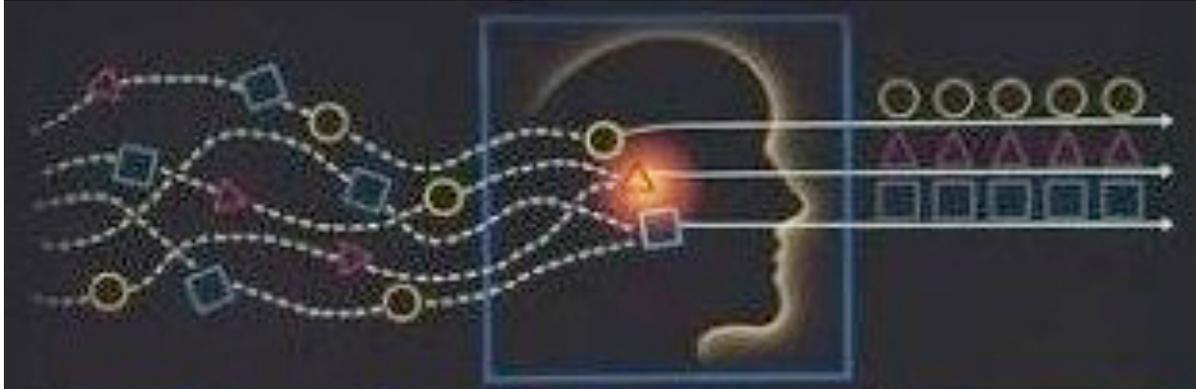


21-DAY GUIDE



THE NEXT STEPS TO CREATING THE PERSON YOU WANT TO BE

INSTRUCTIONS

The best time to complete this portion of the book is *after* you've read all the chapters. This guide builds on the NLP ideas and techniques you've explored throughout the book and applies them in *new* ways. Continuing to play with these ideas and processes will increase your mastery of this breakthrough technology and allow you to integrate them as a way you naturally navigate life.

Even though there are recommended activities for each day, there's no rule that says you can't do more than one a day, as long as you're giving each activity the full attention it deserves. Once you've completed this program, you may want to return to the days that you found most useful or appreciated the most, and repeat them for greater benefit. Or you may want to return to days didn't seem to offer you much; repeating these opportunities might produce different results or reveal something about yourself. You can also simply repeat the entire program from the beginning. Do any of these activities as often as you like, until all of your goals are reached or you feel you've learned everything this book has to offer, whichever comes first.

You can print this guide and write on the hard copy. If you prefer, you can download an interactive version where you can directly input your thoughts. Just go to eg.nlpco.com/21- to select that version.

This guide is adapted, with NLP Comprehensive's generous permission, from NLP: The New Technology of Achievement.

WEEK 1: GOING FOR YOUR GOALS

DAY 1: FINDING YOUR CURRENT COORDINATES

In order to achieve anything, you need to know where you want to go, right? It's *also* critical to know where you are right now so you can plot a course from here to the fulfillment of your dreams.

Almost all of us, probably without ever really thinking about it, have divided our lives into what we like and what we don't like. NLP cofounder Richard Bandler remarked that while we're clear about what we like and don't like, we probably haven't noticed that we can subdivide our likes and dislikes into the *things we like or want, but don't have* – for example, a new car, a vacation or a promotion – and the *things we don't like or don't want and have* – like too many pounds, a quick temper or badly behaved pets.

To begin, consider what you really like about your life. These can be significant achievements – like hitting a home run, receiving your first “A”, or getting an important promotion, and they can also be the simplest of moments – listening to the sound of waves, watching a child sleep, savoring chocolate ice cream. Make your list as long and full as your time allows. To simplify this process, you can use the worksheet on the next two pages or download a version you can input your ideas into, go to: eg.nlpco.com/2-1. For now, just complete column 1, indicating the things you *want and have* in your life.

Now to the more expected question: What do you *have* that you *don't want* in your life? Many of us spend a lot of our lives on this question in one form or another. As you consider this question, feel free to include those extra pounds, troublesome habits, being stuck in traffic, days your boss is a jerk, or whatever it is that “rains on your parade”. Complete column 3 of your worksheet, making this list as long and as full as your time allows.

Now to the NLP question: What do you *want* in your life that you *don't have*? This is the time to write down your “wish list”. Begin anywhere – with your work, home, love life, finances, or whatever. Include your important dreams and also write down at least a few of the everyday dreams, too – like sunny skies, clean sheets, or fresh-brewed coffee. In column 2, write these ideas and make the list as full as your time allows.

The final column is the less-thought-of category: what you *don't want* in your life and you *don't have*. If you're like most people, you probably haven't spent much time mulling over this possibility, so take a few minutes now. There are obvious things like a dreaded disease, crushing debt, a crippled child, chronic pain, the inability to work, etc. There are also many other things that you've never thought of wanting, and you don't want to try them – hang gliding, a prison sentence, a trip to a toxic waste site, etc. Include several of these on your list, too. Capture these ideas in column 4 on the worksheet.

Finding Your Current Coordinates Worksheet

Follow the instructions on the prior page to complete each column below.

1	2	3	4
<u>Want & Have</u>	<u>Want & Don't Have</u>	<u>Don't Want & Have</u>	<u>Don't Want & Don't Have</u>

Take a look at your four lists. Make sure you have at least several items in each column and that each item that you wrote down is real and specific.

Once you've reviewed and refined your completed list, answer the questions provided on the next page.

DAY 1: FINDING YOUR CURRENT COORDINATES – *continued*

Looking at your lists again, notice:

- Which list is the longest and which is shortest.
- Which list was the easiest to create and which was the most difficult.
- Which list feels most familiar and which one is least familiar.

As you look from list to list, are you comparing items of equal importance, or do you find you have “mountains” on one list and “molehills” on another?

Right now, which list currently draws your attention more?

As you look over your answers, how do you feel about them?

Do you like the items on your lists, or do you want to change some of them?

As you go to sleep tonight, let your mind wander over how things are, and how you’d *like* them to be. If anything significant comes up, add it to your list.

DAY 2: DISCOVERING YOUR MOTIVATION DIRECTION AND PRIORITIES

Yesterday you discovered your current coordinates. Today you'll focus on two of the lists you made: what you *Want & Don't Have* and what you *Don't Want & Have*. Which list currently occupies more of your attention? Remember the meta-program that describes a person's motivation direction as *away-from* or *toward* (from Chapters 4 and 6)? The *Want & Don't Have* list is another way of describing a *toward* motivation, while *Don't Want & Have* is another way of describing an *away-from* motivation.

Notice which list is more important to you now. Begin with that list first. Review the items and prioritize them. What do you want to change most? What do you want to change next – after that, and so on? Use any ranking system you like.

After you finish prioritizing your first list, do the same with the second list.

Once you have prioritized both lists, consider which change, if you were to get it would make the *most* difference in your life? It might be one of your top-ranked items, and then again, it might seem at first to be a minor one. For example, how much difference would it make to everything else in your life if you began each day in a good mood? What small, but significant change could you make in your day now that would encourage this – the perfect latte, a healthy breakfast, upbeat music, stimulating conversation, comfortable shoes? Review your priorities again to identify items that seem most likely, once they shift, to produce the *biggest* change. Star or highlight these items.

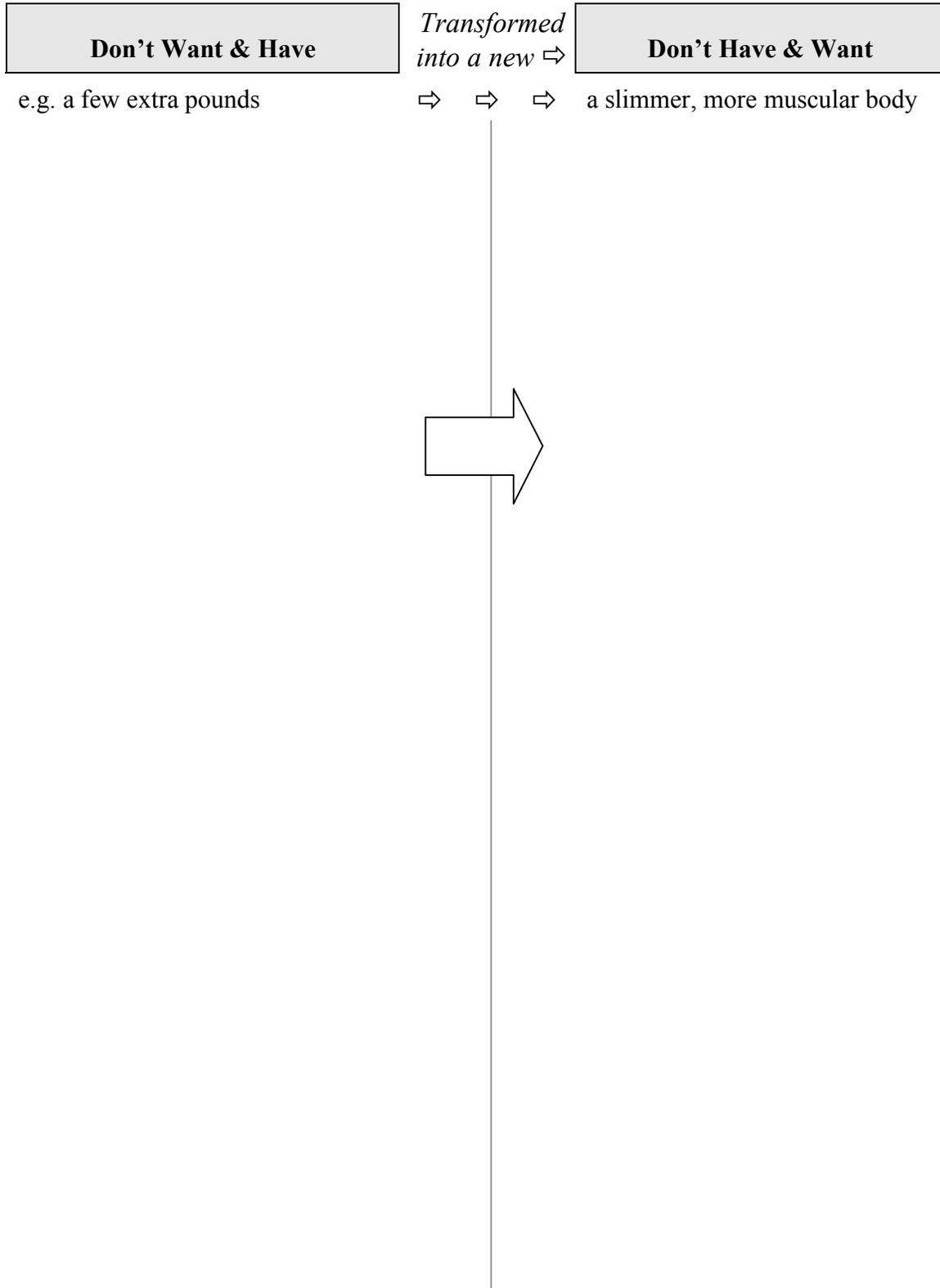
DAY 3: MAKING YOUR DREAMS INTO DREAMS

Look again at your prioritized list for what you *Don't Want & Have*. If this is one of your longer lists, today's activity will be even more important for you. When someone has a well developed *away from* motivation direction, they naturally pay a lot more attention to what they *don't* like and *don't* want. While this can be motivating, they ultimately won't experience much satisfaction. As they get farther away from what they don't like, they get relief and less stress, but not excitement, satisfaction, or achievement. To experience a sense of fulfillment an *away-from* person needs a reorientation of attention. They can tremendously benefit by redirecting attention from what is *not* wanted to what *is* wanted. This activity, using the items you already listed, will help you explore redirecting your attention from what you don't want to what you do want.

Copy items from your newly prioritized *Don't Want & Have* list onto the next page.

Next, take each item you *Don't Want & Have* and think of a positive phrase that means the same thing to you, but is something you *Don't Have & Want*. For example: If you *Don't Want & Have* a few extra pounds, what you probably *Don't Have & Want* is a slimmer, more muscular body. If you *Don't Want & Have* a dead-end job, then you *Don't Have & Want* work with more opportunities. Create a transformation for every *Don't Want and Have* into a new *Don't Have & Want* that is satisfying to you. Write down each transformation for future reference.

Dreads Into Dreams Transformation Worksheet



DAY 4: TURNING YOUR DREAMS AND DESIRES INTO ACHIEVABLE GOALS

Review your *original* list of *Don't Have & Want* and yesterday's new list of *Don't Have & Want*. Compare these two lists and merge them according to your current priorities. You may want to arrange them in their new order. Of course, as new items come into your awareness, feel free to add these to your list.

Now, pick *one* of your top-priority goals, and take it all the way through the Well-Formed Outcome model using the worksheet on the next two pages or downloading a type-into version from eg.nlpco.com/2-1. (If you want to review this model, refer to Chapter 2.)

DAY 5: MAKING YOUR GOALS IRRESISTIBLE

Most of us are drawn to what we find attractive. It fills our attention and directs our decisions and behavior. Now that you have turned your dreams and desires into *achievable* goals, you can make them so compelling that you will naturally be drawn toward them. Remember to *only* use the following steps with goals you've fully taken through the Well-Formed Outcome questions because it's possible to make unwise or impossible goals compelling. (Unrequited love and quixotic dreams are two examples.) There are better uses of your energy and this technology.

Take one high-priority goal from your list and begin by imagining the goal in your mind's eye and seeing yourself having *already* achieved it. If the goal isn't already a movie, have it take the form of a movie now. Increase the size and brightness of these images, adding vivid colors and dimension. Notice the way this intensifies how attracted you feel to the goal. Continue to increase the movie's size, brightness, and color as long as the feelings of attraction are intensifying until they plateau; then hold them there. Add rich, exciting, upbeat music to your movie of the goal. Have the music become surround-sound so it's coming from all directions. Hear strong, supportive, encouraging voices cheering you on to your future. Fully enjoy this mental movie and the associated feelings.

Having done one example *thoroughly* and experienced the effectiveness, you'll easily be able to take any of your other goals through this same process at any time you desire.

DAY 6: CREATING INEVITABLE SUCCESS

Creating inevitable success means setting your brain on the path to achieving your goal in such a way that it's working on your goal all day long – whether you are conscious of it or not. When you've vividly imagined that you have already achieved your goal *and* foreseen a possible path to get there, traveling the actual path becomes much easier.

This is the process of “chunking” down a journey into the actual steps you need to take to get there. To accomplish this, you'll need to imagine going into the future to become the “you” that has *already* achieved your goal.

When you momentarily become the future “you” who has already achieved your goal, you can visit what is now your past and review the actions and decisions that inevitably led to this achievement. As you review the steps you took, you'll notice different resources that helped you along the way.

Then, keeping this path in mind, return the present to plan for your future and take the necessary actions in the present.

Having *thoroughly* completed this process and experienced how effective it is, you'll easily be able to identify the steps and resources you need to achieve an important goal.

DAY 7: APPRECIATING THE REST OF YOUR LIFE

Stephen Covey's book, [The 7 Habits of Highly Effective People](#), identifies the importance of personal renewal – physical, mental, social/emotional, and spiritual renewal. Yet, with ever-increasing reach of technology, the demands of life seem to expand well beyond the available hours in a day. As we juggle and struggle to keep up, many of us move rest and renewal to the bottom of the list. This decision can come at a price – to our wellbeing and to our relationships.

Today's activity is as important as each of the rest of the days in this guide. It builds a foundation for heightened awareness, appreciation and positive action. Looking back to Day 1, you'll see a list entitled, *Have & Want*. These are things that you want in your life that you already have. In the rush to keep up, grow, and achieve, it's often easy to forget the good things in your life and how far you've come.

Take time today to review this list in detail. Really notice what you like about your life. Linger over any items that draw you in. Savor them. If you find that doing this prompts you to call someone, send a note, go sit outside, take a moment in meditation or prayer, or do something so that these items appear more often in your future – great! As you begin to enumerate and appreciate what you *Have & Want*, you may notice that additional things you have and appreciate or enjoy come up. Feel free to include these on your list.

When you have completely reviewed your *Have & Want* list, in your mind's eye look over the previous week or month and notice what you have done with this book and program to improve the quality of your life and yourself. Notice the activities you've completed, what you've learned, and what you've achieved. Consider what you could do for yourself right now to appreciate or celebrate the investment and progress you've made.

WEEK 2: PERSUASIVE COMMUNICATION

DAY 8: FINDING & TRANSMITTING YOUR MISSION

To communicate your life mission is to speak what's in your heart. Men and women who live out their life missions are naturally charismatic. They have a compelling clarity, persuasiveness and commitment that stems from their vision. All communication techniques pale in the face of simple words said by someone who truly believes them.

Before doing today's exercise, it's helpful to have taken at least two of your priority goals completely through the Well-Formed Outcome model. You need to have made these goals into compelling futures by enriching them visually, auditorily and kinesthetically. If you haven't done this yet, make that today's exercise.

Having done that, get each of these important goals in mind simultaneously and ask yourself the following questions.

- What do these goals have in common?
- What themes or elements appear in all or most of them?
- How do these goals express your life's passion?
- How do they express your deepest values and principles?

Write down, draw, or even act out your answers.

Remember, you're in search of your life mission. This is not something you decide, it is something that *emerges from within you*. Take time to explore what deeply motivates what is most important to you. This could easily take more than the time you've allotted to complete today's activity. Begin now and find out what "bubbles up" for you – today, as well as, in the days and weeks to come. Visions emerge from dreams, daydreams, and spontaneous thoughts. Be curious about how you'll discover yours.

Once you have a sense of your mission, share it with someone. Expressing it will help refine your mission and it will serve as an invitation to others. Who might want to participate in your mission or at least cheer you on, if he or she only knew about it?

DAY 9: LISTENING WITH RAPPORT

As you know, listening is key to creating rapport and to understanding. The kind of listening that notices how another sees, hears, feels, and thinks demonstrates intention and invites you into someone else's world.

When someone is *face-to-face* with you, there's an incredible amount of information being communicated: the words, gestures, emotions, and unconscious cues. Although in-person communication is more complete, in today's environment, much of our communication is done by phone, email, or texting.

Today, practice your listening and rapport building skills when you're on the phone. While listening to the other person talk, play with speaking at the same speed or tempo as *they* are. Experiment with using *their* intonation patterns. If their voice is flat, flatten *your* voice. If they are expressive, try speaking more expressively.

Here's something you can do build rapport on the phone or by email. Keep following list of "process" words handy and begin to "feed back" to your callers the same kind of words they use. For more details on communicating in someone's preferred representational channel, refer to Chapter 7.

Generic or

Unspecified Words

Know

Understand

Believe

Notice

Discover

Consider

Communicate

Notice

Visual

See

Look

Watch

Peak

Imagine

Appear

Reveal

Perception

Auditory

Hear

Listen

Tell

Ask

Sounds

In Tune

Tonality

Whisper

Kinesthetic

Feel

Touch

Grasp

Catch On

Contact

Push

Reach

Impression

Words that *imply*...

Visualization

Color

Sparkle

Contrast

Flash

Snapshot

Sound

Dissonance

Crackle

Silence

Orchestrate

Noise

Feelings & Sensations

Weigh In

Curious

Warm

Soft

Impact

DAY 10: THE MAGIC OF PHYSICAL ALIGNMENT

As you know from Chapter 5, 93% of the emotional content of face-to-face communication is non-verbal – so words are only 7% a communication. With every person you meet face-to-face, practice matching his or her body language and gestures. If they move slowly and deliberately, do the same. If they move quickly or gesture a lot, then move more at their rate and add some gestures that are similar to theirs.

For a completely different experience, first mismatch the other person's non-verbal behavior (moving fast when they move slowly, gesturing a lot when they don't gesture at all) and then, after rapport has begun to drop off, re-establish it again by matching their rhythms and gestures.

DAY 11: THE SECRET TO WONDERFUL FEELINGS

Today, make it your secret mission to encourage whomever you meet to feel better. You might compliment them, simply smile, or gently (and appropriately) touch their arm or shoulder. Experiment with different approaches in different situations. Write down your results at the end of the day.

You can also use this approach with yourself.

- What emotion, if you could experience it at least several times every day, would make your life smoother and more wonderful?
- What are three things you could do to encourage this emotion in yourself?
- How will you begin to integrate these three things so you can enjoy your chosen emotion more often?

DAY 12: UNDERSTANDING THE VALUES OF THE HEART

As you know from Day 9's activity, listening is much more than the physical act of hearing. Today, focus your NLP listening skills on noticing, understanding and exploring the heartfelt values of others.

In your interactions, listen for their goals and values. Repeat aloud what you hear about their goals and values to give them an opportunity to confirm or clarify your understanding. Ask them what's important about achieving their goals and values? When you elicit their meta-outcome(s), you're asking for their higher and deeper values, their heartfelt values. Really listen to what they tell you. As you do this, you'll notice there are many different heartfelt values, and all of them are uniquely important to the individuals who hold them.

Because deeply-held values drive people's goals and choices, you may even want to start a file of heartfelt values for the folks you frequently interact with. As you increase your acuity of noticing and understanding values, you're likely to discover that these are important criteria that must be met before a person will completely commit themselves to something. One of the most empowering things you can do is assist the people around you in finding ways to express their heartfelt values. Where people express their hearts and passion they also release their talents.

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Structured space to capture goals and values about additional people
is provided on the next page.

DAY 12: UNDERSTANDING THE VALUES OF THE HEART – *continued*

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

Person's Name: _____

Their Goals: _____

Values: _____

Heartfelt Values: _____

DAY 13: FINDING MOTIVATION AND GIVING DIRECTION

An effective parent, teacher, manager, or other person in authority gives those he or she is responsible for clear and positive goals with measurable evidence of achievement. This way everyone in a partnership, team, or family not only knows what the goals are, they also know how to recognize when these have been achieved.

Successful leaders *also* communicate how the goals and values of the enterprise are in alignment with the goals and heartfelt values of all the individuals who are involved.

Review the previous day's list of goals, values, and heartfelt values. Pick one or two of the individuals from whom you've gathered information about their heartfelt goals and values.

Ask them what the fulfillment of their goals and heartfelt values will do for them – then listen for the motivation direction that's expressed in their answers. What do you notice? Do they want to attain or achieve something – moving ever closer *toward* it, or do they want relief and release in getting *away-from* it? Notice whether they are more interested in solving problems (*away-from* motivation) or pursuing goals (*toward* motivation).

Build on this awareness whenever you're giving instructions or offering guidance; this will allow you to communicate with them in ways *they* will much more readily understand and appreciate. For more details, review Chapter 7.

DAY 14: APPRECIATING THE LOVE IN THE WORLD FOR YOU

On this day of rest, take a few moments to reflect on the people in your life who love and care for you. You've obviously touched their lives in some way.

In your mind's eye, visit each one and imagine what it would be like to *be* this person and then notice what he or she appreciates about *you* most.

Most likely, you'll notice things you've done together and ways you've been "there" for this loved one, so far. You might have in mind some important situations or events you shared.

Also take time to notice the ways your presence – in silence, in jest, in seriousness, and in just being – have also touched this person. When you have given yourself an opportunity to appreciate this first loved one's perspective, do this again with another key person in your life. If time permits, do this appreciation process with *several* loved ones.

When you have done this imagining with at least two loved ones, notice any patterns of appreciation. Are they different than what you expected before this activity? Take a few additional moments and let yourself absorb as much as you can of the acceptance, acknowledgment, appreciation, and affection you've just discovered. If this prompts you to call someone, send a note, take a moment in meditation or prayer, or do something so this experience appears more often in your future – great! Take the actions you're inspired to take and see what happens.

WEEK 3: THE PEAK PERFORMANCE PROGRAM

DAY 15: STEPPING OUT OF LIMITATIONS AND INTO RESOURCES

When many people think of achieving peak performance, they often turn their attention to the obstacles they think are blocking their way. Henry Ford once said, “If you think you can or you think you can’t, you’re right.” It’s true, right? Achieving peak performance has much more to do with how we *think* about our experience than with our actual experience.

To demonstrate this for yourself, begin by noticing how you mentally “code”, the positive and negative memories in your life. Are you associated (into the memories as if they are happening to you now) or are you disassociated (watching yourself on a TV or a movie screen) in your memories? Take enough time to sample *several* memories. You may even want to list them.

Very often, people find they have inadvertently coded many of their negative memories in the associated form and therefore re-experience them, and the negative feelings, strongly at inappropriate times. For example, they may vividly recall relive a social embarrassment as they are about to speak to a group, or they remember earlier rejections as they are about to explore a new relationship.

Now let’s look at the other side. Check to discover if you are associated into your positive and resourceful memories. Too often, people have accidentally coded these in the disassociated form and thereby made their own resources inaccessible to themselves. Both of these memory codes can be changed for the better.

Begin by thinking of a single negative memory that is specific and associated. As you begin to re-experience it, vividly imagine yourself stepping out of it. Now see in that memory at some distance away from you, with a big, black frame around it and thick glass separating what is in the heavy picture frame from what is outside it. Examine the heavily framed picture to confirm that a younger you from that time is truly in that image and that you are outside it. Notice how different the feelings are now?

Take your time and repeat this process with another associated negative memory that you wish to change. If there are quite a few, make a plan to change several of them each day until you’ve shifted them all.

DAY 16: AMPLIFYING WHAT IS EXCELLENT EXCEPTIONAL

One way to achieve excellence is to remove the roadblocks and difficulties on the way to your goals. Another is to amplify the excellence so much that the roadblocks just become little bumps in the road.

Pick an area of your life where you're already excelling. Find a real and specific event, a memory of personal excellence you're pleased to remember – and relive it. As you begin to re-experience it, also begin to *amplify* it. Make it bigger and brighter and more colorful and compelling.

As you enjoy this excellence thoroughly, where would you like to experience it in your near future? Vividly imagine that happening now.

And where would you like to experience this resource in your longer-term future? Take this resource to that future time there and notice how real that excellent future moment feels now.

Continue to place this amplified excellence in your future moments wherever you want or need them.

When you have "spread it around" to your satisfaction, let it go and recall another memory of personal excellence and repeat the process. By amplifying more and more moments of personal excellence and placing them in your future, you will raise the overall quality of your life – as well as the level of your performance – and you're making them a much more likely occurrence. For more details on using sub-modalities and anchoring, refer to Chapter 2.

DAY 17: ACCELERATING YOUR LEARNING

In every endeavor, there are usually new skills to learn. How easily, efficiently and effectively you learn them can make a tremendous difference, right? Two crucial aspects of learning are how to acquire good “form” *from the beginning*, and how to successfully reprogram poor form created by habitual errors.

In Chapter 3, we talked about the study in which college students were asked to shoot basketball free throws after mental rehearsal or actual practice. As you may recall, those that didn't practice at all showed no improvement while the students who *mentally* rehearsed scored within a point of the students who actually got to *physically* practice. This study provided some of the first hard evidence about the power of visualization. Today, athletes in every field – and professionals in other disciplines – practice some kind of visualization to perfect their performance.

NLP also recognizes how mental rehearsal stimulates and reinforces the same neural pathways and micromuscle movements as the *actual* activity. The mind and body are learning, remembering, and developing habits from both kinds of rehearsal. Whether your activity is rock climbing, a job interview or a presentation to a client, you can use this for yourself.

And whenever your performance is extraordinary, you can increase the likelihood of a *repeat* performance by taking a moment to mentally rehearse your excellence. Since you just performed it, the patterns are fresh in your mind and body. Mental rehearsal will re-access these pathways again each time you relive the experience – that day, the next day, and in the weeks to come. Replaying your excellence makes it more and more *your* regular and usual performance pattern.

On the other side, if you've developed a habit that no longer serves you, whether it's an athletic misalignment like a slice, or a useless behavior pattern like performance anxiety, you can eliminate it by "writing over it"!

You can do this by first reviewing your undesirable experience from a disassociated position. In your mental movie, see yourself with your undesired habit. Keeping the beginning of the movie the same, consider how would you like it to turn out differently? Watch the movie again starting from the beginning, only this time, watch yourself with a more useful response. Try several alternatives and pick one you like best. Now step into this new *revised* movie as a real and associated experience. Start at its beginning and vividly experience this new movie as if it's happening to *you* right now all the way through to its new ending.

When you have completed this, you have set yourself on a new track with a new natural response. To strengthen this new pattern, play the updated movie whenever you want.

DAY 18: MAKING THE PEAK A REGULAR PART OF YOUR LIFE

In NLP, we have a saying, "You don't have to be bad to get better." Improvement is always possible. So another way to encourage peak performance is to let your brain know you *want* to go there. Here's how you can use the Swish Pattern to take yourself to ever-higher levels of performance.

To start, recall a specific moment when your performance faltered or you felt yourself on a familiar plateau.

Bring this particular example vividly to your mind's eye, and in the center of it, see a dot. In the dot, there's an image of you having already exceeded your current level of success. You don't know how you did it. You just know you did. When the image moves closer, perhaps you'll see your satisfied smile and a gleam in your eyes which will let you know you accomplished this in alignment with your values and wellbeing.

Now watch as the performance-plateau experience rushes away from you, getting smaller and darker and farther away – until it loses all significance. While at the same time, that dot blossoms toward you, getting bigger and brighter and more real, until you are face-to-face with your exceptional self.

Clear your internal screen and repeat this process from the beginning at least half a dozen times. Notice if the performance plateau image naturally fades away and/or the "exceptional self-image" automatically comes in.

This is just one example of a Swish Pattern. With a little bit of practice, this will become an automatic mental habit. If you'd like to learn more about this pattern, visit www.nlpco.com.

DAY 19: CREATING A BREAKTHROUGH MIND

When the British runner Roger Bannister broke the four-minute mile and the Russian weight lifters broke five hundred pounds, none of them knew they had done it! In both cases, their coaches had conspired to keep them from knowing they were even attempting to break the current record. In interviews after the record-breaking events, these different coaches were quite clear about their reasons for not telling their athletes. And, even these interviews were given *decades* apart, their explanations were quite similar.

These coaches believed their talented athletes could do what had never been done before. They noted that the numerical difference between four minutes and less than four minutes was a hundredth of a second, and the difference between five hundred pounds and more than five hundred pounds was less than an ounce. They were convinced that the limitations were not in their athletes, but in the *meaning* their athletes had attached to these numbers. This proved true in for the runner *and* the weight lifters, for within months of each athlete's breakthrough, several others repeated the achievement – which had previously been thought impossible!

To create any kind of personal performance breakthrough, you need to change your own mental limitations. You may have had a personal experience that led you to conclude that something was not possible – or you may have come to believe it's not possible because others told you so. You may have thought this for so long that you only vaguely remember how and when this came to be true for you.

Begin by thinking of something that you decided years ago wasn't possible for you – it might be getting your dream job, becoming physically fit, finding your soulmate, or quickly and effortlessly mastering something complex – whatever it is to you.

With this limitation in mind, what experience – if you had had it *before* you acquired this belief or made this decision – would have transformed it from impossible to highly probable? Take a moment to create this enabling experience in your mind. It may be similar to something that happened later in your life, or it might be something that never happened to you, but you could imagine it – or perhaps it happened to someone else.

Vividly create this enabling experience using the sub-modalities of a previous peak performance, a time when you really excelled, even if this example is from completely different context. (You can also build on the sub-modalities you discovered in Day 16.)

Once you have created rich and powerful enabling experience, take that back in time with you and imagine it happened *just before* the situation that created your limiting memory. From this point, move ahead from that time – travel ahead with this new enabling memory and as you pass through the limiting memory, notice how having the enabling memory transforms the negative effects of the original limiting memory (and any other ones) into positive ones – all the way through your past into your present!

DAY 19: CREATING A BREAKTHROUGH MIND – *continued*

Now, check to sense if that old limitation is completely gone. If you want to, repeat this last step to *strengthen* your new enabling memory. This new memory will not *guarantee* success, but it does guarantee that the limitations will be in the world, not in your mind.

DAY 20: THE PRACTICE OF LOVING WHAT YOU DO

Even as you transform your negatives, increase your positives, orient yourself to your *best* self, and raise expectations, there's still the need to practice. In Outliers, author Malcolm Gladwell's research revealed that people who really excelled – like the Beatles and Bill Gates – invested over 10,000 hours in mastering their craft! He also pointed out that practice was not just something they *did* to accomplish a particular goal, but was something they were *drawn* to. For them, practicing is part of who they *are*.

Those who excel in any endeavor actually love to practice. Basketball great Magic Johnson has his own full-size basketball court. Larry Bird would find a court wherever he went, spending hours a day there, all through his "off seasons". Rock-and-roll greats Eric Clapton and Bruce Springsteen play their guitars as much when they're off the road as when they are on. Chess masters the world over study and replay famous games. The great American architect Frank Lloyd Wright used to rebuild his own studio almost annually just to try out new ideas. These greats, and others like them, are attracted to practice. They want to find out what they have missed. They want to find out what they might do this time that they have never done before.

You can increase the attractiveness of practice in the important areas of your life with a simple NLP technique. Once you have decided to do something worthwhile, you might as well enjoy doing it, right? Most people do things for the results, yet everyone has a few things they do simply because they enjoy doing them. Find an example of a time when you wanted the results, but getting them was not a lot of fun. A lot of people feel this way about doing their taxes. Identify something that you dislike doing. Then step into a *specific* experience of doing that to discover the sub-modalities associated with it.

Now think of an activity that you do simply because you enjoy it and the end result doesn't really matter. For many people, computer games, sports or even puzzles have this quality. Step into the activity that you enjoy and discover the visual, auditory, and kinesthetic sub-modality distinctions of that experience.

Compare the two memories until you have found the sub-modality distinctions that make the difference between the two experiences. Use the worksheet on the next page to capture these differences. Be sure to identify a number of differences.

Next, associate into the *wanting results* experience – holding the content of its images constant – and transform its sub-modalities into the ones you found in the experience of *enjoying the doing*. Notice the effect this has on your experience. Better, right?

Now associate into the practice of a skill you would very much like to improve and transform its sub-modalities into the ones associated with *enjoying the doing*. The next time you practice that skill, notice how much more compelling and enjoyable it is to do so.

**Worksheet To Increase Enjoyment
Of Practicing & Doing Tasks Or Skills You Want To Improve**

Sub-modalities Of Want the Results	Sub-modalities Of Enjoy The Doing

* * *

DAY 21: IT'S A WONDERFUL LIFE – IF YOU NOTICE

On this day of rest, it's time to appreciate you. You might begin by acknowledging that you've completed all the activities in this guide so far. And we invite you to “zoom out” and notice how others appreciate you.

Each of us has made a difference, in fact, many differences, in the lives of others. Frank Capra's classic movie *It's a Wonderful Life* reminds us all that our lives are deeply interconnected. Even though this movie is shown dozens of times a year, few of us take the time to notice the rich weave of connections that form the tapestry of our life.

So take a few moments now, in your mind's eye, to go into your past and find small as well as significant ways you have affected the world around you in positive ways. Perhaps you helped your siblings with their homework, supported a friend at a crucial juncture, volunteered at a local shelter, or provided information that helped reveal unintended consequences to someone's important project. Identify the times you have touched others' lives with your words or your actions.

Use the worksheet on the next page to make a list of your positive words and/or actions (column 1) and their effects (column 2), even if these effects weren't obvious until years later. Because what we value isn't always what *other* people value, expand your yardstick to include how important you have been to others (as well as what's important to you).

With these experiences as proof of the importance of even your everyday actions, take a few moments to write down specific actions you would like to take in the *future*, actions that will add to the lives of others and the world. As you capture these in column 3, rehearse where you will take these actions and enjoy your participation in the world.

It's A Wonderful Life Worksheet

1 Words Said or Actions Taken	2 Positive Effects On Others' Lives	3 Actions I'll Take In The Future

What you do makes a difference – in your world *and* in the lives of others. Consider what you've learned from this book, and how you be even more conscious and active making good things happen in the weeks, months, and years to come. Keep wishing, wanting, and dreaming. You can begin a new cycle tomorrow.

Today, do something *for yourself* that really delights you. Watch the sunset, smell the flowers, dance to the music, and touch another heart. Keep learning and growing to create the person want to be and the rewarding relationships you want.

Now that you've completed the 21-Day Guide, you may be ready for more information on NLP. If so, follow this link to a list of my favorite books and courses <http://eg.nlpco.com/21-4> or use the QR Code with your phone.



*Congratulations on making this commitment to yourself and your wellbeing.
The work you do to improve yourself also affects your entire world,
and for that, you have our sincere thanks.*

Best wishes for good fortune as you continue your journey.

~ Tom Hoobyar, Tom Dotz and Susan Sanders