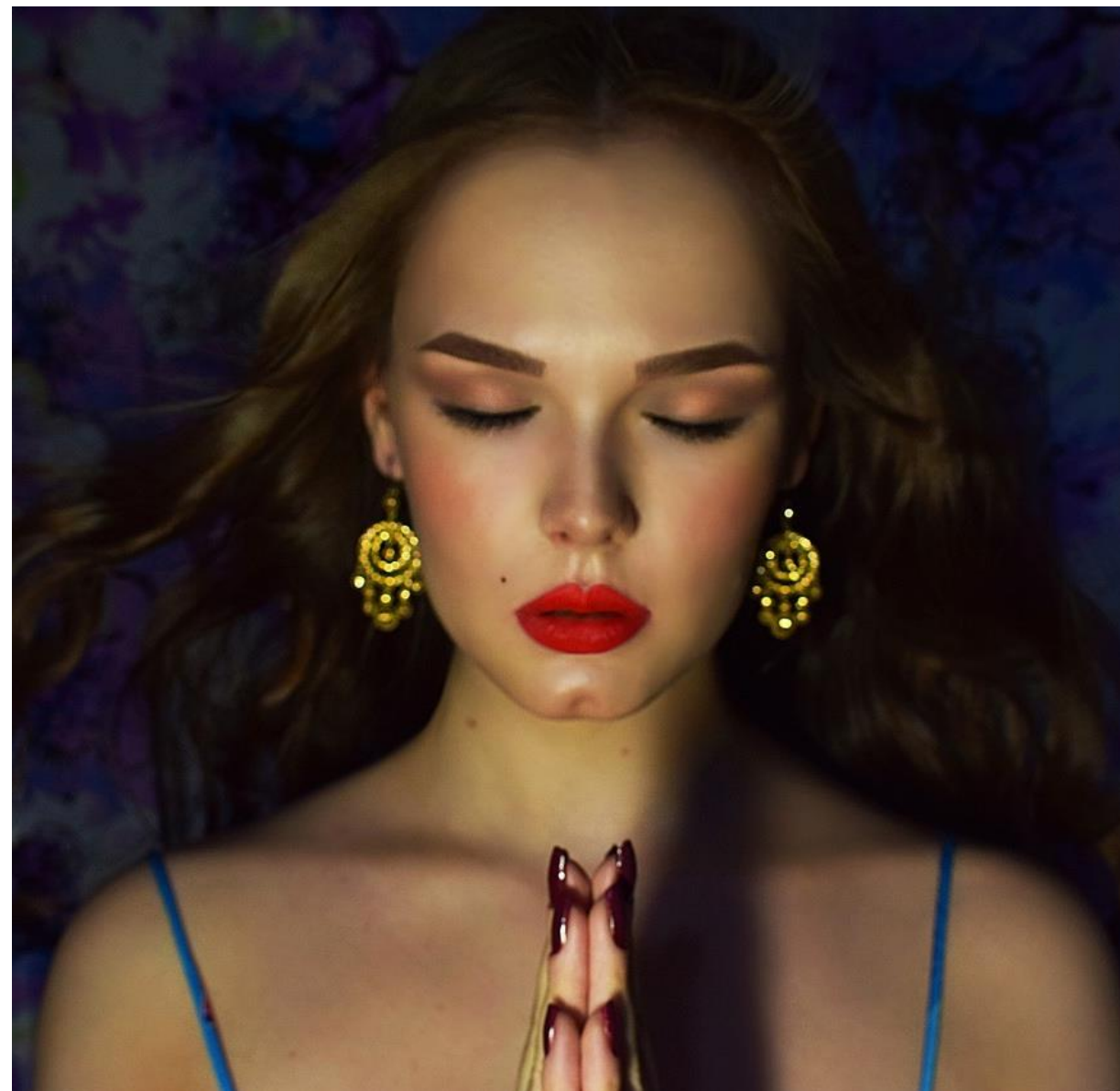
<https://vitalitylivingcollege.info/wp-content/uploads/2025/01/10.-Parts-Integration-Self-practice-Worksheet-08.01.2025.pdf>

APPLICATIONS OF PARTS INTEGRATION



- Improving career decisions: Balancing the desire for security with the need for fulfillment in job choices.
- Enhancing personal relationships: Integrating the need for independence with the desire for closeness and intimacy.
- Overcoming self-sabotage in weight loss: Aligning the part seeking comfort with the part wanting health.
- Resolving internal conflict in parenting: Merging discipline and nurturing to create a balanced parenting approach.
- Making peace with past trauma: Integrating conflicting emotions like anger and sadness to foster emotional healing.

APPLICATIONS OF PARTS INTEGRATION

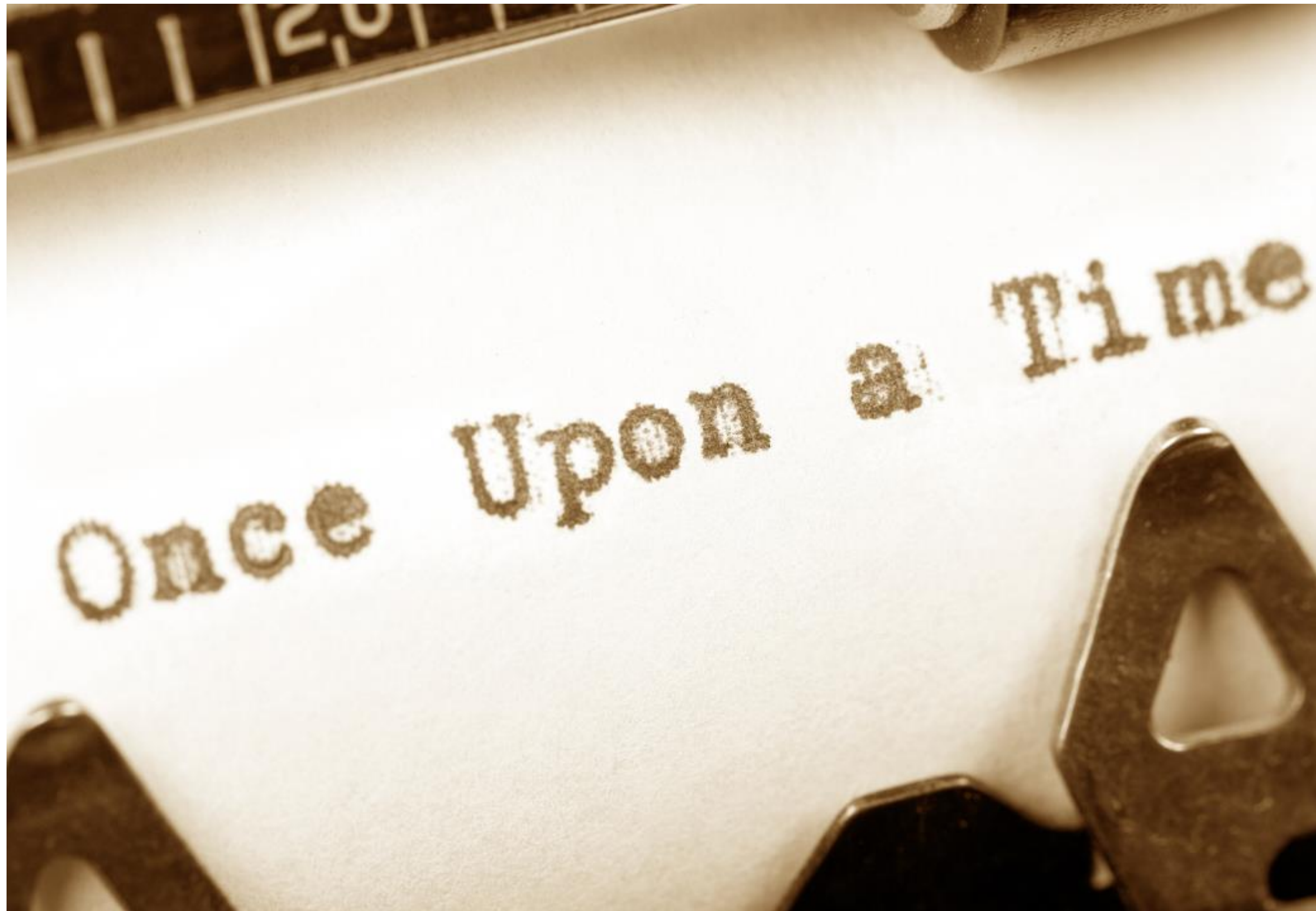


- Overcoming fear of public speaking: Aligning the desire to speak confidently with the fear of judgment.
- Balancing work and life: Integrating the drive for career success with the need for family time.
- Reducing anxiety and stress: Balancing productivity needs with the need for relaxation and self-care.
- Strengthening self-worth after a breakup: Merging emotional attachment with self-respect and independence.
- Dealing with addictive behaviors: Aligning the desire for immediate gratification with long-term well-being goals.

PRACTICE TEAM ROOM

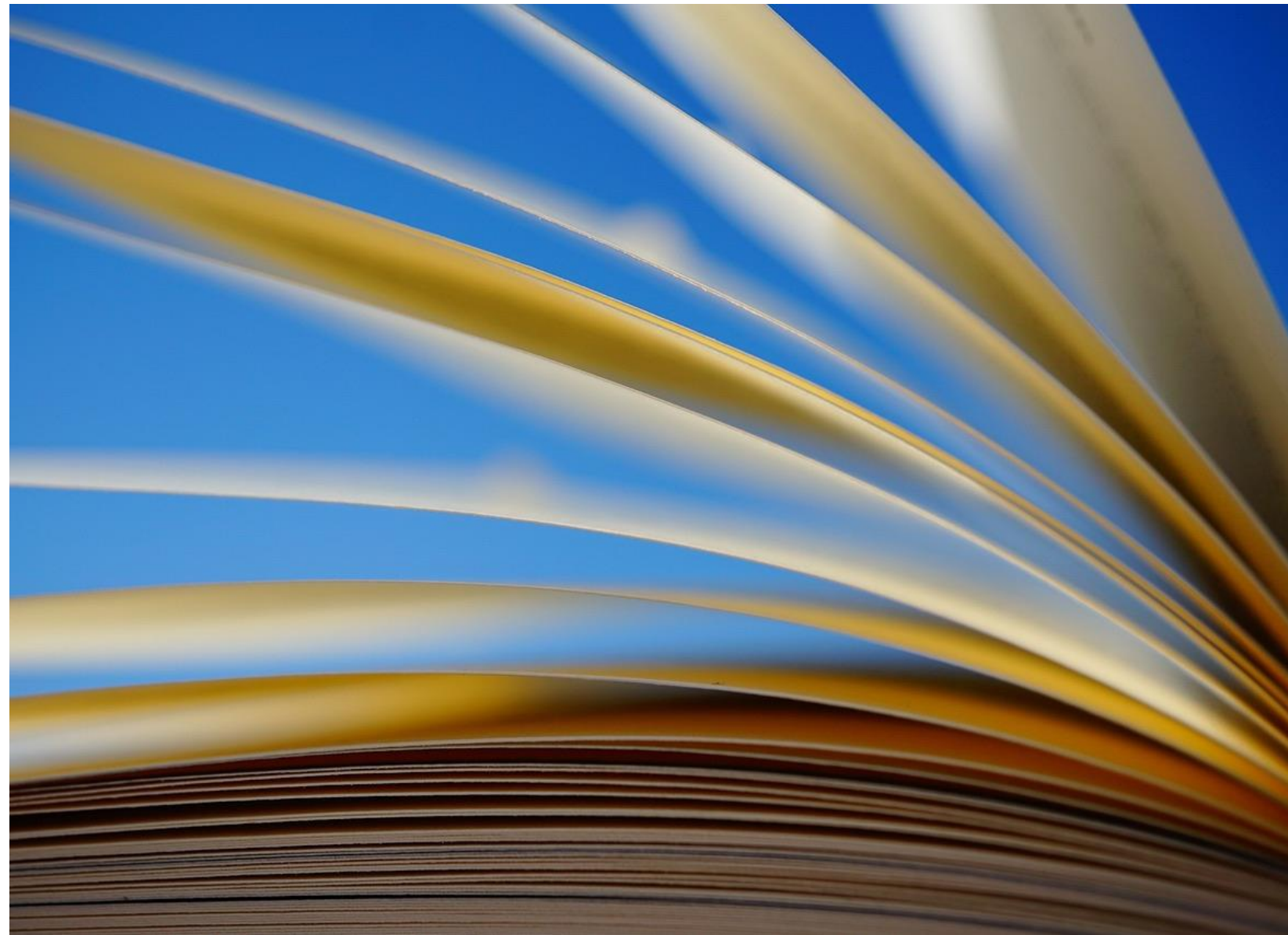
SHARING CIRCLE

1. Share what did you learn as the giver and receiver?
2. What did you learn?



STORY OF SUCCESS

WHAT IS THE STORY OF SUCCESS?



It is a personal account of a significant achievement in your life. Examples might include:

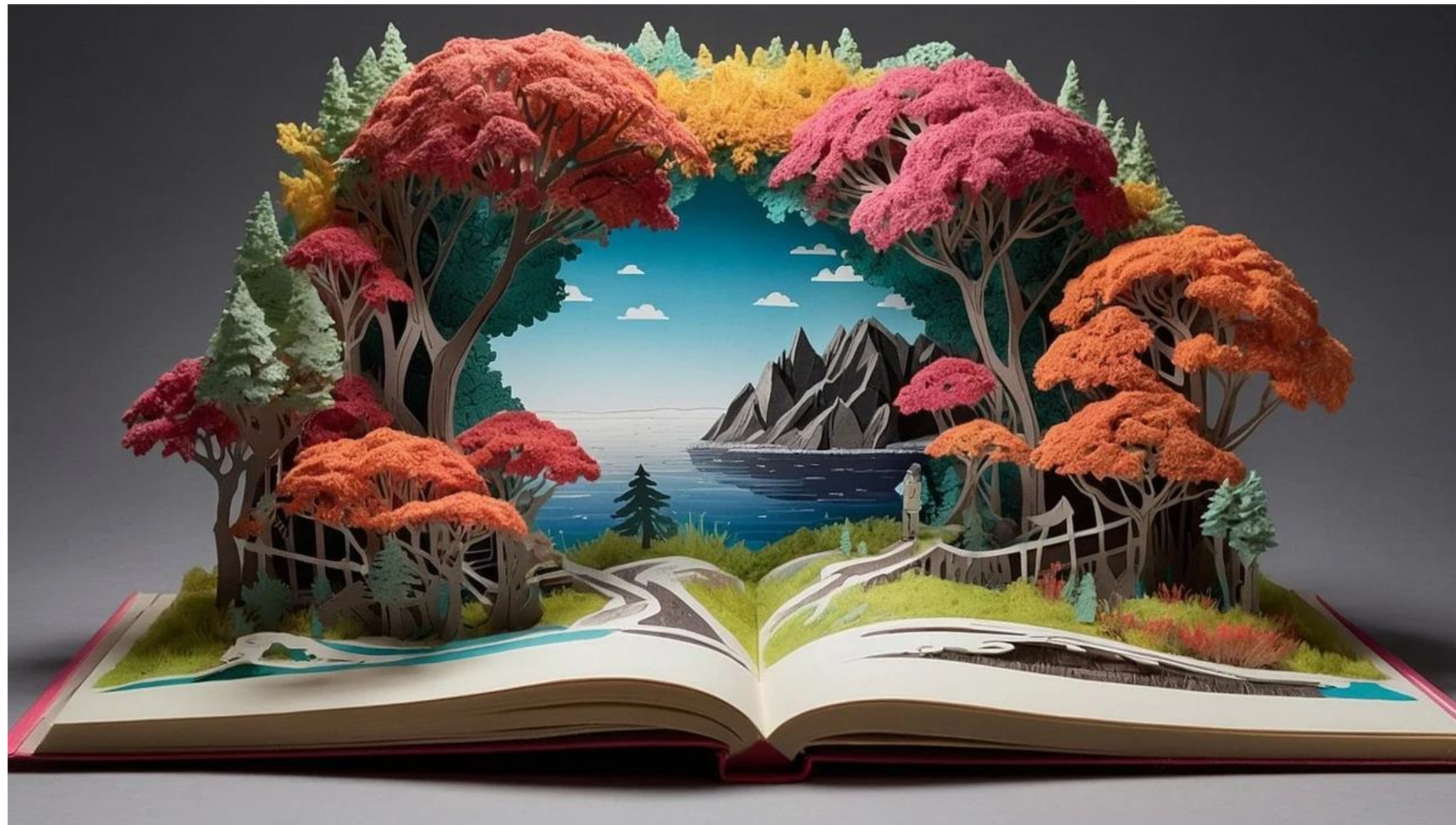
- Becoming a parent.
- Growing a business.
- Finishing a project.
- Embarking on a dream vacation.
- Getting a qualification.

BENEFITS OF THE STORY OF SUCCESS



- Create a new narrative that propels you forward to a future success.
- Harnesses the power of a past success.
- Helps clients to get unstuck.
- Create a memory flood of positivity.

THE STEPS TO THE STORY OF SUCCESS



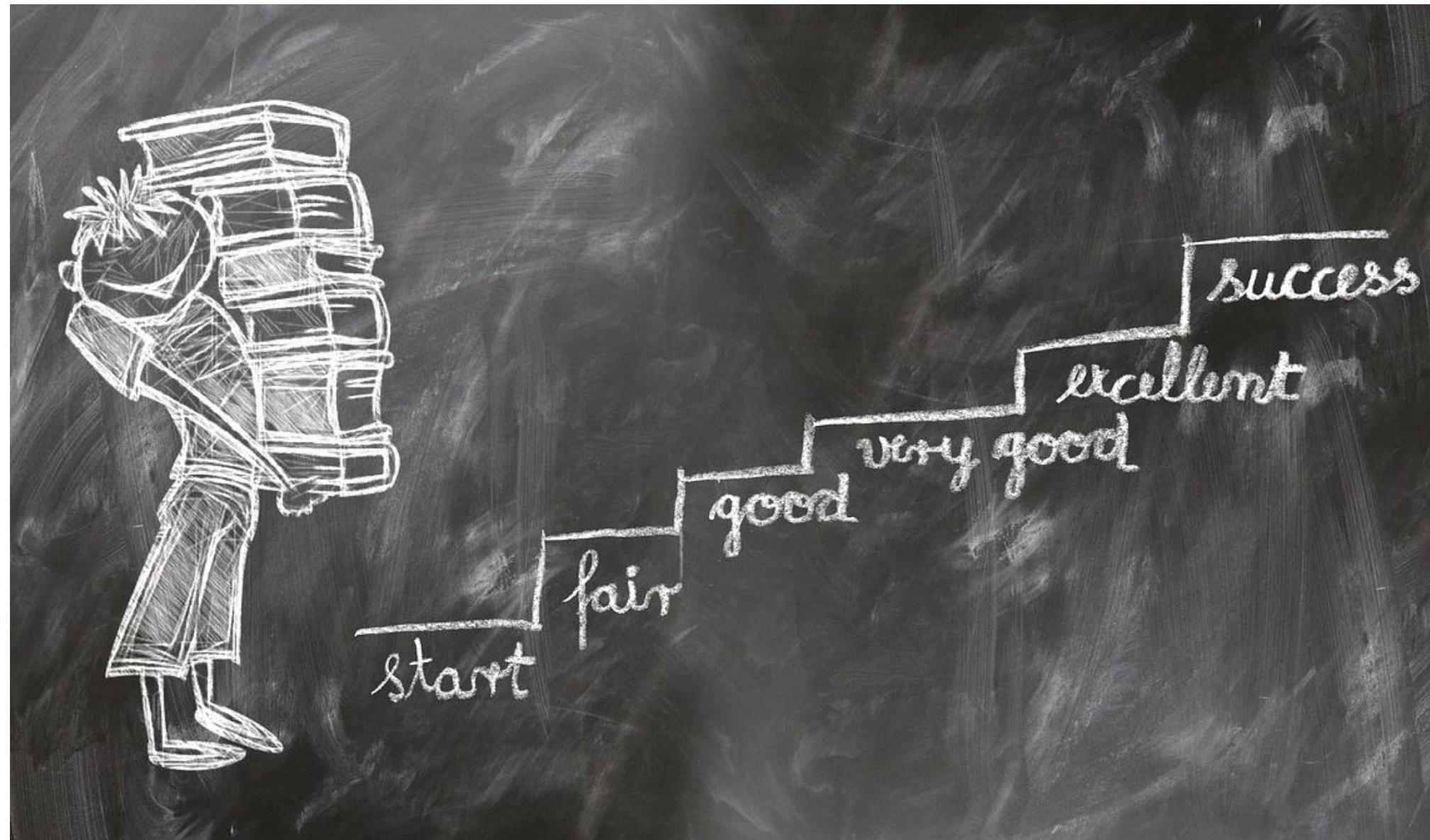
1. Identify a past story of success.
2. Write it down.
3. Identify the success factors.
4. Decide on an area of life you want to change.
5. Write a new story of success for what you want to achieve and incorporate the relevant success factors.

STORY OF SUCCESS EXERCISE

Write down your story of success:

- What specifically happened?
- What did you do?
- What did you not do?
- What were you thinking and feeling?
- How were you behaving?
- What was the difference that made the difference?

NEW SUCCESS STORY



How can you apply these success strategies to another aspect of your life?

PRACTICE MAIN ROOM

SUCCESS STORY

1. Write down your story of success.

APPLICATIONS OF STORY OF SUCCESS



- Overcome self-doubt: Reframe past successes to boost confidence and self-belief.
- Build motivation: Recall past achievements to reignite drive and focus.
- Handle failure and setbacks: Write your new narrative of success.
- Strengthen decision-making: Use past successful decisions to guide current choices.
- Empowering action in business or career: Use past professional achievements to fuel bold actions.

STORY OF SUCCESS EXERCISE

[Click here for the Google doc](#)

STORY OF SUCCESS EXERCISE

A. Write down your story of success:

1. What specifically happened?

2. What did you do?

3. What did you not do?

4. What were you thinking and feeling?

5. How were you behaving?

6. What was the difference that made the difference?

NEW SUCCESS STORY EXERCISE

NEW SUCCESS STORY EXERCISE

1. How can you apply these success strategies to another aspect of your life?

SUMMARY

1. Parts Integration
2. Story of success
3. Certification
4. Examination
5. Next steps

NEXT STEPS

1. **Update:** Personal development log, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>.
2. **Daily practice:** One of these skills – Triangle of success, Anchoring, and / or New Behaviour Generator.
3. **Refresh (pick 1 which suits. you):**
 - Scroll the Poster Dates WhatsApp group (Dec2024 BCNLP Poster Dates Group), <https://chat.whatsapp.com/DOg9A7sl0P40v08KnOHley>
 - Browse the worksheet and scripts, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/1-personal-development-log>. 📄
 - Browse the master slides and summary slides, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/24-all-manuals-slides-and-questions-answers/lesson/2-slides-breakthrough-nlp-diploma-practitioner-mentoring>.
 - Live demonstrations, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/live-demonstrations/lesson/1-live-demonstration-uncovering-emotional-blowout-november-2023>. 🗣️
 - Watch the videos module by module, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/1-module-1-introduction-to-breakthrough-coaching-nlp/lesson/1-module-1-introduction-to-breakthrough-coaching-nlp>
4. Daily skills revision: Complete the daily BC NLP skills revisions with quizz,. Review old skills revisions and quizzes on the portal, <https://portal.vitalitylivingcollege.info/course/breakthrough-coaching/23-all-worksheets/lesson/live-demonstration-metaprograms> . 🤖
5. **Self-care:** Drink more water than normal, take a walk in nature, have a salt bath, rest and sleep deeply.
6. **Practice:** Ask for a buddy in the group and practice / revise any skill you want.



EXAMINATION



**PERSONAL
DEVELOPMENT
PLAN**



**BC NLP SKILLS
REVISION**



WORKSHEETS



**MASTER
SLIDES,
& Q&A**

BREAKTHROUGH COACHING & NLP DIPLOMA

