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(Small Entity)

Docket No.
SALZ-2763

TO THE ASSISTANT COMMISSIONER FOR PATENTS

Transmitted herewith for filing under 35 U.S.C. 111 and 37 C.F.R. 1.53 is the patent application of:

Keith Raniere

For: RATIONAL INQUIRY METHOD

Enclosed are:

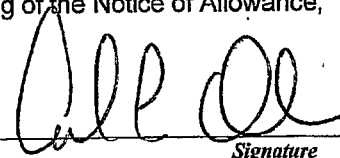
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Dated: September 1, 2000


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Docket No.

Applicant(s): **Keith Raniere****SALZ-2763**

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Group Art Unit

Invention: **RATIONAL INQUIRY METHOD**

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P06A/REV02

RATIONAL INQUIRY METHOD

FIELD OF THE INVENTION

5 The present invention relates generally to educational methods for personal improvement. In particular, the present invention relates to a method for detecting and removing disintegrations.

BACKGROUND OF THE INVENTION

0 Educational methods for personal improvement are known in the art. For example, one educational method for personal improvement includes modifying the emotional response of a student to an upsetting stimulus. In other personal improvement methods, principles and habits of successful people are studied and revealed so that a student may try to copy or emulate these habits. Attitudes and traits of great leaders may be shown so that a student may try to emulate these characteristics.

SUMMARY OF THE INVENTION

20 In order to overcome the above deficiencies, the present invention provides a method of rational inquiry. Rational inquiry includes a plurality of questions and

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consistent his or her beliefs and behavior patterns will be. The more consistent with respect to reality the person is the better he or she will be in their life experience.

5 Rational inquiry changes the way individuals experience the world. When integration occurs, a piece of information falls into place and the meaning of the stimulus changes. Rational inquiry creates integrations so people become more consistent in their beliefs and behavior. Integration provides a profound shift in how people do things. Whatever made things seem difficult or impossible for them in the past or made them ineffective or unmotivated, literally just falls away and disappears.

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5 A disintegration may be manifest in a bodily function response, an emotional function response, and/or an intellectual function response. Sometimes these responses are sub-optimal. For example, if an individual has a consistent sub-optimal emotional response to a stimulus, it is often a result of the meaning the student applies to the stimulus.

20 Traditional therapy modifies and changes the emotional response that the student has to a stimulus. The rational inquiry method modifies the meaning of the stimulus itself to the student before an emotional response occurs. The

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present invention includes a matrix or plurality of modules, including practices and inquiries that change a individual's recognition and beliefs through rational inquiry.

5 The plurality of modules, including practices and inquiries are the matrix used to arrive at a minimal basis. The modules, including practices and inquiries, create a consistent personal definitional basis for practical philosophical concepts and words, and also provides distinctions. Thus, through the modules, including practices and inquiries an individual may determine a minimally assumptive matrix of consistent human internal existence and determine a minimally assumptive matrix of consistent reality. These modules, including practices and inquiries include but not limited to, for example: teaching a student rules and rituals; teaching the student scripting for effective sales; teaching the student communication and being at cause for taking responsibility for choice at all times; teaching the student honesty and disclosure for building integrity; teaching the student how to generate rapport and an excited state to increase the effectiveness of communication; teaching the student persistence to build long-term commitment; teaching the student how to generate a peak intensity and power state to allow the student to be

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more effective in activities familiarity with his/her full bandwidth of emotions; teaching the student about work and value for providing the student a way to produce more satisfying results; teaching the student how to raise self-esteem to allow the student to be aware of many choices in a given context; teaching the student how to recognize good and bad so that the student can choose the good; teaching the student how to understand, identify and protect themselves against parasite strategies that keep people dependent on others and lower self-esteem; teaching the student about ethics, justice, crime and punishment and how ethics are upheld in a just system; teaching the student how to recognize and avoid shifters who destroy value; teaching the student how to pay tribute to others who have contributed to them; teaching the student about the basis of money; teaching the student that to raise ethics is to better society; teaching the student to evaluate their own skills to determine their market value; teaching the student time management skills; and teaching the student to stay in the present moment to gain effectiveness. The educational method further includes teaching the method using audio visuals including video tapes, internet, intranet, seminars and hard copy material.

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BRIEF DESCRIPTION OF THE DRAWINGS

The features of the present invention will best be understood from a detailed description of the invention and an embodiment thereof selected for the purposes of illustration and shown in the accompanying drawings in which:

FIG. 1 illustrates a flow chart of the rational inquiry method in accordance with an embodiment of the present invention;

FIG. 2 illustrates a diagram of the rational inquiry method including a computer system, an audio visual system, a seminar, and a hard copy presentation format;

FIG. 3 illustrates a listing of basic modules, including practices and inquiries; and

FIG. 4 illustrates a flow chart for goal setting.

DETAILED DESCRIPTION OF THE INVENTION

Although certain embodiments of the present invention will be shown and described in detail, it should be

understood that various changes and modifications may be made without departing from the scope of the appended claims. The scope of the present invention will in no way be limited to the number of constituting components, the materials thereof, the shapes thereof, the relative arrangement thereof, etc. Basic features of the present invention are illustrated in detail in the accompanying drawings, wherein like reference numerals refer to like elements throughout the drawings. Although the drawings are intended to illustrate the present invention, the drawings are not necessarily drawn to scale. A portion of the disclosure of this patent document contains material which is subject to copyright protection. The copyright owner has no objection to facsimile (or) reproduction by anyone of the patent disclosure as it appears in the Patent and Trademark Office public patent files or records, but otherwise reserves all copyright rights.

FIG. 1 illustrates a flow chart of the rational inquiry method in accordance with an embodiment of the present invention. The rational inquiry (e.g., a belief system) 12 is a method 10 that includes philosophy 14, communication 16, and learning 18. This system 12 defines a method for discovery of consistent human internal existence and a

includes voice and visual 26. The technology interfaces 22 deal very specifically with the nature of human communication through reflexes and different voice stressors and patterns. A reflex is a response to a stimulus that is based on meaning. An individual can better create human and technology interfaces using these elements. With the use of reflexes and phonemic representation of voice through expression one can make technologic interfaces that can in fact sense human emotions and other different things in humans. Having a phonemic software package allows one to send e-mail or other correspondence that can be read in any given person's voice.

The prospective therapy 24 includes pre-emptive techniques 28, essence intent 30, deprogramming strategies 32, loading 34, parts balance 36, non-integration 38, and therapy by number (exploration of meaning) 40. The pre-emptive techniques 28 include techniques used (metaphorically) to close the front door before the horse gets out. They are a way to create double binds with a major force and a minor force, which also ties into the essence intent 30 and the use of remote set-ups. A pre-emptive technique 28 is a way of discussing something and building a logical foundation so that it can be used in the

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future, sort of like a lemma in mathematical proofs.
Recapitulation, is defined as when a communication is done
so that the punch line is not given until the very end, so
that when that index (i.e., the punch line) is given,
5 everything that came before it must be replayed and
reevaluated in the mind in light of the new information.
This allows for greater learning. It also allows for an "a-
ha" experience (the hallmark of learning). Pre-emptive
techniques 28 allow a person to set up a story so that it
has a more profound "punch line."

The essence intent 30 includes being intent 42. In
therapy, an identification of essence intent 30 keeps a
therapist from getting caught up in content and/or process.
Rather, it allows therapists to understand the intent of an
individual in a given interaction.

Essence intent 30 is the intent of a person for saying
or doing something. When someone identifies enough essence
intent 30 they eventually come down to being intent 42.
Being intent 42 answers the questions of, what is this
20 person trying to do in the world, and how is it manifest in
everything they do. At some point very early in life there
was some incident of non-satiation which the individual
became fixated upon. That fixation translated itself into

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everything else that they do. Once the therapist finds the person's being intent 42, the therapist can work from an integration stand point to integrate it and thereby, all the disintegrations that followed after it will rapidly fall into place. Sometimes it is necessary to get through some of the other more superficial disintegrations to get down to a more primary disintegration.

Deprogramming strategies 32 are strategies that utilize a lot of the technology to thwart a person's potential attempt to protect their faults or their fears (e.g., phopias). Essentially instead of attacking a structure that is based on a fear, the practitioner builds another structure that is strong and supported by consistent information. Once the stronger structure is in place, the practitioner transitions the person to that structure and the fear structure collapses. To do this the practitioner talks around a nonintegrated issue, constructing concepts around the issue in such a way that it is not the only thing that is supporting their belief system. Then, when the disintegration is uncovered, they literally have a strong place to go as opposed to trying desperately to fight for the only thing that they believe in. They have another belief to rely upon that is more consistent and integrated.

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5 Loading 34 includes a sub-set called reflexes 44. If
the practitioner looks at an individual while they are
communicating it is almost like there is a pulse or strobe-
like effect. They go from expression to expression to
expression. This pattern corresponds with idea associations
as the person thinks. For example, the person may see an ad
on TV about Christmas and the person may think of a past
Christmas of theirs, which leads the person to remember a
red dress that their mother wore, and that red dress gives
the person a feeling of comfort. That feeling of comfort
reminds the person of a time when they were a baby, being
held by their father who had hairy arms and the hair on his
arms might remind them of the hair that the person has on
their arms now. Human thought patterns go from intellectual
associations through intellectual associations through
emotional associations. There is a whole series of
thinking, feeling and sense memory associations. With each
one of these transitions the physical body takes on a
certain aspect of that physical transition depending on the
emotion that is triggered and the amount of data that comes
from that transition, or the amount of emotional charge. By
watching a person's reflexes, or by listening to the
stressors in the person's voice (reflexes 44 can be heard in

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the voice as well as seen), one can ascertain a tremendous amount of information about the person without the person consciously transmitting it. In fact, the person does not even have to be speaking if the practitioner is sensitive enough. For example, while talking to a person the practitioner may mention the concepts of "my father" and "my mother." For the listener to understand "father" and "mother" they must load in a concept of father and a concept of mother (this gets to loading 34). If the concept of "mother" has a lot of emotion to it, when the individual loads in mother there will be a more profound shift in their physiology when mother is mentioned. This demonstrates to the practitioner that there is more emotional charge and emotionality behind mother than behind father. Learning to see these pulses gives the practitioner this type of information. These pulses can also be seen on video and or heard on audio.

Parts balance 36 refers to the different parts or aspects of a person's personality. The practitioner recognizes that different parts may be at different stages of development and in a sense a whole different experience set. What the practitioner seeks to do, instead of trying to integrate the parts together, is to develop the parts so

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that they can grow and grow together to be on equal footing and force. For example, suppose a person has developed two parts, a more developed mature part and a less developed child like innocent part. If the mature part has developed into the extreme, an angry, a mean part, and the practitioner tries to integrate it with the innocent part, the less developed part with the mature stronger part, it may, in effect be unbalanced. The less developed part could be crushed. It could therefore in effect cripple the person's ultimate potential.

The non-integration or disintegration 38 includes ineffective non transcendant emotions 48. Non-integration or disintegration 38 can be illustrated by an analogy. A person has goals, objectives and things that they want to achieve. This can be viewed like a sled with a bunch of sled dogs out in front. Let's say there are 10 sled dogs pulling the sled toward a goal and the person is the sled. A disintegration 38 is a sled dog that is going in a different direction. Most people strive for certain goals but for most of them, goals are only wishes. A person moves toward the goals, but then something seems to stop them so that the person never seems to have an absolute directed progression toward them. This is because being

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disintegrated 38 is like having the sled dogs all going in different directions. So the sled never really moves forward very far. Adults have disintegrations. This is because when a person is a child learning to be an adult and learning about the world, the person can only learn things from a child's perspective. That perspective is based on a child's understanding of the world, a child's intellect, and a child's wisdom. But these teachings become the cornerstones of the whole adult reality. Most of the strategies used by an adult, on a day to day basis, were developed based on a child's logic and intellect. Bodily function, intelligence and emotions 48 are a sub-set of nonintegration or disintegration 38 and include define, cause and remove.

A series of mechanisms may be used to remove disintegrations 38. These may include boundary testing, postulate methodology, reflexes, loading, exploration of meaning technology, experimental learning technology (i.e., the switch), Boolean logic and projective methodology. Within the sub-set of emotions 48 are emotional definitions. Emotions include, for example, fight or flight, joy, satiation (all negative emotions trace back to fear). Fear (phobia) is always a lack of data. When a person fears

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something they tend to run away from that thing which they fear. This becomes almost like a self-fulfilling prophecy, which relates to non-integration or disintegration 38.

5 Therapy by number 40 leads to primitives 46 and postulates. There are primitives 46 and postulates in both learning and therapy. Learning primitives are the base concepts that a person uses, concepts of something increasing, concepts of something existing, something not existing, two things being added together, etc. Some of them are data concepts and some of them are process concepts. Atomic units and patterns within learning are defined. For example, atomic units of piano playing would be the different techniques of how to hit the keys and the different drills of practicing with the fingers. Once a person has these atomic units, the patterns generated by them are classical music, jazz music, etc., that allows the person to fill out the whole space of the instrument.

20 Primitives 46 and postulates with respect to prospective therapy 24 are base emotional primitives that a person can and/or needs to have, which form a complete basis (i.e., a methodology used in linear algebra) of a complete set of all human behaviors. Unfortunately, many people either do not have a complete set of primitives 46 or have

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primitives 46 that are misdirected. Those primitives 46 can be formed so that each person has the basic elements to have a complete personality and complete range of expression.

Having each primitive completely developed gives the individual ultimate flexibility across the behavioral and emotional range of being human.

Therapy by number or exploration of meaning or EM technology 40 includes a whole process of, in a simplistic sense, taking what a person says, and presents (communicates both consciously and unconsciously) and the linguistic surface structure of meaning, and finding the deep structure which represents the internal representation and deep meaning of what they present. This process leads to uncovering the disintegrations 38 the person has.

Prospective therapy 24 deals with the person in their present state, with their present resources and allows them to move forward to a state of being that is called "integrated" or balanced. What other therapies do is to examine the past or to go into the past. If they work in the past, and change things in the past, there is the potential to collapse the present. These processes can cause all sorts of additional problems like feelings of worthlessness and listlessness. What prospective therapy 24

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does is to take the person's present resources and take them forward to make them more complete as opposed to looking at the person's in-completions now, running into the past, and trying to back fill them.

5 The learning 18 includes philosophic primitives of intelligence 50, executive success program 52, and intelligence building 54. Hereinafter, the executive success program 52 will be denoted as ESP. The ESP 52 includes teacher skills 56, atomic units and patterns 58, mission theory 60, community and branches 62, modules, including practices and inquiries 64, strategies and patterns 66, systems learning 68, and athletics 70. The modules, including practices and inquiries 64 include LLI (Life Learning Institute) optimization 72. The strategies and patterns 66 include cheating and devaluation 74. Cheating and devaluation 74 includes shifter 76. The systems learning 68 includes emotional learning 78, inductive learning 80, integrative steps 82, deductive learning 84, and experiential learning 86. The integrative steps 82 include first principles base elements 84. The first principles base elements 84 include minimal basis 86.

FIG. 2 illustrates a diagram of the rational inquiry method 10 interfaced with a computer system 100, an audio

visual system 102, internet, intranet, world wide web, a
hard-copy format 104, and a seminar 106. The computer
system 100, the audio visual system 102, the hard copy
format 104, and the seminar 106 may also be interfaced
5 together. The rational inquiry method 10 may interact with
a student through a computer system 100 giving questions and
answers leading to predetermined results. The audio visual
system 102 may include any suitable means such as, a video
tape system, a disc system, a movie film, etc. The rational
inquiry method 10 may be presented on any suitable hard copy
format 104, such as, a book, pamphlet, printed pages, etc.
The rational inquiry method 10 may be presented in a seminar
106 with a teacher. The teacher may ask questions leading
each pupil in the class to answer and to explore meaning.
Additionally, the seminar 106 may include coaches to help
lead small discussion groups, within which members of
discussion group can share ideas leading to answers.
Furthermore, each member of the group may have their own
coach to provide individual help and guidance in reaching
20 individual goals.

FIG. 3 illustrates a listing of the modules, including
practices and inquiries 64 included in the ESP 52 of the
rational inquiry method 10. The modules, including practices

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and inquiries are provided hereinafter in The Appendix. ESP 52 module 1 includes rules and rituals and a scripting module. The rules and rituals and scripting module include handshaking, rules and rituals, an introduction to the basic modules, including practices and inquiries 64 and scripting. The purpose of the rules and rituals and scripting module is for students to develop a deep appreciation and understanding of the ESP 52.

Students are taught that handshaking includes a basic handshake, and an ESP 52 handshake. Students wear sashes or scarves to signify rank. The sashes or scarves come in different color signifying measurable achievement and contribution to the ESP 52 mission. Promotion and rank are awarded to students to measure the individual's progress. Pictures of the founders may be displayed to show respect and to give tribute. In order to provide a feeling of intimacy and comfort all people entering the session area are required to remove their shoes.

Students who reach a given level may be given a title and/or a sash of a given color. Bowing is a show of respect and students bow when entering and leaving a session space. At the beginning and end of a session, the highest rank officially calls the group together with the ESP 52

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handclap. The class stands, repeats the ESP 52 handclap in unison, and bows to the person leading the session. The leading person then returns the bow. The ESP 52 twelve point mission statement is recited before the start of each ESP 52 session.

Students are taught scripting to plan what the student is going to say to achieve a desired result. Scripting includes a statement of truth, a statement of need and a take away.

ESP 52 module 2 includes a communications and being at cause module. The purpose of this module is to understand how human perception filters incoming information, creates a student's emotional response and drives the student's behavior so that the student may recognize that they have a choice in all areas of their life.

Students choose their responses and behaviors. Taking responsibility for that choice at all times is being "at cause."

There are three types of emotions including correspondence control emotions, vested interest emotions, and immature emotions. The correspondence control emotions are emotions that students use in response to other student's behavior to try to control or change the other

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student's behavior. Vested interest emotions come from beliefs and perceptions that a student wants to maintain because changing them would require a change in behavior that the student is unwilling to make. Immature emotions are emotions that a student has not yet defined as being either of the correspondence control emotions or vested interest emotions. Exploring these emotions reveals that they are either correspondence control emotions or vested interest emotions.

ESP 52 module 3 includes an honesty disclosure module. The purpose of the honesty disclosure module is to create an integrated understanding of honesty and disclosure so that students can apply the concepts and become more consistent in every area of life.

Honesty is being free from fraud or deception. ESP 52 defines honesty as the intent to share in a non-distorted fashion. Being whole is being integrated which creates consistency in behavior. Contradiction and inconsistency in behavior is a sign of non-integration. Needs are necessary for survival. Desires are non-integrated fixations, not necessary for survival. They give a student pleasure or move the student away from pain. Fear is a reaction to an imagined outcome. All fear is a lack of data, and therefore

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lessened with data. Failure in the physical realm is pain versus pleasure. In the emotional realm, sadness versus happiness. In the thought realm, detraction versus affirmation.

5 ESP 52 module 4 includes a module on rapport and excited state. The purpose of the rapport and excited state module is to give students a set of skills that produce and check rapport consistently and increase the effectiveness of communication. The coach demonstrates and leads the students to conclusions. Pacing is matching or mirroring some aspect of the other student's behavior. It is not mimicking because mimicking causes the other student to feel uncomfortable. Pacing must be done out of respect for the other student. Leading is moving the student's communication, after establishing rapport. For example, a student can establish rapport and enter the world of someone who is unhappy. Then the student can lead them to happiness. Polar is opposite. It is mismatching. For example, if a first student leans forward, a second student leans back. The purpose of building an excited state is to teach the student the ability to generate intense emotional states easily to convey enthusiasm at will. Students who demonstrate enthusiasm are better able to communicate and

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sell their ideas with ease.

ESP 52 module 5 includes a module dealing with persistence and motivation. The purpose of this module is to give students the tools to build a new, personal inner knowledge and strength, so that they can affect their destiny through commitment and persistence. The coaches lead the students to realize what persistence is with respect to inner word.

ESP 52 module 6 includes a module on intensity and power state. The purpose of this module is for the students to become more focused and present during daily activities, to become aware of their intensity level throughout the day and to learn to increase intensity at will affording them a fuller experience of life. The coaches lead and demonstrate to the students how to achieve intensity and power. A full range of emotions includes "positive" emotions as well as "negative" emotions. A range gives a student a depth of feeling or presence in experience, and this depth is referred to as one's emotional bandwidth. A peak intensity state is something a student would experience as if their life depended on it (fight or flight). This state may be only momentary at first but with practice a person can build emotional endurance. Spastic movement is when muscle

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tension causes jerky or involuntary stiff movements. This can happen in intense states because often the student is unaware of the tension the intense state produces. The switch is a term used to describe the mechanism that turns off rational control of a student's emotions and behaviors, moving the student into lower brain fight or flight activity.

The fight or flight response is the body's natural mechanism when something from the outside world signals the need to respond quickly. This is experienced as fear or anger and it triggers an adrenaline surge in the body. A power state is an emotional state of optimal physical and emotional readiness and strength that can be accessed at will. It is a state where a student can harness consciously the power of the fight or flight response and harness consciously the power of their adrenaline. A trigger is a stimulus-response mechanism. The trigger for an emotional state is the set of physiological and/or emotional circumstances, which produce the state. Changing a student's physiology can change the student's emotional state. By understanding this principle students can learn how to re-access resourceful states by taking on a particular physiology pattern.

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ESP 52 module 7 includes a work value module. The purpose of this module is to teach the student the meaning of value and to give the student a clear understanding of what work is. There are two types of values. Objective value is something that is valuable to the entire human team. Objective value is anything that saves time and effort and is forward moving for mankind. Individual value is a more aesthetic thing as something may be valuable to one individual but not another. For example, an heirloom may be valuable to one individual but not another. Work is that which produces measurable results. Work is measured by results. Virtual work (a physics term applied to human performance) produces no results or value.

ESP 52 module 8 includes a self-esteem module. The purpose of this module is to give students an integrated understanding of self-esteem sequitur and how to raise self-esteem to enable individuals to give and take with integrity.

Coaches review honesty and integrity with the students. Honesty is the intent to represent a student's reality as accurately as possible. Integrity is about being consistent not about being honest. A lie is when one trades reality for fantasy. It is a distortion of reality that the student

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knows about. Self-esteem is the range of possibilities that the student has in a given context. Students with high self-esteem believe that they have many choices in a given context. They see themselves as causing agents in the world and can make things happen. Students with low self-esteem feel like they have no choice and are victims, at the whim of the world with no say and no control, which makes them totally reactive. The raising and lowering of self-esteem has to do with the integrity of giving and taking. Giving and taking in integrity, with consistency in a merit based system raises self-esteem. ESP 52 or the essential school provides this. Giving and taking in ways that are inconsistent always lowers self-esteem and therefore are not in integrity. Lying always decreases choice and self-esteem.

ESP 52 module 9 includes a good and bad module. Good is pro-survival and the building of value. Bad is counter survival and the destruction of value. A world without intelligence does not have good and bad or good and evil. Evil comes from intelligence.

ESP 52 module 10 includes the parasite/producer concepts module. The purpose of this module is for students

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to understand and identify parasite and effort strategies,
so that they can rid themselves of parasite patterns, employ
all effort strategies raising capability and self-esteem and
to protect against being manipulated or taken advantage of
by others. The coaches lead the students to learn about the
parasites. Parasite strategies keep people dependent on
others and lower self-esteem. Effort strategies create
independence and raise self-esteem. The parasite is
dependent on the world. Parasites are nice when the chips
are down or when life is hard for them. When things are
good and they don't need anything they have a tendency to
change, they can become mean, abusive or self-destructive.
A producer's internal state is separate and distinct from
conditions in the outside world, therefore they remain the
same whether life is easy or difficult with regard to how
they treat others. The term parasite is not a value
judgement.

ESP 52 module 11 includes parasite/producer strategies.
The coaches lead the students to learn about
parasite/producer strategies. Envy is when someone has
something you want and you would take it from that person to
make yourself feel better. It is destructive in nature.
Jealousy is when someone has something you want, and you

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recognize that you want it. It is not destructive in nature. The root of the word means overly zealous. Parasites take more than they give. Parasites are dependent on others for their survival. Producers give more than they take. This person is independent and capable of sustaining self. A passer through is someone who gives only as much as he/she takes.

ESP 52 module 12 includes parasite/producer practice. This is a practice session of parasite patterns. All parasitic strategies lower self-esteem and therefore destroy value. The objective of all parasite strategies is to obligate either without consent or with misunderstood consent. The objective is to recognize parasitic patterns and interrupt them so no one is obligated.

ESP 52 module 13 includes a module about crime and punishment. The purpose of this module is for students to explore their beliefs and attitudes concerning ethics, justice, crime and punishment, and to learn how ethics are upheld in a just system. Ethics are well-formed consistent postulates by which we live. An ethic is an internal guide, something that the student has personally derived from experience and is personal to the student. A rule is a guideline that is based on an ethic. Rules make life

easier. Without ethics behind them, the rules are worthless. Ethics are causes, rules are effects. Rule-bound people are fear based and follow rules mainly to avoid the consequences. Ethics-bound people are value based, and there is integrity and a certain consistency or wholeness to their actions. When one violates one's ethics the contradiction causes fragmentation of the whole person, and lowers self-esteem and limits one's options. The students are taught concepts of punishment. Hurt plus surplus is a form of punishment when a person hurts others intentionally and therefore believes that any hurt is intentional. An eye for an eye is a form of punishment when a person believes that if the other person knew how bad this hurt they would never do such a thing. A hurt minus surplus punishment is a person who has trouble with any concept of punishment.

The students explore concepts of forgiveness. Forgive everyone means that the person does not believe in punishment because if they forgive everyone, everyone is the same. Forgiving with integrity means that a student believes that the punishment fits the appropriate sentence in a consistent ethical evaluation. Forgiving without integrity uses favoritism, bigotry and prejudice. Forgiving this way is prejudice.

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ESP 52 module 14 includes a module about a shifter.

The purpose of the module is to teach students how to identify shifter strategies to limit their use in the world. The students are taught that a shifter's objective is to devalue all that is good. The way people take something that is valuable and destroy it is through value inversion or taking something that is good and making it seem bad.

ESP 52 module 15 includes a module about tribute. The purpose of this module is to help a student build inner independence by defining him/her self and giving tribute to others whom have contributed to who the student is. To build an inner appreciation for others and ourselves and the gift of living in an advance society. Edification is speaking highly of and/or acknowledging another. Literally to edify means to instruct.

ESP 52 module 16 includes a module about money. The purpose of this module is to integrate the student's perception of money.

ESP 52 module 17 includes a mission module. Students are taught that to raise ethics is to better us and to better society. This increases value and is good. To decrease technology or stop knowledge is the destruction of value and is therefore bad. Stopping development is closing

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our eyes to the truth out of fear, which is counterproductive.

ESP 52 module 18 includes a personal value inventory. The purpose of this module is to integrate the students's perception about value, wealth and success. Students learn to identify the key elements of being successful along with a process to evaluate their personal skills, a fair market value of these skills, and how to increase that value for the purpose of creating a complete success plan. Wealth is one's self esteem in a given area or the range of possibilities the person has in that area. The ability one has to bring one's ideas into form. Success is action plus a plan. The student cannot be successful without action. The students are taught levels of value. Levels 0 and 1 are similar in that they are the lowest levels of functioning in society. These levels are completely reactive in nature. The only choice here is whether or not to do the job. The difference between level 0 and 1 is that the level 1 job is either harder or less desirable. Levels 2 and 3 are similarly coupled. A level 2 has a certain set of tasks and can choose when to do them. A level 3 has developed a trait or talent, gotten into a situation where he/she can prioritize or learn to do several things at once, or to take

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responsibility and get authority. Levels 0 to 3 production are not linked with compensation. Levels 4 and 5 are the first levels that do not work on a parasitic basis. The quantity and quality of work determine the pay, and there is profit sharing or commission. The level 5 individual has developed a special skill or talent making them more valuable. Level 6 is a break point. This level makes tools that others use or teaches people a new skill that increases their value. This level builds value that is used by others. This method is a natural evolution in society. Level 7 is not a natural evolution in society. Something is developed that would not have been developed anyway, for example, a helicopter. Level 8 is a contribution that is retrospective in nature, once it is invented it changes everything. Everything that comes after a level 8 step is affected by it. Level 9 is something that creates a whole new industry. A whole new field of human endeavor and thought, for example, the computer.

A student's skills are like poker chips in a poker game. They are the valuables that the student brings into the world. The student establishes a fair market value by understanding the amount of money that the student will be paid for what the student has. It is best for the student

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to sell their skills to the highest bidder.

ESP 52 module 19 includes goal setting. The purpose of this module is to teach the student how to set and implement goals. FIG. 4 illustrates a flow chart for goal setting.

5 Step 1 is to define a present state (physically, emotionally and thoughtwise). Step 2 is to define the goal and its difference from the present state (physically, emotionally and thoughtwise). Step 3 is to define intermediate steps by all steps that must be stated in positives, all steps must be within the student's control, all steps must be prioritized with respect to each other, and every step must be attainable if all the steps before it are done. Step 4 is to define the highest priority step that can be done. Step 5 is to schedule the completion of the student's highest priority step. Step 6 is to repeat the process once the student completes a step (reaches the due date), thereafter, the student must immediately repeat steps 1 through 5. The student is in scheduled contact with a coach to help the student progress toward the student's goal.

ESP 52 module 20 includes time and lists. This module teaches the student a set of skills that will enable the student to become more proactive and less reactive in their

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lives. The student is taught that active/proactive is choosing the student's actions to move towards a predetermined goal or objective. For example, its steering the boat rather than just being along for the ride.

5 Reactive is the pattern of behavior exhibited when a student in a responsive mode, addresses situations as they arise rather than choosing the direction he/she wants to move in. For example, it is like being along for a roller coaster ride. The student is taught the "STAR" formula which is an acronym that stands for Stop, Think, Act, and Respond. The "STAR" formula is used whenever something comes up this facilitates the exercise of freewill. The student is led through a time exercise that teaches about projected time, estimated time, and actual time. Projected time is an estimated time for a project to be completed. Estimated time is how long the student thinks the project took. Actual time is the time that the student actually took to complete the project. Through this activity, the student determines whether their internal clock is slow, accurate, or fast and learns how to use their internal clock.

20 ESP module 21 includes a module about what is. The purpose of this module is to teach the student a method for staying in the present moment so that they can be more

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effective in everything they do. Through exercises the student learns that by being seduced into the past is useless, unless the information helps in the present. For example, "If only I knew this, it would have been different" is useless information. The only reason to go into the past is to gather data to learn with full knowledge that the student is in the present, searching his/her memory banks for data that would be useful to us now. Many students live in the future, creating fantasies about what might happen, reading meaning into everything that occurs and projecting how it will affect the student in the future. The more the student moves into the future or the past the more the student moves out of reality. Only the present is real. The student is taught that beliefs are assumptions that the student accepts as reality. They have a certain rigidity causing an inflexibility in the student's behavior. Assumptions and postulates are hypotheses about reality. They may or may not be correct. Data, like scientific criteria, is measurable in that it has consistency. Opinions have an individualized nature to them, they are hypotheses that the student draws from his/her internal data. Content is data. Process is what is being done with the data. The state of "what is" requires the student to

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utilize content as opposed to process. In order to get into the present people must get totally out of blame, totally out of story telling. Story telling is justification and blame.

5 The foregoing description of the present invention has been presented for purposes of illustration and description. It is not intended to be exhaustive or to limit the invention to the precise form disclosed, and many modifications and variations are possible in light of the above teaching. Such modifications and variations that may be apparent to a person skilled in the art are intended to be included within the scope of this invention.

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What is claimed is:

1 1. A method comprising:

2 a) at least one of providing, determining, or utilizing
3 a matrix of consistent human internal existence;

4 b) at least one of providing, determining, or utilizing
5 a matrix of consistent reality; and

6 c) arriving at a disintegration by comparing the matrix
7 of consistent human internal existence to the matrix of
8 consistent reality.

1 2. The method of claim 1, wherein the steps of a) and b)
2 further comprise:

3 examining freewill and deterministic views of human
4 existence.

1 3. The method of claim 1, wherein the steps of a) and b)
2 further comprises:

3 reconciling into a consistent framework the freewill
4 and deterministic views of human existence.

1 4. The method of claim 1, wherein the steps of a) and b)

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2 further comprise:

3 deriving a limitation of human sensation.

1 5. The method of claim 1, wherein the steps of a) and b)
2 further comprise:

3 deriving a limitation of human perception.

1 6. The method of claim 1, wherein the steps of a) and b)
2 further comprise:

3 deriving a limitation of human cognition.

1 7. The method of claim 1, wherein the steps of a) and b)
2 further comprise:

3 deriving a limitation of human belief.

1 8. The method of claim 8, wherein the steps of a) and b)
2 further comprises:

3 quantifying limitations of human belief to discover
4 extent of human potentials.

1 9. The method of claim 1, wherein the steps of a) and b)
2 further comprises:

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3 determining where internal existence is inconsistent;
4 determining a limiting belief from this inconsistency;
5 determining a disintegration supporting this limiting
6 belief; and

7 wherein the step of arriving further includes:
8 facilitating the awareness of the disintegration;
9 allowing an individual to integrate the awareness; and
10 removing the limiting belief.

1 10. The method of claim 9, wherein inconsistent internal
2 existence is upheld by a postulate.

1 11. The method of claim 9, wherein the inconsistent internal
2 existence is manifest in one of:

3 a bodily function;
4 a intellectual function;
5 a emotional function; and
6 combinations thereof

1 12. The method of claim 9, wherein the inconsistent internal
2 existence is manifest in a phobia.

RATIONAL INQUIRY METHOD

ABSTRACT OF THE DISCLOSURE

5 The present invention relates generally to a method for personal and group improvement. Rational inquiry includes a plurality of questions, methods, and observations leading to answers, meanings, ethics, personal essence, purpose and a greater awareness. The questions and observations in the method are provided to the individual in a matrix or a plurality of modules, including practices and inquiries. The matrix or modules, including practices and inquiries are used to assist the individual in determining a minimally assumptive matrix of consistent human internal existence and determining a minimally assumptive matrix of consistent reality. If through comparison of the minimally assumptive matrices, a difference is detected, a disintegration is said to occur. The disintegration is removed by allowing the individual to integrate through a more complete awareness of a limiting belief.

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SECRET

APPENDIX

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Docket No.
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Declaration and Power of Attorney For Patent Application

English Language Declaration

As a below named inventor, I hereby declare that:

My residence, post office address and citizenship are as stated below next to my name,

I believe I am the original, first and sole inventor (if only one name is listed below) or an original, first and joint inventor (if plural names are listed below) of the subject matter which is claimed and for which a patent is sought on the invention entitled

RATIONAL INQUIRY METHOD

the specification of which

(check one)

☐ is attached hereto.

☒ was filed on September 1, 1999 as United States Application No. or PCT International Application Number 60/151,985 and was amended on _____

(if applicable)

I hereby state that I have reviewed and understand the contents of the above identified specification, including the claims, as amended by any amendment referred to above.

I acknowledge the duty to disclose to the United States Patent and Trademark Office all information known to me to be material to patentability as defined in Title 37, Code of Federal Regulations, Section 1.56.

I hereby claim foreign priority benefits under Title 35, United States Code, Section 119(a)-(d) or Section 365(b) of any foreign application(s) for patent or inventor's certificate, or Section 365(a) of any PCT International application which designated at least one country other than the United States, listed below and have also identified below, by checking the box, any foreign application for patent or inventor's certificate or PCT International application having a filing date before that of the application on which priority is claimed.

Prior Foreign Application(s)

Priority Not Claimed

_____ (Number)	_____ (Country)	_____ (Day/Month/Year Filed)	☐
_____ (Number)	_____ (Country)	_____ (Day/Month/Year Filed)	☐
_____ (Number)	_____ (Country)	_____ (Day/Month/Year Filed)	☐

I hereby claim the benefit under 35 U.S.C. Section 119(e) of any United States provisional application(s) listed below:

(Application Serial No.)

(Filing Date)

(Application Serial No.)

(Filing Date)

(Application Serial No.)

(Filing Date)

I hereby claim the benefit under 35 U. S. C. Section 120 of any United States application(s), or Section 365(c) of any PCT International application designating the United States, listed below and, insofar as the subject matter of each of the claims of this application is not disclosed in the prior United States or PCT International application in the manner provided by the first paragraph of 35 U.S.C. Section 112, I acknowledge the duty to disclose to the United States Patent and Trademark Office all information known to me to be material to patentability as defined in Title 37, C. F. R., Section 1.56 which became available between the filing date of the prior application and the national or PCT International filing date of this application:

(Application Serial No.)

(Filing Date)

(Status)
(patented, pending, abandoned)

(Application Serial No.)

(Filing Date)

(Status)
(patented, pending, abandoned)

(Application Serial No.)

(Filing Date)

(Status)
(patented, pending, abandoned)

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code and that such willful false statements may jeopardize the validity of the application or any patent issued thereon.

POWER OF ATTORNEY: As a named inventor, I hereby appoint the following attorney(s) and/or agent(s) to prosecute this application and transact all business in the Patent and Trademark Office connected therewith. *(list name and registration number)*

Send Correspondence to: Customer Number: 5409

Direct Telephone Calls to: *(name and telephone number)*
 Arlen L. Olsen - (518) 220-1850

Full name of sole or first inventor Keith Raniere	
Sole or first inventor's signature <i>KR</i>	Date <i>9/1/00</i>
Residence <i>7 Grant Hill Road</i> 20 Archer Drive , Clifton Park, NY 12065	
Citizenship USA	
Post Office Address	

Full name of second inventor, if any	
Second inventor's signature	Date
Residence	
Citizenship	
Post Office Address	

**VERIFIED STATEMENT (DECLARATION) CLAIMING SMALL ENTITY
STATUS (37 CFR 1.9(f) AND 1.27 (b)) - INDEPENDENT INVENTOR**

Docket No.
SALZ-2763

Serial No.

Filing Date

Patent No.

Issue Date

Applicant/ **Keith Raniere**
Patentee:
Invention: **RATIONAL INQUIRY METHOD**

As a below named inventor, I hereby declare that I qualify as an independent inventor as defined in 37 CFR 1.9(c) for purposes of paying reduced fees under section 41(a) and (b) of Title 35, United States Code, to the Patent and Trademark Office with regard to the invention entitled above and described in:

- ☒ the specification to be filed herewith.
☐ the application identified above.
☐ the patent identified above.

I have not assigned, granted, conveyed or licensed and am under no obligation under contract or law to assign, grant, convey or license, any rights in the invention to any person who could not be classified as an independent inventor under 37 CFR 1.9(c) if that person had made the invention, or to any concern which would not qualify as a small business concern under 37 CFR 1.9(d) or a nonprofit organization under 37 CFR 1.9(e).

Each person, concern or organization to which I have assigned, granted, conveyed, or licensed or am under an obligation under contract or law to assign, grant, convey, or license any rights in the invention is listed below:

- ☐ No such person, concern or organization exists.
☒ Each such person, concern or organization is listed below.

*NOTE: Separate verified statements are required from each named person, concern or organization having rights to the invention averring to their status as small entities (37 CFR 1.27)

FULL NAME **First Principles, Inc.**ADDRESS **455 New Karner Road, Albany, NY 12205**☐ Individual☒ Small Business Concern☐ Nonprofit Organization

FULL NAME

ADDRESS

☐ Individual☐ Small Business Concern☐ Nonprofit Organization

FULL NAME

ADDRESS

☐ Individual☐ Small Business Concern☐ Nonprofit Organization

FULL NAME

ADDRESS

☐ Individual☐ Small Business Concern☐ Nonprofit Organization

I acknowledge the duty to file, in this application or patent, notification of any change in status resulting in loss of entitlement to small entity status prior to paying, or at the time of paying, the earliest of the issue fee or any maintenance fee due after the date on which status as a small entity is no longer appropriate. (37 CFR 1.28(b))

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code, and that such willful false statements may jeopardize the validity of the application, any patent issuing thereon, or any patent to which this verified statement is directed.

NAME OF INVENTOR Keith Raniero

SIGNATURE OF INVENTOR Keith Raniero

DATE:

9/1/00

NAME OF INVENTOR _____

SIGNATURE OF INVENTOR _____

DATE: _____

NAME OF INVENTOR _____

SIGNATURE OF INVENTOR _____

DATE: _____

NAME OF INVENTOR _____

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DATE: _____

NAME OF INVENTOR _____

SIGNATURE OF INVENTOR _____

DATE: _____

NAME OF INVENTOR _____

SIGNATURE OF INVENTOR _____

DATE: _____

**VERIFIED STATEMENT (DECLARATION) CLAIMING SMALL ENTITY
STATUS (37 CFR 1.9(f) AND 1.27 (c)) - SMALL BUSINESS CONCERN**

Docket No.
SALZ-2763

Serial No.

Filing Date

Patent No.

Issue Date

Applicant/ **Keith Raniere**
Patentee:

Invention: **RATIONAL INQUIRY METHOD**

I hereby declare that I am:

- ☒ the owner of the small business concern identified below:
☐ an official of the small business concern empowered to act on behalf of the concern identified below:

NAME OF CONCERN: **First Principles, Inc.**ADDRESS OF CONCERN: **455 New Karner Road, Albany, NY 12205**

I hereby declare that the above-identified small business concern qualifies as a small business concern as defined in 13 CFR 121.3-18, and reproduced in 37 CFR 1.9(d), for purposes of paying reduced fees under Section 41(a) and (b) of Title 35, United States Code, in that the number of employees of the concern, including those of its affiliates, does not exceed 500 persons. For purposes of this statement, (1) the number of employees of the business concern is the average over the previous fiscal year of the concern of the persons employed on a full-time, part-time or temporary basis during each of the pay periods of the fiscal year, and (2) concerns are affiliates of each other when either, directly or indirectly, one concern controls or has the power to control the other, or a third party or parties controls or has the power to control both.

I hereby declare that rights under contract or law have been conveyed to and remain with the small business concern identified above with regard to the above identified invention described in:

- ☒ the specification filed herewith with title as listed above.
☐ the application identified above.
☐ the patent identified above.

If the rights held by the above-identified small business concern are not exclusive, each individual, concern or organization having rights to the invention is listed on the next page and no rights to the invention are held by any person, other than the inventor, who could not qualify as an independent inventor under 37 CFR 1.9(c) or by any concern which would not qualify as a small business concern under 37 CFR 1.9(d) or a nonprofit organization under 37 CFR 1.9(e).

Each person, concern or organization to which I have assigned, granted, conveyed, or licensed or am under an obligation under contract or law to assign, grant, convey, or license any rights in the invention is listed below:

- ☒ no such person, concern or organization exists.
☐ each such person, concern or organization is listed below.

FULL NAME
ADDRESS

☐ Individual ☐ Small Business Concern ☐ Nonprofit Organization

FULL NAME
ADDRESS

☐ Individual ☐ Small Business Concern ☐ Nonprofit Organization

FULL NAME
ADDRESS

☐ Individual ☐ Small Business Concern ☐ Nonprofit Organization

FULL NAME
ADDRESS

☐ Individual ☐ Small Business Concern ☐ Nonprofit Organization

Separate verified statements are required from each named person, concern or organization having rights to the invention averring to their status as small entities. (37 CFR 1.27)

I acknowledge the duty to file, in this application or patent, notification of any change in status resulting in loss of entitlement to small entity status prior to paying, or at the time of paying, the earliest of the issue fee or any maintenance fee due after the date on which status as a small entity is no longer appropriate. (37 CFR 1.28(b))

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code, and that such willful false statements may jeopardize the validity of the application, any patent issuing thereon, or any patent to which this verified statement is directed.

NAME OF PERSON SIGNING: Nancy Salzman, President

TITLE OF PERSON SIGNING

OTHER THAN OWNER: 455 New Karner Road, Albany, NY 12205

ADDRESS OF PERSON SIGNING:

SIGNATURE:

Nancy Salzman

DATE:

9/1/00

09654422 000100

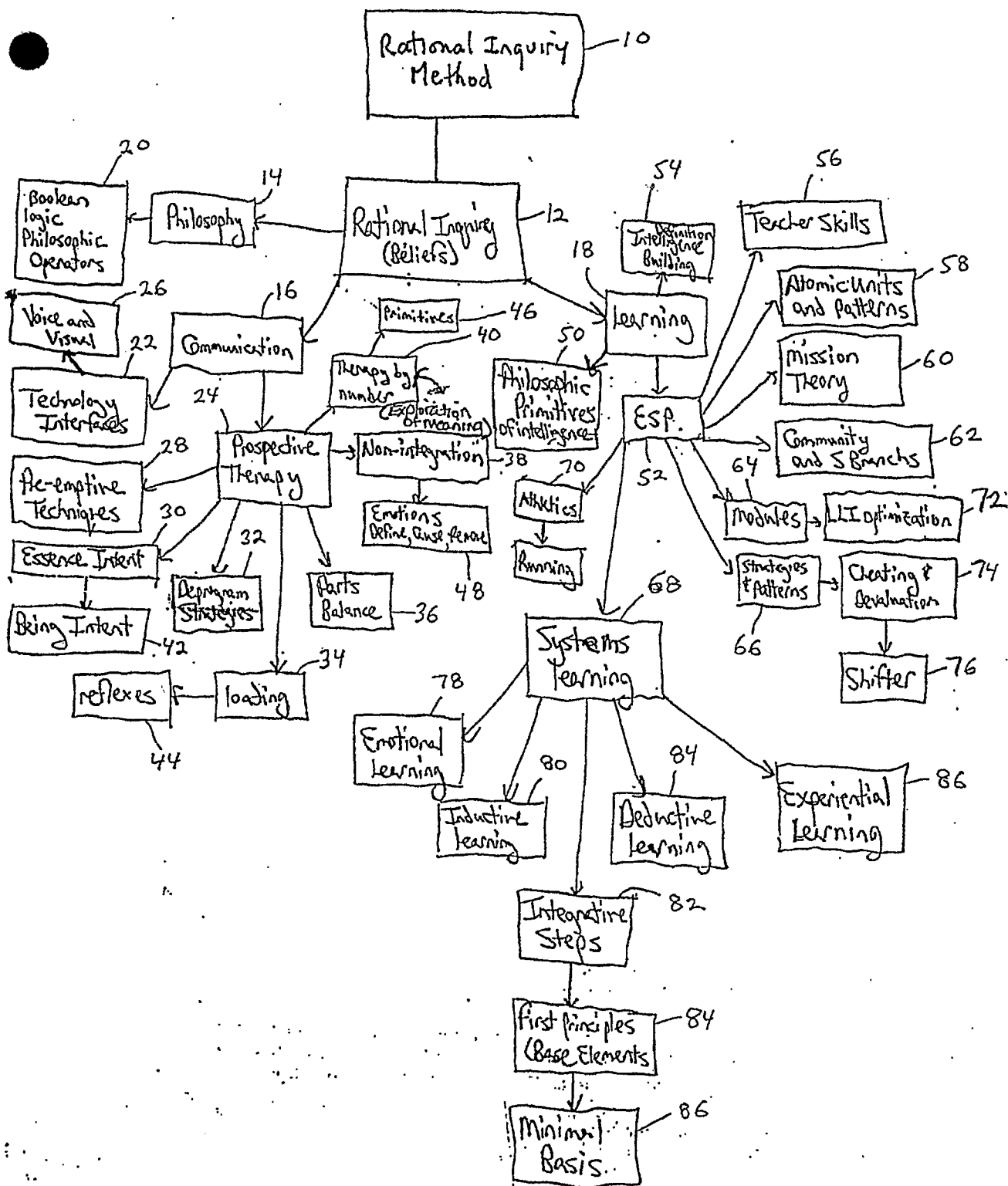


FIG. 1

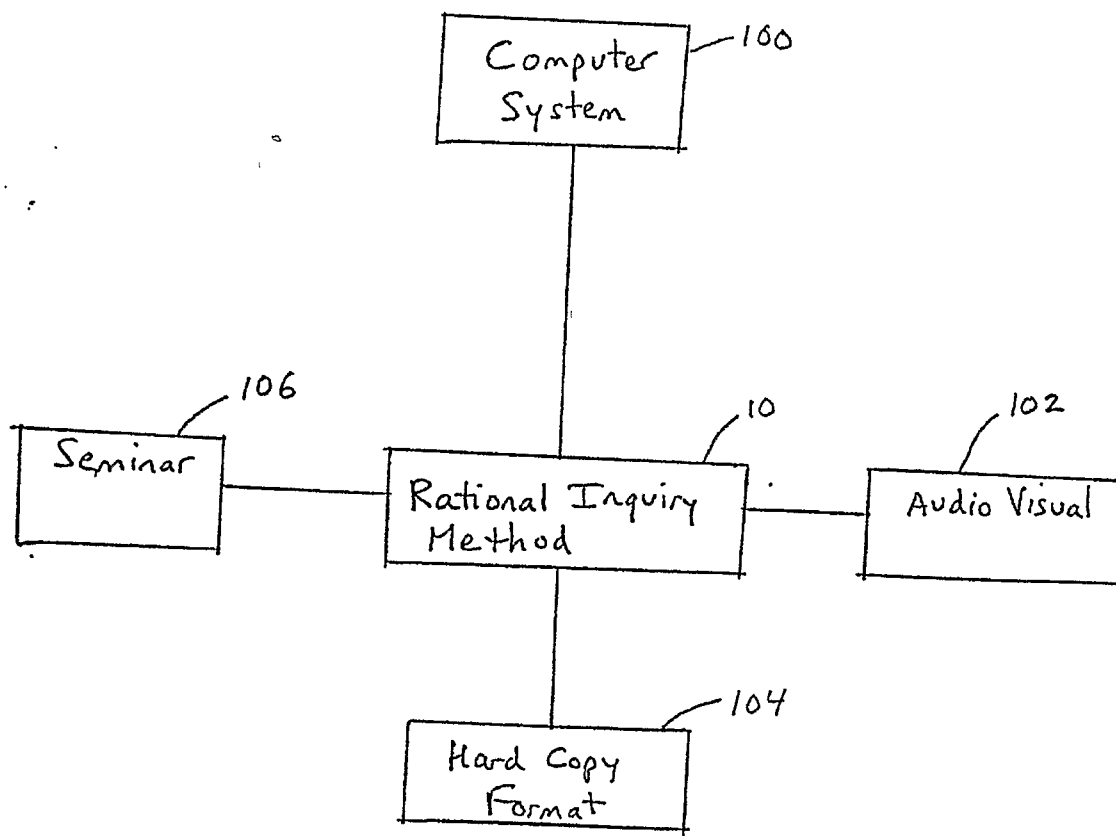


FIG. 2

Figure 3
Listing of Basic Modules

<i>Module Number</i>	<i>Module Name</i>
1.	Rules & Rituals & Scripting
2.	Communication/And Being At Cause
3.	Honesty Disclosure
4.	Rapport & Excited State
5.	Persistency & Motivation
6.	Intensity & Power State
7.	Work Value
8.	Self - Esteem
9.	Good Bad
10.	Parasite/Producer Concepts
11.	Parasite/Producer Strategies
12.	Parasite/Producer Practice
13.	Crime & Punishment
14.	Shifter
15.	Tribute
16.	Money
17.	Mission
18.	Personal Value Inventory
19.	Goal Setting
20.	Time & Lists
21.	What Is

007060" 2245960

Goal Achievement

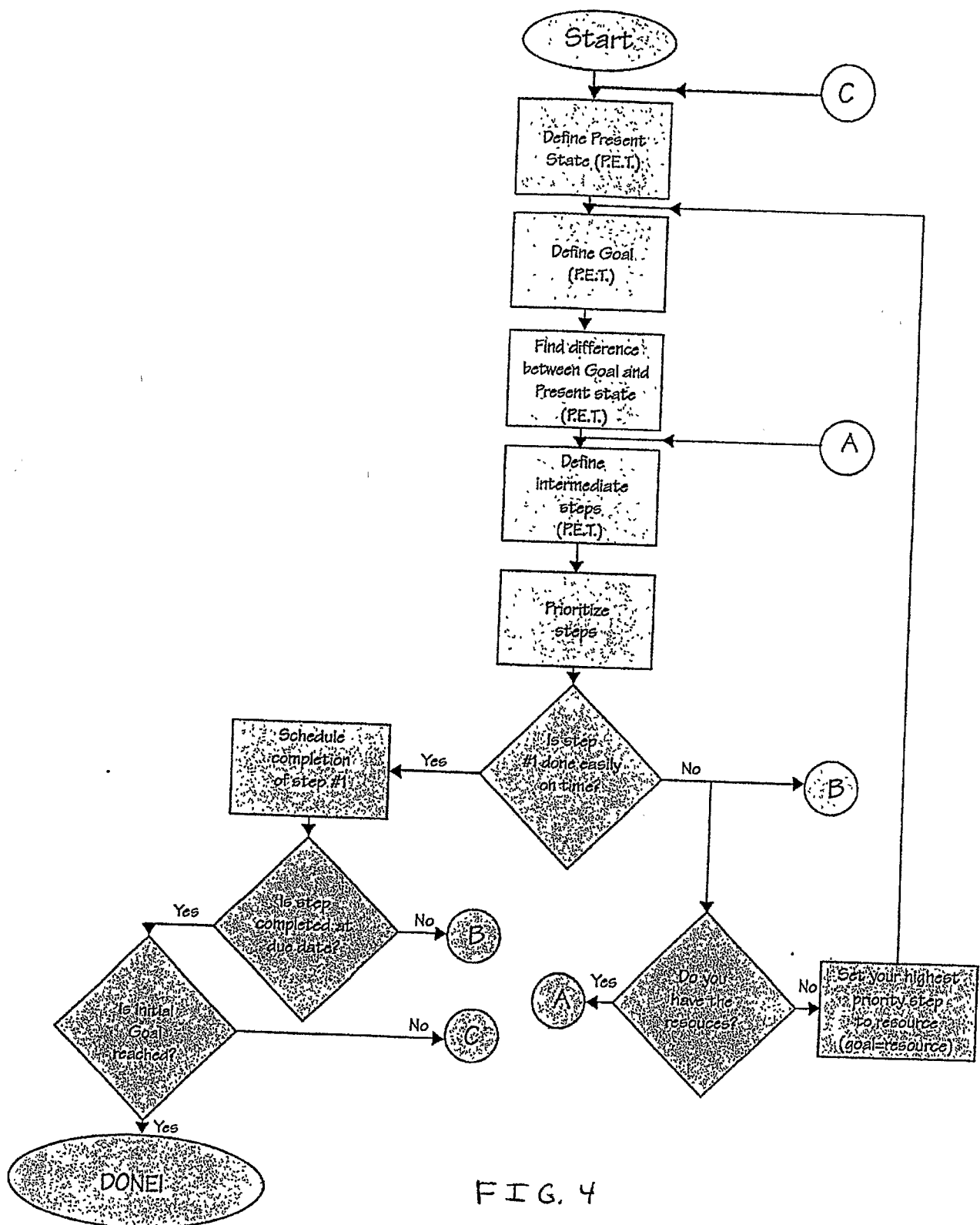


FIG. 4

Rules and Rituals

Welcome to Executive Success Programs! We would like to familiarize you with the rules and rituals of our school. The purpose of these rules and rituals is to foster community, uphold the ethical and professional standards to which we aspire demonstrate respect and tribute to each other and fulfill the mission of ESP. This module is divided into four sections: Handshaking, Rules and Rituals, An Introduction to the Basic Modules and Scripting.

HANDSHAKING:

Handshaking is a sign of respect and affords us an opportunity to make direct physical contact with others. We believe that many of society's problems have developed because people have come to view each other as objects rather than human beings. The handshake is a way to greet others in every professional and personal context and is a sign of respect in ESP. Here in ESP we use a two handed handshake. This conveys warmth and a sense of community. Placement of the left hand denotes rank. Individuals of higher rank place their left hand on the top. Individuals of the same rank shake vertically. Lower rank places the left hand on the bottom.

Purpose:

To introduce students to the rules and rituals so that they will develop a deep appreciation and understanding of ESP.

Watch segment I of the video:

Definitions:

Crux of the hand is the portion of the hand between the thumb and forefinger, where they form a right angle.

Wrist cock refers to the angle of the wrist, which can be used to gain control of the handshake. It is important for control to cock the wrist slightly down as you move into the handshake.

Positioning of the feet determines dominance. Stepping into the handshake with the right foot creates a more dominant position expressing strength for the hand-shaker. Stepping into the handshake with the left foot will be perceived by both people as a more passive expression.

The middle and ring fingers are used to gain control of the handshake.

Coaches notes:

Handshaking exercise:

Coach demonstrates the 2 types of handshakes, students practice each point.

1. **Basic Handshake** utilizing 4 points:

- Coach shows how to meet **crux to crux**. Make sure that the student experiences the feeling of the crux. Student practices.
- Coach demonstrates the shake, **cocking the wrist slightly downward** with a firm forward motion. Student practices.
- Utilizing the **middle and ring finger grasp** coach demonstrates gaining control of the handshake, Student practices.
- Coach demonstrates the difference in dominance by **stepping into the handshake** first with the right foot and then the left foot. Student notes the difference. Student practices.

2. **ESP Handshake:** Utilizing 3 positions coach demonstrates the ESP handshake with all students using two hands. The placement of the left hand is demonstrated 3 ways:

- Coach places his or her **left hand on top** of the student's right hand demonstrating the respect for a higher-ranking student.
- Coach shakes the student's hand in a **vertical fashion**, demonstrating equal rank.
- Coach places his or her **left hand below** the student's right hand demonstrating positioning for a student of a lower rank.

3. **Personal handshake competition:**

Person A and Person B attempt to shake hands attaining the superior position. Each tries to gain the superior position. Coach determines who wins if students cannot. Best 3 out of 5 wins!

Watch Segment II of video:

Here Coach reviews rules and rituals explaining each to students and following the exercises. Be sure to show enthusiasm by accessing your excited state. This will help you to hold student's interest. Remember this is the student's first module, it is your task to make this a pleasant experience.

Rules and Rituals

Exercise:

Coaches have students think of as many organizations as they can that require their members to wear some sort of garment to meetings or uniform to for work.

* Some examples: all types of martial arts, girl scouts and boy scouts, most sports teams have designated uniforms, all branches the military, police, fire departments, mechanics usually wear uniforms, wait staff in most restaurants wear some sort of uniform, many businesses require standard uniform dress, etc.)

- Just like in martial arts where a student's rank is signified by the color of his or her belt here in ESP we wear **Sashes or Scarves** – Each student shall wear an official ESP neck sash or scarf. The scarves come in different colors signifying measurable achievement and contribution to the ESP mission. Scarves may also have a Platinum edge at every level except white. The edge signifies the student has met additional rank requirements in a

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minimum amount of time. A student must have earned the present rank with edge to be eligible for an edge with the next rank.

There are three (3) significant regions of the scarf: **1. The right tail** is the region of the scarf that is to the rightmost side of the student and extends from the bottom of the right side of the scarf upward 10 inches. On this region the stripes are placed to signify intermediate steps (up to 4) toward the next level rank. **2. The neck** portion of the sash starts where the tail ends and goes around the student's neck symmetrically down the left side. In this region diagonal stripes are placed to signify membership and support for National Health Network (NHN) buying coalition. These stripes are placed where the tails meet the neck on both sides. One stripe on the right of the scarf indicates membership in NHN and a stripe on the left indicates recruitment of at least one new member in the NHN program. **3. The Edge** signifies that the student has met additional rank requirements in a minimum amount of time.

2. Promotion: In business there are certain requisite skills that make an entrepreneur successful. Each of the requirements for promotion is a way of developing skill sets and giving tribute to the mission. ESP grants rank and promotion for making contributions to the mission of the organization and meeting requirements, this criteria is the school's way of measuring individual progress. This is not a requirement of the program, however with rank comes certain privilege. When rank is awarded, coaches and proctors become eligible for additional educational modules and special information.

Stripes are awarded to signify the completion of educational modules and the meeting of enrollment standards. Membership in NHN is signified by one diagonal stripe on the right side of the scarf. Two strips signify that the student is a member of NHN and had enrolled at least one other individual into the NHN program. An "Edge" is awarded to students who enroll 2 individuals into the ESP program within the first two weeks of joining the community.

3. Pictures of founders: As in hospitals, corporations and martial arts dojos, pictures of the founders are displayed to show respect and to give tribute.

4. Shoes: In order to provide a feeling of intimacy and comfort all people entering the session area are required to remove their shoes.

Exercise:

Coaches ask students to name 3 professions in which a title is used in addressing the professional.

* Some examples: A judge is referred to as, "Your honor," someone who has attained the educational level of Ph.D., M.D., Chiropractor, Optometrist, Osteopathic doctor are all called, "Dr. XXX," a professor is referred to as, "Professor XXX."

5. Titles: Students who reach the level of orange sash or higher are given a title. This title and their last name will be used to address these individuals. It is sufficient to use the title alone for Vanguard and Prefect.

Exercise:

Coaches ask students think of 3 situations in which certain rituals are used at the start of the activity or meeting.

* Some answers: When entering a martial arts dojo – people bow, when a judge walks into the courtroom – everyone stands, when beginning a sporting event – everyone

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stands for the national anthem, in public schools and many other groups begin each day or meetings by standing for the pledge of allegiance to the flag, college graduations begin with everyone standing as the graduates walk into the auditorium.

6. Bowing: Bowing is a show of respect and is a form of sharing like the word "Hello" only more intimate. Students bow when entering and leaving the Session Space as a show of respect for what it represents and the work done there. It is also a bow of gratitude toward the Vanguard and Prefect for creating ESP. A similar practice is observed in martial arts in relationship to the space of learning and the head instructor. At the beginning/end of a session, the highest rank officially calls the group together with the ESP handclap (this is similar to using a gavel to start/end court or the bell in the NY stock exchange). The class stands, repeats the ESP handclap in unison, and bows to the person leading the session. The leading person then returns the bow indicating respect for the students and an implicit statement of interdependence.

7. Stand when high rank enters "Please stand": Like a judge in a court room, when a higher rank enters the room in the beginning of each session we stand as a show of respect and to ready the group to be brought to order.

Exercise:

Coaches ask students to name 3 situations where groups begin a meeting or session by reciting a statement.

Some examples: Public schools and many civic organizations start each day with the pledge of allegiance to the flag, Sporting events begin with the national anthem, Religious rituals, Scouting organizations have pledges.

8. Recitation of Mission: The ESP 12 Point Mission Statement is a corner stone to the ESP program. As such, it is recited before the start of each session. As the student's understanding of the ESP concepts evolves, the repetition of this statement will bring even deeper meaning to the purpose of ESP. Upon completion of the Mission Statement all recite, "Thank you Vanguard" as tribute to it's author.

9. Phone tree: Each new student will be assigned a Coach (a person of rank yellow or higher). The Coach must not be the person who introduced the student to ESP. Each student will call the Coach, without fail, on a schedule that is to the mutual benefit of the student and the Coach. Each student will call his or her Coach at least twice a week. Students involved in the more advanced aspects of ESP will speak to their Coaches at least once a day.

10. Confidentiality and Materials: All materials and information relating to ESP are to be kept in strict confidence. They are essential assets of ESP acquired at great time and expense. The unauthorized use of them is strictly prohibited, constitutes theft and will cause irreparable harm. Students are bound to this as a condition of becoming a member of ESP. The ESP information and materials are leased to the student for personal use only. They are not to be shared, taught or in any way transmitted to anyone else for any purpose that is not approved by ESP. Anyone needing or desiring this information or materials must become a member ESP.

11. Attire: Standard business attire is required during all ESP sessions. It is important that students take pride in their appearance and become accustomed (if they are not

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already) to wearing standard business attire. It is also important that we create a consistent atmosphere of people who are respectful of themselves and others.

- 12. Lateness:** It is most important for each session to start on time and proceed without interruption. In order for this to be achieved at the start of a session the door to the session space will be closed. Students may not enter the session until the door is reopened. In some cases, depending on the course material presented, students will have to wait until the next session if they are late. If a Proctor is late so that a session starts late, the Proctor will be required to give a formal apology to the session and a note will be made in the Proctor's permanent record. This will adversely effect the Proctor's advancement.
- 13. Thank You:** As students of ESP we thank each other and every person that contributes to our experience. When we finish reciting the 12 Point Mission Statement we thank and pay tribute to its author. After working with a Coach or a fellow student we thank them. At the end of class we thank the heads of ESP and the Proctors. Gratitude and respect are two things that we believe are sorely lacking in our society. Gratitude and respect can help build a truly magnificent world.
- 14. Sessions:** Sessions are defined as a 2 hour time period, conducted by someone of the rank of Proctor or higher, starting at a pre-determined publicly available time in an area called "The Session Space" approved by and meeting the standards of ESP.
- 15. The Session Space:** Is any room or complex that can be closed off from the public to provide privacy and meet the standards of ESP. The Session Space is to be respected at all times as a place of serious focussed work and a place where confidential information is revealed not only by ESP but also by the students.
- 16. Non-religious tribute, Non-sacred, Non-mystical:** Under no circumstance should any rule, ritual or method be construed to have any religious or mystical content. Each ritual has a practical worldly meaning and explanation. We live in a world of many religions. Independent of this, we the people of the earth need ways of interacting with each other that are based on mutually agreed ethics of respect. As such we fashion all aspects of ESP in a non-religious, non-mystical and practical manner. We do this so that we can all participate interdependently as part of the human team.

Physical Interactions.

Huddle and Commitment to Success: At the beginning of each session the group forms a circle and, in unison says, "We are committed to our success!" The purpose of this is to create an interaction on a level that is closer than normal, more like a team. It is an informal and what some people would call a "warm fuzzy" human interaction. By having this type of direct, imperfect, close, face to face, eye to eye interaction, we believe people will see each other not as objects but as people.

Handshakes: Handshakes, which you have already practiced, are a show of respect and a way for people to make physical contact with each other. We believe when you shake a person's hand they become more of a person to you and less of an object. We believe that much of the anger and violence in the world is a result of viewing others as objects rather

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than as people. As an example, so called Road Rage is a result of viewing people as drivers (a type of object) and not as fellow humans. Imagine if we treated all people as we treat others on the road?

ESP Handshake: Shaking hands is used as a greeting and a sign of respect in ESP. A two handed handshake is used. Individuals of higher rank place their left hand on top of the handshake. Individuals of the equal rank shake vertically (neither on top). Lower rank places their left hand on the bottom of the handshake.

End of session handshake line-up: At the end of a session the highest-ranking student under Proctor says "To Vanguard" the session responds "Thank-you Vanguard", "To Prefect" the session responds "Thank-you Prefect", "To Proctors" the session responds "Thank-you Proctors". Then each of the higher ranks shakes the hand of all ranks above them, the students shake the hands of all the ranks of Proctor and above. As a sign of interdependence, all thank each other. This is vital to fostering a direct human relationship between all concerned and overcoming shyness.

Scripting

Have you ever tried to impress a special person or achieve a specific result by practicing what you wanted to say in advance? Perhaps you rehearsed the words, intonation and phrases again and again in your head until you got it right. Maybe you wanted to make sure it sounded right or be sure words were perfect. Sometimes when we've never said something out loud before or done something new we need to run it through, in our mind, over and over until we feel comfortable actually saying it out loud. All of us have done this at one time or another. This is referred to in ESP as scripting.

Scripting is planning what you are going to say to achieve a desired result. You can up your odds for success and gain the results you want effectively and efficiently by mastering this skill. It is a way of preparing the verbal exchange before any interpersonal interaction. Mastering scripting will give you a real edge!

Purpose:

To teach students the process of scripting to obtain desired results comfortably and efficiently.

Definitions:

There are three basic processes:

1. The formula.

This process is used to ask for an audience over the phone when you are trying to get an appointment with someone. It consists of 4 important steps:

I. Statement of Truth

This tells the person why you are calling and what you want. Always be honest, pretending your intention is anything other than what it is, is deceitful and will cause people not to trust you. If you are calling about a business issue do not act like it is a social call.

Example: "John, I know I haven't spoken to you in 5 years but the reason I'm calling is..."

II. Statement of Need

Tell the person *honestly* what you need from him or her.

Example: "I just got involved with this great program called Executive Success Programs and I want to tell you about it because I think it's the greatest thing I've done for myself in years and I thought of you."

III. The Take Away

This removes pressure. When you push someone his or her natural response is to resist. As soon as you take something away from someone they somehow feel a little rejected and they want it back.

Example: "I don't even know if this is something you would be interested in but if I could have 15 minutes of your time we could get together and see if we have a fit."

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2. Book the appointment.

3. Find out what they want and give it to them.

This seems simple but many people find this step very challenging! There are 3 steps in this process:

- a. **Ask questions.** Often an individual's ego gets in the way of asking questions. Frequently people feel more comfortable telling others what we know than asking questions, but questioning is a vital step in gathering information and finding out what they want.
- b. **Find out if what you have matches their need.** Once you know what they want you can determine if what you have is a match. If it does...
- c. **Find a way to convey that there is a match and show them how.**

4. Changing "If" to "How".

Find out their conditions of satisfaction, what it would take to make this worthwhile to them, then gain agreement on that point.
Example: "What would it take for me to make this worthwhile for you?"

Exercise 1: Coaches instruct students to do 3 things:

1. Create and recite a statement of truth.
2. Creating and recite a statement of need
3. Creating and recite a take away.

Exercise 2: Coaches instruct students to do 3 things:

1. Using the Formula, students choose 3 things that they want to accomplish in the next week.
2. Each person works with a partner. Partners write scripts with help from the coach if necessary.
3. Students share their scripts and get feedback and coaching from the group. Practice.

Coaches Notes:

Communication and Being at Cause

Deepening the experience of life -

What is the meaning of life? Do you think we are here to have a deep meaningful experience of life or are we just passing through? Some of us really live while some of us merely survive. How can we deepen our experience and live life to its fullest?

Life is more enjoyable with a full range of emotions. It's like cooking with a full spice cabinet. Have you ever gone to a movie that took you through a full range of emotions and loved it? Some people think it's necessary to get rid of all of their negative emotions because they are not always pleasant, but negative emotions are an important part of life. Often times we prevent ourselves from fully experiencing our emotions out of a fear that they will control us. Imagine if you could experience your emotions fully without being controlled by them.

How do emotions happen? Emotions are individual to the person. They are a property of the individual and not a property of the outside world. We actually choose the emotional response to any given event based on the meaning we give the event. Human beings are meaning making machines! In any given situation we make meaning in order to understand. The human mind is miraculous indeed. We each have an extraordinary way that we sort through the massive data presented to us by our senses and come up with the few choice pieces on which we focus. This module will allow you to discover your unique and special strategy for how you achieve the miraculous.

Purpose: To understand how human perception filters incoming information, creates our emotional responses and drives our behavior so we recognize that we have choice in all areas of our lives.

Definitions:

At cause: People actually choose their responses and behaviors. Taking responsibility for that choice at all times is being "at cause".

There are three mechanisms of human perception:

1. **Generalization** is when one or a number of things or events come to represent an entire category, example: all chairs are used for sitting. It is the basis of building knowledge as generalization allows us to take portions of what we know apply them to the current situation and expand our understanding. Without generalization we would have to learn everything all over all the time. In order to maintain these generalizations through time we delete and distort all incoming information to match our generalizations.
2. **Deletion:** It is believed that human beings are being bombarded with vast amounts of information, about two million bits of information coming in at us at any moment in time. Of this two million bits humans are only able to process 5-9 bits of that information consciously at any given time. Deletion is the human perceptual mechanism that sorts through the enormous amount of information bombarding our senses and selectively filters it down to a manageable quantity.
3. **Distortion** is the process that alters incoming information thereby changing it. It is the basis of creativity, fanaticizing, dreaming and planning for the future.

There are three types of emotions:

1. **Correspondence Control Emotions** are emotions that people use in response to other's behavior to try to control or change the other person's behavior. *Correspondence* because they correspond with the individual situation (in other words the amount of upset the person feels is related to how out of control he or she feels in the given situation). *Control* because people use them to try to control the situation by demonstrating the emotion.
2. **Vested interest Emotions** come from beliefs and perceptions that we have an investment in maintaining. The reason people want to maintain these beliefs is because changing them would require a change in behavior which we are unwilling to make. This is a way of not taking responsibility for one's own actions by blaming other people.
3. **Underdeveloped Emotions** are emotions that we have not defined as either of the above. We think they "just come up" or somehow control us. Exploring these emotions reveals that they are either correspondence control emotions or vested interest emotions.

Session Steps:

1. Coaches have all students make 4 lists:

- a. List 1 is a list of 3 things that make the student happy
- b. List 2 is a brief explanation (1-2 sentences) of why the above 3 things make them happy.
- c. List 3 is a list of 3 things that upset the student.
- d. List 4 is a brief explanation (1-2 sentences) of why the above 3 things upset the student.

2. Coaches show the video of Communication/Perception model

3. Coaches open discussion on generalization and deletion:

1. Discussion on generalization:

- a. Coaches tell students to make a list of 3 things they know to be true about red headed people.
- b. Coaches lead a 10-minute discussion and have students share their list of generalizations about red headed people to demonstrate generalizations about red headed people and then moving to all generalizations as described in the video.

Coaches can ask the following questions:

"What are some of the generalizations you now realize others around you have made that you can now see limit them?"

"What are some of the other generalizations you are aware of making?"

"As you think about the process of generalization, what are some of the generalizations that have limited you?"

2. Discussion on deletion:

- a. Coaches instruct students to do 3 things:
 1. Look up at the lights and notice them.
 2. Look down at your feet and notice how they feel resting on the floor.
 3. (These are things that they were not aware of or that they *deleted* a minute ago.) Explain this to students.
- b. Have students make a list of 5 other things that they were not aware of in the room a minute ago.
- c. Discuss deletions on students lists and deletion in general.

3. Coaches show part 2 of tape - Emotions

- a. As described in the video, Coaches have students go back and look at their 4 original lists. Students are then tasked to determine whether they have been using Correspondence Control Emotions or Vested Interest Emotions.
- b. Coaches lead a 10-minute discussion asking the following questions:
 - i. Were you able to determine correspondence control and vested interest emotions?
 - ii. Did you find that you used more of one type of emotion than the other
 - iii. How does this awareness change your perception about your emotions?
 - iv. Who controls correspondence control emotions?
 - v. Who controls vested interest emotions?
 - vi. Who controls your emotions?

Communication Model and Being At Cause Check List: For Coaches Only

Coaches should place check a mark after all appropriately completed steps.

Coach Name: _____ ID# _____

Do all students understand definitions?

Do all students understand how human perception changes the actual experience?

Do all students understand that people give meaning to the events in their lives?

Do all students make lists of 3 things that make them happy and upset with explanation?

1 Did all students understand generalization?

- a. Were all students able to identify 3 red headed generalizations?
- b. Were all students able to list generalizations about red heads?
- c. Were all students able to identify other people's generalizations?
- d. Were all students able to identify personal generalizations?
- e. Were all students able to identify how personal generalizations can limit them?

2 Did all students understand deletion?

- a. Could all students list 5 deletions in the room?
- b. Could all students apply deletion to daily life?

2. Were all students able to understand the difference between correspondence control emotions and vested interest emotions?

- a. Could students identify a correspondence control emotion on their original list?
- b. Could students identify a vested interest emotion on their original list?
- c. Can students differentiate between the two types of emotion?
- d. Do students understand that emotional response is chosen?
- e. Do students understand what it means to be "at cause?"

Student's Notes:

Communication and Being at Cause

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3. **Distortion** is the process that alters incoming information thereby changing it. It is the basis of creativity, fanaticizing, dreaming and planning for the future.

Student Work Sheet

List 1 - Make a list of 3 things that make you happy:

1. _____
2. _____
3. _____

List 2 - In one or two sentences, explain why each of these things makes you happy:

1. _____

2. _____

3. _____

List 3 - Make a list of 3 things that upset you.

1. _____
2. _____
3. _____

List 4 - In one or two sentences, explain why each one of the above upsets you.

1. _____

2. _____

3. _____

Watch video on Communication/Perception Model

Think of 3 things you know to be true about red headed people.

1. _____

2. _____

3. _____

These are generalizations that you have made through time.
Discussion on generalization.

Make a list of 5 things that are present in the room that you were not conscious of a minute ago,

1. _____
2. _____
3. _____
4. _____
5. _____

These are examples of deletion.
Discussion on deletion.

Watch part 2 of tape – Emotions

Think of a situation that you need to show how upset you are to someone else to change the way that person or people are behaving.

1. _____
2. _____
3. _____

This is a correspondence control emotion.

As you look back on your original lists, 3 things that make you happy and why, 3 things that upset you and why, notice where you have been using correspondence control emotions and where you have been using vested interest emotions.

Student Self Report

Student Name: _____ Today's Date _____

Students should rate their mastery of each skill from 0 to 10. 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skills and concepts Presented:

Mastery Rating:

1. Definitions:
2. The communication/perceptual model.
3. Generalization, deletion and distortion
4. Identification of Correspondence
Control Emotions
5. Identification of Vested Interest
Emotions
6. Understanding "Being at Cause"

If there are concepts and skills that you have not mastered or integrated fully, it is strongly suggested that you retake the module at your leisure until you have. Remember: You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success and integrate concepts not just become acquainted with them!

As you retake the modules, your demonstration of skills and understanding of concepts you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Whenever you notice yourself having an emotional reaction decide whether it is a correspondence control or vested interest emotion. Notice that you determine your emotional response in a given situation.

Honesty and Disclosure

Is it possible for us to have 100% honesty with others? Is full disclosure a good thing or a bad thing? How do we stay in integrity with others and ourselves so that we can build sound relationships personally and professionally? How do our needs and desires interfere with our ability to have what we really want in life? This module will help you answer these questions and change the way you relate to others in surprisingly positive ways.

Purpose: To create an integrated understanding of honesty and disclosure so that students can apply the concepts and become more consistent in every area of life.

Directions for Coaches:

Use the following instructions in conjunction with the Honesty and Disclosure Video. Your role in this module consists of facilitating questions and topics for discussion to expand and integrate the students' belief structure, re-defining concepts as stated in the video and working with students to make lists and answer questions about their needs, desires and fears. All video assignments and in-depth instructions are included in these notes. In addition, your packet includes student work sheets to be handed out. The students should keep these worksheets in their notebooks.

Facilitating discussions requires your coaching skills to help students explore their beliefs and clarify understanding of concepts defined in the video and below. In discussion segments you are tasked to do 3 things:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen, identify basic assumptions and use questioning techniques to keep the discussion on course *without giving the conclusion*.
3. Once students have reached their conclusions, refer back to the video.

Segment I:

Coaches do 2 things:

1. Facilitate a discussion on the following questions: (10 minutes)

What is the difference between 100% honesty and 100% disclosure?

(Sample Question: Is there a difference?)

Can you have full honesty without full disclosure?

Can you have full disclosure without full honesty?

(Sample Question: If someone says something about you and you don't know it, does that mean it doesn't exist?)

2. Watch segment I of the Video.

Segment II:

Coaches do 3 things:

1. Review working definitions and concepts:

100% honesty is telling the truth.

100% disclosure is telling everything.

You can have full disclosure and full honesty.

You can have full honesty and not full disclosure. Full disclosure can be destructive

*Closing one's eyes to the truth does not mean that the truth is not there.

2. Facilitate a discussion on the following questions: (10 minutes)

What is honesty?

Is not honesty dishonest?

Is dishonest bad?

Can one be 100% honest?

3. Watch segment II of the Video:

Segment III.

Coaches do 3 things:

1. Redefine working definitions and concepts:

Honesty: according to the dictionary: Free from fraud or deception.

ESP defines honesty as the intent to share in a non-distorted fashion.

It is almost impossible to be 100% honest. When we try to share, our values and filters distort data. What we say is not the internal representation we have but rather an interpretation of it. The road to honesty is to know your filters and values and let others know your filters and values, it is a mutual building of knowledge.

Being whole is being integrated which, creates consistency in behavior. Contradiction and inconsistency in behavior is a sign of non-integration.

There are two ways this presents, either a person is:

a. Aware of the inconsistency and careful not to show or disclose it.

b. Unaware of the inconsistency and avoids the knowledge of it at all costs.

2. Facilitate discussion on the following questions: (15 minutes)

What is the difference between a need and a desire?

What is the difference between a desire and a preference?

What is a fear?

What is failure? What causes failure? What is physical failure? What is emotional failure? What is failure on the level of thought?

3. Watch Segment III of Video

Segment IV:

Coaches do 3 things:

1. Review concepts and definitions.

Needs, desires and fears create contortions in our perception.

Needs are necessary for survival

Desires are non-integrated fixations, not necessary for survival. They give us pleasure or move us away from pain. If we do not get our desire we are unhappy. Desires come from internal deficiencies, we imagine that if we only had something from the material world we would be happy. The problem: we still have the internal deficiency, nothing in the material world can make up for the internal deficiency.

Preferences: There's no down side. I see something in the world, I want it and it would be nice if I got it but if I do not get it, it is fine.

Fear: A reaction to an imagined outcome. All fear is a lack of data and therefore lessened with data.

Failure: In the physical realm: Pain vs. Pleasure
In the emotional realm: Sadness vs. Happiness
In the thought realm: Detraction vs. Affirmation

2. Review assignment and work with it for the remainder of the session:

This assignment is designed to help students "Know thy Filters" and convert addictive desires to preferences. Students have a copy of this exercise on their worksheets.

Make a list of your needs.

Ask yourself the following questions about each one:

- d. What happens if I don't get this?
- e. How do I know I need it?
- f. Is it based on tenuous data or real factual information?

Make a list of your desires.

Ask yourself the following questions about each one:

- c. Why does the satiation of this desire make me happy?
- d. What am I lacking inside that causes me to need this to survive?

What are you afraid of? Make a list.

For each thing ask yourself the following questions:

- d. What's the worst thing that can happen?
- e. Why do I believe that this is so?
- f. What am I trying to protect? (Fears are protective in nature)

3. Watch the conclusion of the Video

Conclusion:

Coaches review the homework assignment:

1. Continue to work on this exercise at home. It will help you turn desires into preferences. Notice how few real needs you really have. The more you do the exercise the more fears you can alleviate.

2. Find someone whom you trust and want to be close to. Get agreement and start by disclosing the things you discover about your filters and values. Have your partner do the same thing. This will help you begin to learn about each other's filters and values, creating the basis for very special relationships.

Remember: Knowing our filters helps us to be consistent in our behavior patterns.

Honesty and Disclosure Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ ID# _____

Do all students understand the **Concepts**?

Do all students understand the difference between 100% disclosure and 100% honesty?

Do all students understand that it is preferable to have 100% honesty without 100% disclosure?

Do all students understand that a world with 100% disclosure would be destructive and chaotic?

Do all students understand that total honesty is impossible?

Do students understand that honesty is therefore the intent to share in a non-distorted fashion?

Did all students understand the information presented in the video concerning the filters?

Do all students understand that needs, desires and fears contort data?

Do students understand the difference between a need and a desire?

Do all students understand the difference between a desire and a preference?

Do all students understand that we take in inaccurate data about our needs, make generalizations around it and build our lives around these myths?

Did all students agree to make their lists?

Did all students agree to find someone to disclose their findings with?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Honesty and Disclosure

Worksheet for Students Only:

Is it possible for us to have 100% honesty with others? Is full disclosure a good thing or a bad thing? How do we stay in integrity with others and ourselves so that we can build sound relationships personally and professionally? How do our needs and desires interfere with our ability to have what we really want in life? This module will help you answer these questions and change the way you relate to others in surprisingly positive ways.

Purpose:

To define the concepts of honesty and disclosure and create an integrated understanding of needs, desires and preferences so students can become more consistent in every area of life.

Exercise:

The following is an assignment to help you "Know thy Filters" and convert addictive desires to preferences:

1. Make a list of your needs.

Ask yourself the following questions about each one:

- a. What happens if I don't get this?
- b. How do I know I need it?
- c. Is it based on tenuous data or real factual information?

2. Make a list of your desires.

Ask yourself the following questions about each one:

- a. Why does the satiation of this desire make me happy?
- b. What am I lacking inside that causes me to need this to survive?

3. What am I afraid of? Make a list.

For each thing ask yourself the following questions:

- a. What's the worst thing that can happen?
- b. Why do I believe that this is so?
- c. What am I trying to protect? (Fears are protective in nature)

Homework:

Find someone whom you trust and want to be close to. Get agreement and start by disclosing the things you discover about your filters and values. Have your partner do the same thing. This will help you begin to learn about each other's filters and values, creating the basis for very special relationships.

Remember: Knowing our filters helps us to be consistent in our behavior patterns.

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Student Self Report: Honesty and Disclosure

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. Difference between 100% honesty and 100% disclosure
2. Full honesty
3. A world with have full disclosure
4. Honesty
5. Not honest and dishonest
6. Human filters
7. A need
8. A desire
9. A preference
10. Fears
11. "Know thy filters" exercise

Completing the worksheet is essential in converting perceived needs and desires into preferences. This process will free you from addictive desires and give you the ability to be more consistent. Finding another person to complete the homework exercise with will be extremely useful in terms of developing inner honesty, a clear knowledge of your own filters and values and developing deep honest relationships.

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: It is our intention that you take the all 21 modules a minimum of 3 times through and in order. You are never penalized for taking a Module again in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE

Coaches Notes:

Building Rapport

Have you ever had a conversation with someone you just met and felt like you've known that person forever? Every once in a while we have that sort of experience; the experience of knowing that the other person knows exactly what we mean - really being in sync with that other person. Have you ever had the opposite experience? Not being able to connect with someone no matter how hard you tried? What if you could connect every time? Wouldn't it increase your effectiveness if you had a set of skills that enabled you to purposefully connect with any individual at will?

The set of skills we are referring to is called Rapport Skills. Rapport can be defined as a feeling of trust, an openness to consider what the other person is suggesting. Rapport can be thought of as a pre-requisite to effective communication. Many people have good natural rapport skills and do nothing consciously to establish rapport. But at times we all have had the experience of just not being able to connect. These are the times that the following skills are necessary and will provide you with an advantage. Rapport is the process of what you do when it works, without knowing how or what you did. Knowing the process consciously will help you gain consistent results in all interactions. You will also be able to check the strength of this subtle connection!

Purpose

To give participants a set of skills that produces and checks rapport consistently and increases the effectiveness of communication.

Definitions

Pacing is *matching* or *mirroring* some aspect of the other person's behavior. It is not *mimicking*; mimicking will cause the other person to feel uncomfortable. Discretion is therefore important. Pacing must be done out of respect for the other person. Think of pacing as a sign of respect for the differences in people. When I pace you I am communicating that I am willing to enter your reality, my intention is respect for you. I am subtly saying that I am working toward seeing the world your way. You can pace any communication characteristic you can see or hear. Some examples: Facial expressions, voice patterns and tones, body posture, motions or proximity.

Leading is moving your communication, after establishing rapport, in a direction with the intent of having the person with whom you are communicating follow you. For example, you establish rapport and enter the world of someone who is unhappy. You then lead them to happiness. Leading implies that you have a goal for the interaction. The goal provides a direction and a destination for the interaction - it keeps you on course. Knowing your goal for any interaction lets you know where you are at all times with respect to movement.

Polar is opposite. It is mismatching. A person who is polar to your communication chooses to communicate that they are opposite of you. For example; you lean forward, they lean back. You say it is a nice day, they say the day is horrible.

Session Steps:

Coaches do 9 things:

1. Watch the first segment of the video.

2. **Discuss the following concepts:** People are communicating all the time and the posture that they take when they sit down next to you is not random - it is a direct communication. Most people feel comfortable matching but some are polar or mismatchers.

Note: There are many times when you *want* to mismatch. For example; when you need to end a conversation and the person won't quit!

3. Feeling rapport and pacing:

- a. **Matching:** A student (Person A) talks for approx. 2 minutes about an event that happened to them. The other students imitate/match Person A while Person A tells the story. The coach makes finer adjustments to the students so they better match Person A.

Note: Matching does not have to be exact to establish rapport.

- b. **Mismatching:** At the coach's signal, the students mismatch person A as person A continues to talk for another minute.

- c. **Discuss the following question: How did it feel?** Person A is asked to express how they felt while being matched and mismatched.

- d. Everybody switches so each student has the experience of being person A.

4. Voice Matching - Learning to play your voice instrument:

- a. **Target Voice Pattern:** The Coach says a little phrase like "Hi", "Hello", "Hey", "How's it going?", "What's up?" with some sort of emotion (things like happy, bored etc) to a student. The Coach should have fun with this and try interesting variations.

- b. **Matching:** The student matches the Coach's utterance. The Coach helps the student become more exact if necessary.

Note: The Coach should not be too exact. Most students will not need help.

- c. **Mismatching:** The Coach repeats his utterance, the student mismatches it.

- d. The Coach repeats a. through c. with each student.

- e. **Around the group 6 times:** The above should be repeated at least 6 times so each student will match and mismatch the Coach at least 6 times with different creative utterances. Coaches should make this fun!

5. Mismatching and the polar response - The cat chasing its tail:

The students are divided into groups of 2 (Person A and Person B). The odd student, if any, should work directly with the Coach.

- a. **Matching a mismatcher:** The Person A has a conversation with Person B. Person B is to politely break off the conversation with Person A by breaking rapport with (mismatching) Person A. As Person A starts to establish rapport, Person B continually moves out of rapport. So Person A must "chase" rapport with the Person B. **To handle a mismatcher, do not try to match them!**
- b. Person A and Person B switch so each can have the full experience.

Rapport checking by leading:

- a. **Selecting a rapport check:** The Coach has a selected *volunteer* student (Person A) go out of the room/area. The Coach picks a rapport check (A smile or facial expression, fixing one's hair or adjusting clothing, leaning toward or away, changing voice speed, volume or tone while responding, adjusting seating position etc.) and tells the remaining students which rapport check he/she is going to use.

Note: The Coach must get permission from the volunteer to use them as subject. It must be stressed that the subject will not know what is being done to them in front of the group, but it will be harmless.

- b. **Demonstration of checking rapport:** Person A is brought back and told to talk about an event. The Coach establishes rapport with Person A for at least 2 minutes and checks it with the predetermined check. The Coach may not succeed the first time and may continue to deepen rapport and test.

Note: The Coach should not attempt to check rapport more than 3 times. After either a success, or 3 failures, the Coach stops and explains the result: either rapport is checked or not.

Example: Coach may establish rapport with a student and adjust seating position. If the Coach has sufficient rapport, the student will follow the lead by adjusting his/her seating position.

- c. **Additional rapport checks:** Each student is asked to find an additional type of lead (coughing, breathing etc.) Of all the possibilities generated, each student picks a lead they are comfortable with for use in **Outside Practice**.
- d. **Students check rapport:** The students are divided into groups of 2. Person A tells a story or has a conversation with Person B. Person B establishes rapport and checks it with a lead that is kept secret from Person A. Person A should make all efforts to relax and allow Person B to establish rapport. The moment Person B receives a positive rapport check (gets Person A to match the secret lead) the secret lead is revealed to Person A.
Note: If this doesn't happen within 2 min. students should go on to part e.

● Person A and Person B switch so each can have the full experience.

7. Watch the final segment of the video.

8. Defusing anger.

a. Person A volunteers to act out an angry situation. It is useful if it is a real situation in the person's life, as it will help person A get into the angry state. Person A describes the situation to the group so that the coach can be prepared.

b. Person A gets into state bringing up anger and acts out the confrontation. Coach demonstrates how to diffuse the anger by pacing person A.

Note: Coach paces the intensity of the state, not the anger. Pacing the anger will create a fight, pacing the intensity of the state and leading with your words diffuses the anger.

c. Person A reports how the pacing made him or her feel.

d. Coach has students each think of a situation where they are angry at someone. Students are broken up into groups of 2. Student A tells student B what the situation is. Student A then brings up the angry state while student B diffuses the anger by pacing.

e. Students switch roles so that everyone gets the opportunity to diffuse anger.

9. Additional exercise: Pacing a negative emotional state to a more positive one.

It is possible to use pacing and leading in any situation where a person is in a negative emotional state to establish rapport. For example: you can work with a person who is feeling unhappy, pace the intensity of the state by matching the voice tones, lead to a more neutral state and then perhaps into a more positive state. Coaches can practice this with students if time permits.

Building Rapport Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "*".

Coach Name: _____ ID# _____

Do all students understand the **Definitions**?

Do all students understand what matching and mismatching are?

Do all students understand when matching should be used?

Do all students understand when mismatching should be used?

Was the initial **Demonstration** understood?

* Did the subject prefer matching or mismatching?

1. Feeling rapport and pacing.

- a. Did all students match Person A?
- b. Did all students mismatch Person A?
- c. * What was Person A's preference?
- d. Did all students experience being Person A?

2. Voice matching.

- a. Did you create unique utterances?
- b. Were they matched by each student?
- c. Were they mismatched by each student?
- d. Were steps a. through c. repeated 6 times?

3. Mismatching

- a. Did half of the students chase?
- b. Did the other half of the students chase?

4. Rapport checking

Did subject consent fully to the demonstration?

- a. Was rapport check picked secretly from subject?
- b. Was check successful?
- c. Did all students find a rapport check?
- d. Did half of the students try their checks?
- e. Did the other half try their checks?

Do all students understand the **Outside Practice**?

Continued on back.

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Students Notes:

Building Rapport

Have you ever had a conversation with someone you just met and felt like you've known that person forever? Every once in a while we have that sort of experience; the experience of knowing that the other person knows exactly what we mean - really being in sync with that other person. Have you ever had the opposite experience? Not being able to connect with someone no matter how hard you tried? What if you could connect every time? Wouldn't it increase your effectiveness if you had a set of skills that enabled you to purposefully connect with any individual at will?

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Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference. Students should rate their mastery of each skill from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

- | | |
|------------------------------|-------|
| 1. Definitions: | _____ |
| 2. Physical matching: | _____ |
| 3. Physical mismatching: | _____ |
| 4. Voice matching: | _____ |
| 5. Voice mismatching: | _____ |
| 6. Identifying a mismatcher: | _____ |
| 7. Handling a mismatcher: | _____ |
| 8. Checking rapport: | _____ |
| 9. Diffusing anger: | _____ |

If there are skills that you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: we encourage you to take each module a minimum of 3 times. You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them! As you retake the modules, the demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Verify rapport, using secret leads, at least once a day until you have mastered rapport. Also practice leading people when you are communicating. Some examples are: getting people to raise the volume of their voices, getting people to relax or getting people to sit-up straight.

IMPORTANT NOTE: As with any session, if you are done early, **PRACTICE!**

Building an Excited State

Introduction

What if you had a way of generating interest and excitement in any idea you wanted to convey? Imagine how much more successful you would be if you could create an atmosphere of enthusiasm at will. What if you could motivate intense interest in your product or idea whenever needed?

It is believed that how something is said is more important in the transmission of an idea than in the actual words used. In fact a study conducted by Robert Birdwistle at the University of Pennsylvania in the early 1970's stated that 93% of all communication is non-verbal. People who demonstrate enthusiasm are better able to communicate and even sell their ideas with ease. The ability to access and utilize various emotional states offers flexibility in delivery to the student. Generating the excited state can create a strong emotional response in the listener.

Purpose

To give participants the ability to generate intense emotional states easily to convey enthusiasm at will.

Demonstration

The coach demonstrates his/her developed Excited State through metaphor, personal example or by role-playing the state. Students watch and learn about Excited States by observation. The demonstration should show excitement and enthusiasm. It is necessary for the Coach to be in an Excited State in order to demonstrate effectively.

Note: By watching, participants experience the power of the Excited State.

Session Steps:

1. Finding the Excited State:

Participants are tasked to call up their own excited state while being coached. The coach can help students to re-associate into a past-excited state by instructing them to pick a time in their life when they were excited or very enthusiastic. By instructing the participants to remember specific times when participants were in the excited states, they can be led into the experience. For some students it is more useful to theorize a specific type of situation that could happen and would cause great excitement in the future.

(This step should take about 2-3 minutes.) To do this the coach can:

- a. Utilize a fully associated past experience where the participant experienced an excited state by having the participant imagine stepping into a specific experience, actually reliving it.**

To do this have Person A remember a specific time when he or she was filled with excitement. Instruct him or her to, *"see what you saw then, now... hear what you heard then, now... and actually feel what you felt then, now"*. This language helps cause the participant to associate back into the memory. This will make the task easier.

1. Help Person A theorize something that could happen that would cause him/her to become very excited.

Asking questions about what really excites the person can do this. By describing this theoretical experience the participant can often be led into the excited state.

2. Person A demonstrate the Excited State.

Once in the Excited State each Person A acts out the state with a role-play type of experience or by telling a story. (This step should take about 2-3 minutes.) Coach and group observe key elements of the Excited State like: physiology, breathing patterns, gestures, facial expression and intensity of state

3. Discussion:

- a. What was the person most aware of as they acted out the state?
- b. What elements of the Excited State were observers and Coach most aware of?
- c. What did they learn?

4. Re-accessing the Excited State

This part of the module is designed to build skills and flexibility in both participants and observers. To develop flexibility, Person A is tasked to demonstrate the Excited State to the group in a role-play scenario.

Example: You have just learned that you have won the \$million lottery and are now telling your friends. Coaches pump up the intensity of the states by pointing out breathing patterns as well as intensifying behavioral patterns to increase the intensity of the excited state building up higher and higher to a crescendo. (This portion should take 2-3 minutes per student.)

5. All students demonstrate the Excited State

Each student runs through steps 1 - 4.

6. Students vote on the best example of the Excited State.

After all participants have acted out their Excited State they are tasked to choose the best example of the state. This person will then demonstrate the state to the entire group in a competition. (This should take about 2 minutes)

7. Future Practice

Each person identifies 3 real time events that will occur before the next class to use the Excited State and practice using this new skill. (This should take about 5 minutes.)

8. Participants join the whole group and each groups best Excited State demonstrates to the entire group the Excited State.

After the demonstrations, a vote is taken for the best Excited State.

Excited State Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "**".

Coach Name: _____ ID# _____

Was the initial **Demonstration** understood?

1. Finding the Excited State.

- a. Did all students find an event to trigger Excited State?
- ☒ b. Did all students access the Excited State?

2. Creating the Excited State.

- ☒ a. Were all students able to act out the Excited State?
- ☒ b. Could all students discuss elements of their own Excited State?
- ☒ c. Could all students discuss observations of another's Excited State?

4. Re-accessing the Excited State.

- ☒ a. Did each student recreate his/her Excited State?
- ☒ b. Were they able to role-play effectively?
- ☒ c. Can each student re-access the excited State at will?

5. Future Practice.

- a. Does each student have an event before next class where they can use their Excited State to enhance the experience?
- b. Does each student understand under what conditions he/she should use his/her Excited State?
- c. Did all students create and commit to practicing Excited State this week?

Do all students understand the **Outside Practice**?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

(5)

Coaches Notes:

Persistence

Imagine having a magic word that caused whatever you said to come true. How would your life be different? What would you cause to happen? Would you achieve more? Would you cause a better relationship? Would you give yourself additional knowledge, attributes or skills?

Most of us have made one or more commitments in our life that we did not keep. In our current society, it is virtually impossible to use a word such as "promise" to symbolize a commitment and not have it tarnished. Commitments are made in two basic circumstances: 1. A commitment to (or for) something we want to do or hope we can 2. A commitment made under duress (real or perceived). In the first case, because our hopes are projections that may not have firm, reality based knowledge behind them, we often find ourselves trying to fulfill these commitments instead of actually achieving them. In the second case, the commitment is often extracted from us through guilt or fear. Without a true internal motivation to keep the commitment, we frequently fall short of achieving something we did not want in the first place.

When we look back over the many commitments we have made and broken, the imperfect (sometimes abysmal) track record gives us little confidence in our own word. If we do not really believe our own promises, can we really expect to keep them? "Achieving is believing" – so if we don't believe, how can we possibly achieve? If we make a commitment to do something over time – what most people call persistence – will we ever complete the task?

Persistence is long-term commitment.

What we all need is to wipe the slate clean and start to build the inner knowledge of our word from scratch. This should be done privately, without coercion, pressure or unrealistic expectations. How is this possible in a world where our commitments are demanded daily? This module shows you how so that you may possess an untarnished, fully powerful way of causing your desires to become reality through commitment and persistence.

Purpose:

To give students the tools to build a new, personal inner knowledge and strength, so they can affect their destiny through commitment.

Session Steps:

1. **Picking the Persistence exercise:**

Each Student fills out Worksheet A.

2. **Setting-up results graph:**

- a. Each student labels the vertical axis of the graph with the **Duration Units** of their exercise.
- b. Each student explains to the Coach what their persistence exercise is and commits to the Coach to complete the commitment program. This is done using the **Reserved Phrase** "I will cause myself to..."

3. Arranging for Coaching support:

Students will arrange to contact a Coach or Proctor on a daily basis for check-in. The following rules apply:

- a. **Contacting.** Students must speak to contact either by phone or in person daily. This is known as a **contact session** and is done at a specified time (can be a time range). This time should be written on the graph.
Note: Messages left on answering machines DO NOT COUNT!
- b. **Exceptions.** If necessary the time may vary or days may be skipped only if it is arranged and approved by the contact during the previous day's contact session.
- c. **Content.** During contact session, student relays the progress of the persistence training and their opinions about it.
Note: This call should not take more than 3 minutes.

Note: Coaches and Proctors must follow these same rules with the student and must never miss a contact session. The students depend upon you to set an example.

Student Notes:

Persistence

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Purpose:

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Worksheet A

How much time per day can you invest in yourself? _____

Note: Be sure to *underestimate* the duration of this daily time. You *must* be able to have this time *every* day without fail. We suggest an amount of time between 5 minutes and 15 minutes to start.

Pick activities that meet the following criteria:

- You can start the activity within 24 hours.
- The activity can be done in units of 15 minutes or less.
- You have the resources and where-with-all to start (and complete) the activity.
- The activity, if completed or done, would provide a noticeable benefit to you.

Activities. Find at least 1 activity in each area:

- Skills (typing, learning a new hobby etc.): _____
- Active study (Problems/Reading): _____
- Passive study (Tapes/videos/lectures): _____
- Exercise/Health: _____
- Thinking/Creating: _____
- Time/Relationships: _____
- Business/Writing/Calling: _____

Which three of these activities would get you the most benefit?

1st: _____

2nd: _____

3rd: _____

Which of these activities do you like the least:

I least prefer: _____ (turn over)

Finding Duration Units.

A duration unit is the unit of measurement of the activity. For example, you may want to read for 15 minutes per day. The duration unit would be time. You may also decide to read 10 pages of text (pictures not included) per day so that you could finish a certain book by the end of the month. In this case, the duration unit would be pages. As a final example, you may decide to walk 1 mile per day – even if it rains (Tread- Mills can be helpful). In this case the duration unit would be miles.

What are the Duration Units of your least preferred activity? _____

If you have not guessed, the activity that you are going to use to build persistence is your least preferred, most beneficial activity. Why? Because doing your favorite activities are easy and don't really take much persistence. If you can do a least preferred activity you can do almost anything! Isn't that what we really want.

Now for your **Reserved Phrase**. It is important to create a phrase that is untarnished by failures. The words promise and commit are things that most of us have used and unfortunately not up-held. We want to create a phrase that we always do and never fail. With each additional success, we build our confidence in the phrase. We never use the phrase frivolously and we keep it a secret so that we will never be coerced. Each of us must also promise never to ask another student to use this phrase. It must remain something that we use absolutely voluntarily.

Reserved Phrase: "I will cause myself to"

It is time for you to start building your experiences with this phrase so you can cause success through your words.

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this home for reference.

Students should rate their mastery of each skill from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented

Mastery Rating

1. Understanding persistence
2. Completion of Worksheet A
3. Choosing activity
4. Creation of the graph
5. Arranging for a coach

Coaches Notes:

Building Desire and Motivation

Desire is defined by Oxford American Dictionary as "a feeling that one would get pleasure or satisfaction by obtaining or possessing something". Desire is a motivational state useful in moving people toward their goals and objectives. Mastering this state can uncover the fear of success. Success can become fearful because if one truly succeeds, what is left? Sometimes people feel like it is the end to accomplish the goal or like they have lost their sense of purpose. For these people it may become necessary to build in continuing goals and objectives beyond the "perceived" end point. This process is addressed in the goal setting module.

Purpose

To give participants a tool that allows them to create a strong focused motivational force in the direction of their choosing.

Definitions:

Motivational States: These are the emotional states that move people to become interested and excited enough to take action.

Desire State is a motivational state that can be accessed at will to drive motivation. There are two directions in which human beings can focus their energy and attention to drive motivation. They focus on and move towards goals or objectives or they focus on and move away from problems or perceived consequences.

Toward patterns focus directly on goals and objectives. When people are utilizing towards patterns their effort and attention moves them to have, get, obtain and achieve something.

Away From patterns focus directly on identifying circumstances to avoid and solving problems. People who are utilizing away from patterns focus energy on what should be avoided, gotten rid of or otherwise not happen. Threats and fear energize them.

Trigger is a stimulus-response mechanism that starts the behavioral pattern. In this context the trigger is the internal image, word or sound, external event or stimulus that happens and causes the emotional state to occur. It is important to identify the trigger so that it can be used to bring back the emotional state, in this case the motivated state at will.

Key Elements: the exact set of physiological components that trigger the emotional state of a person.

Session Steps:

The coach will elicit 2 different states of focused desire from each student.

Each student should create or access 2 different types of motivational states. Each state should take about 2-3 minutes to elicit the state. The coach begins with a *toward* motivational state and then teaches the process of an *away from* motivational state:

Motivational State #1 -- Moving Toward: A motivational state that moves the student toward the goal provides a focus on the goal or objective. It is a pleasurable experience. To elicit motivation it is important for the coach to be in a motivated state him/herself. Get into your motivated state to coach this module.

1. **Choosing the motivated state:** Instruct student A to think of something that he/she **really** wants. When the student has an internal image of their goal say, "Imagine that there is only one very small, easy step you have to take to reach your goal. Would you do it?" Students usually say, "yes".
2. **Accessing motivation:** To bring up the motivated state, instruct student to imagine doing that one small step. Once Student A brings up the motivated state have him/her teach it to another student, (Student B).
3. **Teaching the motivated state:** Student A describes doing the one step to Student B. Student B and coach watch and listen as Student A teaches taking the step. As Student A talks about getting to the goal state he/she will display the qualities of the motivated state. The coach and other students can coach Student A to increase the intensity of the experience and recognize the key elements and the trigger. Encouraging the student to change different key elements of the state can do this. The key elements are:
 - i. Rate of breathing
 - ii. Gesturing
 - iii. Facial expressions
 - iv. Posture
 - v. Contracting different muscle groups.By bringing these subtle elements to Student A's conscious awareness, he/she will become aware of the key elements that build the motivated state as well as the trigger.
4. **Identifying the key elements and trigger to re-create the motivated state:** Student B attempts to re-create the motivated state, Coach and student A coach Student B until he/she can re-create Student A's motivated state.

Note: In order for Student A to teach the motivated state to another student he/she must disassociate, observe and understand the necessary key elements and trigger. Gaining this understanding actually teaches the motivated state to Student A because it brings to the process into conscious awareness.
5. **Re-creating motivation:** Student A is tasked to re-create the "toward" motivated state using the identified trigger.
6. Students break up into groups of 2 and repeat the process.

Motivational State #2 - Moving Away from.

Moving away from requires focus on what is to be avoided or a problem to be solved (it is fear based). Having the student remember a past experience where they were motivated in this way can do this. Since it is an "away from" experience, it may be unpleasant.

1. Finding the "away from" experience.

Instruct the student to remember a *specific* time when he/she experienced an "away from" experience of motivation. It is important that the student identify one specific experience.

2. **Associate into a past "away from" motivational state.** To *associate* the student into that experience, instruct him/her to imagine stepping into it. To do this the student must do 4 things, Tell him/her to:

- a. "Imagine that you can see the experience now, like watching a movie. Then step into it and...
- b. See what you saw then, now.
- c. Hear what you heard then, now
- d. Feel what you felt then, now.

3. **Finding the trigger to the Desire State:** Once the student has chosen the experience and associated into it, instruct him/her to describe the experience to you and the other students. You can help identify the key elements and trigger to the state by watching and listening.

Note: As the student describes the experience, Coach and students should observe everything the student does. When one associates into an emotional state they will automatically take on the physiology, breathing, gesturing etc. of that state. This process is usually outside of the individuals conscious awareness. Coach the student to bring key elements into his/her conscious awareness.

Example: See if the student is able to intensify the state by changing the key elements of the state; Facial expressions, gestures, breathing, muscle tension and posture.

b. **Student identifies the trigger to the motivated state.** Coach should assist in the process by asking, "What happened just before you felt motivated? Was it an internal image or sound, did you say something to yourself?" "Was it a feeling or the way you breathed in?" "Was it something in your posture or how you tensed your muscles?" Give the student several choices so that he/she can be sure to test all possibilities.

1. **Test the trigger.** Have student fire the trigger. This should re-create the motivated state. If it does not go back and repeat step 2b and try a different key element.

2. **The ability to bring the motivational state up at will.** To link the state to any situation that requires motivation have the student imagine how different achieving a goal will feel when linked with the feelings of motivation the Desire State provides.

Note: At this point it will be necessary to determine if there are any signs of resistance to the process by the participants. This could be a clear indication of the fear of success and therefore the need to set goals beyond the perceived end point.

5. **Participants break into groups of two and work together to repeat the process.**

6. **Outside Practice:** Instruct students to think of several experiences in real time where using the Desire/Motivational State would enhance effectiveness. Have them practice it until they become proficient at it over the next two weeks.

Do all students understand the **Outside Practice?**

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. **Student Name:** _____ **ID#** _____

2. **Student Name:** _____ **ID#** _____

3. **Student Name:** _____ **ID#** _____

4. **Student Name:** _____ **ID#** _____

5. **Student Name:** _____ **ID#** _____

6. **Student Name:** _____ **ID#** _____

7. **Student Name:** _____ **ID#** _____

8. **Student Name:** _____ **ID#** _____

9. **Student Name:** _____ **ID#** _____

10. **Student Name:** _____ **ID#** _____

11. **Student Name:** _____ **ID#** _____

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Student Notes:

Building Desire and Motivation

Introduction

Desire is defined by Oxford American Dictionary as "a feeling that one would get pleasure or satisfaction by obtaining or possessing something". Desire is a motivational state useful in moving people toward their goals and objectives. Mastering this state can uncover the fear of success. Success can become fearful because if one truly succeeds, what is left? Sometimes people feel like it is the end to accomplish the goal or like they have lost their sense of purpose. For these people it may become necessary to build in continuing goals and objectives beyond the "perceived" end point. This process is addressed in the goal setting module.

Purpose

To give participants a tool that allows them to create a strong focused motivational force in the direction of their choosing.

Definitions:

Motivational States: These are the emotional states that move people to become interested and excited enough to take action.

Desire State is a motivational state that can be accessed at will to drive motivation. There are two directions in which human beings can focus their energy and attention to drive motivation. They focus on and move towards goals or objectives or they focus on and move away from problems or perceived consequences.

Toward patterns focus directly on goals and objectives. When people are utilizing towards patterns their effort and attention moves them to have, get, obtain and achieve something.

Away From patterns focus directly on identifying circumstances to avoid and solving problems. People who are utilizing away from patterns focus energy on what should be avoided, gotten rid of or otherwise not happen. Threats and fear energize them.

Trigger is a stimulus-response mechanism that starts the behavioral pattern. In this context the trigger is the internal image, word or sound, external event or stimulus that happens and causes the emotional state to occur. It is important to identify the trigger so that it can be used to bring back the emotional state, in this case the motivated state at will.

Key Elements: the exact set of physiological components that trigger the emotional state of a person.

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill from 0 to 10. 0 means you do not understand the skill, 5 or 6 means that you have a working knowledge of the skill and 10 means that you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Definitions _____
2. Identification of Toward and Away From states. _____
3. Ability to create both a toward and away from motivational state _____
4. Ability to Re-access both Toward and Away from motivational state _____
5. Ability to link Desire state to Goal _____
5. Knowledge of how Motivational/Desire State is used _____

If there are skills that you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: It is our recommendation that each module be taken a minimum of 3 times. You are never penalized for taking a Module again in fact we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them!

As you retake the modules, the demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Think of several experiences in real time where using the Desire/Motivation State would enhance your effectiveness. Practice it until you are comfortable with it over the next two weeks.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Intensity

Have you ever noticed that some people seem to really enjoy the richness of life, fully live their experiences while others can go through seemingly challenging experiences with little or no emotional reaction? Have you been around a person who made everything bigger or more important than it had to be in either a positive or negative way? What if you could raise or lower your personal intensity level to increase your presence and enjoyment of all of all of life's experiences? How would life be different for you?

Having a full range of emotions that we can tap into at will creates emotional choice or the ability to experience life more fully. When we have a full spice cabinet to cook with, the flavor of the food we create is delicious, likewise the more emotions present in our range of choices the fuller our experience will be. We all know people who seem to be able to extract the most out of any experience while at the same time we have seen those who never seem to react to anything. A full range of emotions includes "positive" emotions as well as "negative" emotions. The range gives us depth of feeling or presence in experience, and this depth is referred to as one's **Emotional Bandwidth**.

Paying attention to one's intensity level throughout the day is the first step in understanding emotional flexibility. Sometimes it is beneficial to increase or lower one's intensity level in a particular situation. By doing so it can increase our enjoyment of that situation or assist us in dealing realistically with challenging situations. Recognizing one's Peak Intensity Experience and utilizing it to raise and lower intensity levels contextually will assist us in being more present and allow us to enjoy life more fully. Intensity training is also the foundation or key element in emotional success training. It allows us to access at will other intense states such as The Power State, Motivational States and the Excited State.

Definition:

Peak Intensity State – Something you do as though your life depended on it. You do Peak Intensity with full emotional as well as intellectual presence. These states may be only momentary at first but with practice we can build emotional endurance and utilize these states at will. The Peak Intensity State can also be used to help pump up the Excited State, the Power State and the Motivational State.

Spastic movement is when muscle tension causes jerky or involuntary stiff movements. This can happen in intense states because often the person is unaware of the tension that the intense state produces.

The Switch is a term used to describe the mechanism that turns off rational control of one's emotions and behaviors, moving the individual into lower brain, fight or flight activity.

Purpose

For participants to become more focused and present during daily activities, to become aware of their intensity level throughout the day and to learn to increase intensity at will affording them a fuller experience of life.

Session steps:

Coaches do 3 things:

1. Watch segment I of video.

2. Coaches benchmark students in two activities.

a. Circle benchmark:

- i. Coaches instruct students that they will be timed for a period of 30 seconds. During that 30-second period, students will be tasked to draw as many individual circles as they can on a piece of paper.
- ii. Coaches time 30 seconds while students draw their circles.
- iii. Students count the number of circles and coaches collect the numbers.

b. Coaches benchmark dropping the dollar bill 3 times.

- i. Coaches hold the dollar bill being sure to use a stiff bill that is straight.
- ii. The student should hold his/her fingers approximately 3 inches apart at the center of the lower quadrant of the bill.
- iii. Coaches do a crisp release.
- iv. Student attempts to catch the bill but cannot move his/her arm down to catch it.
- v. After 3 attempts, students record the number of successful catches.

3. Prepare students and watch Segment II of video:

Students will be practicing different ways of drawing circles so be sure that they are prepared.

Segment III

Coaches do 4 things:

1. Review the 4 elements to be aware of in developing intensity states:

Breathing: breathing in is a distraction to thinking and physical activity, it is actually disruptive to tightening muscles because it requires expansion and not contraction. Breathing out is more productive.

Patterns: Human beings naturally find patterns. We take small disjoint elements and think of them as one. This is called tokenizing.

Sound: an inner sound plus a pattern will emphasize the pattern. Sounds sooth and order the mind so that it is not distracted. Sound harnesses our attention. The mind naturally wonders – an inner sound is an internal focusing mechanism.

Projection: Visualizing, feeling or living what will happen before it actually happens. Anything that we feel intensely is a projection. Projection readies you.

2. Coaches recheck both activities.

- a. **Discuss results of tokenizing exercise.** Be sure that each student identifies their optimal circle pattern by counting circles.
- b. **Retime circle drawing exercise for 30 seconds.** Using their optimal pattern (inner sound plus a pattern), retime and benchmark improvement.
- c. **Recheck catching the dollar:** Using projection plus breathing recheck and benchmark changes.

3. Coaches compare results and discuss.

- a. Students usually find that more circles are drawn in the second experience, in addition the second experience is more pleasant. This increase demonstrates that by utilizing a pattern and sound, an increase in focus, productivity increases.
- b. Students usually find that their odds go up in the second dollar bill exercise. The odds of catching the dollar are 1 in 50 before being taught focus.

4. Homework:

Create a percentage scale of the levels of intensity experienced during the day.

Making a chart of the levels of intensity one engages in to do various activities is very helpful in understanding one's self and learning to increase one's band width. Create a chart of all of the activities you do in a week and rate them from 0%(lowest intensity) – 100%(full intensity). It is helpful to break down your levels in divisions of 5%. Once you become aware of your average intensity levels, you can begin to increase or decrease them depending on your goal.

To Practice: Do one activity a day like your life depended on it. Even if it's only for a few seconds. It may take a while until you get there. Build your emotional muscle.

Intensity State Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "**".

Coach Name: _____ ID# _____

Do all students understand the **Definitions**?

Do all students understand the concept of increasing focus and presence to increase intensity?

Video:

Did all students understand the video?

1. Elements:

- a. Do all students understand the breathing element?
- b. Do all students understand patterns?
- c. Do all students understand the sound element?
- d. Do all students understand projection?

2. Stick Demonstration:

- a. Did all students understand the stick demo?
- b. Did all students learn the importance of focus and projection?

3. Did all students complete the pattern exercise?

- a. Did all students test all circle patterns?
- b. Were all students able to determine a pattern of choice?
- c. Did all students check for improvement in their numbers?

3. Dollar exercise:

- a. Did all students benchmark using 3 tries?
- b. Did all students understand using breathing and projection?
- c. Did all students have an opportunity to re-evaluate scores using the new skill?
- d. Did all students check for improvement in their numbers?

4. Creating a Chart

- a. Do all students understand the chart and its purpose?
- b. Did each student agree to create and keep a Chart?

Did all students gain personal insight regarding focus and presence from the exercises?

Do all students understand the **Outside Practice**?

Continued on back.

Students Notes:

Intensity

Have you ever noticed that some people seem to really enjoy the richness of life, fully live their experiences while others can go through seemingly challenging experiences with little or no emotional reaction? Have you been around a person who made everything bigger or more important than it had to be in either a positive or negative way? What if you could raise or lower your personal intensity level to increase your presence and enjoyment of all of all of life's experiences? How would life be different for you?

Having a full range of emotions that we can tap into at will creates emotional choice or the ability to experience life more fully. When we have a full spice cabinet to cook with, the flavor of the food we create is delicious, likewise the more emotions present in our range of choices the fuller our experience will be. We all know people who seem to be able to extract the most out of any experience while at the same time we have seen those who never seem to react to anything. A full range of emotions includes "positive" emotions as well as "negative" emotions. The range gives us depth of feeling or presence in experience, and this depth is referred to as one's **Emotional Bandwidth**.

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The Switch is a term used to describe the mechanism that turns off rational control of one's emotions and behaviors, moving the individual into lower brain, fight or flight activity.

Purpose

For participants to become more focused and present during daily activities, to become aware of their intensity level throughout the day and to learn to increase intensity at will affording them a fuller experience of life.

Student Work sheet:

You will be asked to benchmark 2 activities: Circle drawing for 30 seconds and catching a dollar bill 3 times.

#1. Circle exercise: You will be timed for 30 seconds. Draw as many single circles as you can.

Score:

#2. Catching the dollar bill (3 tries).

Rules:

- Coaches hold the dollar bill being sure to use a stiff bill that is straight.
- The student should hold his/her fingers approximately 3 inches apart at the center of the lower quadrant of the bill.
- Coaches do a crisp release.
- Student attempts to catch the bill but cannot move his/her arm down to catch it.
- After 3 attempts, students record the number of successful catches.

Score:

Finding your optimal pattern using an internal sound and a pattern, remember don't count!

2's

3's

Score:

Score:

4's

5's

Score:

Score:

6's

Score:

Create a percentage scale of the levels of intensity experienced during the day.

Making a chart of the levels of intensity you engage in to do various activities is very helpful in understanding yourself and learning to increase your emotional bandwidth. Create a chart of all of the activities you do in a week and rate them from 0%(lowest intensity) – 100%(full intensity). It is helpful to break down your levels in divisions of 5%. Once you become aware of your average intensity levels, you can begin to increase or decrease them depending on your goal.

Sample Chart:

Activity	Intensity level
Morning walk - 2 miles	35%
Driving to work	25%
Morning Staff Meeting	20%
Sales Call	25%

To Practice: Do one activity a day like your life depended on it. Even if it's only for a few seconds. It may take a while until you get there. Build your emotional muscle.

Finding the switch:

Allowing yourself to let go of control and move into fight or flight requires turning off the control switch that we usually utilize in everyday life. This is very different, as it requires a shift into another type of brain function, a lower more primitive functioning. It is usually necessary to practice finding the switch for several days to develop the ability to use it on demand. This practice will free up emotional blocks and therefore is a useful exercise.

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Definitions
2. Understanding and using breathing
3. Understanding and using patterns
4. Understanding and using Sound
5. Understanding and using Projection
6. Stick demonstration
6. Circle Exercise
5. Dollar Bill Exercise
6. Knowledge of how Intensity is used.

If there are skills that you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: It is our goal for students to take each module a minimum of 3 times through. You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them!

As you retake the modules, your demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Paying attention to your intensity level throughout the day is useful. Keep your chart and allow yourself to identify times when pumping up the intensity of an experience may be helpful and even increase your enjoyment of life. Also notice when lowering the intensity of an experience would make your life easier. Be sure to work at finding the "switch" and practice using it. As you master turning off your conscious control mechanism you will experience your emotions freeing up. The more you practice this skill the wider your bandwidth will grow.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Creating the Excited State
2. Acting out the Excited State
3. Bringing up the Excited State at will
4. Bringing up the Excited State in various situations
5. Knowledge of how the Excited State is used.

If there are skills that you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them!

As you retake the modules, your demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Think of several experiences in real time where using the Excited State would enhance your effectiveness. Practice it until you are comfortable with it over the next two weeks.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Overcoming Difficulty

Have you ever heard a story about a person who did something superhuman, like lifting a car, to save someone that they loved? Humans have incredible resources to produce unprecedented results. Imagine having the ability to harness that kind of power at will. This ability comes from a natural mechanism called **fight or flight**. It is said that humans use only 10% of their brain. The human body is amazing, but how do we access these abilities? If you could, you could possibly lift a car! The psychology of greatness comes from your ability to harness these amazing emotional states and utilize them at will.

Most of us have overcome some fearful situation by utilizing the fight or flight mechanism. Therefore, we possess the ability to access this "Power State". This is usually done unconsciously, when absolutely necessary, but how we do it in those moments remains a mystery. By demonstrating and teaching this state to others, this mystery is uncovered and becomes easily accessible at will.

Sometimes when we perceive a difficult situation we become fearful and we avoid it so we won't fail. Even though some situations are more difficult than others are they can be seen as opportunities to learn about the world and our selves. If everything were predictable and easy we would get bored and never learn anything new. When we don't learn our brain deteriorates and dies. Wouldn't it be wonderful to have the ability to utilize your body's natural mechanisms to overcome fear or any perceived difficult situation? The more you master this module the more incredible states of greatness you can experience.

Purpose

To teach participants to access the body's natural physical mechanisms to achieve psychological and emotional stamina and strength to overcome difficulty and achieve superior results.

Definitions

The Fight or Flight Response is the body's natural mechanism when something from the outside world signals the need to respond quickly. We experience this as fear or anger and it triggers an adrenaline surge in the body. Adrenaline is a hormone that prepares the body to respond by dilating the pupils of the eyes so we can see better, increasing the blood supply to the limbs so we can move quickly and changing our breathing patterns. This gets us ready to act, armors us so that we can accomplish almost superhuman feats. This physiological state can be used to push through anything fearful, difficult or where superhuman energy is needed.

Power State is an emotional state of optimal physical and emotional readiness and strength that can be accessed at will. It is a state where we harness consciously the power of the fight or flight response. This state can be utilized to bring a person through a difficult or challenging experience with ease.

Trigger is a stimulus-response mechanism. The trigger for an emotional state is the set of physiological and/or emotional circumstances, which produce the state. In this case we are driving an emotional state through physiology, therefore it is necessary to note exactly when the state is beginning and what set of physical behaviors need to be present to cause (trigger) the state to happen. This knowledge lets us reproduce the state at will.

Key Elements are the exact set of physiological components that trigger the emotional state of a person.

Demonstration:

The Coach has all students sit up straight, smile, put their shoulders back, look up, and breath from the top of their chests. Holding that pose, the coach instructs them to be depressed. Coach then asks what happened? Students will report it is difficult to be depressed in this physiology. This is because this is the physiology of being happy and it is impossible to feel depressed. Coaches will then explain that **physiology can often move or drive an emotional state**.

Explanation: Changing one's physiology can change one's emotional state easily and quickly. By understanding this principle students can learn how to re-access resourceful states by taking on a particular physiology.

Session Steps:

1. Learning the Power State:

a. **The incident:** A student (Person A) searches for a Power State by either remembering a previous experience or creating a hypothetical situation that would necessitate such a state.

Note: This can be done by either remembering a specific time in the past when the student experienced such a state or by hypothesizing a specific time when they would.

Example: Standing up to someone who threatened or intimidated us.

b. **Experiencing the Power state:** Person A is instructed to step-into the event and experience it as though it were now. (This should take no longer than 1 minute.) They should do three (3) specific things:

1. *See* what they saw (or would see) then, now
2. *Hear* what they heard (or would hear) then, now
3. *Feel* what they felt (or would feel) then, now.

Note: The Coach and other students should note what Person A is actually doing physically. Particular attention should be paid to tension, breathing, gestures, posture, head/attitude/proximity and facial expressions.

Common key elements of Power State:

- i. **Tension:** Some area of the body is tensed.
- ii. **Breathing:** An in-breath that is held to initiate the state with short non-rhythmic breaths thereafter.
- iii. **Gestures:** Repetitive sharp gestures or rigid stillness
- iv. **Posture:** A tendency to be erect stand up tall and straight or sit tall and straight
- v. **Head/attitude/proximity:** A tendency to lead with the head trying to look down over the person or situation.
- vi. **Facial Expressions:** A tension somewhere in the face. A furrowed brow, a clenched jaw etc.

c. Acting the experience:

Person A should do three (3) things:

1. Move their body as they did or would in the incident
2. Speak or make noises as they did or would
3. Feel emotionally as they did or would.

Note: It is helpful if the Coach has the opportunity to role-play the event or participate as a prop. (No injuries please!)

Example: Person A is a teacher who must discipline a reluctant student. The Coach may play act a reluctant student by slouching in a chair etc.

- d. **Compare Notes:** The Coach, Person A and the rest of the students construct a physical inventory of Person A's Power State including Person A's posture, gestures, facial expressions and breathing.

Example: When in Power State, Person A tensed his chest and clenched his fists, took a deep breath and held it, stood very erect, leaned with his head forward and furrowed his brow while clenching his jaw.

e. **Recreate Power State with physiology:**

- i. **Create the physiology of the Power State:** Person A is directed to recreate the observed physiology of his Power State. Person A should be coached by all concerned. (This should take no longer than 1 minute).
- ii. **Intensify the physiology of the Power State:** Once all of the physiology of the Power State is achieved, Person A intensifies each aspect of which he is aware. The key elements of the Power State will trigger it to come up.
- Note:** Person A should note his emotional response to each physiological shift to become aware of the key elements that trigger the state.

Testing the Trigger: Once Person A is aware of the trigger he or she tests it using the key elements to bring back the state at will.

2. **Generalizing the Power State:**

Person A thinks of several real time experiences where having the Power State would be useful. Person A imagines using the Power state in those situations and describes the difference using this new resource will make. (This should take no longer than 2-3 minutes.)

3. **All students find and learn their own Power State:**

All students run through Steps 1-3.

4. **Discussion:**

Coach leads a discussion including the following points:

- Are all students aware of the key elements of his or her Power State?
- Can all students bring up the Power State at will?
- Do all students understand when to use the Power State?
- Do students have any questions regarding the use of the Power State?

5. **Future practice**

- Gain commitment from all students to practice the Power State.
- Think of a situation before the next class where students commit to use the Power State.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____
2. Student Name: _____ ID# _____
3. Student Name: _____ ID# _____
4. Student Name: _____ ID# _____
5. Student Name: _____ ID# _____
6. Student Name: _____ ID# _____
7. Student Name: _____ ID# _____
8. Student Name: _____ ID# _____
9. Student Name: _____ ID# _____
10. Student Name: _____ ID# _____
11. Student Name: _____ ID# _____
12. Student Name: _____ ID# _____

Coaches should place a check-mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "*".

Coach Name: _____ ID# _____

Do all students understand the **Definitions**?

Was the initial **Demonstration** understood?

Do all students understand the physiology/emotion connection?

1. Finding the Power State.
 - a. Did all students find an event to trigger Power State?
 - b. Did all students access the Power State?
2. Experiencing the Power State.
 - a. Were all students able see, hear and feel the Power State, as if now?
 - b. Did all students note key elements of their Power State?
 - c. Did all students note key elements of another's Power State?
3. Acting the experience.
 - a. Did all move, speak and feel the emotion of the Power State?
 - b. Were all students construct a physiological inventory of the Power State?
 - c. Did all students gain self-awareness by doing so?
4. Recreate Power State
 - a. Were all students able to create the physiology of the Power State?
 - b. Did all students intensify the state using key elements?
 - c. Did all students determine the trigger?
 - d. Were all students able to recreate the Power State using the trigger at will?
5. Were all students able to generalize the Power State?
6. Discussion.
 - a. Do all students know the key elements of their Power State?
 - b. Do all students understand the use of the Power State?
 - c. Does each student understand under what conditions he/she should use his/her Power State?
7. Future Practice.
 - a. Has each student committed to practice the Power State?
 - b. Does each student have an event before next class where they can use their Power State?

Do all students understand the **Outside Practice**?

Continued on back.

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Definitions:
2. Understanding the physiology/emotion connection.
3. Finding a Power State.
4. Acting out the Power State
5. Re-accessing a Power State at will.
5. Knowledge of how and when the Power State is used.

If there are skills that you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them!

As you retake the modules, your demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills which will bring you more quickly to your goals.

Outside Practice:

1. Practice triggering the Power State using physiology several times before the next class to integrate the learning.
2. Think of real time situations that the resourcefulness of the Power State would be useful in. Practice using the state in those situations.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

For Coaches:

Work and Value

What is value and what is valuable? Is there a uniform standard that all of humanity can agree upon? Sometimes the things we value are very individual, or subjective, based on our lifetime of experiences and beliefs about the world. However, there must be a way of understanding objective value in the world. How do work and value fit together? Are there ways that we can assess our work, give it an objective value, and know how valuable the things we do really are? This module will give you an appreciation for civilization and what it has given us, humankind's purpose, and our own value in the world.

Purpose:

To teach participants the meaning of value and give them a clear understanding of what work is.

Definition:

Personal Values answer the question "why?" Why is anything important to us? Personal values do three things:

4. Personal values motivate us to act; they drive our entire behavior. To determine someone's personal values simply watch how they spend their time. The way one spends one's time is a representation of what is important to them or their personal values.

Note: The way a person spends his/her time is not the value itself, it is an expression of the value. If someone works all of the time, the value that drives the behavior "work" could be either a "toward" value or an "away from" value. Toward and away from refer to the motivational direction. People either move toward what they want or away from what they don't want.

Examples of toward values; money, family, achievement, self-satisfaction
Examples of away from values; avoidance of a personal life, fear of failure.

1. Personal values are the after the fact evaluation for everything we do. People determine if what they have done is right or wrong, good or bad, useful or not useful based on their personal values.
2. Personal values determine our focus of attention and are arranged in a hierarchy, (an order from most to least important). The way people determine the importance of anything depends on personal values.
 Personal values are expressed in abstract concepts that have a different meaning to everybody. Some examples of values would be concepts like success, satisfaction, achievement, family, education, etc. Each person has a different perception of the concept of "success". Defining these terms helps us understand ourselves better.

Directions for Coaches:

Use the following instructions in conjunction with the Work Value video. The video includes assignments, which consist of making lists, defining concepts, and facilitating questions and topics for discussion to expand and integrate the students' belief structure of work and value. All assignments and in-depth instructions are included in these notes.

Facilitating discussions your requires coaching skills to help students explore their beliefs and clarify understanding of concepts defined in the video and below.

In discussion segments you are tasked to do 3 things:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen, identify basic assumptions and use your questioning techniques to keep the discussion on course ***without giving the conclusion.***
3. Once students have reached their conclusions, refer back to the video.

Session Steps:

Segment I

Instruct students to do 6 things:

1. **Read page one of the notes.**
2. **Watch the first segment of video**
3. **Fill out the Student Work Sheet. (5 minutes)**
This Work Sheet instructs students to make a list of 8 of their personal values and to define them. Directions are included in the video and again restated on Student work sheet.
4. **Instruct students to make a list on the bottom of their Work Sheet of what they believe to be the rights of all people.**
5. **Coaches facilitate discussion of the following question: (10 minutes)**
What is a right?
What is a privilege?
What is the difference?
6. **After exploring the above questions fully with your group *and* without disclosing any of our definitions, add the following question:**
What is a slave?
Is slavery bad? Why?

Watch Segment II of the video:

Coaches do 3 things:

1. Review working definitions of a right and a privilege.

Working Definitions:

A right is something that you are entitled to; you have the right to your own life, you have the right to the product of your own effort.

A privilege is something you earn. In an interdependent world we recognize that privileges are earned. If someone has the right to the products of our efforts and we do not; this is enslavement.

2. Using the lists students made of the rights all people, open a 5-minute discussion.

Where did students believe that it was their right to something unearned? Explore whether or not that has been a limiting belief and how.

3. Facilitate discussion of the following question: (10 minutes)

What makes human beings different than animals?

Watch Segment III of Video

Coaches do 2 things:

1. Review working conclusions:

The difference between humans and animals: We are able to build a body of knowledge and transmit that body of knowledge in the spoken word and written language. This enables us to inherit the value of previous generations and build that body of knowledge. We have everything from the generations before us, which preserves and builds value. Each generation of animals has to learn everything all over because they cannot transmit knowledge.

Example: If you were ship wrecked on a deserted island, could you build a car? It took many generations of knowledge to accumulate the skills and knowledge to do what we take for granted.

Intellectual vs. Physical Contribution: All of the value that we have accumulated comes from intellectual development.

Contribution: If a professional person capable of earning \$100 per hour believes in charity and wants to support a soup kitchen he can either donate his time or money. If he volunteers his time in the soup kitchen doing a minimum wage job he is donating \$5 per hour, the value of the work. By working at his profession and donating the \$100 he could earn for the same hour, it would provide 20 hours of work in the soup kitchen (if minimum wage were worth \$5). Therefore if you take away the aesthetic value of working in a soup kitchen, and want to make a true contribution, it is better to give the monetary contribution. If the professional gives time in the form of a low-level activity, it devalues the individual because his/her time is worth much more in effect stealing from the soup kitchen.

2. Facilitate discussion of the following questions: (15 minutes)

What is valuable?

What makes something more or less valuable?

What is work?

Watch Segment IV of Video:

Coaches do 2 things; review working definitions and facilitate discussion.

1. Review definitions:

- **Working definition of Value:** There are two types of value:
- **Objective value** – (This is something that is valuable to the entire human team.) Anything that saves time and effort and is forward moving for mankind.
- **Individual value** – (This is a more aesthetic thing as something may be valuable to one individual but not another.) Example: an heirloom. People find different things valuable because of their personal values.
- **Work** is that which produces measurable results. Work is measured by results.
- **Questions to spur thought:** If you put forth effort and there is no result, is that work? Can you expend energy and not work?

Answer: Work also has a correspondence with accomplishment and that accomplishment is value.

Virtual work Vanguard brings us this concept from physics. Virtual work is bringing a system to the point (threshold) of work, just before the work is begun to predict what work would be like. The system may not even be capable of working. Virtual work is our best approximation of work without doing work. It is always non-existent work, it produces no result or value.

Virtual work is what most people do and call "work". They prepare to work, get ready, straighten their desk, sharpen their pencils, organize their information, review lists, etc., but no result is produced. People can be very busy and produce no real results.

2. Facilitate discussion of the following questions: (15 minutes)

Why are we here?

What is humankind's worldly work? What is forward progress?

What are human values?

Watch Video

Review final concept and facilitate discussion with the session remaining time:

Man's mission is to live together and build value. If technology continues to move at the current rate, in 200 years or less we will be masters of energy and matter. If this is the case, we need to move as far as possible from killing each other over material possessions and tribal issues so that we can build value together and transcend. Imagine a world with a replicator machine that could reproduce any material thing. What would that do to our whole world? Our world is currently based on making things, moving them and selling them. We are in danger of losing our whole civilization's values if we don't recognize the value of civilization because materialism can become an absurdity. It is the mission of our school to raise our current ethics to match our ever increasing technology so that we can survive and continue to build value together.

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Work and Value Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ ID# _____

Do all students understand the **definitions**?

Did all students list their personal values?

Did all students define their personal values?

Do all students understand what makes human beings different than animals?

Do all students understand that an intellectual contribution is superior to a physical contribution?

Do all students understand that without technology, the intellectual contribution, other work would not exist?

Did all students understand the concept of value?

Do all students understand what is valuable?

Do students understand the concept of work?

Do all students understand the concept of virtual work?

Do all students understand why we are here, humankind's work?

Do all students understand human values?

Did all students understand the value levels as presented on the video?

Did all students rate their activities according to value level?

Continued on back.

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Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Students Work Sheets:

Work and Value

What is value and what is valuable? Is there a uniform standard that all of humanity can agree upon? Sometimes the things we value are very individual, or subjective, based on our lifetime of experiences and beliefs about the world. However, there must be a way of understanding objective value in the world. How do work and value fit together? Are there ways that we can assess our work, give it an objective value, and know how valuable the things we do really are? This module will give you an appreciation for civilization and what it has given us, humankind's purpose, and our own value in the world.

Purpose:

To teach participants the meaning of value and give them a clear understanding of what work is.

Definition:

Personal Values answer the question "why?" Why is anything important to us? Personal values do three things:

1. Personal values motivate us to act; they drive our entire behavior. To determine someone's personal values simply watch how they spend their time. The way one spends one's time is a representation of what is important to them or their personal values.

Note: The way a person spends his/her time is not the value itself, it is an expression of the value. If someone works all of the time, the value that drives the behavior "work" could be either a "toward" value or an "away from" value. Toward and away from refer to the motivational direction. People either move toward what they want or away from what they don't want.

Examples of toward values; money, family, achievement, self-satisfaction
Examples of away from values; avoidance of a personal life, fear of failure.

2. Personal values are the after the fact evaluation for everything we do. People determine if what they have done is right or wrong, good or bad, useful or not useful based on their personal values.
3. Personal values determine our focus of attention. They are arranged in a hierarchy, (an order from most important to the least important). The way people determine importance depends on personal values.

Personal values are expressed in abstract concepts that have a different meaning to everybody. Some examples of values would be concepts like success, satisfaction, achievement, family, education, etc. Each person has a different perception of the concept of "success". Defining these terms helps us understand ourselves better.

Student work Sheet - Work Value Module

Student Session Steps:

1. Do 2 things:

a. Make a list of 8 of your personal values. This is done by asking yourself one of the following questions:

“Why is it important for me to...

Be successful in my job, career, or relationship?

Development personally or professionally?

Achieve?

Evolve or attain spiritual development?”

“What’s important in my work, relationship, career, personal or professional development, etc., what must be there?”

“What is important to me about succeeding?”

Be sure to ask the question again and again until you have a list of at least 8 answers. It is important for you to ask yourself this question several times because many times our most important values are not immediately obvious to us. These are your personal values.

b. After you identify your 8 personal values define each term in a sentence or two.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. Make a list of what you believe to be the rights of all people:

Student Self Report: Work and Value

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each skill and concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Skills/Concepts Presented:

Mastery

Rating:

1. Definitions
2. Listing and defining my personal values
1. Difference between a right and a privilege
2. What makes human beings different than animals?
3. What is a slave?
6. Intellectual contribution vs. physical contribution
7. What is valuable?
8. What makes something more or less valuable?
8. Virtual work.
9. What is work?
10. Why are we here, mankind's work?

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: We encourage you to take each module a minimum of 3 times in order. You are never penalized for taking a Module again in fact we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, the demonstration of your understanding of concepts will greatly benefit the class. When re-taking a module it is best not to look back at your notes. This allows you to re-explore your ideas and beliefs, part of the process of integration. In addition, be sure when retaking the modules to allow new students to explore their ideas and beliefs before giving them the answers. This allows them to process the information and learn. Additionally, it will help you to master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Self-esteem

Directions for Coaches:

The following is a set of instructions for you to use in conjunction with the video portions of the Self-esteem module. It is your task to facilitate this session by following the instructions included in these notes and using the "Self-esteem" video. The video includes assignments, which consist of making lists, defining concepts, and facilitating questions and topics for discussion to expand and integrate the students' belief structure of Self-esteem. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions require coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course without giving the conclusion. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, refer back to the video.

Session Steps:

Segment I

Coaches do 3 things:

1. **Fill out the student work sheet.** Write one area where you believe that you have high self-esteem and one area where you believe that you have low self-esteem.
If anyone believes that there is no area in life where he/she has low self-esteem have them write the words "self-esteem sequitur".
2. **Watch Segment I of video.**
3. **Discuss the following questions (15 minutes)**
What is reality?
How do we know that it is reality?
How do we know that this isn't a dream?

Watch Segment II of Video.

Coaches do 3 things:

1. Review working conclusion:

Reality: We know it is reality because in reality there is a certain consistency that occurs. But we can never be completely sure, such phrases like, "pinch me I think I'm dreaming," and, "I wish I could wake up, I feel like this is a nightmare," tell us that dreams are often very real for us.

2. Discuss the following questions (15 minutes)

- What is honesty?
- What is integrity?
- Can you have honesty without integrity?
- Can you have integrity without honesty?
- What is a lie?

3. Watch Segment III of Video.

Segment III:

Coaches do 3 things:

1. Review the following definitions and working conclusions:

a. Honesty is the intent to represent one's internal reality as accurately as possible.

b. Integrity is being whole it implies a certain consistency.

c. Can you have integrity without honesty?

What someone says and what they do can be different and they can still be in integrity. Integrity is about being consistent not being honest therefore if someone lies all the time (consistently) they can be in full integrity. Many people mistake being honest with being in integrity.

d. Can you have honesty without integrity?

Someone with a fragmented personality, non-integration can think that they are being honest while being completely inconsistent.

e. A Lie is when one trades reality for fantasy. It is a distortion of reality that the person knows about.

2. Coaches: Discuss the following questions (15 minutes)

- What is self-esteem?
- How do you raise self-esteem?
- How do you lower self-esteem?
- How does a lie affect self-esteem?
- How does non-integration affect self-esteem?

3. Watch Segment IV of video

Segment IV

Coaches do 3 things:

1. Coaches review the working conclusions and definitions:

- Self-esteem** is the range of possibilities that one has in a given context. People with high self-esteem believe that they have many choices in a given context. They see themselves as causing agents in the world and can make things happen. People with low self-esteem feel like they have no choice and are victims, at the whim of the world with no say and no control, which makes them totally reactive.

- **The raising and lowering of self-esteem** has to do with the integrity of giving and taking. When one produces a result in the world it increases choice. This raises self-esteem because the individual learns that he/she is a causing agent in the world or we are "at cause". When one is given something unearned there is no control and no way of recreating the result. Therefore taking something unearned lowers one's sense of control in the world making the individual feel like they are at the whim of the world with limited options. Earning things and being capable of producing results increases choice, there is integrity or consistency. When we can effect the world and our circumstances we know that we are separate from the world, this creates a self-image. Giving and taking in integrity, with consistency in a merit based system raises self-esteem. Giving and taking in ways that are inconsistent always lowers self-esteem and therefore are not in integrity.
- **Lies and non-integration and self-esteem:** Whenever human beings lie they are trading fantasy for reality. Therefore, anything that person says or does after the lie must serve the lie. We have a testable reality; nothing we say or do can change that. Our options lie in how we interface with reality, so lying always decreases choice and self-esteem.

2. Coaches facilitate the following 3-step exercise with students to teach how to raise self-esteem:

- Choose an area in your life where you believe that you have low self-esteem, no choice.
- Generate all the possibilities you actually have in that area whether or not you would choose them.
- Look at your list and figure out why you would or wouldn't choose each option on your list.

Doing this process raises self-esteem

4. Watch segment V of video.

Segment V

Coaches review final working definition:

Self-esteem sequitur is the self-esteem of the self-esteem. It is based on the fear of failure or fear of not being the best. Their self-esteem appears to be high in what they say, but their core belief in that self-esteem is non-existent. Because of fear these people never put themselves in positions where they could fail so they have no data to support a belief in self, nor have they ever. They often confuse what they do with who they are and the way they build themselves up is by putting no limits on what they say they can do. They can not give tribute. Someone with high self-esteem knows what he or she can do and what they cannot and are not afraid to admit it. They also feel good giving tribute to others as it helps them define themselves to do so.

Check List: - For Coaches Only Self-esteem

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the **definitions**?

Did all students identify an area of high self-esteem and an area of low self-esteem or identify self-esteem sequitur?

Did all students discuss the nature of reality?

Do all students understand what makes human beings different than animals?

Do all students understand the difference between honesty and integrity?

Do all students understand what a lie is and how it limits options?

Did all students understand the concept of honesty without integrity?

Do all students understand the concept of honesty with integrity?

Do all students understand non-integration or fragmentation of the whole?

Do students understand self-esteem?

Do all students understand what a lie does to self-esteem?

Do all students understand what non-integration does to self-esteem?

Do all students know what raises and lowers self-esteem?

Did all students understand giving and taking in integrity?

Did all students participate in the building self-esteem exercise?

Do all students understand self-esteem sequitur?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Self Esteem

Students Work sheet:

What is self-esteem? How do we measure it? Are there ways of raising or lowering one's self-esteem? The dictionary defines self-esteem as belief in self, confidence and satisfaction in self. If this is our only way of defining this important term how do we work with it, understand it or change it? The term self-esteem is used all the time and in many contexts but until now there has never been a clear, understandable workable definition. Vanguard has provided us with something that no other model could. In this module you gain a full understanding of what self-esteem is and how people inadvertently can raise and lower their self-esteem.

How useful would it be to have a step by step guide to raise self-esteem? This module will provide you with that and more. Once you learn how human beings develop either high or low self-esteem you will gain personal insight, have new tools to parent, manage and work with people more effectively, and gain the ability to keep your self-esteem at a level that changes your destiny.

Purpose of this module: To give students an integrated understanding of self-esteem, self-esteem sequitur and how to raise self-esteem to enable individuals to give and take with integrity.

Segment I:

Make a list of 2 things:

1. An area in your life where you have high self-esteem:

-
2. An area in your life where you have low self-esteem:

- If there is no area in your life where you believe you have low self-esteem write the words "self-esteem sequitur" in the following space blank.

The following 3-step exercise teaches you how to raise your self-esteem:

1. Choose an area in your life where you believe that you have low self-esteem, no choice.
2. Generate all the possibilities you actually have in that area whether or not you would choose them.
3. Look at your list and figure out why you would or wouldn't choose each option on your list.

Doing this process helps you become aware of all the options you have in a given situation regardless of whether or not you would choose them. The exercise raises self-esteem and can be used whenever you need it.

Student Self Report: Self-esteem

Student Name: _____ Today's Date: _____

Please keep this sheet in your notebook for reference.

Students should rate their understanding of each skill and concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Skills/Concepts Presented:
Rating:

Mastery

1. Identifying an area or high/low self-esteem
2. Reality
3. Honesty and Integrity and the difference
4. A lie
5. Honesty with Integrity
6. Honesty without Integrity
7. Self-esteem
8. How one raises/lowers self-esteem
9. Giving and Taking with integrity
10. How a lie affects self-esteem
11. How non-integration affects self-esteem
12. Self-esteem sequitur

If there are any concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: We recommend that you take each module a minimum of three times in order for full integration. You are never penalized for taking a Module as many times as you would like, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstration of understanding of concepts will greatly benefit the class. Be sure when retaking a module to allow people who have never taken the module to explore the concepts first. This will allow for their processing and exploration of the information. Once they have processed join in the discussion. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

Practice the self-esteem building exercise as often as you believe you need it. The more aware you are of all or your options the higher your self-esteem will be. Always give and take in integrity helping you and others to maintain high self-esteem.

IMPORTANT NOTE: As with any session, if you are done early, **PRACTICE!**

Good and Bad:

Directions for Coaches:

The following is a set of instructions for you to use in conjunction with the Good and Bad video. The video includes assignments, which consist of defining concepts and facilitating questions and topics for discussion to expand and integrate the students' belief structure concerning the concept of Good and Bad. All assignments are restated along with in-depth instructions in the notes. Facilitating discussions requires coaching skill to help students explore their beliefs and clarify understanding of concepts defined in the video and below. In discussion segments you are tasked to do 3 things:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen, identify basic assumptions and use questioning techniques to keep the discussion on course **without giving the conclusion**.
3. Once students have reached their conclusions, refer back to the video.

Session Steps:

Segment I

Coaches do 3 things:

1. Watch segment I of video.

2. Facilitate discussion on the following questions: (10 minutes)

What is a rule?

What is an ethic?

What is the difference between a rule and an ethic?

Question to spur thought:

Why do people follow rules?

3. Watch segment II of video.

Segment II:

Coaches do 4 things:

1. Review working definitions and concepts:

A rule is an external guideline based on an ethic; it is an over simplification, something easy to remember. Rules make life easier because we do not have to stop and ferret out everything that we do and why. If we loose sight of the ethics behind rules, they are worthless. Rules are fear based, people follow rules to avoid consequences.

Ethics are well-formed consistent postulate by which we live. Unlike rules, which are external, ethics are internal. They are something that we have personally derived from our experience and therefore are personal to us. Ethics can be rules that we have internalized.
Example: Thou shall not kill.

2. Discuss the following question with your group to spur thought: (5 minutes)
Are your concepts of good and bad ethics based or rule based?

3. Facilitate a discussion on the following concept: (15 minutes)
Can an earthworm do good/bad?
Can there be a good earthworm or a bad earthworm?
Can a dog do good/bad?
Are there good dogs and bad dogs?

4. Watch segment III of video.

Segment III:

Coaches do 3 things:

1. Review working conclusion:

Earthworms just react. They are not good or bad. Dogs are viewed differently than earthworms because of some sort of cognitive ability. But they are either good or bad based on the opinion of people.

2. Facilitate discussion on the following points: (15 minutes)

For a moment think about a group of lower functioning adult human beings, individuals with very low IQs, perhaps below 10. These individuals are unable to do anything for themselves they have simple, very minimal responses to their environment but no cognitive ability. They are bedridden and require total care.

Can these people be good or bad?

Can they do good or do bad?

Are all human beings good or bad or is there some cut off point when they are able to be good and bad?

Questions to spur thought?

Can good people do bad actions?

Can a person who is not good do good actions?

How can you tell a good person?

3. Watch Segment IV of video.

Segment IV:

Coaches do 3 things:

1. Review the following points:

- The world is filled with all kinds of people, atheists and people from many religions and multiple nationalities. We need a definition that everybody can agree on for "good" and "bad". If we cannot come up with this concept, we will be in a perpetual state of war until one or the other is obliterated.
- In the "Work Value" module we concluded that what makes human beings can accumulate a body of knowledge and pass it on from generation to generation, animals cannot. The willful accumulation of knowledge has created and perpetuated human civilization. We also concluded that it is humankind's mission to accumulate value and survive.

2. Facilitate a discussion on the following points: (15 minutes)

What is forward moving and what is backward moving?
Is there a standard of good and bad in view of this that both a
Atheists and religious people can agree upon?
Is there an objective view of good and bad?

3. Watch Segment IV of video:

Segment IV:

Coaches do 4 things:

1. Review working definitions:

Good is pro-survival and the building of value.

Bad is counter survival and the destruction of value.

2. Discuss the following question with your group to spur thought challenge the assumption: (5 minutes)

Can you think of anything that is counter survival and/or destroys value that is good?

Can you think of anything that is pro survival and builds value that is bad?

3. Facilitate discussion on the following points: (15 minutes)

Is suicide bad?

Is murder always bad?

Is there ever a time when the destruction of value on a small scale could build value on a larger scale?

4. Watch segment V of video.

Segment V:

In the remaining session time, Coaches do 3 things:

1. Discuss the following point and questions with your group to spur thought:

Working conclusion: The destruction of value is the ultimate crime against civilization.

If someone is trying to kill you and you could kill him or her first, is not killing them committing suicide?

If someone were in a school gunning down small children, would it be appropriate to kill him or her?

2. Discuss the following concepts with your group to challenge assumptions and spur thought:

Good and Bad vs. Good and Evil:

Is there a difference between bad and evil?

Is there any situation that you can think of where the word "evil" does not fit our definition of bad?

Is there something else in evil that makes it worse than bad?

Who would stand to gain from the existence of a concept such as "evil"?

3. Review the final working concepts:

- A world without intelligence does not have good and bad or good and evil. Evil comes from intelligence.
- From now on you have a way of ferreting out good and bad in any situation. If it is pro survival and builds value it is good. If it is counter survival and destroys value it is bad. If you ever have a question about this, ask yourself, "What would happen if everybody did this?" This will give you your answer.

Check List: - For Coaches Only Good and Bad

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the definition of a rule?

Do all students understand the definition of an ethic?

Do students recognize that rules are external and ethics are internal?

Do all students understand that rules are fear based?

Did all students examine whether they are fear based or ethics based in their lives?

Do all students understand the difference between being fear based and ethics based?

Do all students understand the concept of good and bad in reference to value?

Do all students understand the need for an objective definition of good and bad?

Did all students understand and agree with the objective definitions of good and bad?

Do all students understand the concepts of suicide and murder with regard to good and bad?

Do all students understand that destruction on any level is the ultimate crime against humanity?

Do all students understand that there are exceptions and the destruction of value on a small scale may actually build value on a larger scale?

Do all students understand the concepts of good and bad vs. the concepts of good and evil?

Do all students understand the nature of evil?

Do all students recognize that they now have tools to determine good and bad in any circumstance?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

Good and Bad

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Student Self Report: Good and Bad

Student Name: _____ Today's Date: _____

Please keep this sheet in your notebook for reference.

Students should rate their understanding of each skill and concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Skills/Concepts Presented:

Mastery Rating:

1. Definition of a Rule
2. Definition of an Ethic
3. Concept of Good and Bad
4. Good and Bad in reference to value
5. Need for objective definitions of good and bad
6. Objective definition
7. Suicide in reference to good and bad
8. Murder in reference to good and bad
9. Destruction of value and - the ultimate crime against civilization
10. Destruction of value on a small scale to build value
11. Good and Bad vs. Good and Evil
12. The nature of Evil

If there are any concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: We recommend that you take each module a minimum of three times in order to fully integrate it. You are never penalized for taking a Module as many times as you would like, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstration of understanding of concepts will greatly benefit the class. Be sure when retaking a module to allow people who have never taken the module to explore the concepts first. This will allow for their processing and exploration of the information. Once they have processed join in the discussion. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Coaches Notes:

Producer Parasite Module 1 – Concepts

Do you sometimes feel compelled to give someone something that you know they didn't earn or do not deserve? Have you ever noticed that some people seem to do very little but end up on top? Do you know someone who continuously makes problems where there are none as a way of getting attention or to look important? Why do these things occur and what do they mean?

This module is designed to help you understand both producer and parasite concepts from the bottom up and what they do to the world at large. Understanding and utilizing this model will help you to rid yourself of unproductive behavior patterns thereby raising your self-esteem. It will also teach you to recognize when others are trying to take advantage of you. Identifying and working with this model can give you an edge making you more effective in every context in you life as it gives you the ability to help others.

Purpose:

To teach students to understand and identify parasite and effort strategies, so that they can rid themselves of parasite patterns, employ all effort strategies raising capability and self-esteem and to protect against being manipulated or taken advantage of by others.

Working Concepts:

Three stages of human evolution: Stages of evolution are dependence, independence and interdependence. They are also the basis of the producer parasite model. Human beings are born parasitic, unable to take care of themselves, depending on others for their very survival. As people grow and develop, they learn two types of strategies:

Parasite strategies - strategies that keep people dependent on others and lower self-esteem.

Effort strategies - strategies that create independence and raise self-esteem.

Most people use both types of strategies in life, but some people use mostly parasite strategies keeping them in a perpetual state of dependence and low self-esteem. Although the behaviors of dependence and interdependence appear almost identical, there is a subtle difference. It is the difference between coercion and free will. This subtle difference accounts for dishonesty and cheating in the world because dependency creates an implied form of obligation.

The term parasite is not a value judgement. Parasite does not mean a bad person, good people can be parasites, they are people who never grew to incorporate effort strategies.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the "Parasite Producer Concepts" video. The video includes assignments, which consist of showing the video at the appropriate times and facilitating questions and topics for discussion to teach students the basic concepts of the Parasite Producer model. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions utilize your coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Segment I:

Coaches do 3 things:

1. Watch the segment I of video.
2. Open discussion on the following questions: (10 minutes)
 "Is it better to take more than you give or to give at least as much or more than you take?" "Why?"
 What would happen if everybody took more than they gave?
 What would happen if everybody gave more that they took?
3. Watch segment II of video.

Segment II:

Coaches do 3 things:

1. Review working concepts.

The 3 stages of human evolution are dependence, independence and interdependence. They are the basis of the producer parasite model. We are all born parasitic, unable to take care of ourselves, depending on others for our very survival. As people grow and develop, they learn two types of strategies; *parasite strategies* (strategies that keep them dependent on others and lower self-esteem) and *effort strategies* (strategies that create independence and raise self-esteem). Most people use both types of strategies in life, but some people use mostly parasite strategies keeping them in a perpetual state of dependence and low self-esteem. A parasite is a person who takes more than they give.

The behaviors of dependence and interdependence appear almost identical but there is a subtle difference. It is the difference between coercion and free will. This subtle difference accounts for dishonesty and cheating in the world because dependency creates an implied form of obligation.

2. Coaches explore the following concepts with your group. (20 minutes)

What are the top 5 traits of a parasite?

What are the top 5 traits of a producer?

How do you know if someone is a parasite or a producer?

Most of us use parasite strategies and effort strategies. What do you think the difference between using parasite strategies and being a parasite is?

3. Watch Segment III of the video:

Segment III:

Coaches do 3 things:

1. Review working concepts.

The top 5 parasite strategies:

- When times are rough parasites are really nice.
- They are not hard liners, very forgiving, flexible and fuzzy about giving.
- A Parasite hates formal contracts.
- Parasites imply that they have "needs" but do not ask directly for what they want.
- Parasites love to be sick.

Conceptual difference between a producer and a parasite:

A Parasite is dependent on the world, therefore if the world changes that very dependency causes the parasite to change. Parasites are nice when the chips are down or when life is hard for them. When things are good and they don't need anything they have a tendency to change, they can become mean, abusive or self-destructive.

A Producer's internal state is separate and distinct from conditions in the outside world therefore they remain the same whether life is easy or difficult with regard to how they treat others.

Note: The term parasite is not a value judgement. Parasite does not mean a bad person, good people can be parasites, they are people who never grew to incorporate effort strategies.

2. Coaches facilitate the discussion on the following questions. (15 minutes)

"If you give time to the poor or to a charity, do you get anything in return, and if so what?"

What is sacrifice? Is it good?

What is selflessness? Is it good?

3. Watch segment III of video.

Segment III:

Coaches do 3 things:

1. Review the following working definitions and concepts:

Sacrifice according to the dictionary is to suffer, give up or renounce for a higher value or ideal. It is in a trade because we give something up to get something back.

According to the social definition, to sacrifice is to surrender something for the sake of something else. This makes sacrifice losing something, in the American culture we have been taught that losing something for the sake of another makes sacrifice good.

Selflessness according to the dictionary is putting others before one's self, having no concern for self, unselfish. Society says it is bad to be selfish and good to be selfless.

2. Coaches facilitate discussion on the following questions. (20 minutes)

What is manipulation? Is it good?

Why do we feel guilt? Is it ever useful?

3. Watch segment IV of video.

Segment IV:

Coaches review the following working concepts:

Manipulation: There are 2 entirely different definitions of Manipulation, a positive one and a negative one.

a. The positive meaning of manipulation is to move by hand in a skillful manner, to manage or utilize skillfully.

b. The negative meaning of manipulation is to control or play upon by artful, unfair or insidious means so as to serve one's own advantage. In this definition there is a covert intention to move someone in an underhanded fashion.

Note: The difference is that with the positive definition we are honest, open and clear regarding our intent to help the other person make a well informed decision.

Point: Manipulative in the negative sense contains a lie therefore the way to stop this covert attack is to say, "I believe that all communication is manipulative to some degree, therefore being manipulative could be a compliment. I do not think this is a compliment, manipulative in the negative sense contains a lie. How am I being deceitful or lying?"

Guilt is always beating one's self. There are 2 reasons why people feel guilt:

a. Self-correction: In this case the feeling of guilt is designed to make sure we won't do the negative behavior again.

Point: There is no reason for feeling bad because correcting ourselves does not require feeling bad. The best thing to do is to change the behavior.

b. Self-protection: In this case the individual punishes the self to show the world how sorry they are so the world won't punish them. An intellectual recognition is better than self-beating.

Competition:

Competing Against: In order to win we must destroy the opponent. This is a dependent form of competition.

Competing With: As a result of the others presence in the game and their ability we do better. They lift us up, it is forward moving and builds value in the world.

Parasite Producer Concepts Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand why it is better to give at least as much as you take?

Do all students understand what a parasite strategy is?

Do all students understand what an effort strategy is?

Do all students understand that parasite strategies lower self-esteem and effort strategies raise self-esteem?

Did all students participate in the discussion concerning the top 5 traits of parasites and producers?

Did all students understand that the difference between a parasite and a producer is that the parasite changes when his/her environment changes?

Do all students understand that there are 2 different definitions for the word manipulation?

Do they understand why when someone calls them manipulative it is usually a manipulation to get them to stop whatever they are doing?

Do they know what to do in such a situation?

Do all students understand what guilt is?

Do all students recognize that guilt is never useful?

Do all students understand the difference between competing with vs. competing against?

Continued on back.

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Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Student Notes:

Producer Parasite Module 1 - Concepts

Do you sometimes feel compelled to give someone something that you know they didn't earn or do not deserve? Have you ever noticed that some people seem to do very little but end up on top? Do you know someone who continuously makes problems where there are none as a way of getting attention or to look important? Why do these things occur and what do they mean?

This module is designed to help you understand both producer and parasite concepts from the bottom up and what they do to the world at large. Understanding and utilizing this model will help you to rid yourself of unproductive behavior patterns thereby raising your self-esteem. It will also teach you to recognize when others are trying to take advantage of you. Identifying and working with this model can give you an edge making you more effective in every context in you life as it gives you the ability to help others.

Purpose:

To teach students to understand and identify parasite and effort strategies, so that they can rid themselves of parasite patterns, employ all effort strategies raising capability and self-esteem and to protect against being manipulated or taken advantage of by others.

Working Concepts:

Three stages of human evolution: Stages of evolution are dependence, independence and interdependence. They are also the basis of the producer parasite model. Human beings are born parasitic, unable to take care of themselves, depending on others for their very survival. As people grow and develop, they learn two types of strategies:

Parasite strategies - strategies that keep people dependent on others and lower self-esteem.

Effort strategies - strategies that create independence and raise self-esteem.

Most people use both types of strategies in life, but some people use mostly parasite strategies keeping them in a perpetual state of dependence and low self-esteem. Although the behaviors of dependence and interdependence appear almost identical, there is a subtle difference. It is the difference between coercion and free will. This subtle difference accounts for dishonesty and cheating in the world because dependency creates an implied form of obligation.

The term parasite is not a value judgement. Parasite does not mean a bad person, good people can be parasites, they are people who never grew to incorporate effort strategies.

Student Self Report: Parasite Producer Concepts

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. Parasite strategy
2. Effort strategy
3. Giving at least as much as you take
4. The 3 stages of human evolution
5. Difference between dependence and interdependence
6. Top 5 traits of a parasite
7. Top 5 traits of a producer
8. Difference between a parasite and a producer
9. Definition of manipulation
10. Positive meaning of manipulation
11. Vs. negative meaning and what to do
12. Definition of guilt
13. Difference between competing with vs. Competing against

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake the it at your leisure until you have. Remember: We encourage you to repeat each practice session a minimum of 3 times through in order. You are never penalized for repeating practices, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you repeat the practices, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

Practice: Notice when you and those around you are using parasite strategies. Look at your intent and begin to catch yourself so that you learn to stop lowering you own self-esteem.

Student's Notes:

Parasite Producer Strategies

This is the second in a series of three modules, it will elucidate further elements of the parasite producer model and teach you parasite strategies. Learning how to be a parasite will sensitize you to the patterns and help you to interrupt them in yourself and others. All of us are born parasitic or dependent on others for our survival. The hope is that as we grow we will learn effort strategies, which will enable us to become independent. Some people never make this transition and most people only make it partially. It is impossible to grow up without utilizing any parasitic strategies unfortunately all inappropriate taking lowers our self-esteem. In order to raise our self-esteem we must rid ourselves of as many parasite strategies as possible. Once taught, most people can recognize them easily. To become successful it is necessary to notice these patterns in our selves and make a conscious effort to change them.

Using parasite strategies does not mean that you are a parasite. However, it does lower your self-esteem. It is our hope that as you go through this process your self-esteem will become higher. The only way to help a real parasite is to raise his/her self-esteem. The best way to raise a person's self-esteem is not to give into their manipulative strategies or correspondence control emotions. Never using parasite strategies raises self-esteem permanently. These strategies can be as addictive as drugs, and feeding into a parasite's strategies can be like giving heroin to a drug addict. Identifying these strategies in others is the first step in kicking this harmful habit. The basis of this model is the tenant, "It is better to give more than you take in any situation."

Definitions:

A Parasite is someone who takes more than he/she gives. Parasites are dependent on the others for their very survival. This dependency causes the parasite to change when circumstances in the world change. Parasites are nice when the chips are down or when life is hard for them. When things are good and they think that they don't need anything, parasites have a tendency to change and can become mean, abusive or self-destructive.

A Producer is someone who gives more than he/she takes. This person is independent and capable of sustaining self. The producer's internal state is separate and distinct from conditions in the outside world. Therefore producers remain the same with regard to how they treat others whether life is easy or difficult.

A passer through is someone who gives only as much as he/she takes so that in the end there is nothing left to show for this person's existence. Once he/she is gone, it is almost as if they never existed.

Patterns

Ability is a Liability. Ability is a value, making it into a liability devalues effort. The following are examples of parasite strategies that make ability into a liability.

- a. **Implied liability:** Implies obligation to give, you *should* because you *can*.

Example: "I'm hungry."

Strategy Name: "So what?"

Response: "Good."

"What is stopping you from making something to eat?"

Key: *Do not help unless directly asked*

- b. **Gets value through pain, suffering, tears or correspondence control emotions:** Implies my pain is the highest value, to be "good" means you should relieve my pain (obligation).

Example: "You hurt me when you go away."

Strategy Name: "If you don't stop it, I'll hit me again."

Response: "Why do you hurt yourself over that?"

(even if they say you hurt them.)

Key: *People create and cause their emotions/behaviors.*

- c. **No one should be special** (or accountable only by ability, makes everything equal). Sub-patterns

- i. **Tribute is bad:** Paying tribute acknowledges accomplishments and differentiates people by ability.

Example: "Why do you always mention that?"

Strategy Name: "It's so good it hurts."

Response: "Why do you upset yourself when I talk about something that is good?"

Key: *Always give tribute.*

- ii. **Chances are given / fair playing field:** Implies ability is an unfair advantage.

Example: "All I need is a chance."

Strategy Name: "Lottery"

Response: "The harder you work the luckier you get."

Example: "His ability is an unfair advantage."

Response: "If it wasn't for him we would all have to work harder."

"In the World Series of baseball are teams/players that are talented punished?"

Key: *Anytime something is given without merit it is at the expense of someone who has earned it.*

- iii. **It's everyone's right to copy:** Implies everyone has the right to everything. Scarcity increases value, making ordinary devalues.

Example: "Imitation is the highest form of flattery."

Strategy Name: "Copy Cat"

Response: "Just because someone invented something does that mean that they should give it to you for free?"

Example: When someone steals an idea

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Response: "Can't you come up with something different?" If they can't,
"Why don't you just work with them?"

(If they say because I can't be in charge.)

Response: "So you want to be in charge using someone else's idea?"

Key: *Suppose you created something that was valuable, unique and you were earning your living from it. What if you were forced to give it away?*

- iv. **Devaluing ability is OK:** Everything is ordinary nothing has value.
Example: "Me too!" or "I know others like that."

The "Share the Limelight" strategy

Response: "I am/we are not talking about you/them."

Example: Using a non sequitur, talking about intelligence,
"Smart people can't communicate well."

Response: "So in this case it's better to be stupid?"

Key: *This is leveling, it is not even, other people and examples are irrelevant here.*

- v. **Pain, Suffering, and Sacrifice relieve responsibility** (motivates no contracts.)

Example: "You can't imagine what I went through trying to get this work done."

Strategy Name: "Pity Payment"

Response: "Of course the amount of pain either of us felt doesn't relieve our responsibilities/obligations."

Key: *Suffering is optional. We are paid for results not effort. The only real measure is results.*

- vi. **Asking others to do that which we are unwilling to do.** Expecting others to do things they don't want to.

Example: "It's cold out, will you go warm up the car for me?"

Strategy Name: "Do for me"

Response: "Why don't you warm up your own car?"

Key: *Presupposes lower value.*

1. **Disability is a virtue.** Giving disability the advantage lowering self-esteem. The following are examples of making disability into a virtue.

- a. **Effort obligates without consent:** Effort counts as much as results. Effort (i.e. pain/suffering/sacrifice) obligates.

Example: "After all I've done for you."

Strategy Name: "Disability Compensation"

Response: "I'm glad your (effort)

- i. gives you a sense of value
- ii. gratifying for you.

Key: *I never asked you to sacrifice for me.*

- b. **Doing obligates;** Doing obligates.

Example: "I do everything for you."

Strategy Name: "Do you think I'm doing this because I like you?"

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Response: "Good." Or "I'm glad your (activity)

- i. gives you a sense of value
- ii. is gratifying for you.

Key: *Favors end with the favor.*

c. Get out of responsibility at all costs:

Strategies:

- i. **Correspondence control emotions:** Creates problems where none exist. (the squeaky wheel gets oiled)

The "No Pain, No Gain" strategy.

Response: "You really put yourself through a lot of unnecessary suffering."

Key: They cause their own emotions/behaviors.

- ii. **Compromise:** Disability deserves the same consideration as effort.

Example: Suppose someone has agreed to cut your lawn. The person doesn't do it. He asks for a compromise, "How about if I only cut the front lawn."

Strategy Name: "Handicap" (Handy Cap)

Response: You agreed to cut the whole lawn.

Key: Do not factor their wrong action into your decision.

"The only compromise between food and poison is death." (Ayn Rand)

- iii. **The best defense is a good offense:** Attacking when confronted to gain a strategic advantage in a fight.

Example: Someone was supposed to cut the lawn. When confronted he starts to complain that the house wasn't cleaned.

Strategy Name: "Mad dog"

Response: "Whether or not the house is clean is not the issue here, we are talking about why you didn't cut the lawn."

Key: Stay focused, keep issues separate.

- iv. **The good and the bad of it:** Focuses on whichever one gets the most leverage in any situation.

Example: "Nothing is all bad" or "Look at the good part of this."

Response: "Just because nothing is all bad it is not a justification for me to stay in an unacceptable situation."

Example: the alcoholic talking about the nutritional value of beer.

Response: "Just because beer has some nutritional value does not justify your drinking it."

Key: Just because a certain part of a situation can have a good result doesn't mean it is good. Do not let them make the issue fuzzy, use data and information to justify your position.

Justifications: Non-descriptive terms that have a "bad" connotation inferring people or groups are bad. Examples of "the best defense is a good offense."

- v. **You're selfish:** Clouding the real issue, i.e., what the parasite wants.

Example: "You're selfish"

Strategy Name "I want it my way"

Response: "How does not giving you what you want mean I'm selfish?"

Key: Calling you selfish is a projection. In fact getting their way is selfish.

vi. Holler "CULT": this is a label that conveys no meaning but devalues the group. It is designed to keep people away from the group without saying what is wrong with it.

Example: "That's a cult."

Strategy Name: "Counter culture"

Response: "What specifically makes the group a cult?" Or, "What do you mean by cult?" "What do they do that's wrong?"

Key: The dictionary definition is a system of religious beliefs and rituals.

vii. Man/Woman thing: This pattern implies the negatives of the stereotype without being specific.

Example: "You are not making sense, are you having a PMS attack?"

Strategy Name: "Men are from Mars"

Response: "Why does my gender come into question when I'm direct with you?"

Key: These comments are non-sequiturs and are designed to belittle the person under attack.

viii. You always have to be right: Used when the other person is right. Designed to discontinue discussion when.

Example: "You always have to be right."

Strategy Name: "What's left?"

Response: "I have nothing invested in being right, I'm just giving you a logical explanation. Why does that bother you?"

Key: People who are right most of the time use logic and deductive thought process rather than emotion. They usually have nothing invested in being "right". Being right is a total non sequitur.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the "Parasite Producer2 - Strategies" video (the second on the Parasite producer video). All assignments are restated and in-depth instructions are included in the notes. It is your task to show the video at the appropriate times and facilitate questions and topics for discussion, which teach students the basic concepts of the Parasite Producer model. Utilize your coaching skills to help students explore their beliefs and clarify understanding of the concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Upon completing the first part of the video you will introduce parasite strategies.

Segment I:

Coaches do 3 things:

1. Watch the segment I of video.

2. Coaches facilitate discussion of the following questions: (5 minutes)

What is envy?

What is jealousy?

How are they different? Is one worse than the other?

3. Watch segment II of video.

Segment II:

Coaches do 3 things:

1. Review working definitions:

Envy is when someone has something you want and you would take it from that person to make yourself feel better. It is destructive in nature. To mean ill will.

Jealousy is when someone has something you want, and you recognize that you want it. It is not destructive in nature. The root of the word means overly zealous.

**2. Coaches facilitate discussion of the following questions and concepts:
(10 minutes)**

Why do effort strategies build self-esteem and parasite strategies lower self-esteem?

What makes something valuable and why is something valuable? If there is something that everybody has and nobody can lose is it valuable or does value have something to do with loss or scarcity?

Example: Unconditional love – what is unconditional love?

3. Watch segment III of video.

Segment III

Coaches do 3 things:

1. Review working concepts:

Inappropriate giving or taking causes self-esteem to go down. This is not giving or taking with integrity.

Consider that all people struggle with this throughout life. In effect most people need to be re-parented. They must be taught effort strategies and how taking without integrity actually lowers their self-esteem.

Note: Giving and taking in integrity takes a certain amount of effort as you must determine a fair market value of what you are giving or getting

Value: The building of value has brought the world forward and created civilization. The value of something is defined by the possibility of losing it. Something that cannot be lost is not valuable.

Working Conclusion:

The quickest way to devalue love is to believe that it is unconditional. Unconditional love is a state of being. Most people think unconditional love is unconditional giving, it is not. Inappropriate giving or receiving devalues the whole world.

2. Coaches facilitate discussion on the following questions: (10 minutes)

What is giving?

Think back and remember the very first time you can remember giving something to someone else. What was it like?

Note: Remember, we are not born giving. We are born dependent, only capable of taking. At some point we look around at the world, notice others and we make a decision to give.

3. Watch segment IV of video:

Segment IV:

Coaches do 3 things:

1. Review working definition:

Giving is an inconvenience that requires a projection of how the other person is feeling. It is subjugating or sacrificing your own need to a higher aesthetic value, so in actuality it is a trade.

2. Facilitate discussion on the following questions:

How do you know that you are giving?

Is there giving without effort?

How do you know that you are exerting effort?

3. Watch Segment V of the video.

Segment V

Coaches do 3 things:

1. Review working concepts:

Giving is proactive therefore giving requires action. Action requires effort. The only way to give is to experience inconvenience and therefore pain. Giving is taking something on that you would normally not do, it is to sacrifice your need to a higher aesthetic value making it an exchange. There are two types of giving:

Pain for Value – this is giving out of obligation therefore it is a dependent form of giving.
Value for Value – This is an exchange.

True giving is giving without obligation. There is a subtle difference between the words and actions of dependence and interdependence and the difference is hard to see because the behavior looks the same. It is the intent that makes the two infinitely different.

Dependence says:

- If someone feels pain that is the highest value in the world.
- Giving is good, you must give.
- You *must* solve my pain and alleviate my suffering.

If you are strong and capable it means that you are obligated to help me because you can.

Interdependence says:

- I have a value in the world and it is the highest value. Therefore I do things to fortify that value, not for any individuals wants.

2. Facilitate discussion on the following questions: (10 minutes)

What is pain? What is suffering? What is the difference?

What is change? What is growth? When is change growth and when is change not growth? Can you have growth without effort?

3. Watch Segment VI of video

Segment VI

Coaches do 3 things:

1. Review working definitions:

Pain is part of life and cannot be avoided.

Suffering has 2 elements;

- a. An emotional and intellectual projection of:

How bad can this get?

What's going to happen?

Am I being injured?

We increase the pain by focusing on it.

- b. The bittersweet part of suffering is that when people suffer appropriately they are rewarded with attention making all suffering pretend to some degree. All suffering is hooked to attention getting. It is the basis of parasitism.

Change happens all the time. It is impossible not to experience change in the world.

Growth is an increase in self-esteem which implies expansion, effort and an increased range of possibilities or experience. Since growth implies effort it also implies pain to create expansion and increased possibilities.

Sacrifice: The dictionary and our school define sacrifice as a trade to a higher value. The world defines sacrifice as the following: I give something and you're in debt. Parasites create liability with a sacrifice.

2. For this portion of the module you are tasked 3 things:

1. Review the ways of building obligation
2. Orient students to all of the parasite strategies.
3. Discuss strategies and how they work briefly.

There are 2 ways of building obligation (or loyalty) in the victim:

1. Building obligation in your victim without consent.
2. Building obligation in your victim with misunderstood consent.

The following are examples of these strategies for you to teach to students. They are broken up into 2 categories:

1. Ability is a liability
2. Disability is a virtue.

Patterns

2. Ability is a Liability. Ability is a value, making it into a liability devalues effort. The following are examples of parasite strategies that make ability into a liability.

d. **Implied liability:** Implies obligation to give, you *should* because you *can*.

Example: "I'm hungry."

Strategy Name: "So what?"

Response: "Good."

"What is stopping you from making something to eat?"

Key: *Do not help unless directly asked*

e. **Gets value through pain, suffering, tears or correspondence control emotions:** Implies my pain is the highest value, to be "good" means you should relieve my pain (obligation).

Example: "You hurt me when you go away."

Strategy Name: "If you don't stop it, I'll hit me again."

Response: "Why do you hurt yourself over that?"

(even if they say you hurt them.)

Key: *People create and cause their emotions/behaviors.*

f. **No one should be special** (or accountable only by ability, makes everything equal). Sub-patterns

vii. **Tribute is bad:** Paying tribute acknowledges accomplishments and differentiates people by ability.

Example: "Why do you always mention that?"

Strategy Name: "It's so good it hurts."

Response: "Why do you upset yourself when I talk about something that is good?"

Key: *Always give tribute.*

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viii. **Chances are given / fair playing field:** Implies ability is an unfair advantage.

Example: "All I need is a chance."

Strategy Name: "Lottery"

Response: "The harder you work the luckier you get."

Example: "His ability is an unfair advantage."

Response: "If it wasn't for him we would all have to work harder."

"In the World Series of baseball are teams/players that are talented punished?"

Key: *Anytime something is given without merit it is at the expense of someone who has earned it.*

ix. **It's everyone's right to copy:** Implies everyone has the right to everything. Scarcity increases value, making ordinary devalues.

Example: "Imitation is the highest form of flattery."

Strategy Name: "Copy Cat"

Response: "Just because someone invented something does that mean that they should give it to you for free?"

Example: When someone steals an idea

Response: "Can't you come up with something different?" If they can't, "Why don't you just work with them?"

(If they say because I can't be in charge.)

Response: "So you want to be in charge using someone else's idea?"

Key: *Suppose you created something that was valuable, unique and you were earning your living from it. What if you were forced to give it away?*

x. **Devaluing ability is OK:** Everything is ordinary nothing has value.

Example: "Me too!" or "I know others like that."

The "Share the Limelight" strategy

Response: "I am/we are not talking about you/them."

Example: Using a non sequitur, talking about intelligence, "Smart people can't communicate well."

Response: "So in this case it's better to be stupid?"

Key: *This is leveling, it is not even, other people and examples are irrelevant here.*

xi. **Pain, Suffering, and Sacrifice relieve responsibility** (motivates no contracts.)

Example: "You can't imagine what I went through trying to get this work done."

Strategy Name: "Pity Payment"

Response: "Of course the amount of pain either of us felt doesn't relieve our responsibilities/obligations."

Key: *Suffering is optional. We are paid for results not effort. The only real measure is results.*

xii. **Asking others to do that which we are unwilling to do.** Expecting others to do things they don't want to.

Example: "It's cold out, will you go warm up the car for me?"

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Strategy Name: "Do for me"

Response: "Why don't you warm up your own car?"

Key: Presupposes lower value.

2. **Disability is a virtue.** Giving disability the advantage lowering self-esteem. The following are examples of making disability into a virtue.

b. **Effort obligates without consent:** Effort counts as much as results. Effort (i.e. pain/suffering/sacrifice) obligates.

Example: "After all I've done for you."

Strategy Name: "Disability Compensation"

Response: "I'm glad your (effort)"

i. gives you a sense of value

ii. gratifying for you.

Key: I never asked you to sacrifice for me.

d. **Doing obligates;** Doing obligates.

Example: "I do everything for you."

Strategy Name: "Do you think I'm doing this because I like you?"

Response: "Good." Or "I'm glad your (activity)"

i. gives you a sense of value

ii. is gratifying for you.

Key: Favors end with the favor.

e. **Get out of responsibility at all costs:**

Strategies:

j. **Correspondence control emotions:** Creates problems where none exist. (the squeaky wheel gets oiled)

The "No Pain, No Gain" strategy.

Response: "You really put yourself through a lot of unnecessary suffering."

Key: They cause their own emotions/behaviors.

ix. **Compromise:** Disability deserves the same consideration as effort.

Example: Suppose someone has agreed to cut your lawn. The person doesn't do it. He asks for a compromise, "How about if I only cut the front lawn."

Strategy Name: "Handicap" (*Handy Cap*)

Response: You agreed to cut the whole lawn.

Key: Do not factor their wrong action into your decision.

"The only compromise between food and poison is death." (Ayn Rand)

x. **The best defense is a good offense:** Attacking when confronted to gain a strategic advantage in a fight.

Example: Someone was supposed to cut the lawn. When confronted he starts to complain that the house wasn't cleaned.

Strategy Name: "Mad dog"

Response: "Whether or not the house is clean is not the issue here, we are talking about why you didn't cut the lawn."

Key: Stay focused, keep issues separate.

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- xi. The good and the bad of it:** Focuses on whichever one gets the most leverage in any situation.

Example: "Nothing is all bad" or "Look at the good part of this."

Response: "Just because nothing is all bad it is not a justification for me to stay in an unacceptable situation."

Example: the alcoholic talking about the nutritional value of beer.

Response: "Just because beer has some nutritional value does not justify your drinking it."

Key: Just because a certain part of a situation can have a good result doesn't mean it is good. Do not let them make the issue fuzzy, use data and information to justify your position.

Justifications: Non-descriptive terms that have a "bad" connotation inferring people or groups are bad. Examples of "the best defense is a good offense."

- xii. You're selfish:** Clouding the real issue, i.e., what the parasite wants.

Example: "You're selfish"

Strategy Name "I want it my way"

Response: "How does not giving you what you want mean I'm selfish?"

Key: Calling you selfish is a projection. In fact getting their way is selfish.

- xiii. Holler "CULT":** this is a label that conveys no meaning but devalues the group. It is designed to keep people away from the group without saying what is wrong with it.

Example: "That's a cult."

Strategy Name: "Counter culture"

Response: "What specifically makes the group a cult?" Or, "What do you mean by cult?" "What do they do that's wrong?"

Key: The dictionary definition is a system of religious beliefs and rituals.

- xiv. Man/Woman thing:** This pattern implies the negatives of the stereotype without being specific.

Example: "You are not making sense, are you having a PMS attack?"

Strategy Name: "Men are from Mars"

Response: "Why does my gender come into question when I'm direct with you?"

Key: These comments are non-sequiturs and are designed to belittle the person under attack.

- xv. You always have to be right:** Used when the other person is right. Designed to discontinue discussion when.

Example: "You always have to be right."

Strategy Name: "What's left?"

Response: "I have nothing invested in being right, I'm just giving you a logical explanation. Why does that bother you?"

Key: People who are right most of the time use logic and deductive thought process rather than emotion. They usually have nothing invested in being "right". Being right is a total non sequitur.

3. Play Final Segment of video.

4. Review working definition of leveler -

● **leveler:** This person devalues by making everything the same. If everything is the same nothing has any value.

5. *Collect the student worksheets!

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Student Notes:**Parasite Producer III - Practice**

This is the third Parasite Producer module. The first module and second sessions addressed basic concepts and identified the strategies and patterns. This is a practice session of the parasite patterns. All parasitic strategies lower self-esteem and therefore destroy value. It is our intent to educate people as to how harmful using parasite strategies is and to teach our students to utilize more beneficial responses, which will inevitably build self-esteem.

Most people (non-Espians) who use parasite patterns are unaware that they are doing something harmful (harmful because it lowers self-esteem). The purpose of interrupting these patterns is not to feed into behavior patterns that lower self-esteem. It is helpful to bring such strategies to the person's attention so they can change them but it may not be possible. Change requires awareness and an acceptance that there is a problem that needs to be changed and since most adults have been using parasite strategies all of their lives successfully they may see no reason to change them now. Remember that Espians understand the model but non-Espians do not.

It is also important to be aware of the tonal pattern used when delivering these responses. People are much more receptive when you sound positive and your intent is to help them than when you are angry or sound like you are judging them as bad or wrong. Because parasite strategies lower self-esteem they destroy value. It is our intent to rid the world of those things that destroy value. We can do this by modeling effort strategies with our own behavior and helping others learn to use them. This is spreading the mission.

The objective of all parasite strategies is to obligate either without consent or with misunderstood consent. The objective for students is to recognize parasitic patterns and interrupt them so no one is obligated. Remember: improper obligation builds dependency, which lowers self-esteem.

Each parasite pattern will include the following information:

- a. **Pattern Name** – Example: "Implied Liability"
- b. **Explanation** – Explains the intention of the pattern.
- c. **Example** – An example of how the pattern is used.
- d. **Strategy Name** – A funny name to help students remember it. Example: The "so what" strategy.
- e. **Response** – An example of a pattern interrupt strategy.
- f. **Key** – How to generate pattern interrupt responses.

Patterns will be presented according to categories. The two categories of parasite strategies are:

Ability is a liability

Disability is a virtue

These patterns are leveling devices. Everything above average value is decreased to average and everything below average is increased to average. This makes everything the same destroying all value.

Patterns

1. **Ability is a Liability.** Ability is a value, making it into a liability devalues effort. The following are examples of parasite strategies that make ability into a liability.

- a. **Implied liability:** Implies obligation to give, you *should* because you *can*.

Example: "I'm hungry."

Strategy Name: "So what?"

Response: "Good."

"What is stopping you from making something to eat?"

Key: *Do not help unless directly asked*

- b. **Gets value through pain, suffering, tears or correspondence control emotions:** Implies my pain is the highest value, to be "good" means you should relieve my pain (obligation).

Example: "You hurt me when you go away."

Strategy Name: "If you don't stop it, I'll hit me again."

Response: "Why do you hurt yourself over that?"

(even if they say you hurt them.)

Key: *People create and cause their emotions/behaviors.*

- c. **No one should be special** (or accountable only by ability, makes everything equal). Sub-patterns

- i. **Tribute is bad:** Paying tribute acknowledges accomplishments and differentiates people by ability.

Example: "Why do you always mention that?"

Strategy Name: "It's so good it hurts."

Response: "Why do you upset yourself when I talk about something that is good?"

Key: *Always give tribute.*

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Key: *Suppose you created something that was valuable, unique and you were earning your living from it. What if you were forced to give it away?*
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Coach's Notes:

It is the coach's task to facilitate a practice session so that all students become familiar with patterns, can recognize them and generate appropriate responses.

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Session Steps:

Coaches do 4 things:

1. Review introduction on Student Sheet and in your notes.
2. Read one pattern over with the group. Answer any questions concerning the pattern. Be sure each student understands each pattern.
3. Generate other examples of the pattern and responses:
 - a. One student or coach generates an example of the pattern.
 - b. Each student generates a response to the pattern. If necessary coach them by generating a responses.
 - c. Repeat a and b so each student has a turn.
4. Move to the next pattern and repeat #2 and #3 until you have covered all patterns.

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Key: *Favors end with the favor.*

- e. **Get out of responsibility at all costs:**

Strategies:

- j. **Correspondence control emotions:** Creates problems where none exist. (the squeaky wheel gets oiled)

The "No Pain, No Gain" strategy.

Response: "You really put yourself through a lot of unnecessary suffering."

Key: They cause their own emotions/behaviors.

- ix. **Compromise:** Disability deserves the same consideration as effort.

Example: Suppose someone has agreed to cut your lawn. The person doesn't do it. He asks for a compromise, "How about if I only cut the front lawn."

Strategy Name: "Handicap" (*Handy Cap*)

Response: You agreed to cut the whole lawn.

Key: Do not factor their wrong action into your decision.

"The only compromise between food and poison is death." (Ayn Rand)

- x. **The best defense is a good offense:** Attacking when confronted to gain a strategic advantage in a fight.

Example: Someone was supposed to cut the lawn. When confronted he starts to complain that the house wasn't cleaned.

Strategy Name: "Mad dog"

Response: "Whether or not the house is clean is not the issue here, we are talking about why you didn't cut the lawn."

Key: Stay focused, keep issues separate.

- xi. **The good and the bad of it:** Focuses on whichever one gets the most leverage in any situation.

Example: "Nothing is all bad" or "Look at the good part of this."

Response: "Just because nothing is all bad it is not a justification for me to stay in an unacceptable situation."

Example: the alcoholic talking about the nutritional value of beer.

Response: "Just because beer has some nutritional value does not justify your drinking it."

Key: Just because a certain part of a situation can have a good result doesn't mean it is good. Do not let them make the issue fuzzy, use data and information to justify your position.

Justifications: Non-descriptive terms that have a "bad" connotation inferring people or groups are bad. Examples of "the best defense is a good offense."

- xii. **You're selfish:** Clouding the real issue, i.e., what the parasite wants.

Example: "You're selfish"

Strategy Name "I want it my way"

Response: "How does not giving you what you want mean I'm selfish?"

Key: Calling you selfish is a projection. In fact getting their way is selfish.

- xiii. **Holler "CULT":** this is a label that conveys no meaning but devalues the group. It is designed to keep people away from the group without saying what is wrong with it.

Example: "That's a cult."

Strategy Name: "Counter culture"

Response: "What specifically makes the group a cult?" Or, "What do you mean by cult?" "What do they do that's wrong?"

Key: The dictionary definition is a system of religious beliefs and rituals.

- xiv. **Man/Woman thing:** This pattern implies the negatives of the stereotype without being specific.

Example: "You are not making sense, are you having a PMS attack?"

Strategy Name: "Men are from Mars"

Response: "Why does my gender come into question when I'm direct with you?"

Key: These comments are non-sequiturs and are designed to belittle the person under attack.

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xv. **You always have to be right:** Used when the other person is right. Designed to discontinue discussion when.

Example: "You always have to be right."

Strategy Name: "*What's left?*"

Response: "I have nothing invested in being right, I'm just giving you a logical explanation. Why does that bother you?"

Key: People who are right most of the time use logic and deductive thought process rather than emotion. They usually have nothing invested in being "right". Being right is a total non sequitur.

Crime and Punishment

Have you ever had an experience where you felt wronged by another person or situation? Has something ever happen that made you feel angry or taken advantage of? What did you do? Should you go after them? Should you punish them? Should you turn the other cheek? Should you forgive them? What is the nature of crime and punishment? This module discusses the concepts of ethics, crime, justice and punishment and explores this fascinating subject.

Purpose: For students to explore their beliefs and attitudes concerning ethics, justice, crime and punishment, and to learn to how ethics are upheld in a just system.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the Crime and Punishment video. The video includes assignments, which consist of showing the video at the appropriate times, facilitating questions and topics for discussion to expand and integrate the students' belief structure regarding crime and punishment, and re-defining concepts. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions utilize your coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Session Steps:

Coaches do 4 things:

1. Watch Segment I of Video.

2. Review definitions:

Ethics are well-formed consistent postulates by which we live. An ethic is an internal guide, something that we have personally derived from our experience and is personal to us sometimes ethics are rules that we have internalized.

Example: Thou shall not kill.

A rule is a guideline that is based on an ethic, it is an over simplification, something that is easy to remember. Rules make life easier. Without the ethics behind them, the rules are worthless.

3. Facilitate discussion on the following questions: (10 minutes)

Should one ever break an ethic in favor of a rule?

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Should one ever break a rule in favor of an ethic?
Vanguard defines people as rule-bound or ethics-bound.

What is the difference between someone who is rule-bound vs. someone who is ethics bound?

Question to spur thought:

Why do people follow rules?

4. Watch segment II of Video.

Segment III:

Coaches do 3 things:

1. Review working Concepts:

Ethics are always higher concepts than rules therefore it is sometimes necessary to break a rule so that we can uphold an ethic.

Rule-bound people are fear based, they follow rules mainly to avoid the consequences or not to get caught.

Ethics-bound people are value based, there is integrity and a certain consistency or wholeness to their actions. When one violates one's ethics the contradiction causes fragmentation of the whole person, this lowers self-esteem and limits one's options.

2. Discuss the following worlds. If there were only one ethic in the world, what would each of these worlds be like? (15 minutes)

1. Do unto others, as you would have them do unto you.

2. No person or group may deal with another person or group without mutually consented, honest trade. This includes goods, anything personal, material or spiritual, we are talking about trade of value. (If I lie or misrepresent that violates the rule and therefore that is theft.)

Questions to spur thought and facilitate discussion:

Where do these worlds fail if they fail at all?

Is one better than the other?

Which world would you rather be a part of?

Would there be the criminals in this world? If so who would they be?

3. Watch Segment III of video.

Segment IV:

Coaches do 3 things:

1. Review working concepts:

Do unto others... Because many people really hate themselves the way they treat others can hurtful and destructive. There would be inconsistency, chaos even murder in a do unto others world, much like the world we live in now.

No person or group... People would not follow rules because of fear but rather would live by an ethical standard. Nothing anyone would do could effect anyone, who was not mutually consenting, therefore this world would run on the principle of exchange. This world would require much thought but would be the superior world.

2. Coaches facilitate discussion on the following questions: (15 minutes)

Why do we punish people?

Is there any good in punishing people or should we let them all go?

What is justice?

What is forgiveness?

3. Watch Segment IV of video.

Segment V:

Coaches wrap up by reviewing concepts, working definitions and answering any final questions:

• Concepts of punishment: We punish for 3 reasons:

- a. Vested interest emotions** – This has to do with one's internal belief of self and others, good and bad. There are 3 ways people express vested interest emotions, they say you hurt me, I will hurt you in the following way:

Hurt plus surplus - How dare you hurt me, you did it purposely so you should feel more pain than I did. This person hurts others intentionally and therefore believes that any hurt was intentional.

An eye for an eye - You hurt me you should feel what I felt. This person believes that if the other person knew how bad this was they would never do such a thing, therefore if they experience the pain they will never do it again.

Hurt minus surplus - I don't like to punish at all and if you hurt me you probably didn't really mean to, you must have had a difficult childhood... This person has trouble with any concept of punishment.

- b. Setting an example** – designed to teach a lesson.
c. Upholding Ethics – Processes all people fairly. Using rational judgement and critical thinking instead of prejudice and emotional reactions. This means we should never execute punishment without premeditation.

Concepts of forgiveness in our culture:

The 3 ways forgiveness is used in our culture:

- a. Forgive everyone:** This means you do not believe in punishment because if you forgive everyone, everyone is the same, you are totally passive using no discrimination or intellect and taking no action. It is seeing everyone as the same no matter what the action giving ethics no force. By not punishing you defer to the other persons reality not your own.
b. Forgiving with Integrity: This is a statement of evaluation. It is when you believe that the punishment fits the crime and anyone in the same situation would be forgiven, it is not person related. I forgive you means you have served the appropriate sentence in my consistent ethical evaluation.
c. Forgiving without integrity: Uses favoritism, bigotry and prejudice. It is slanted unfairly against those who would not be forgiven while forgiving others in the same situation. Forgiving this way is prejudice.

• Working definitions

Forgiveness: an internal process, something we do to ourselves rather than something we do to another. It is changing one's internal state about someone or something that happened to us. If you do not believe in punishment you cannot forgive.

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Justice: According to the dictionary is fairness. It is an intellectual process of merits or upholding one's ethics. If you don't have justice you don't have ethics, if you do not uphold a principle the principle ceases to exist.

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Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Crime and Punishment Module Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the **Concepts**?

Do all students understand the difference between a rule and an ethic?

Do all students understand that rules are:

- a. Over simplifications
- b. Something easy to remember
- c. Followed to avoid negative consequences
- d. Made valuable by the ethics that support them

Do all students understand ethics?

Did all students understand that breaking a rule in favor of an ethic is easy to do?

Did all students understand that breaking an ethic in favor of a rule causes a disintegration and damages the individual?

Do all students understand the concept of the two worlds?

Do all students understand why the second world (no person or group...) is superior to the first?

Do all students understand the 3 ways we forgive in our culture?

Do all students understand that forgiveness is really an internal process?

Do all students understand that punishment upholds our ethical system and without punishment there can be no ethics?

Do students understand vested interest punishment?

Do all students understand that in order to be fair that we must treat all people the same and therefore all punishment should be premeditated to be just?

Do all students understand what justice is?

Student Self Report: Crime and Punishment Module

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. The difference between a rule and an ethic
2. Concept of breaking a rule for in favor of an ethic
3. Concept of breaking an ethic in favor of a rule
4. Rule bound vs. Ethics bound people
5. The concept of non-integration
6. Concept of do unto others vs. no group or individual...
7. Which would be the superior world and why
8. The necessity of punishment to uphold ethics
9. The concept of justice
10. 3 types of forgiveness used in our culture
11. Our working definition of forgiveness

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: We recommend that you take each module a minimum of 3 times through in order. You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

Student Notes:

Shifter

Have you ever seen a magic trick that was so incredible that you couldn't figure out how it was done? Maybe you wanted to watch it again and again to try to figure it out. Then one day you learned how it was done and you couldn't believe that you were taken in by it, it became so obvious to you. This is how shifter strategies work and this module is designed to teach you how they are done so that you will not be deceived. This is the fourth in the parasite/producer/shifter series.

We do not live in a world that plays by the rules. If you and I are playing a game and you are playing fairly and I'm not, who's going to win? The people who do not play by the rules in our world win unless you know what they're doing. The term shifter does not usually refer to a person but rather to a strategy which is an unlimited form of cheating.

Our civilization is built on value. We have many wonderful advantages that come from the building of value. The philosophy of this school is that we have all kinds of people in the world and we need to have a code of conduct so that we can live together. We believe that the mission of the human team is to build value and to uphold each other, to uphold our existence and to survive. There are some people who devalue things. There is never a need to devalue - anyone who devalues hurts the whole world.

Purpose: To teach participants to identify shifter strategies to limit their use in the world.

Definitions:

Parasite: Someone who takes more than they give.

Producer: Someone who gives more than they take.

Parasite strategy: A strategy designed to obligate others, puts forth effort to get something undeserved or to create a problem where there is none to get attention.

Effort Strategy: A strategy that produces a result.

Leveler: A person who wants to see the whole world a being the same, everyone of equal ability, no one is special.

Suppressive: Someone with very low self-esteem, whenever this person sees something good they want to suppress it, destroy it. These people never have anything nice to say about anyone.

Shifter concept:

A parasite latches onto a person who is a producer and they ride them. The parasite is always limited in ability by the host. A parasite is not in a position of power. Shifter strategies are not limited to one producer, they can abuse many, many people which makes it an unlimited form of dishonesty.

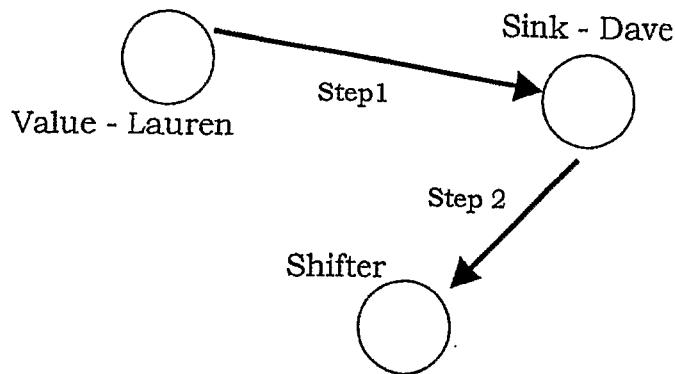
Shifter strategies:

- Use of abstract terms
 - **Manipulative:** As previously stated in Parasite Concepts the word manipulative has 2 meanings. One is positive and one is negative. The shifter strategy accuses the excellent communicator of being "manipulative" as a way of stopping the communication.

- **Cult:** Using the term as a way of devaluing a group that is doing nothing wrong. It puts unsubstantiated doubt in the minds of non-critical thinking people and creates doubt.

Key: Always have the person define his/her terms.

• Game Theory:



Step 1 moves the value to the sink. It is dishonest but the shifter doesn't gain anything so he/she is not suspect.

Step 2 is where the shifter gains the value. It is honest but the shifter wins so again he/she is not suspect.

Review of hypothetical example from video:

A corporation creating profits from power dams up a river system. The government subsidizes this corporation.

Problems:

- The dam causes a farming area to become barren.
- Farmers start to go bankrupt.
- People who buy the food the farmers were growing are going hungry.

Causes:

- The farmers need help, they're going bankrupt.
- The wildlife needs help, they are now becoming extinct.
- The starving people need food, they are truly starving.

Solutions:

- The government-funded corporation receives more money from the government for renovations: A tax is created to fund this.
- Farmers are offered money from the government to subsidize them.
- An environmental group raises money to protect species. Money is paid to a government environmental protective agency to expand its services.
- People start a charity to feed the starving people. Grain is purchased from another organization that pays the government to help the farmers grow grain.

The ultimate expenditure to the taxpayers is \$20 Billion.

Student Self Report: Shifter

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. Parasite strategy
2. Effort strategy
3. Definition of a Leveler
4. Suppressive
5. Concept of why a shifter is worse than a parasite
6. Game theory
7. Why charities are ineffective
8. Ability to apply game theory in a variety of contexts
9. Shifter use of "manipulation" and "cult"
10. Value inversion
11. Non sequitur and use in a variety of contexts
12. Understanding of all 9 shifter strategies

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake the it at your leisure until you have. Remember: We encourage you to repeat each practice session a minimum of 3 times through in order. You are never penalized for repeating practices, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you repeat the practices, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

Practice: Notice when you and those around you are using shifter strategies. Look at your intent and begin to catch yourself so that you learn to stop lowering you own self-esteem.

Coaching Notes:**Shifter**

Have you ever seen a magic trick that was so incredible that you couldn't figure out how it was done? Maybe you wanted to watch it again and again to try to figure it out. Then one day you learned how it was done and you couldn't believe that you were taken in by it, it became so obvious to you. This is how shifter strategies work and this module is designed to teach you how they are done so that you will not be taken in. This is the fourth in the parasite/producer/shifter series.

Our world does not play fair, does not play by the rules. If you and I are playing a game and you are playing by the rules and I'm not, who's going to win? The people who do not play by the rules in our world win unless you know what they're doing. Shifter does not usually referring to a person but rather to a strategy which is an unlimited form of cheating.

Our civilization is built on value. We have many wonderful advantages that come from the building of value. The philosophy of this school is that we have all kinds of people in the world and we need to have a code of conduct so that we can live together. We believe that the mission of the human team is to build value and to uphold each other, to uphold our existence and to survive. There are some people that devalue things. There is never a need to devalue - anyone who devalues hurts the whole world.

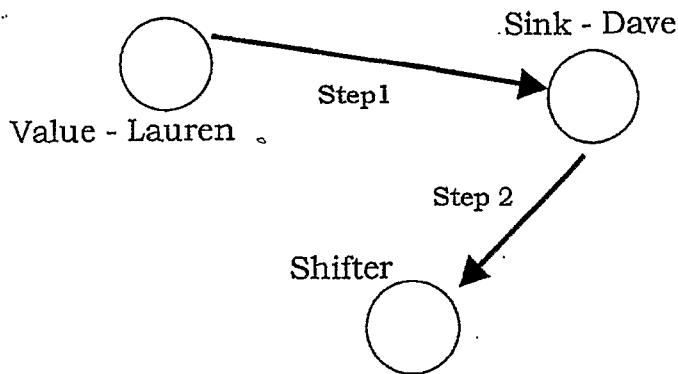
Purpose: To teach participants to identify shifter strategies to limit their use in the world.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the "Shifter" video. The video includes assignments, which consist of showing the video at the appropriate times and facilitating questions and topics for discussion to teach students the Shifter strategies. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions utilize your coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

• **Coaches Notes: Review game theory as follows:**

• **Game Theory:**



Step 1 moves the value to the sink. It is dishonest but the shifter doesn't gain anything so he/she is not suspect.

Step 2 is where the shifter gains the value. It is honest but the shifter wins so again he/she is not suspect.

3 Facilitate the following assignment: (15 minutes)

Using game theory how could this pattern be used to cheat people in the following contexts: Government, the media, a charity, a lawyer, and a doctor.

4 Watch Segment II of Video:

Segment II:

Coaches do 3 things:

1. Review working concepts and example from video:

Charities: All charities are effects of a bigger problem: if the world were ethical we would not need charities. We never deal with the real cause of the problem so that it can go away, we only deal with the effect.

Shifters do one of two things with regard to charities:

- Create a problem and use it to extort money and value from unknowing people to solve it.
- Create a problem where they can earn money from both the problem and the solution to the problem. Unsuspecting victims concern themselves with solving the problem and so not pay attention to where the money goes.

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Segment I:

Coaches do 4 things:

1. Watch the segment I of video.
2. Review definitions on Student Notes Sheet as follows:

Student Notes:

Definitions:

Parasite: Someone who takes more than they give.

Producer: Someone who gives more than they take.

Parasite strategy: A strategy designed to obligate others, puts forth effort to get something undeserved or to create a problem where there is none to get attention.

Effort Strategy: A strategy that produces a result.

Leveler: A person who wants to see the whole world a being the same, everyone of equal ability, no one is special.

Suppressive: Someone with very low self-esteem, whenever this person sees something good they want to suppress it, destroy it. These people never have anything nice to say about anyone.

Shifter concept:

A parasite latches onto a person who is a producer and they ride them. The parasite is always limited in ability by the host. A parasite is not in a position of power. Shifter strategies are not limited to one producer, they can abuse many, many people which makes it an unlimited form of dishonesty.

Shifter strategies:

- Using abstract terms
 - **Manipulative:** As previously stated in Parasite Concepts the word manipulative has 2 meanings. One is positive and one is negative. The shifter strategy accuses the excellent communicator of being "manipulative" as a way of stopping the communication.
 - **Coaches notes:** The negative definition of manipulative implies a lie. Ask, "Where's the lie in what I am saying?"
 - **Cult:** Using the term as a way of devaluing a group that is doing nothing wrong. It puts unsubstantiated doubt in the minds of non-critical thinking people and creates doubt.
 - **Coaches notes:** The implication is that something the group is doing is wrong. Ask, "What is it that these people are doing that is bad or wrong?"

Key: Always have the person define his/her terms.

Review of hypothetical example from video:

A corporation creating profits from power dams up a river system. The government subsidizes this corporation.

Problems:

- The dam causes a farming area to become barren.
- Farmers start to go bankrupt.
- People who buy the food the farmers were growing are going hungry.

Causes:

- The farmers need help, they're going bankrupt.
- The wildlife needs help, they are now becoming extinct.
- The starving people need food, they are truly starving.

Solutions:

- The government-funded corporation receives more money from the government for renovations: A tax is created to fund this.
- Farmers are offered money from the government to subsidize them.
- An environmental group raises money to protect species. Money is paid to a government environmental protective agency to expand its services.
- People start a charity to feed the starving people. Grain is purchased from another organization that pays the government to help the farmers grow grain.

The ultimate expenditure to the taxpayers is \$20 Billion.

Shifters: Real shifters are worth hundreds of millions of dollars. The other's are people who use shifter strategies.

Shifter's Objective: To devalue all that is good. The way people take something that is valuable and destroy it is through *value inversion* or taking something that is good and making it seem bad. Value inversion is accomplished in a variety of ways. One way to invert value is with the use of a *non sequitur*.

Non sequitur: Something that does not follow

Example: Intelligent people do not communicate well. – Communication skills don't have much to do with intelligence.

2. Facilitate the following assignment:

Take the following Values and come up with the appropriate (the one that is used most to devalue!) non sequitur.

Intelligent People
People with money
Hard working people
Talented people
Creative people

3. Watch Segment III of video.

Segment III

Coaches do 2 things:

1. Review working concepts:

Value inversion Key: Find the value and then come up with the inverter.

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9 Shifter Strategies:

- 1. Directly criticize a third party who is not present.**
- 2. Trojan Horse:** To devalue someone, pretend to support the person by defending them against very specific allegations. The more specific the allegations the more negative information can be spread.
- 3. In the name of another.** Doing something that is actually self-serving while making it appear that you are sacrificing in the name of another.
- 4. "We're only doing this..." because we care.** Acting concerned about the welfare of someone while really only offering negative opinions and devaluing what they are doing.
- 5. Creating a problem where none exists.**
- 6. Value Inversion – a lower value is raised up by the following 2 methods;**
 - a. False Empowerment** – Dealing a good hand to the bad player.
 - b. Comparison** – Raising a lower value by its merits but disproportionately.
- 7. Voluntary Compliance – Make sure it is really voluntary.**
- 8. Focus on effects not causes.**
- 9. Using authority with a counter agenda** – When a professional creates a problem where there is none to make him/herself valuable.

2. For the remainder of the session have students generate examples for each of the shifter patterns.

Shifter Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ ID# _____

1. Do all students understand the following concepts?
 - a. Parasite
 - b. Producer
 - c. Parasite strategy
 - d. Effort strategy
 - e. Leveler
 - f. Suppressive
3. Do all students understand the psychology behind a suppressive?
4. Do all students understand that a parasite is limited by the host but shifter strategies are infinitely more destructive because they are not limited to one producer and therefore are an unlimited form of dishonesty?
5. Do all students understand how the following terms can be used to cheat as shifter strategies?
 - a. Manipulative
 - b. Cult
6. Do all students understand game theory?
7. Can all students generate examples of how game theory can be used to cheat people in various contexts?
8. Do all students understand that all charities deal with effects, never solving the real problem but instead creating a vehicle for cheaters to prosper?
9. Do all students understand the following concepts?
 - a. Shifter
 - b. Shifter strategy
 - c. Value inversion
 - d. Non sequitur
10. Can all students come up with appropriate non sequiturs to devalue?
11. Do all students understand all 9 examples of shifter strategy?
12. Can all students generate examples of all 9 shifter strategies?

Continued on back.

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Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

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Tribute

Take a moment to think about all of the individual and collective time that has been saved by the invention of the computer. Consider the differences in the world that have resulted from this one invention. Is there any amount of money too great to pay for all of the resources that the inventor of this technology has made accessible to the world? It seems that no sum of money could ever be enough to acknowledge such an individual. Granting tribute is a form of payment, giving someone what is due him or her. Tribute acknowledges an individual for his or her accomplishment and contribution.

It is this form of acknowledgement that differentiates individuals. This differentiation is not only important in establishing our own identities, but is critical in the development of self-esteem. Self-esteem is knowing who you are. Recognizing others accomplishments and acknowledging their contribution to our own development allows us to define ourselves apart from them. As you master the practice of showing tribute your understanding of yourself and others in the world grows. You become aware of your true contribution and your self-esteem increases.

By the same token, not recognizing others contribution to who we are, what we have, and what we are able to accomplish because of them is denying tribute where tribute is due. This is stealing. Copying is not the highest form of flattery it is theft. Nothing should be taken for granted or taken without tribute. Can you imagine how different the world would be if everyone recognized what the gift of living in such an advanced society truly meant and acknowledged it? This module is intended to create a real appreciation in each of us for the multitude of gifts that we have received in our lives and their true meaning.

All of us have copied at some time in our lives. Part of developing an ethical maturity is learning that this trait is unacceptable to us because it lowers our self-esteem and keeps us from identifying that which is unique to our selves. As people become more and more successful and ethics based in their practice they begin to understand where all of their traits came from. We were not born with positive or negative attributes we developed them. This module gives you the opportunity to think this through and evaluate your own uniqueness by giving tribute to those who helped to shape the person you are. Ethical people are very much aware of all the times they have copied and not given tribute. They know because they have an internal goodness which helps them identify times in the past before they knew better and avoid copying in the future. People who are unethical on the other hand never think they have copied and have no recollection of times that this occurred.

Purpose

To build inner independence by defining our selves and giving tribute to others whom have contributed to who we are. To build an inner appreciation for others and ourselves and the gift of living in an advanced society.
The gift of this session: The emotional recognition of how much the world has contributed to us and what we contribute to the human team.

Definitions

Edification is speaking highly of and/or acknowledging another. Literally to edify means to instruct. In this sense, edify means to instruct others about another person's positive attributes and accomplishments. People like to receive acknowledgement for their accomplishments. Hearing an edification of a person creates a desire in us to be like the person being edified.

Competing with vs. competing against – In the traditional type of competition (competing against) there is a winner and a loser. Competing with someone is a type of competition where one person does better as a result of the other's participation, it actually motivates and both people are raised up, there is no loser. Both people achieve more for themselves individually because of the other's existence. Even the loser does better than he or she could have ever done without the winner.

Student Notes and worksheet:

1. **Watch the tribute video.**
2. **Review definitions with your coach (Edification and Competing with vs. competing against)**
3. **Coaches share something unique about them selves and tell a story about those who contributed to their success.** (No more than 10 minutes)

Note: Sometimes we learn more from a "negative" contributor than a positive one and therefore need to acknowledge him or her as well. This adds validity to all of our experiences and helps us grow.

4. **Creating lists of attributes and weaknesses:** Make a list of your best skills, traits and attributes that are unique to you. By unique we are referring to something you can do well like a skill that you have developed, a hobby, a sport, something you do at work or in your free time. It can be something that you enjoy doing or even something that is not enjoyable but that sets you aside from others. Your list should contain at least 3 items. (This should take 5 minutes.)

Note: Only a very strong individual can come up with truly undesirable traits. Many weaker people may feel that they have no undesirable traits. This means they can never grow. This is undesirable. This exercise takes undesirable traits and turns them into an unexpected resource. The more undesirable a trait the more potent the resource. If the student is perfect (that is they do not have any least desirable traits) they should skip this practice session.

5. **The best and the worst:** Pick the top desirable trait and the lowest undesirable trait. (This should take 2-5 minutes)

Example: Being a good skier, developing a quicker method of filing in the office, knowing an exceptional amount of information about a certain subject, or even being a good listener or an unusually kind person. These are examples of desirable traits. Being lazy, a procrastinator, cruel to less able people, hot tempered not a good listener or a control addict. These are examples of less desirable traits.

6. **Assigning tribute:** Make a list of all of the people in your life that have contributed in any way, good or bad, to the development of this skill, hobby, sport, or unique ability. The list need not be in any order as long as it is complete. (5-10 minutes, all members of the group make their lists at the same time.)

The list is basically a brief set of notes the you write for yourself so that you can tell a story, it need not be detailed in any way, simply notes to remind you.

Formulate a list:

7. **Telling the story - giving tribute:** Share the story of your development giving tribute to all who contributed both positively and negatively (This should take about 5 minutes).

Example of a negative contribution: I realized the need to be kind because of a teacher who embarrassed me in front of the class.

8. **Discussion:** Coaches lead a discussion about all of the stories and specifically what each of you learned about yourselves and those who contributed to your achievement.
9. **Copying (theft):** All of us have copied. The first thing we do in life's learning room is copy - but at an early age we haven't learned to give tribute. Copying without tribute (or just taking that which is not ours) is theft and is a bad habit left over from childhood.
- Find an example in your life when you copied and did not give tribute.
 - Apologize out loud for the group to the person who you copied from and verbalize the benefit you received from copying.

Note: As an optional exercise the student can seek out this person and apologize to them directly (Ask coach for advise if needed).

10. **Survival:** Take the least desirable trait (habit) and:
- a. Makes a list of all the situations where this habit was beneficial.
 - b. Find a hypothetical situation where this habit was beneficial.
 - c. Name the drawbacks of this negative habit. What makes it negative?
 - d. Find a positive habit that gives the same benefits as the negative habit without any of the drawbacks.

Example: Students with procrastination may mention several times in their lives where this "laid-back" attitude prevented something not good.

Note: We learned our negative habits for a purpose to help us survive – and we did survive as evidenced by our presence in this session. Each negative habit should be replaced by a positive habit that gives the same benefit without drawbacks.

11. **A tribute to the Negative Habit:**

Each student tells the group:

- a. Their negative habit.
- b. The benefit of this habit to their survival. The student should feel free to use a real life example.
- c. The drawbacks of this habit.
- d. A positive habit that gives the same benefits without the drawbacks.
- e. A thank-you to the habit for the benefit it has given and a pledge to now replace this habit with the new up-dated beneficial habit through ESP and other endeavors.

Student Self Report

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill from 0 -10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Definitions _____
2. Tracing tribute tree _____
3. How has your feeling about yourself and others changed as a result of learning about and understanding the concept of tribute? _____
4. Are you aware of examples when you did not give tribute (stolen) in the past so that you will be more conscious in the future? _____

If there is something you have not mastered it is strongly suggested that you retake the module at your leisure until you have. Remember: We recommend that you take each module a minimum of 3 times in order. You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them!

As you retake the modules, your demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside practice:

Practice giving tribute whenever you are in a position to do so. Think of 3 examples in your life where you could give tribute. How can you remind yourself to appreciate all the gifts you have as a result of the work of others on a daily basis?

Conferences notes:

Tribute

Take a moment to think about all of the individual and collective time that has been saved by the invention of the computer. Consider the differences in the world that have resulted from this one invention. Is there any amount of money too great to pay for all of the resources that the inventor of this technology has made accessible to the world? It seems that no sum of money could ever be enough to acknowledge such an individual. Granting tribute is a form of payment, giving someone what is due him or her. Tribute acknowledges an individual for his or her accomplishment and contribution.

It is this form of acknowledgement that differentiates individuals. This differentiation is not only important in establishing our own identities, but is critical in the development of self-esteem. Self-esteem is knowing who you are. Recognizing others accomplishments and acknowledging their contribution to our own development allows us to define ourselves apart from them. As you master the practice of showing tribute your understanding of yourself and others in the world grows. You become aware of your true contribution and your self-esteem increases.

By the same token, not recognizing others contribution to who we are, what we have, and what we are able to accomplish because of them is denying tribute where tribute is due. This is stealing. Copying is not the highest form of flattery it is theft. Nothing should be taken for granted or taken without tribute. Can you imagine how different the world would be if everyone recognized what the gift of living in such an advanced society truly meant and acknowledged it? This module is intended to create a real appreciation in each of us for the multitude of gifts that we have received in our lives and their true meaning.

All of us have copied at some time in our lives. Part of developing an ethical maturity is learning that this trait is unacceptable to us because it lowers our self-esteem and keeps us from identifying that which is unique to our selves. As people become more and more successful and ethics based in their practice they begin to understand where all of their traits came from. We were not born with positive or negative attributes we developed them. This module gives you the opportunity to think this through and evaluate your own uniqueness by giving tribute to those who helped to shape the person you are. Ethical people are very much aware of all the times they have copied and not given tribute. They know because they have an internal goodness which helps them identify times in the past before they knew better and avoid copying in the future. People who are unethical on the other hand never think they have copied and have no recollection of times that this occurred.

Purpose

To build inner independence by defining our selves and giving tribute to others whom have contributed to who we are. To build an inner appreciation for others and ourselves and the gift of living in an advanced society.

The gift of this session: The emotional recognition of how much the world has contributed to us and what we contribute to the human team.

Definitions

Edification is speaking highly of and/or acknowledging another. Literally to edify means to instruct. In this sense, edify means to instruct others about another person's positive attributes and accomplishments. People like to receive acknowledgement for their accomplishments. Hearing an edification of a person creates a desire in us to be like the person being edified.

Competing with vs. competing against – In the traditional type of competition (competing against) there is a winner and a loser. Competing with someone is a type of competition where one person does better as a result of the other's participation, it actually motivates and both people are raised up, there is no loser. Both people achieve more for themselves individually because of the other's existence. Even the loser does better than he or she could have ever done without the winner.

Session Steps:

Coaches do 11 things:

1. **Watch the tribute video.**
2. **Coaches review definitions above (Edification and Competing with vs. competing against)**
3. **Coaches share something unique about them selves and tell a story about those who contributed to their success.** It is useful for coaches to describe both positive and negative details about their own experiences. (No more than 10 minutes)

Note: Sometimes we learn more from a "negative" contributor than a positive one and therefore need to acknowledge him or her as well. This adds validity to all of our experiences and helps us grow.

4. **Creating lists of attributes and weaknesses:** Instruct each student to make a list of their best skills, traits and attributes that are unique to him or her. By unique we are referring to something they the student can do well like a skill that he or she has developed, a hobby, a sport, something he or she does at work or in his or her free time. It can be something that the student enjoys doing or even something that is not enjoyable but that sets him or her aside from others. Each list should contain at least 3 items. (This should take 5 minutes.) **Note:** Only a very strong individual can come up with truly undesirable traits. Many weaker people may feel that they have no undesirable traits. This means they can never grow. This is undesirable. This exercise

takes undesirable traits and turns them into an unexpected resource. The more desirable a trait the more potent the resource. If the student is perfect (that is they do not have any least desirable traits) they should skip this practice session.

5. **The best and the worst:** Instruct each student to pick the top desirable trait and the lowest undesirable trait. (this should take 2-5 minutes)

Example: Being a good skier, developing a quicker method of filing in the office, knowing an exceptional amount of information about a certain subject, or even being a good listener or an unusually kind person. These are examples of desirable traits. Being lazy, a procrastinator, cruel to less able people, hot tempered not a good listener or a control addict. These are examples of less desirable traits.

6. **Assigning tribute:** Direct students to make a list of all of the people in their lives that have contributed in any way, good or bad, to the development of this skill, hobby, sport, or unique ability. The list need not be in any order as long as it is complete. (This should take the group about 5-10 minutes, all members of the group make their lists at the same time.)

The list is basically a brief set of notes the student writes for him/herself so that they can tell a story, it need not be detailed in any way, simply notes to remind them.

To make it easier to formulate a list, Coaches can ask the following questions if students need assistance:

- a. How did you first become interested in this ...(skill, hobby, sport or unique ability)? Did you see someone else who was good at it? Did the need for such a skill grow out of a lack of resources in a given context?
- b. When did you first decide to develop this ...(skill, hobby, sport or unique ability)? Did someone suggest or recommend it to you?
- c. When did you first realize that you excelled at this ...(skill, hobby, sport or unique ability)? Did someone else bring it to your attention? Did anyone acknowledge your ability?
- d. Did anyone assist you (or was an example for you) in learning or developing this ...(skill, hobby, sport or unique ability)? Did you read any books? Watch a movie or see something on TV?

7. **Telling the story - giving tribute:** Instruct each student in turn to share the story of his or her development giving tribute to all who contributed both positively and negatively (This should take about 5 minutes).

Example of a negative contribution: I realized the need to be kind because of a teacher who embarrassed me in front of the class.

8. **Discussion:** Coaches lead a discussion about all of the stories and specifically what each student learned about themselves and those who contributed to their achievement.

Coaches should ask the following questions:

- a. How did developing a list of people to assign tribute affect you? Did you realize how much it took to develop this skill?
- b. What do you think about assigning tribute?

- c. How have you copied without realizing the implications? Have you ever pretended that an idea or concept was yours when in fact it wasn't? What do you think about copying, now?
- d. False tribute, what does copying do to you on the inside?
- e. How has doing this exercise increased your knowledge, appreciation and love for your fellow man and therefore yourself?

9. Copying (theft): All of us have copied. The first thing we do in life's learning room is copy – but at an early age we haven't learned to give tribute. Copying without tribute (or just taking that which is not ours) is theft and is a bad habit left over from childhood.

- c. Instruct each student to find an example in their life when they copied and did not give tribute.
- d. Instruct each student to apologize out loud for the group to the person who they copied from and verbalize the benefit they received from copying.

Note: As an optional exercise the student can seek out this person and apologize to them directly (Coach gives advise if needed).

10. Survival: Instruct students to take the least desirable trait (habit) and:

- e. Makes a list of all the situations where this habit was beneficial.
- f. Find a hypothetical situation where this habit was beneficial.
- g. Name the drawbacks of this negative habit. What makes it negative?
- h. Find a positive habit that gives the same benefits as the negative habit without any of the drawbacks.

Example: Students with procrastination may mention several times in their lives where this "laid-back" attitude prevented something not good.

Note: We learned our negative habits for a purpose to help us survive – and we did survive as evidenced by our presence in this session. Each negative habit should be replaced by a positive habit that gives the same benefit without drawbacks.

11. A tribute to the Negative Habit:

Instruct each student to tell the group:

- e. Their negative habit.
- f. The benefit of this habit to their survival. The student should feel free to use a real life example.
- g. The drawbacks of this habit.
- h. A positive habit that gives the same benefits without the drawbacks.
- i. A think-you to the habit for the benefit it has given and a pledge to now replace this habit with the new up-dated beneficial habit through ESP and other endeavors.

Tribute Check List: - For Coaches Only

Coaches should place check mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "**".

Coach Name: _____ Date: _____

Do all students understand the concept of tribute?

Do all students understand the concept of self-esteem and how giving tribute defines the self?

1. * Were all students able to identify a unique experience?
 - a. Did students find things about themselves that showed uniqueness?
 - b. Did the student's choice of a skill help him or her understand something about him/herself?
2. Were all students able to assign tribute?
 - a. Did you assist in making complete lists?
 - c. Did you ask leading questions during the making of the lists to assist students in making a more complete list?
3. Did each student tell a full story?
 - a. Did you think there missing elements in the tribute and if so did you ask questions (section 2 a-d) to enhance the experience?
4. Discussion
 - a. Were all students able to discuss a shift in perception through the understanding of assigning tribute?
 - b. Did all students gain an understanding of how much outside support it takes to develop the self?
 - c. Do students understand the value in paying tribute?
 - d. Were all students able to find an instance in their lives when they "copied" or took credit for something that wasn't theirs?
 - e. Do all students understand the concept of false tribute?
 - f. Do all students have a greater sense of appreciation for the things that they have?
5. Did all students convert a "least desirable" trait or habit?
 - a. Did all students make a list of and name where the habit was beneficial?
 - b. Find a hypothetical situation such a habit could be beneficial?
 - c. Did they name drawbacks?
 - d. Did all students find a positive habit to give the same benefit without the drawback?

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Student Notes:**Money**

Some People believe that Money is the root of all evil, but is it really? What is your relationship with money? Do you control your money or does your money control you? What are your beliefs about money and how do they affect your ability to be successful? Our beliefs and perceptions about money are strongly associated with our ability to earn it. They also affect what we do with our money, which is a key factor in being truly successful.

Who stands to gain in a culture where people are taught that money is bad? Is money just about obtaining material possessions or is there a deeper meaning to money? This module may cause you to re-evaluate and change your relationship with money. You will learn about the value and ethics of money. This will empower you to earn as much money as your success plan allows.

Purpose:

To integrate student's perception of money, the ethics behind it, how it is used currently in our society, and to increase the number of possibilities within one's own success plan. In essence this module is about creating a complete internal representation of money and it's ethical use in society.

Final concept:**Pride of payment**

Every dollar you spend represents a portion of your effort. Vanguard identified the concepts of giving and taking with integrity. He taught us that giving and taking with integrity raises our self-esteem. In this case your money is a representation of fair exchange of effort for effort. We recommend that you take this module at least 3 times and begin to think of every dollar you spend as a representation of your effort. We would like you to make a conscious effort to feel good about paying for those things that you determine are worthy of the exchange of your effort.

Student Self Report: Money Module

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. Difference between Faith and Trust
2. Everything we do is a matter of trust
3. All giving is a form of trust
4. Money is the element that allows trust to exist in the world
5. What gives money its value?
6. What it means if people believe that money is the root of all evil
7. Stages of dependence, independence and interdependence
8. Having money brings out the true nature of people

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake the it at your leisure until you have. Remember: You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Directions for Coaches:

The following is a set of instructions for you to use in conjunction with the Money video. The video includes assignments, which consist of showing the video at the appropriate times, facilitating questions and topics for discussion to expand and integrate the students' belief structure regarding money, and re-defining concepts. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions utilize your coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. **Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.**
2. **Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.**
3. **Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.**

Session Steps:

Segment I

Coaches do 4 things:

1. **Facilitate discussion on the following questions (10 minutes)**
What is faith?
What is trust?
What is the difference between faith and trust?
2. **Give working definitions of faith and trust:**
Faith is trust without data.
Trust is earned faith is not.
3. **Facilitate discussion on the following questions:**
What is giving?
How do you know that you are giving?
4. **Watch segment I of video**

Segment II:

Coaches do 2 things:

1. Facilitate discussion on the following question. (10 minutes)

How would we live in a world without money, currency of effort and trust, or any medium of exchange? Barter is a trust and therefore it does not count. Could we live in a world without trust? What would a world without trust be like? How would you have to live in order to survive in a world without trust?

2. Watch segment II of video.

Segment III:

Coaches do 3 things:

1. Review conclusion: Everything we do is a matter of trust. Humankind needed to create an element of trust that would enable us to work together and build value – that element is money. Money is trust.

2. Facilitate discussion on the following question: (15 minutes)

What gives money its value?
What if everyone decided that money no longer had any value?

3. Watch segment III of video

Segment IV

Coaches do 3 things

1. Review working conclusion: The value of money is based on 2 things:

1. Our willingness to work for money – The productive value backs money.
2. Our beliefs and perceptions make money valuable or not. The value of money actually relates to the individual's perception of money.

2. Facilitate discussion on the following question: (10 minutes)

If money is how we build value and trust in the world, what does it mean if people are taught to believe that money is the root of all evil?

3. Watch segment IV of video:

Segment V:

Coaches do 4 things:

1. Review working conclusion: If people believe that money is the root of all evil it destroys value in the world because people think it is bad or wrong to have it. When you look at the world and all of the things we have inherited from generation to generation, the

reason we have what we have is money. Money is the tribute we pay to everyone who came before us for his or her contribution to making our life what it is. *Money upholds value in the world.*

2. Facilitate discussion on the following concepts: (15 minutes)

Can people hoard money?

What is giving back?

Does having a lot of money change a person?

What does it mean if someone doesn't like or value money?

Does having money change a person?

3. Watch the final segment of the video.

4. Review final concept: Pride of payment – Every dollar you spend represents a portion of your effort. Vanguard identified the concepts of giving and taking with integrity. He taught us that giving and taking with integrity raises our self-esteem. In this case your money is a representation of fair exchange of effort for effort. We recommend that you take this module at least 3 times and begin to think of every dollar you spend as a representation of your effort. We would like you to make a conscious effort to feel good about paying for those things that you determine are worthy of the exchange of your effort.

Money Module Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the **Concepts**?

Do all students understand the difference between faith and trust?

Do all students understand that everything we do is a matter of trust?

Do all students understand the levels of human development: dependence, independence and interdependence?

Do all students understand that in a world without trust the only way to obtain things is through conquest?

Does understanding the above concept lead to an understanding of the need for a currency of exchange as a form of trust?

Do students understand the two things that give money value?

1. People are willing to work for it.
2. People believe that it is valuable.

Do all students understand that the statement, "Money is the root of all evil." Is wrong?

Do all students understand that giving back is a matter of choice not an obligation?

Do all students understand that money is a tribute for services rendered not payment for services to be rendered?

Do all students the necessity of valuing money to provide forward motion of mankind?

Continued on back.

Please list the students you coached through this module today:

Mission

Directions for Coaches:

The following is a set of instructions for you to use in conjunction with the video portions of the Mission module. It is your task to facilitate this session by following the instructions included in these notes and using the "Mission" video. The video includes assignments, which consist of facilitating discussion to expand and integrate the students' understanding of ESP's mission. All assignments and in-depth instructions are included in the notes. Facilitating discussions require coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course without giving the conclusion. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, refer back to the video.

Segment I:

Coaches do 3 things:

1. Watch Segment I of video.

2. Facilitate discussion on the following question:

The mission of ESP is to develop an integrated ethical framework for people to use. This is not a matter of changing people from one ethical system to another it is a matter of developing a system of ethics. We want to teach people how to think not what to think. We believe that there is an ethical system of conduct that is not based on religious beliefs or spiritual principles. This means that these ethics and concepts of good and bad must be independent of any religion, spiritual principles or an after life. Why should this be so?

3. Watch Segment II of the Video.

Segment II

Coaches do 3 things:

1. Review working conclusions and definition:

Conclusion: If ethics are religion dependent there will always be an unethical group as the enemy. This false thinking has caused many wars. It is necessary that we move beyond this embarrassing, petty fighting and join together.

Definition: Cult: Any group that declares others outside of their belief system bad causing a "them and us" attitude and keeps members through direct or indirect fear.

2. Coaches facilitate discussion on the following question:

This set of ethics should handle all information possible in the universe. Often people fear technology and want to limit it because there are people who would abuse it. Instead of reducing knowledge we believe we need to raise the ethics of society. Is this a better solution? Why?

3. Watch Segment III of video.

Segment III:

Coaches do 3 things:

1. Review the following working conclusions and important points:

Working Conclusions:

- To raise ethics is to better us and to better society. This increases value and is good.
- To decrease technology or stop knowledge is the destruction of value and therefore bad. Stopping development is closing our eyes to the truth out of fear, which is counterproductive.

Important points:

- It is one of ESP's goals to remove fear-based activities from the world. When people act from an ethical foundation they are not afraid of the consequences of their actions.
- All human achievements are achievements for everyone on the human team to share and rejoice about. Those who are envy driven must be exposed and educated because any destruction of value in the world hurts everyone on the human team and must be stopped.
- Our society is currently dependent and needs to move to a state of interdependence to advance. The subtle difference between these two states is intent. Phrases like, "giving back" and "social obligation" are tools of enslavement used against us because they obligate through deceptive means. This intent lowers us from the highest state of interdependence to the lowest state of dependent slavery.
- Obligation is the force that must be eliminated. If society and community are created by force what you create may look like a community but it will be slavery.

2. Coaches facilitate discussion on the following assignment:

Find 3 situations where obligation, or guilt, or coercion is used to force giving and community. Explain how this force would be removed to create interdependence.

3. Watch Segment IV of video.

Segment IV Integration:

Coaches do 3 things:

1. Review working conclusions and definitions:

Working Conclusion:

Human civilization has had rises and falls for centuries. With current technology it is our belief that we will not be able to withstand the next fall. By understanding the historical reason behind this tendency we can change it. *This is the ultimate cause because all other causes depend on our existence.*

ESP's hypothesis: Business and entrepreneurial spirit were human inventions and noble achievements but to Shifters the very thing that made them exceptional hurt them in their gut. Because shifters cheat they win any game they play. Their guts work like Geiger counters bringing them to the noblest pursuits, in this case business and because they cheat, they climb to the top of the game and destroy it. They cheat their way to the top of organizations and they destroy noble human achievements.

The three types of thinking:

Organic thinking observes what exists but draws no conclusions. There is no abstraction.

Logical thinking allows for abstraction, planning and strategies. People were able to live in closer proximity to each other and many problems that were fatal to an organically thinking society were solved. Logical thinking believes that the whole is equal to the sum of the parts.

Systems or integrated thinking acknowledges that the whole is more than the sum total of their parts. The final picture it paints is known as an *emergent property*.

Example: Community is more than the people, their lives or how they interrelate. Logic says if you force the elements together it will be, as it needs to be. This limited form of thinking leads to slavery.

2. Coaches lead discussion on the following points:

ESP seeks to integrate people giving them a consistent matrix of understanding. Why is this better than any other system?

Come up with 3 systems where the whole is greater than the sum of the parts.

How is integration different than replacing one belief with another?

Why is integration always ethical?

We can find disintegration in our societies belief systems by examining things that are not politically correct to discuss openly. Example: Taxation

In a free society we should be able to speak about anything we want openly and not be punished. What is wrong with not paying taxes and who benefits from this restriction?

3. Watch Segment V of Video:

Segment V

Coaches review working conclusion and facilitate a final open discussion.

Conclusions:

- **Giving people more accurate information allows for the formation of an integrated belief system.** It is not merely substituting one belief for another and therefore it is always ethical.
- **In a free society we should be able to think and rationally discuss any topic.** If we cannot we must examine those subjects that are not politically correct to discuss in public and ask ourselves. "Who benefits from this lack of freedom?" We should demand freedom.
- **If we were all producers there would be an ever growing surplus in the world and everyone's standard of living would skyrocket.**
- **Vanguard estimates if everyone were honest, we would only have to work an average of 4 hours per week to maintain our current lifestyle.** Notice all of the things we do to safeguard against dishonesty and non-production!
- **Value:** It is ESP's mission to educate people to understand value and that every time anyone destroys value on any level, it destroys value for our whole civilization. People need to know that building value is the mission of the human-team.
- **Supporting Ethical business practice:** Another part of our mission is have the resources of the world controlled by value-oriented ethical people. As a group we should pool our resources together so that we can bring about this change. One of the things we strive to do is to build an ESP buying coalition. We will call it the Ethical Coalition and every dollar that we can spend through this membership and our ESP vendor system will allow us to keep and build value, making our group and its mission stronger. When non-shifter, ethical people control the value of the world and all people understand these principles, the world will forever be freed from the human-team's past cycle of destruction.
- **We need to examine our values.** Notice what people in our culture are willing to spend their money on. This is a representation of what we value.

Mission Check List: - For Coaches Only

Coaches should place a check mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the concept of ethics?

Do all students understand the need for ethics to be independent from religion and spirituality?

Did all students understand the reasons for raising ethics as opposed to lowering technology?

Do all students understand what the subtle difference between dependence and interdependence?

Do all students understand the concept of slavery?

Do all students understand the concept of obligation and how it is used against us?

Do all students understand the historical implications of the pattern of civilization and its rises and falls?

Do all students understand how shifter strategy has destroyed value and could ultimately destroy our current civilization?

Do all students understand the concept of value destruction?

Do all students understand the ultimate cause?

Do students understand logical thinking as opposed to systems or integrated thinking?

Do all students understand why integrated thinking is superior to logical thinking?

Do all students understand why we are here, humankind's mission and the mission of the school?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Student Self Report: Mission

Student Name: _____ **Today's Date:** _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each skill and concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Skills/Concepts Presented:

Mastery

Rating:

2. Developing an ethical framework
3. Raising ethics as opposed to lowering technology
4. Dependence vs. Interdependence
5. Concept of Slavery
6. Concept of obligation
7. The ultimate cause
8. Shifter strategy
9. Logical thinking
10. Integrated/Systems thinking
11. Understanding of the mission

If there are concepts that you have not fully integrated in this module it is strongly suggested that you retake it at your leisure until you have. Remember: It is recommended that you take each of the modules a minimum of three times in order. You are never penalized for taking a Module again in fact we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, the demonstration of your understanding of concepts will greatly benefit the class. When retaking the module, it is better not to go back over your notes but rather re-experience the process to aid in integration. In addition, it is useful for students taking the module for the first time to allow them to explore their ideas and beliefs before giving them the answers, this helps in their learning process. Additionally, it will help you to master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Personal Inventory and Value Trading

Do you know what you do that makes you valuable in business? Do you know how to increase your value making you more successful? What if there was a way to tie your income to your production instead of time? Would it be useful for you to know what specifically makes you valuable, how to increase that value and your income? This module can change the way you think about yourself, your personal value, wealth and success.

Purpose: To integrate student's perception about value, wealth and success. Students will learn to identify the key elements of being successful along with a process to evaluate their personal skills, the fair market value of these skills, and how to increase that value for the purpose of creating a complete success plan.

Levels of Value:

Levels 0 & 1 are similar in that they are the lowest levels of functioning in society. These levels are completely reactive in nature. The only choice here is whether or not to do the job. The difference between level 0 and 1 is that the level 1 job is either harder or less desirable.

Levels 2 & 3 are similarly coupled. A level 2 has a certain set of tasks and can choose when to do them. A level 3 has developed a trait or talent, gotten into a situation where he/she can prioritize or learned to do several things at once, or to take responsibility and get authority. In these levels 0 - 3 production is not linked with compensation.

Levels 4 & 5 are the first levels that do not work on a parasitic basis. The quantity and quality of work determine the pay. These levels are results based and there is profit sharing or commission. The level 5 has developed a special skill or talent making them more valuable.

Level 6 is a break point. This level makes tools that others use or teaches people a new skill that increases their value. This level builds value that is used by others. This invention is a natural evolution in society.

Level 7 is not a natural evolution in society. Something is developed that would not have been developed anyway.

Ex: The helicopter. The airplane was invented but the helicopter was not a natural evolution of that invention. (Ex: B&W TV - Color TV - a natural evolution)

Level 8 is a contribution that is retrospective in nature, once it is invented it changes everything. Everything that comes after a level 8 invention is affected by it.

Level 9 is something that creates a whole new industry. A whole new field of human endeavor and thought. Example: The Computer, the discovery of electricity.

Exercise 1:

. Make an inventory of your skills by listing them and assigning value to them. This will take most of the remainder of the session.

To do this do 3 things with two sets of skills.

1. Think of all of the skill you have been paid for.

a. How much were you paid?

b. What level was the skill?

c. What skills can you think of that are related to those you have been paid for but have a higher value in the world than you have been paid in the past?

Example: I have been employed as a 2nd grade teacher, I can teach. If I teach executive training I can be paid 50% more.

1. Think of the skills you have but have not been paid for.

a. How much are they worth on the fair market?

b. What level are the skills?

c. Can you think of related jobs to those skills?

Assignment: Continue to work with this process to increase your market value. Always be sure you know your conditions of satisfaction; what it would take for you to leave or change jobs.

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Student Self Report: Personal Inventory and Value Trading

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their understanding of each concept from 0 to 10: 0 means you do not understand the concept, 5 or 6 means you have a working knowledge of the concept and 10 means you have integrated the concept into your personal philosophy.

Concepts Presented:

Mastery Rating:

1. Definition of Value
2. Definition of Valuable
3. Definition of Success
4. Definition of Wealth
5. What is the objective of the game of success
6. What are the rules of success
7. The values levels
8. Doing a value inventory
9. How to increase your value
10. Conditions of satisfaction

If there are concepts that you have not fully integrated in this practice session it is strongly suggested that you retake the it at your leisure until you have. Remember: We recommend that you repeat each module a minimum of 3 times in order. You are never penalized for taking a Module again, in fact, we encourage it. ESP is structured to allow a person to integrate the concepts presented for success, not just become acquainted with them!

As you retake the modules, your demonstrating your understanding of concepts will greatly benefit the class. Additionally, you will master and integrate the concepts, which will bring you more quickly to your goals.

IMPORTANT NOTE: As with any session, if you are done early,
PRACTICE!

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Coaches Notes:**Personal Inventory and Value Trading**

Do you know what you do that makes you valuable in business? Do you know how to increase your value making you more successful? What if there was a way to tie your income to your production instead of time? Would it be useful for you to know what specifically makes you valuable, how to increase that value and your income? This module can change the way you think about yourself, your personal value, wealth and success.

Purpose: To integrate student's perception about value, wealth and success. Students will learn to identify the key elements of being successful along with a process to evaluate their personal skills, the fair market value of these skills, and how to increase that value for the purpose of creating a complete success plan.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the Personal Inventory and Value Trading video. The video includes assignments, which consist of showing the video at the appropriate times and facilitating questions and discussions to teach students about personal value. All assignments are restated and in-depth instructions are included in the notes. Facilitating discussions utilize your coaching skill to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Segment I:**Coaches do 2 things:**

1. **Facilitate discussion on the following questions:** (10 minutes)

What is wealth?

What is success?

Question to spur thought:

Can one have a lot of money and still be poor? How?

2. **Watch segment I of video.**

Segment II:

Coaches do 3 things:

1. Review working definitions:

Wealth: One's self esteem in a given area or the range of possibilities the person has in that area, it is what is possible. The ability one has to bring one's ideas into form.

Success: Action + Plan (the mode of operation) = Result (success). One cannot be successful without action

2. Facilitate discussion on the following topics

What are the characteristics of a game?

What is the objective of the game of success?

What are the rules of success?

Discussion points:

Are there games where everybody wins?

Are there games where everybody loses?

What does it mean to win at the game of success?

3. Watch Segment II of video.

Segment III:

Coaches do 2 things:

1. Review working concepts:

The objective of the game of success: to win

The rules: Ethics, integrity, and honesty.

Levels of Value:

Levels 0 & 1 are similar in that they are the lowest levels of functioning in society. These levels are completely reactive in nature. The only choice here is whether or not to do the job. The difference between level 0 and 1 is that the level 1 job is either harder or less desirable.

Levels 2 & 3 are similarly coupled. A level 2 has a certain set of tasks and can choose when to do them. A level 3 has developed a trait or talent, gotten into a situation where he/she can prioritize or learned to do several things at once, or to take responsibility and get authority. In these levels 0 - 3 production is not linked with compensation.

Levels 4 & 5 are the first levels that do not work on a parasitic basis. The quantity and quality of work determine the pay. These levels are results based and there is profit sharing or commission. The level 5 has developed a special skill or talent making them more valuable.

Level 6 is a break point. This level makes tools that others use or teaches people a new skill that increases their value. This level builds value that is used by others. This invention is a natural evolution in society.

Level 7 is not a natural evolution in society. Something is developed that would not have been developed anyway.

Ex: The helicopter. The airplane was invented but the helicopter was not a natural evolution of that invention. (Ex: B&W TV – Color TV – a natural evolution)

Level 8 is a contribution that is retrospective in nature, once it is invented it changes everything. Everything that comes after a level 8 invention is affected by it.

Level 9 is something that creates a whole new industry. A whole new field of human endeavor and thought. Example: The Computer, the discovery of electricity.

Working Concept: An individual's skills are like poker chips in a poker game. They are the valuables we bring into the world. We establish a fair market value by understanding the amount of money we will be paid for what we have. It is best to sell our skills to the highest bidder.

2. Facilitate a workshop where students inventory of their skills by listing them and assigning value to them. This will take most of the remainder of the session.

To do this students must do 3 things with two sets of skills.

1. Think of all of the skill you have been paid for.

- a. How much were you paid?
- b. What level was the skill?
- c. What related skills can you think of that have a higher value in the world than you have been paid for them?

2. Think of the skills you have but have not been paid for.

- a. How much are they worth on the fair market?
- b. What level are the skills?
- c. Can you think of related jobs to those skills?

3. Watch segment III of the video

Segment III:

Coaches review assignment and answer any questions.

Assignment: Continue to work with this process to increase your market value.

Always be sure you know your conditions of satisfaction; what it would take for you to leave or change jobs.

Personal Inventory and Value Trading: Module Check List: - **For Coaches Only**

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

Do all students understand the **Concepts**?

Do all students understand the difference between value and valuable?

Do all students understand that wealth is an internal state?

Do all students understand the definition of success?

Do all students understand the Values Levels?

Do all students understand how to increase value by changing levels?

Did all students make a list of skills that they have been paid for?

Did all students rate the value level and fair market value of these skills?

Did all students make a list of all the skills that they have not been paid for?

Were they able to assign a level and a fair market value to each skill?

Do they understand how to increase their value in the world?

Do all students understand the concept of "conditions of satisfaction"?

Do all students know their conditions of satisfaction?

Continued on back.

Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Goal Setting

Goal setting is probably the least understood principle because many of us are already experts in systems that work for a limited number of people. Thus we close our minds whenever we hear of a goal setting system. The following system has a higher success ratio, *but requires more effort and persistence*, than the other systems to which many of us have been exposed.

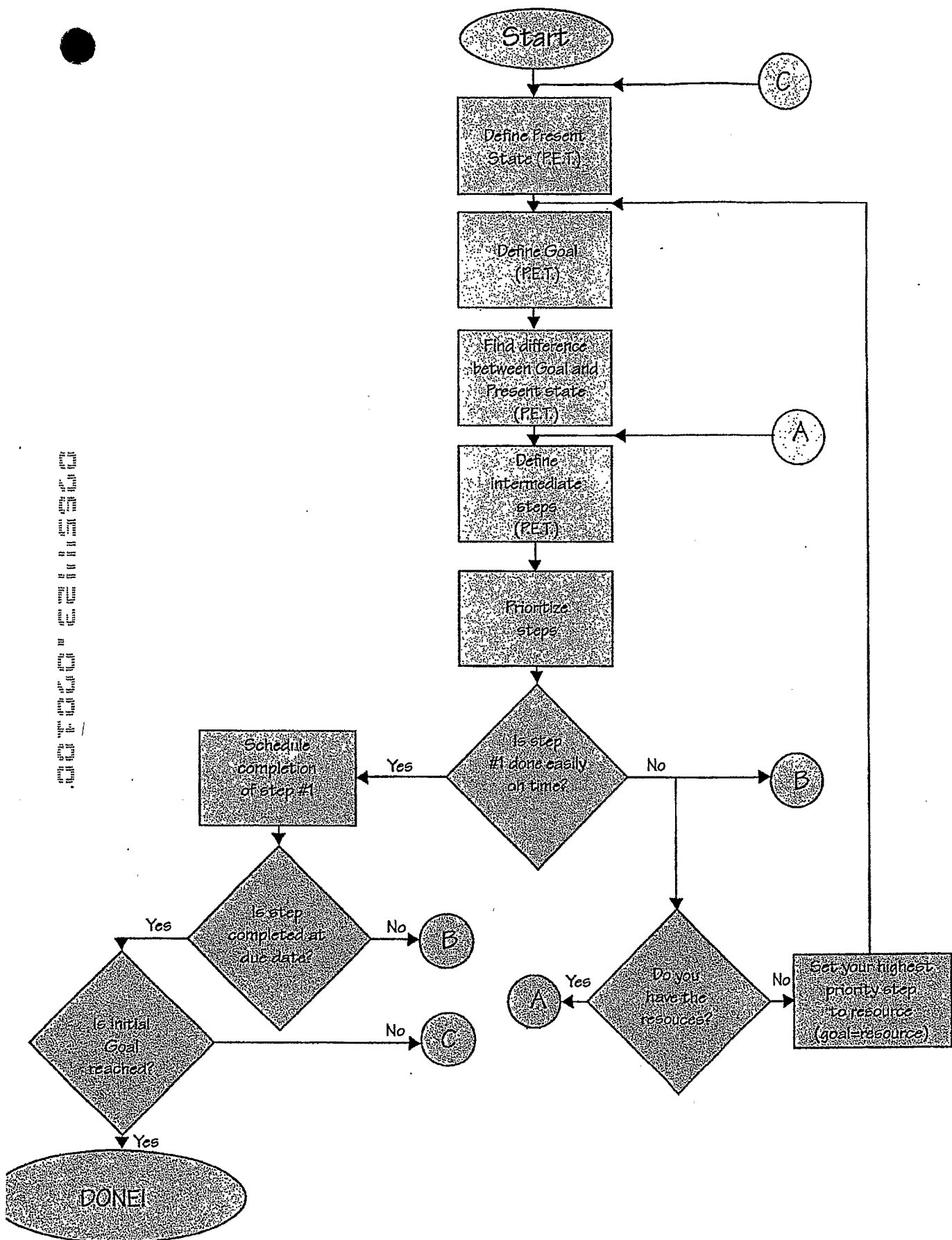
There are 3 beliefs that underlie this system:

1. The path to a goal is normally not easily defined at the onset.
2. One may have to vary the path as one progresses toward a goal.
3. A person should know at any minute what they are doing NOW to complete their goal and when (date and time) this step shall be completed.

Here are the steps used to achieve a goal:

1. Define Present State - Physically, Emotionally, Thoughtwise.
2. Define the Goal and its difference from present state- Physically, Emotionally, Thoughtwise.
3. Define intermediate steps by the following 4 criteria:
 - a. All steps must be stated in positives.
 - b. All steps must be within your control - no luck or reaction required.
 - c. All steps must be prioritized with respect to each other.
 - d. Every step must be attainable if all the steps before it are done.
4. Define the highest priority step that can be done - If the highest priority step is not easily done by a specific calendar date and time, subdivide it and repeat step 3 until your new highest priority step is easily done by a specific time and date. NOTE: At any point you either have all that is needed to do a step or you have come to a step where you need a resource that you do not have. In the first case you just schedule the step, in the second case you must set a goal to get the resource. Sometimes a good way to get a resource is to find someone who has it.
5. Schedule the completion of your highest priority step - Write it in your calendar, at the nearest convenient time (would you devote 1 hour/day to attaining your goals?) ASAP.
6. Repeat process - Once you complete a step (reach the due date) you must immediately repeat steps 1 through 5. This is part of reaching each step.

Goal Achievement



Student Notes:**Time and Lists**

Have you ever had an experience where you were having a really good time, perhaps at a party, and time seemed to just fly by? Did you ever have the opposite happen, where you were really bored and each minute seemed like an eternity? Our perception of time and actual real time are two completely different things.

Have you ever put off doing something that you perceived to be difficult or unpleasant? Often times, people distort unpleasant tasks, making them bigger than life when in actuality they may only require a minimum amount of time and energy to complete. To this extent, our perception of time as well as our understanding of the amount of time it takes to complete our daily activities controls us.

Each of us has our own internal clock that helps us keep track of time. When we are preoccupied or are enjoying something emotionally, our clocks will tend to go faster. On the other hand, things we dread or things that are boring cause our clocks to slow down. This module is designed to familiarize participants with their own internal clocks, teach them how to gage time accurately, and prioritize effectively to obtain maximum effectiveness and productivity.

Purpose:

To teach students a set of skills that will enable them to become more proactive and less reactive in their lives.

Definitions:

Active/Proactive is choosing your actions to move towards a predetermined goal or objective. It's steering the boat rather than just being along for the ride!

Reactive is the pattern of behavior exhibited when one is in a responsive mode, addressing situations as they arise rather than choosing the direction he/she wants to move in. It is being along for the roller coaster ride!

Time Exercise:**You'll need a watch!**

- a. **Projected time.** Choose an activity that you are about to do. Estimate how much time you think this activity will take you to complete - write your estimate down, also write the starting time just before you begin the activity.
- b. **Estimate.** Without looking at a clock, guess how long you think it actually took you to complete the activity. Write your guess down.
- c. **Actual time.** Look at the clock and determine how long it actually took for you to complete the activity, and compare it to your projection and guess.

Conclusion: Using this method of timing your activities will teach you to recognize where your clock is slow, accurate, and fast. Ultimately, no matter how fun or boring things are, it won't matter. Doing this exercise will cause you to become good at estimating all of your activities, making you feel as if you have much more time throughout your day.

Student Work Sheet Lists:

1. List all of things you have to do tomorrow:

2. Working your list: Divide your day, week and life into activities.

This is a 4-step process:

- a. Figure out your job description or what it is that you have to get done.
- b. Divide activities into categories:
Example: Writing activities
Phone activities
Meetings
- c. Figure out what percentage of the time you do each of the your activities.
- d. Schedule time to do all of your activities. Be Sure to - Include an assessment time to figure out how it is all going, and a vision time even if it is only 15 minutes a week to look at your life, your job, your relationships and anything else you might be doing. Ask yourself, "What do I want and how am I going to act to get it?"

3. The Mulcher: Organizing multiple projects at the same time:

- a. Get a project board (preferably a dry erase board)
- b. Write down every project that you would like to work on.
- c. Write down every step from start to finish for each project you are working on.
- d. Code the steps with colors or symbols

Example: All of my phone call activities are labeled with a **P** or in blue.
All of my writing activities are labeled with a **W** or in red.
All meetings are labeled with an **M** or in green.

By keeping track of all of the different types of activities, rather than just individual projects, you will be able to organize and group similar types of activities. Grouping a category such as telephone calls optimizes your time and allows you to work on many projects at the same time.

Student Self Report: Time and Lists

Student Name: _____ Today's Date: _____

Please feel free to take this sheet home for reference.

Students should rate their mastery of each skill/concept from 0 to 10: 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Skill Presented:

Mastery Rating:

1. Definitions

2. Understanding of the internal clock

3. Completion of 3 tasks

4. Understanding of homework

5. Dividing lists into categories

6. Figuring out time percentages

7. The Mulcher

8. How to do a project board

If there are skills that you have not mastered in this module it is strongly suggested that you retake it. Remember: Modules are designed to be taken a minimum of 3 times in order. You are never penalized for taking a Module again in fact, we encourage it. ESP is structured to allow a person to perfect their skills for success, not just become acquainted with them! As you retake the modules, your demonstration of skills you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

1. Be sure to do timing homework at least 3 times a day for a week. Follow the directions on the bottom of page 1 of the student work sheet for Time and Lists. The more you practice the better your internal clock will become.
2. Create a project board and work your lists.

IMPORTANT NOTE: As with any session, if you are done early, PRACTICE!

Coaches Notes:

Time and Lists

Have you ever had an experience where you were having a really good time, perhaps at a party, and time seemed to just fly by? Did you ever have the opposite happen, where you were really bored and each minute seemed like an eternity? Our perception of time and actual real time are two completely different things.

Have you ever put off doing something that you perceived to be difficult or unpleasant? Often times, people distort unpleasant tasks, making them bigger than life when in actuality they may only require a minimum amount of time and energy to complete. To this extent, our perception of time as well as our understanding of the amount of time it takes to complete our daily activities controls us.

Each of us has our own internal clock that helps us keep track of time. When we are preoccupied or are enjoying something emotionally, our clocks will tend to go faster. On the other hand, things we dread or things that are boring cause our clocks to slow down. This module is designed to familiarize participants with their own internal clocks, teach them how to gage time accurately, and prioritize effectively to obtain maximum effectiveness and productivity.

Purpose:

To teach students a set of skills that will enable them to become more proactive and less reactive in their lives.

Definitions:

Active/Proactive is choosing your actions to move towards a predetermined goal or objective. It's steering the boat rather than just being along for the ride!

Reactive is the pattern of behavior exhibited when one is in a responsive mode, addressing situations as they arise rather than choosing the direction he/she wants to move in. It is being along for the roller coaster ride!

Coaching Notes:

Segment I.

Coaches do 4 things:

1. Play segment I of video.

2. Review STAR formula:

STAR is an acronym that stands for: Stop, Think, Act, Respond

Stop: Whenever something comes up – the moment you recognize it and stop

Think: Ask yourself, "What do I want out of this situation?"

Act: Choose an action, relax, lower your voice and figure out what to do or say next, then respond. The difference between acting and responding is once you come up with the best agenda, set yourself up for how you will respond.

Respond: Dealing with the thing that came up.

TAR helps you do a pattern interrupt before you create a problem.

3. Coaches time students while they perform 3 separate tasks:

a. Task 1: Students do moving jumping jacks (as opposed to staying stationary) while being timed by coaches. Students are told to let the coach know when they think 30 seconds has passed. Coaches record how much time has actually passed. Coaches - Do not disclose times!

b. Task 2: Students sit quietly for the amount of time they perceive as 30 seconds, coaches time (students are not to attempt to count in their heads). Students let coaches know when they think 30 seconds has passed. Coaches record how much time actually passed - Again, do not disclose times!

c. Task 3: Students do moving jumping jacks and counting backwards by 3's from 122 while being timed by coaches (coaches can demonstrate). Students again let coaches know when they think 30 seconds has passed. Coaches record how much time has actually passed.

d. Upon completion of these three tasks, coaches disclose the actual times to all students, discuss results.

4. Watch Segment II of Video.

Segment II:

Coaches do X things:

1. Review Time Exercise:

- a. Projected time.** Choose an activity that you are about to do. Estimate how much time you think this activity will take you to complete - write your estimate down, also write the starting time just before you begin the activity.
- b. Estimate.** Without looking at a clock, guess how long you think it actually took you to complete the activity. Write your guess down.
- c. Actual time.** Look at the clock and determine how long it actually took for you to complete the activity, and compare it to your projection and guess.

Conclusion: Using this method of timing your activities will teach you to recognize where your clock is slow, accurate, and fast. When you are preoccupied with something or really enjoying what you are doing emotionally, your clock will tend to go faster. Positive emotions make your clock go faster. Things you dread or things that are boring to you, will make your clock slow down. Ultimately, no matter how fun or boring things are, it won't matter. Doing this exercise will cause you to become good at estimating all of your activities, making you feel as if you have much more time throughout your day.

LISTS:

Segment III:

Coaches do 2 things:

1. **Instruct students to make a list of everything they have to do tomorrow.**
2. **Watch segment III of Video – Lists.**

Segment IV

Coaches do 3 things:

1. **Have students review their lists.** Where are the easy things and where are the harder things? Be sure to get the hardest things out of the way first and the rest of your day will be easy!
2. **Work the lists: Instruct students divide their day, week and life into activities.**
 - 4-step process:**
 - e. Figure out your job description or what it is that you have to get done.
 - f. Divide activities into categories:
Example: Writing activities
 Phone activities
 Meetings
 - g. Figure out what percentage of the time you do each of the your activities.
 - h. Schedule time to do all of your activities. Be Sure to - Include an assessment time to figure out how it is all going, and a vision time even if it is only 15 minutes a week to look at your life, your job, your relationships and anything else you might be doing. Ask yourself, "What do I want and how am I going to act to get it?"

3. Watch the final segment of the video:

Segment V:

Coaches review the conclusion:

1. **The Mulcher:** Organizing multiple projects at the same time:
 - a. Get a project board (preferably a dry erase board)
 - b. Write down every project that you would like to work on.
 - c. Write down every step from start to finish for each project you are working on.
 - d. Code the steps with colors or symbolsExample: All of my phone call activities are labeled with a **P** or in blue.
 All of my writing activities are labeled with a **W** or in red.
 All meetings are labeled with an **M** or in green.

2. **Discussion:** By keeping track of all of the different types of activities, rather than just individual projects, you will be able to organize and group similar types of activities. Grouping a categories such as, telephone calls and appointments optimizes your time and allows you to work on many projects at the same time.

3. **Coaches explain the set up and usefulness of their own project boards.**

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Time and Lists - Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps. The exception to this is where a response, other than "yes" or "no", is required these are denoted by an asterisk "*".

Coach Name: _____ ID# _____

Do all students understand the difference between reactive and proactive?

Did all students perform and time all 3 tasks?

Do all students understand the concepts of actual time and perceived time?

Did all students understand the concepts presented in the video?

Did all students understand how to do timing exercise?

Did all students agree to do the timing exercise at home?

Did all students make a list of all activities they will do tomorrow?

Can all students figure out their job description?

Did all students divide activities into categories?

Could students figure out percentages?

Could students schedule time to do all activities?

Do all students understand all of the steps to creating a project board?

Did all students agree to do homework?

Do all students understand the **Outside Practice?**

Continued on back.

Please list the students you coached through this module today.

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____

Student Notes:

What Is

Why do people dwell on the past? Many people live in the future, creating fantasies about what might happen and projecting it into the future. Why do people do this? Only the present is real. . It is our belief that dealing with reality is best for survival and the only way to be in reality is to be in the present. The more in the present you are the more in reality you will be. How do we keep from being seduced out of the present either into the past or projecting into the future? This practice will teach you how.

Purpose:

To teach participants a method for staying in the present moment.

1. Make 2 lists:

List 1: Write 3 goals that you wanted to achieve by today but didn't.
Write the reason why you did not achieve each one.

Goal #1 _____

I did not achieve this goal because _____

Goal #2 _____

I did not achieve this goal because _____

Goal #3 _____

I did not achieve this goal because _____

List 2: Write 3 situations where you feel negative emotions.
Write the reason why you feel the negative emotion for each one.

Negative emotion #1 _____

I feel this emotion because _____

Negative emotion #2 _____

I feel this emotion because _____

Negative emotion #3 _____

I feel this emotion because _____

Exercise:

You have made 2 lists. 3 Goals you have not achieved and why, and 3 situations in which you feel negative emotions and why. Work with your coach to find a type one state of what is for each. Use the P.E.T. model examining the physical, emotional and thought circumstances without emotional reaction, past reasons or hypothesis about the future. Do not process it into the past or future, just notice it and come up with statements of what is.

Homework:

Practice the state of "What is" as frequently as possible. Staying in the present is extremely useful in terms of your success plan. Remember the best way to stay in "what is" is to stop story telling and stop projecting your fantasies of the future.

Student Self Report, What Is

Student Name: _____ Today's Date _____

Students should rate their mastery of each skill from 0 to 10. 0 means you do not understand the skill, 5 or 6 means you have a working knowledge of the skill and 10 means you have mastered the skill.

Concepts Presented:

Mastery Rating:

1. The process of dwelling on the past
2. The process of projecting into the future
3. The importance of staying in the present.
4. When it is appropriate to go into the past and why
5. Definition of a belief
6. Definition of an assumption
7. Definition of data
8. Definition of opinion
9. Difference between content and process
10. Type 1 "what is"
11. Type 2 "what is"
12. Type 3 "what is"

If there are concepts that you have not mastered or integrated fully, it is strongly suggested that you retake the module at your leisure until you have. Remember: It is our recommendation that you take each practice session in order and 3 times through. We encourage you to take them again and again. ESP is structured to allow a person to perfect their skills for success and integrate concepts not just become acquainted with them!

As you retake the practices, your demonstration of skills and understanding of concepts you have already mastered will greatly benefit the class. Additionally, you will master even more skills, which will bring you more quickly to your goals.

Outside Practice:

Practice being in Type 1 "what is" as often as you can. Being in the present will greatly enhance your ability to gather information and increase your possibility for success.

Coaches Notes:

What Is

Why do people dwell on the past? Many people live in the future, creating fantasies about what might happen and projecting it into the future. Why do people do this? Only the present is real. . It is our belief that dealing with reality is best for survival and the only way to be in reality is to be in the present. The more in the present you are the more in reality you will be. How do we keep from being seduced out of the present either into the past or projecting into the future? This practice will teach you how.

Purpose:

To teach participants a method for staying in the present moment so that they can be more effective in everything they do.

Coaches Instructions:

The following is a set of instructions for you to use in conjunction with the "What Is" video. All assignments are restated and in-depth instructions are included in the notes. You will be tasked to have students write an assignment, show the video at the appropriate times, facilitate questions and topics for discussion to expand and integrate the students' belief structure about how we relate to the past, present and future, and re-define certain concepts. Utilize your coaching skills to help students explore their beliefs and clarify understanding of certain concepts as defined in the video and below. You are tasked to do 3 things while facilitating:

1. Allow students to discuss the questions without leading them; instead encourage them to explore their own thoughts on the subjects to see where they lead. It is our goal to teach people how to think not what to think.
2. Help them to move through a process of exploration by pacing. Listen and keep the discussion on course *without giving the conclusion*. Use your coaching questioning techniques or the sample questions provided to spur thought.
3. Once students have reached a conclusion, follow the instructions and either give the definition or refer back to the video.

Segment 1

Coaches do 2 things:

1. Have students make 2 lists:

- List 1: Write 3 goals that you wanted to achieve by today but didn't.
 Write the reason why you did not achieve each one.
- List 2: Write 3 situations where you feel negative emotions.
 Write the reason why you feel the negative emotion for each one.

2. Watch segment I of the video.

Segment I:

Coaches do 3 things:

1. Review working concept:

The Past: People think that by explaining or rationalizing the past can somehow change the present, if only the past could have been different the present would be something other than what it is. Taking their memories, people make up stories and construct meaning that may or may not be true about what happened, but the truth is that none of this changes the present.

2. Facilitate discussion on the following questions. (10 minutes)

About being late, under what circumstances would you forgive a parent, a friend, your partner or spouse or someone you don't trust? Why?
What would it mean if they didn't have a good enough reason?
Why do we feel compelled to tell stories of the past with regard to the present?
Does it work? If so how?

3. Watch Segment II of video.

Segment II

Coaches do 3 things:

1. Review working concepts:

About the past: Being seduced into the past often sends us into patterns of justification, saying, "If only I knew this, it would have been different." or "I should have, would have or could have." The only reason to go into the past is to gather data to learn with full knowledge that we are in the present, searching our memory banks for data that would be useful to us now. The question to ask is, "**How does any of this information help me now in this second?**" If it does not, it is useless.

With regard to the future: Many people live in the future, creating fantasies about what might happen, reading meaning into everything that occurs and projecting how it will affect us in the future. The more we move into the future or the past the more we move out of reality. Only the present is real.

2. Facilitate discussion on the following questions: (10 minutes)

Why are we compelled to project into the future?
Is it useful? If so how?
Identify 2 times when you projected into the future and told stories about the past.
Do you use past stories or future projection more?

3. Watch segment III of video.

Segment III:

Coaches do 3 things:

1. Review working concepts:

With regard to perception: A stimulus or information comes in from the outside world. As this information hits perception we experience sensation first. Next there is an initial recognition - there is no meaning yet only the actual physical data. At this point we begin to attach meaning to the stimulus based on our beliefs. There is recognition of emotion and physical circumstance, no reasons are supplied and no hypothesis about future implications is made, yet. At this point of perception, there is only what is, as we are totally in the present reality.

The state of "**what is**" can be divided into three separate and distinct types.

Type one cuts off future projection and the past reliving process. It is recognition of all three levels, physical, emotional and thought (P,E,T), one's physical circumstances with no reason supplied and no hypothesis about the future.

Type two "what is" focuses simply on the recognition portion of perception, the actual physical data- where meanings that we attribute to things fall away along with emotions. It is simply recognition of qualities (P, T).

Type three "what is" has no recognition what so ever. It is pure sensation (P).

2. Facilitate discussion on the following questions:

What is a belief? What is an assumption? What is the difference?

What is data? What is opinion? What is the difference?

What is content? What is process? How do they apply to the state of what is?

3. Watch Segment IV of video:

Segment IV:

Coaches do 4 things:

1. Review working definitions:

Beliefs are assumptions that we have accepted as reality. They become axioms of our world. They have a certain rigidity causing an inflexibility in our behavior.

Assumptions are hypotheses about reality. They may or may not be correct, there is a certain flexibility to an assumption that allows for periodic re-evaluation.

Ideally if we could turn all our beliefs into assumptions we would be much more flexible.

Data, like scientific criteria, is measurable it has consistency among many people.

Opinions have an individualized nature to them, they are hypotheses we draw from our own internal data.

Content is data.

Process is what is being done with the data.

The state of "what is" requires you to utilize content as opposed to process. In order to get into the present people must get totally out of blame, totally out of story telling... remember story telling is justification and blame.

2. Coaches facilitate discussion on the following assignment:

Students have made 2 lists. 3 Goals you have not achieved and why, and 3 situations in which you feel negative emotions and why. Work with your coach to find a type one state of what is. Use the P.E.T. model examining the physical, emotional and thought circumstances without emotional reaction, past reasons or hypothesis about the future. Do not process it into the past or future, just notice it and come up with statements of what is.

3. Watch segment V of video.

In conclusion: Staying in the present is extremely useful in terms of our success plans. The best way to stay in "what is" is to stop story telling and stop projecting your fantasies of the future. Instruct Students to practice this as frequently as they can - it will give them a great perspective on themselves and their thought processes.

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"What Is" Module Check List: - For Coaches Only

Coaches should place a check-mark after all appropriately completed steps.

Coach Name: _____ **ID#** _____

1. Do all students understand that explaining or rationalizing the past does not change the present?
2. Did all students discuss under what circumstances they would forgive a parent, a friend, a partner, spouse or someone they don't trust and why?
 - a. What would it mean if they didn't have a good enough reason?
 - b. Why do we feel compelled to tell stories of the past with regard to the present?
 - c. Does it work?
 - d. If so how?
3. Do all students understand that the only reason to go into the past is to gather data to learn with full knowledge that we are in the present, searching our memory banks for data that would be useful to us now?
4. Do all students understand why we are compelled to project into the future?
5. Did they all identify 2 times when you projected into the future and told stories about the past?
6. Do all students understand that The state of **"what is"** can be divided into three separate and distinct types?
7. Do they understand the difference between the three types of "What Is"?
8. Do all students understand the difference between a belief and an assumption?
9. Do all students understand the difference between data and opinion?
10. Do all students understand the difference between content and process and how they apply to the state of "What is"?
11. Did all students do the exercise?
12. Did all students understand and commit to doing the homework?

Continued on back.

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Please list the students you coached through this module today:

Today's Date: _____

1. Student Name: _____ ID# _____

2. Student Name: _____ ID# _____

3. Student Name: _____ ID# _____

4. Student Name: _____ ID# _____

5. Student Name: _____ ID# _____

6. Student Name: _____ ID# _____

7. Student Name: _____ ID# _____

8. Student Name: _____ ID# _____

9. Student Name: _____ ID# _____

10. Student Name: _____ ID# _____

11. Student Name: _____ ID# _____

12. Student Name: _____ ID# _____