

January 8

9:00 AM

Group process: Access Now: set the mood.
Meditation: Future Perfect.
Well-formedness conditions for outcomes.
Deci and Ryan intrinsic motivations.
Appropriate outcomes
Using NOW as an affective window
Amygdalar dominance and the construction of positive futures.
Break Outs: Meditation: Future Perfect.

10:30 to 10 45

Break

10: 45

Questions
The five outcome domains: Family, spirit, intellect, health, employment.
Break outs: Access Now, use future perfect to lay out future outcomes
For each outcome walk through the smart outcome generator.
Homework
Discussion

12:00

Lunch

1:30

Questions
The one-on one sessions
Success criteria
Common problems.
Discussion

2:45 to 3:00

Break

3:00 to 5:00

Resolutions
Refinements
Discussion

5:00

Adjournment

Exercise 6

Setting Goals That Work

Presuppositions Underlying the Exercise:

Setting Goals That Work is a fairly standard NLP model of highly effective strategies for motivation and outcome planning. According to the originators of the model, good decisions follow syntax; much as languages do (Much of NLP is rooted in Chomskian linguistics). According to that model, this exercise represents an operationalization of the syntax of good decision making. In its present incarnation it can serve as a decision evaluator and as a motivation enhancer.

For decisions that are appropriate to the individual and their long-term goals, the technique builds a multilayered, multi-sensory representation of the outcome that, for many, becomes quite irresistible. In those cases where the outcome is inappropriate or ill formed, the participant experiences the outcome as clearly inappropriate.

The fundamental presuppositions are:

- Response systems which are rooted in archetypal structures tend to become compelling (Jung, 1979).
- The Self, as the archetype of wholeness, can become the most potent of motivators. By rooting the exercise in the sense of Self, we create an outcome that resonates with deep levels of individual structure (Hillman, 1994; Jung, 1979; Proffoff, 1959)
- People are more likely to choose behaviors, expend effort and persist in the face of failure if outcomes are tied to a strong sense of self-efficacy; the more grounded the outcome is in the client's experience of competence, the more powerfully motivating it will become (Bandura, 1997).
- Effective hypnotic interventions represent the skillful manipulation of past resources. There is a difference between empty fantasies which have no root in personal experience and unconsciously directed goal-oriented behaviors that are founded on personal potential (Erickson, 1954).

This exercise is rooted in several presuppositions from NLP that are non-intuitive.

- There is a syntax to internal representations that differentiates between well-formed, self-motivating outcomes and ill-formed or inappropriate outcomes.
- That same internal syntax differentiates between motivating outcomes and transformative/generative outcomes.
- Negative outcomes ("I don't want to be X any more") are, by definition, ill-formed.

- Motivation is keyed to control. An outcome that is not under the direct personal control of the participant will not produce appropriate levels of motivation.
- An imagined experience of future success can generate real-world guidelines for attaining a goal.
- Properly imagined outcomes are constructed from present time competencies and serve to enhance the value of those.

More intuitive presuppositions include:

- The more completely an outcome is represented internally as sensory information, the more compelling it becomes.
- The more that representation is integrated into one's life in terms of its impact on current habits, abilities and relationships, the more real and compelling it can.

This exercise requires the participant to visit five separate futures in the realms of spirituality, relationships, intellect, occupation / work and health. It uses the Erickson's Pseudo-Orientation in Time to activate potentials in each of these areas, thereby awakening a deeper sense of Self.

Prochaska hints at the importance of future orientation and its foundational relation to the dynamics of change. He observes (Prochaska, et al., 1994) that the key to movement from *precontemplation* to *contemplation* in the Stages of Change Model is the awareness of a future goal that is personally more valuable than the problem behavior.

An essential component of the exercise is the differentiation between transformative outcomes and simply motivating outcomes.

- An outcome can be made motivating by conforming to the well-formedness constraints listed in the exercise.
- A motivating outcome it will not empower generative transformation unless it is rooted in the deep Self and the personal directions that it defines.
- To be generative, chosen outcomes emerge from the felt sense of the NOW anchor. This ensures that they can carry the individual into the path of transformative motivation.

The basic syntax for a well-formed outcome is as follows:

- It is stated in the positive; what I want.
- It is under my personal control; I can do it.
- It is specifiable in sensory terms; this is what I will see hear feel smell and or taste.
- It is ecologically sound; I have fully considered its impact.

Expected Outcomes

- Participants will select a series of outcomes based upon their experience of the “Now” resource.
- They will gain personal experience in applying the syntax of goal setting that will allow them to use the technique at other times.
- They will understand that the strategy may lead them to abandon inappropriate or ill-formed outcomes or motivate them to pursue appropriate, well-formed outcomes.
- They will have an experience of encountering themselves in a positive future environment.

Instructional Notes

As you present the exercise share with the group how often we have been accused of lacking motivation; how everyone talks about motivation, but no one tells you how to get it.

- Let them know that this exercise is a motivation builder.
- Motivation is not something you have; it is something that you do.
- Motivation is about having positive expectations that are real enough and reasonable enough to make you want them.
- Motivation is always held with regard to specific outcomes it is not a free floating trait.
- The most powerful motivations accord with deeply held personal values.
- Motivation is no longer a gift from heaven but something that each of us can construct for ourselves.

Part of the particular genius of this exercise in its various incarnations is its use of Milton Erickson's Pseudo-Orientation in Time. This technique builds a desired future reality and then, from the perspective of that reality, builds the strategies necessary to reach it.

- Our presupposition is that if we build a goal that is consistent with our inner direction, all of our personal resources will naturally strive to achieve it.
- Since the outcome is a natural extension of who we really are, there are already resources in place that can be assembled to move in the appropriate direction.
- By using the fantasy of experiencing the future, we can creatively assemble the resources in imagination and "remember" how to realize the goal.
- Because we have built a realistic picture of the outcome in imagination, charged it with the positive feelings that we hope to experience through it, and "remembered" steps that have "already" gotten us there, that future can be perceived as familiar, accessible and a reasonable hope (Bandura, 1997; Erickson, 1954).

A certain part of this exercise should be used to explain that the brain is unable to distinguish between imagined and experienced realities.

- Like autogenic training, we are building a reality that our brain can use to practice the reality which we want to attain.
- The more really we represent the goal state, the more fully we can experience it, the more motivating and empowering it will become.
- The power of visualization was illustrated by the Russian Olympic teams who, in the late 1980s, were able to show that visualizing successful performance transformed itself into a significant amount of equivalent training.
- Other research using fMRI to observe the functioning brain has shown that imagined activities and “real” activities are indistinguishable from measures of brain activity. That is, the same neurons fire whether the practice is real or imagined (Iacoboni, Woods, et al., 1999).

The exercise is structured so that the technique can be used for any goal or outcome that the participant can imagine. For the purposes of the program we prefer that you emphasize outcomes that resonate with the NOW state. Explain to the participants that they will be expected to work only with outcomes that emerge from the NOW experience.

- The exercise begins with the elicitation and enhancement of the Now experience. This forms an intuitive direction for choosing an appropriate outcome.
- Instruct the participants to enter the imagined future with no plan in mind. Let the plan or outcome emerge from the experience of NOW.
- For each of the five domains, the crucial datum is what they are doing, not what they have. Possessions are not valid outcomes.
- Use the future perfect meditation to derive a sense of what that person will be experience in each of the five domains. One at a time.
- While in the future state, suggest that the participants use that feeling to guide them to a future which would allow them to feel that way every day.
- Instruct them look around in that future to see the evidences of life that suggest how they are living out that facet of their life.
- For each of the categories, have the participants continue enhancing the state and begin to imagine the goals or outcomes that naturally come to mind and resonate strongly with this state.

After the participants emerge from the NOW state:

- Let the participants write a few examples of future outcomes down on paper.
- When all of the participants have written down several examples, begin to go through the criteria, explaining each and polling the group (or select members) for examples as you go. The participants may follow the exercise on the supplied worksheet.

The first criterion, that the goal must be stated in the positive is not immediately apparent to most people.

We have all set goals that were stated as negatives: "I don't want to smoke." "I don't want to do X any more". The logic of the requirement, however, becomes immediately apparent. How many ways are there to *not* do something? Fundamentally, the possibilities are endless. You can *not* do something by doing anything else. A negative goal does not imply any direction. By contrast, a positive goal states, and states explicitly, a positive direction. "I want to have choices about when and if I smoke." is a very clear statement. It provides direction and focuses the attention. I don't want to smoke any more says nothing about direction.

Furthermore, negation implies that the participant must first create the image of the unwanted action or behavior before attempting to imagine its negation. The famous experiment in this regard reports how one group of students was told to write down every instance of thinking about polar bears in the course of the day. Another group was told to consciously resist thinking about polar bears and to record every instance of thinking about them. Which group recorded more incidents of the target thought? In the same way, a negative outcome focuses attention towards the problem, not towards the solution (Wegner, Schneider, Carter & White, 1979).

The second criterion, the goal must be under your personal control, is a little more obvious.

If my goal or outcome depends upon someone other than myself, it is by definition, invalid. "I want to win the lottery" is an invalid goal. "I want Joey to fall in love with me." is likewise invalid on its face. On the other hand, I may make a valid goal that will qualify me for Joey's attention or even develop a strategy that may enhance my chances of winning the lottery. Thus, "I would like to learn how to attract Joey." is a valid goal.

Implicit in the second criterion is the concept of chunking, or manageability. The old saw asks, "How do you eat a whole watermelon?" The answer, of course, is "One piece at a time." When we think of a task, it is important not to bite off more than we can chew. A crucial element in whether a task is achievable is its size. If a task is too big, it will be abandoned. If the task is too small, it may seem inconsequential and not worth the time. Larger tasks can be broken up into sub goals. Smaller tasks can be chained to reach a larger outcome. In general, each individual has a preferred task size that must be considered (Andreas & Andreas, 1987, 1989; Bandler & Grinder, 1975, 1979; Cade & O'Hanlon, 1993; Dilts, Delozier, Bandler & Grinder, 1980; Dilts, Delozier & Delozier., 2000; Miller & Berg, 1995)

Mihaly Csikszentmihalyi (1990) describes motivation in the flow state as a balance between boredom and frustration. The right task size provides sufficient challenge to make the task interesting. It remains accessible though just out of reach.

The third criterion is sensory specificity. In order to program the brain with a task or outcome, there must be a clear, specific result.

Generalities like love and caring are nice thoughts but unacceptable outcomes. To transform them into acceptable outcomes they must be described in detail. How will you know you have it when you have it? This is a crucial piece of the motivation strategy. If I want to be more loving, then I must know specifically what that means. Will I give more to charity? If so, how much and how often? Does it mean that I will actually listen to my spouse? If so, how will I let them know that I am listening and what evidence will I have that I am doing it? What will I see, hear and feel? What will I be doing? How will they respond? (Bandler & Grinder, 1975, 1979; Dilts, Delozier, Bandler & Grinder, 1980; Dilts Delozier & Delozier, 2000)

Criteria four and five require the participants to imagine the outcome in the context of their life more generally.

Who will it affect? When do I want this? When might I not want this? If I am sick, would it be appropriate? If a loved one is in trouble, how would that modify the plan?

One of the important implications of this exercise is that we are looking to create a real, internal image of the goal state. With each step of the process we are making our picture of where we are going more real and more complete. By the time we have gone through the first three or four criteria, we will know for certain if we want this or if we don't (Andreas & Andreas, 1989; Bandura, 1997; Bodenhamer & Hall, 1988; Cade & O'Hanlon, 1993; Miller & Berg, 1996; Robbins, 1986, Linden & Perutz, 1998).

As the outcome becomes more and more real, it becomes a more powerful motivator. By the time we reach the final stages of this process, we can step into the reality of having it and really experience what it means to us.

As you come to the sixth criterion, encourage the participants to step all of the way into the imagined future.

- Remind them to use their anchoring skills to create the anticipated future.
- Make it bigger and brighter.
- Turn on the sound and notice where the sound is coming from.
- How does it feel to be there and where, specifically, do they experience that feeling?
- Encourage them to imagine that reality with the same kind of comfort that characterizes everyday experience.
- Where is that sense of familiarity located?
- What kinds of tensions accompany this new reality?
- What is their posture?
- What are they wearing?

As they enjoy the present tense reality of their future outcome, have them casually begin to remember just how they got there.

- Let them begin to “remember” significant milestones and tasks on the way to that success.
- Have them begin with the last step that made it possible.
- What was the step before that?
- Get a list of four or five steps.
- Make sure that the steps are expressed in the past tense.
- Encourage the participants to so identify with the future that the imagined past is expressed appropriately in the past tense.
- Demand that **the steps be concrete behaviors or outcomes.**

Fuzzy feelings will not do. Look for specifics. Things like “Call lenders and get rates and terms”... “Begin tonight by spending at least an hour with my children”... “Finish my GED”.... “Enroll in the local community college for this specific program”. These are all possible and appropriately concrete steps.

The concrete nature of the five steps is of crucial importance. Real futures have real antecedents. They have concrete foundations that can be identified as specific actions in the real world.

Research into the impact of imagined movement suggests that while the goal may be identified through the feeling state, future performance is only enhanced by the imagined performance of the process (Pham & Taylor.1999). If the steps are expressed as vague emotional states, demand from the participant how they can express each one in a tangible manner. Have them specify three ways that they will know that they are expressing it appropriately and how it will be connected to the goal.

By working backwards from the solution state, all of the steps become directly associated with the end result. Each one becomes a stepping stone to the larger end and so shares in its meaning and value. Context is crucial in order to maintain momentum. If one loses sight of the larger goal, the intermediate outcomes can become irrelevant.

Behavioral Standards

At the end of the exercise, participants will be able to define well formed goals for the contexts of Spirituality, Relationships, Intellect, Occupation/Vocation and Health. They will be able to describe five or six concrete steps towards achieving them. For the purposes of this exercise each goal should reflect some new behavior that will enrich or transform their experience of life.

Trance / Meditation

The Future Perfect meditation is used with this exercise.

Exercise 6

Setting Goals That Work

One of the important aims of the program is to create a goal that resonates with your deep sense of who you are and what it is that you are becoming. In the last exercises we added a connection to your past to give some depth and direction to NOW. By this point you will be experiencing yourself, not only as centered, controlled and feeling good, but also as someone who has a future. Your life has meaning, your life has direction. There is a future that awaits you.

There are several ways to describe this path. Biologists might call it a developmental pathway or chreode. Spiritual and religious people might think of it in terms of a calling. Secularists might just like to think of it as the call of your biology to the ecological niche for which you are best suited. In general, we like to think of this exercise as a kick-start on your way to finding the place in the world that is best for you. Joseph Campbell called it “bliss” and advised his students to “Follow your bliss.”

In terms of occupation, I usually ask people: What job or role in life can you imagine that would make every day sing? What would you pay somebody to let you do all day, every day?

This is a multi-dimensional exercise. As we present it here, with its focus on several areas of life rooted in NOW, it provides a realistic means for creating a motivating and empowering vision of an attainable future. Because it is rooted in NOW, the future that you build will be one that is close to your heart. But the exercise can also be used (starting with step one) as a means for testing the value and enhancing the motivational properties of any outcome or goal.

The exercise begins with the felt experience of a future rooted in NOW. It gradually awakens the details of that experience in very concrete terms—what you are doing. Once the vision is created, it goes through the process of clarification using the numbered steps. Much like the techniques in Exercise One, each step adds another layer of sensory and emotional experience so that the future becomes more and more real. The image becomes

so real that it becomes very clear whether you want it or not. If you want it the last steps are designed to help you get there.

Instructions

Begin by firing off your resource state (NOW) and create an inner experience (one at a time) for each of the following categories. Do this by floating out into the future or by opening a window in your imagination and stepping out into the future.

As you perform the exercise, don't go to the future with a plan in mind. Let the plan or outcome emerge from the experience of NOW. In each category, experience what you are doing, not what you have.

1) Spiritual life. When you get in touch with who you really are, what kind of spiritual aspirations do you have? Who would you emulate? What would you do differently? How would you feel? How does this relate to or emerge from the resource state? Use NOW to experience your spiritual life in the future. As you enhance the state, become more and more aware of what is different, what you are doing, and how it feels in the future. Make sure to take note of what you are doing and how it is different.

2) Relationships. When you fire off your resource state and think about your future relationships, what will you be doing differently? What will have changed in the way you respond to others and they, in turn, respond to you. What will you be doing differently and how will you feel?

3) Intellectual life. Fire off your resource state and think about how you use your brain and your mental capacities. How are you using them differently? What will you be doing more? What will you be doing less? What challenges you and how do you enjoy it? What is your next level of educational need? How do you feel?

4) Occupation/work life. Fire off your resource state and ask yourself what you must do (or do more frequently) that will allow you to feel this way more often. Do you have a different job? Have you started a new career direction? Do you work less? Have you

started a hobby? What is different? What are you doing in this future and how does it make you feel?

5) Health. Fire off your resource state and ask yourself what you must do (or do more frequently) that will allow you to feel this way more often. Have you changed jobs? Have you changed eating or exercise patterns? Do you work less? Take more vacations? What is different? What are you doing in this future and how does it make you feel?

After you have visited these futures, use the following procedures to test and concretize your outcomes.

1. Is it stated in the positive, or can it be stated in the positive?

Think about what you want. A goal has to be stated as a positive thing, something you can hold in your hand or put in a wheelbarrow. I want to get my Associate's Degree is a good goal. You can see yourself at graduation. 'I want more choices about smoking' is a good goal. You can see yourself holding the pack, throwing it away, putting it aside, etc. I want to stop smoking is a non-goal. How do you see **not**-doing something? If you've started with something negative, find a new, positive way to see it or state it.

2. Is it under your personal control?

A proper goal must be under your control. It must be something that you can do: saving money to buy a house or business, getting the training and connections to make a career change, finding new ways to change the way I think or behave. All of these are good goals. These are all things that you could do. If you could find the means and have the motivation, all of these things are choices that would be under your control.

Personal control also includes reasonableness. Is the goal you want realistic, or should it be broken up into sub goals or outcomes?

3. Can you specify three different ways in which you will know that you've gotten it if you get it?

How will you look when you have it? How will you feel? Who will be there? What will you see and feel? The more fully you can imagine getting it, the more powerfully motivated you will be to get it. Use all of your senses. Imagine that you are there and you can see it and feel it and touch it. It is really important in this step to really try to feel and see and hear and taste and smell your success. The more senses you can use the more motivating the goal will become.

If you're thinking about a restaurant business, think about the deed or licenses, hold them in your hand, feel yourself signing the deed, writing the menu, opening the front door on the first day of business. How will it smell? Can you smell the ink on the presses? Can you smell the food cooking in your ovens? Can you feel the handshake from the boss and see his face as you are given the promotion? Can you see your family smiling with pride as you receive your license?

For this step, specify three of these kinds of things that will really let you know when it's yours.

4. Do you want this all the time? Is it appropriate everywhere? Should it be limited to a specific context?

As we make a goal realistic, it is important to realize that it may not be appropriate at all times and places. Where do you want it, where don't you want it? Where would it be in the way?

Part of your job in making an outcome real is to discover if there are places where "I don't want it." If my goal is to start jogging every day, will I expect myself to do it when I'm sick; in the middle of a blizzard? If I'm saving for a house, are there other things that might come up that may cause me to slow my pace? If I'm working on a degree, must I become a study-holic or are there times and places where I will not want to be locked down with my books. If I'm looking for a raise, will I still want it if the boss demands sexual favors or if I discover that he is breaking the law? If I'm buying a house or car and there is a question about its operability or title, will I still want it?

What are the problems that limit your goal? Use these to make it more real and specific.

5. What will it change in your life and in the lives of the people around you?

Real goals have real consequences. When you are sober, you will have new friends and new relationships. How will this work for you? Who will support you? Who will resist you? What will it cost in terms of relationships? What will it get you? Are you willing to take the chance? What will you gain in terms of new opportunities?

When you enter a new business or a new neighborhood, there are also changes in your life. How many hours will you have to work now? How many nights, how many weekends? Will you be better or worse off?

By this point, some people discover that the goal that they started with may be inappropriate. If this has happened do you, congratulations, you have made a crucial discovery about yourself and avoided one of life's major pitfalls. Take a few minutes to get centered and focus on that sense of really knowing what it feels like to have made this good decision. You may have even discovered that there is something else that you would really like to do instead. If there is, work through the exercise again using this new outcome.

When you discover that you still want your outcome and that the exercise has made it more appealing than ever, continue with step six.

6. Experience now, in your imagination, how you will look and feel, what you will see and hear when this is a reality.

Use NOW to go back and get the image again. See yourself in bright color. Experience the people around you. Think about how you will feel and how those around you will respond. Step all the way into your own body and experience the future from inside.

What we are accomplishing here is getting in touch with your future self; the self who has already accomplished your goals. It is important to feel and identify with this future you because he or she will show you how to get where you want to be.

Use NOW to fill out the details. With each pump, begin to notice how more and more detail arises into consciousness. Go through all of your senses. Step all the way into it. See it, feel it and hear it from your own perspective. How do you feel having it? How do you hold yourself? Move into that same posture. What do you say to yourself? What do the people around you say?

7. Move backwards from the final realization of the goal to discover the steps that make it possible.

Once you have a real experience of yourself having what you want, take time to get into it. Enjoy it. Feel it and continue to feel it. Then, from that place, where you can see it and feel it and taste it and hear it, look back towards today and find the steps that got you there. Begin with the last step, the finishing touch. Really be there. Ask yourself "What was the last step that I made that put it together?" Take your time. When you've answered that question, ask: "What was the step before that? ... and before that?" Take the time you need to find the steps that got you there. Keep the state, feeling like you've already gotten it. This will guide your mind to the steps that got you there.

Make sure that there is a manageable number of steps and not too many. Ask your unconscious to help you to make the size of the steps just right.

8. List the five steps necessary to get from here to there.

Think about the steps that you just learned from the future you. Break the list into five steps that you can handle. If necessary, the five steps can be five sub goals and you can use the process on each of the sub goals.

Outcome Worksheet

OUTCOME :

1. Is it stated in the positive, or can it be stated in the positive? State it.

2. Is it under your personal control? How?

3. Can you specify three different ways in which you will know that you've gotten it if you get it?
 - A)
 - B)
 - C)

4. Do you want this all the time? Is it appropriate everywhere? Should it be limited to a specific context?

When do you want it?

When don't you want it?

When is it right?

When is it wrong?

5. What will it change in your life and in the lives of the people around you?

Be specific:

6. Experience now, in your imagination, how you will look and feel, what you will see and hear when this is a reality.

Describe what you see and hear and feel. Who is there? What is it like? Be there Now.

7. Move backwards from the final realization of the goal to discover the steps that make it possible. List the steps

8. Enumerate five steps necessary to get from here to there.

1).

2).

3).

4).

5).

References for the exercise

- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. NY: Freeman.
- Bodenhammer, Bobby G, & Hall, L. Michael. (1998). *The User's Manual For the Brain: The Complete Manual for Neuro-Linguistic Programming Practitioner Certification*. Institute of Neuro Semantics.
- Cade, Brian and O'Hanlon, William Hudson. (1993). *A Brief Guide to Brief Therapy*. NY: W.W. Norton.
- Csikszentmihalyi, Mihaly. (1990). *Flow: The Psychology of Optimal Experience*. NY: Harper and Row.
- Damasio, A. R. (1999). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. New York: Harcourt.
- Dilts, Robert; Delozier, Judith, A.; Delozier, Judith. (2000). *Encyclopedia of Systemic Neuro-Linguistic Programming and NLP New Coding*. Scotts Valley, CA: NLP University Press.
- Erickson, M. H. (1954). "Pseudo-Orientation in Time as an Hypno-therapeutic Procedure." *Journal of Clinical Experimental Hypnosis*, 2 261-283. In Milton Erickson and E. L. Rossi (Ed.) *The Collected Papers of Milton H. Erickson on Hypnosis: Vol. IV. Innovative Hypnotherapy*. NY: Irvington. 1980.
- Gray, Richard M. (1997a) "Ericksonian Approaches to the Ego-Self Axis: Establishing Futurity and a Sense of Self in Addictive Clients" Seminar: *Innovative Approaches to the Treatment of Substance Abuse for the Twenty First Century*. St. Francis College, Brooklyn, NY. Published on the WWW at <http://www.temperance.com/nlp-addict/articles.html>
- Gray, Richard M. (2001). "Addictions and the Self: A Self-Enhancement Model for Drug Treatment in the Criminal Justice System." *The Journal of Social Work Practice in the Addictions*, vol.2, no. 1.
- Gray, Richard M. (2002). "The Brooklyn Program: Innovative Approaches to Substance Abuse Treatment." *Federal Probation Quarterly*. vol. 66, no.3. December 2002.
- Iacoboni M., Woods, R. P., Brass, M., et al. (1999). "Cortical mechanisms of human imitation." *Science*. 286: 2526-2528. Reported at
- Laski, Marghanita. (1961). *Ecstasy in Secular and Religious Experiences*. New York: Jeremy Tarcher.
- Linden, Anne and Perutz, Kathrin. (1998). *Mindworks: NLP Tools for Building a Better Life*. NY: Berkley Publishing Group.
- Miller, Scott D. and Berg, Insoo Kim. (1995). *The Miracle Method: A Radically New Approach to Problem Drinking*. NY: Norton.
- Ostrander, Sheila and Schroeder, Lynn, with Ostrander, Nancy. (1994). *Superlearning 2000*. New York: Delacorte Press.
- Robbins, Anthony. (1986). *Unlimited Power*. New York: Fawcett Columbine.
- Wegner, D. M., Schneider, D. J., Carter, S., & White, T. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology*, 53, 5-13.

Setting Goals that Work is copyright, 1993 by Cunningham and Gray Resources.

Meditations

Future Perfect

Presuppositions underlying the exercise:

We have already noted that many of the techniques used in the program focus on the use of Pseudo-Orientations in Time. This meditation is designed to enhance the present experience of future time. It assumes that the participants have mastered one or more states and that they have practiced some technique for enhancing the states.

The meditation is used to reinforce the experience of positive resources and to employ them as a draw into a believable future. It further provides an opportunity for the participant to experience positive states in contexts outside of the treatment situation and so seeds generalization of the feelings to other contexts.

Instructional Notes

Future Perfect begins with the elicitation of an Anchored state, preferably the NOW state. It makes use of standard enhancements to deepen the state and to move the participant into a desired future. The Facilitator should be mindful of the time it takes the group as a whole to reach state and ask for a signal, a small wave from each participant to indicate where they are before proceeding into the future. Remember that every change is keyed to the enhancement of the Anchored state.

Future Perfect

PLEASE NOTE that the scripts are to be read column by column; each page should be read before proceeding to the next.

To begin with, relax, take a deep breath,
and fire off [one of the resource states that we've been working with.] or [NOW]

Fire it off
and pump it up.
Let it become very intense.

When you've gotten there,
just enjoy it for a while,
Really enjoy it.
Continue to crank it up,
and give me a little wave so I know you're
there.

(Pause while participants access the
state.)

Now, as you pay close attention
to the qualities
of this pleasant resource state,
allow it to
continue to increase
within you.

You may wish to notice
the direction of it's flow
within.

You may wish to notice
the sequence of the onset,
the progression of the state.

Find the center of the state.
Find the very heart of it
and notice,
really notice
how it expands
and grows
and increases from there.
Find yourself wondering
how it would feel
if you allowed it to continue
to increase
for the next 5 days
the same way
it's increasing now.
Let it become twice as strong,
twice as intense.

Begin to notice
how it spreads and flows;
How it expands and grows.
Allow it to expand
through your entire being.
And as you
allow this feeling
to expand
through your entire being;
you can begin to feel yourself

floating up,
up out of your present posture,
up above the room.
As you allow this feeling,
this experience to continue,
to find yourself moving upward,
upward, floating
above the building.
Upward.
Allowing it to
increase and pulsate
to grow and flow
all the way through.
It lifts you up
and you can
see the city
or the town below.
And as you continue
to enjoy this state
ever more intensely,
ever more completely,
you could
perhaps
see your time line,
the line of your life
stretched out below you.
Down there is the past,
way back there
is the day of your birth,
and in the other direction

glowing and shining
full of hope,
see the tomorrows
that you have
yet to know.
And as you allow this feeling
to grow and increase,
to flow and to fill
every part of your being,
you can find yourself drawn
towards one of those futures.
A future
Five years from now
in which
this feeling becomes
the normal aspect
of your life.
And as you pay attention
to the increasing of this feeling,
how it increases and flows
as it glows, and shines
as it sparkles ever more intensely
out of the midst of your being,
you can find yourself drawn
down towards that future
down towards that time line
to a place
Five years from now
that shines
and glows with promise.

A place that attracts you
and reflects back to you
in an ever increasing manner,
the power of this energy.
And as you
allow this feeling
to increase and to spread
through you and your surroundings,
you find yourself settling
into that future.
And paying attention
to this feeling
it begins
to populate that future
with people,
with artifacts,
with all of the things
that let you know
that this is where
you live and
where you work.
That this is the time
and this is the place
where you have accomplished the desires
that you've been seeking.
And this feeling
is the natural feeling
of the life you've created
for yourself.
And allowing that feeling

to increase and resonate
with this place and time,
you begin to see
more and more details,
noticing
where you are sitting
or standing
or lying,
becoming aware
of the clothes you are wearing
of the people who surround you
of the people who support you
who have supported you
all along.
And as you look
at the things around you
the feeling intensifies
and as they gain clarity
you begin to know,
really know
who you really are
and what you do
in this future,
and once again,
who is with you?
And with a certain amount
of familiarity and clarity
of comfort and thankfulness,
you begin to realize
just where you are

and when you are,
and what you've been through
and what you've accomplished.
And as you take the time
the time to remember,
really remember
the steps that you took
that brought you here,
perhaps you can remember
the last thing you did.
The thing that made
all of this possible.
And with a certain sense of familiarity,
of comfortable confidence,
relaxing in a way
that's right
for you,
you can begin to remember
all of the choices
that you made,
the decisions,
the actions
that you took
that made all of this possible.
And as these feelings increase
in familiarity and comfort,
as you begin to recognize
how much effort
you've put into
this well deserved future,

you can, perhaps
remember the steps
that you took concretely,
one at a time,
beginning back there
in the early months
and the first few years
of the 21st century.
And there's a certain pride,
a certain sense of accomplishment
that adds to this
increasingly powerful sense
of who you really are.
As you begin to really remember
the choices and the struggles
the actions and the victories
that brought you to this moment.
And that feeling
that glows and pulsates,
that shines and sparkles,
that increases,
that fills this future with a sense
of incredible pleasure,
can begin
to lift you up
and connect then with now,
and now with then,
bridging between future and present,
the past and the nows
that all come together

in this possible future
perfect place.
And again
floating upward
with ever increasing
senses of pleasure and confidence,
of renewed strength
of this feeling.
You begin to float back
into the present time,
carrying with you
the realization
of all that you are capable of
in such a short time.
And as you find yourself
floating back
into your own body

and into the present time,
you can feel a certain certainty
knowing who you are
and who you are becoming,
and allowing that feeling
to expand and increase
through your entire being
until you feel
much, much better
than you have in a long, long time
knowing the futures that await you
and ready to begin making the choices
that are yours.
You can return to the present
feeling wonderfully well
and ready to begin
NOW.