

THE BEHAVIOR OPS MANUAL

CHASE HUGHES

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THE MASTERY TEXTBOOK

CHASE HUGHES

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INTRODUCTION

One fateful evening, a simple rejection from a young woman plummeted me down the rabbit hole of body language and the realization that beneath the surface, we are all united by our fragility and hidden suffering. That was when my life's purpose revealed itself: to use this newfound knowledge to prevent further tragedies like the one that killed my friend, Craig Wibberly, in the terrorist attack in 2000 on USS Cole.

Fast forward to a world of classified intelligence briefings, high-stakes interrogations, and clandestine operations where my systems for analyzing, predicting, influencing, and directing human behavior took shape. The power of influence is limitless, and the potential for rapid, and extreme persuasion still astonishes me.

From training intelligence operatives in life-or-death situations to transforming relationships between parents and their children, I discovered the universal power of these techniques.

The Ellipsis Manual, my first book, became a number one bestseller on Amazon, and it shocked me to see how applicable and powerful these techniques are in the civilian world.

As the number one behavior expert in the world, I've devoted my life to sharing my knowledge and developing tools to see almost anyone 'psychologically naked'. This manual contains my life's work, crafted to save you time and deliver these transformative skills in the most accessible way.

As you develop your skills, this manual will become your mentor, coach, reference, and diagnostic tool. Your success is directly linked to your dedication to doing the exercises and your willingness to immerse yourself in the work.

Your ability to influence others is your key to success, and these skills will empower you to read and shape human behavior in ways that most think are utterly impossible. As you train, you'll surpass the understanding of most experts and grasp critical elements they often miss. You'll see why these techniques are called weapons and why the word 'dangerous' is frequently used to describe them.

These methods belong only in the realm of science fiction. Yet here they are, waiting for you to unlock their potential. It's my sincere hope that you'll develop these skills in such a way that your legacy on this planet is deeply remembered.

> I want you to be remembered for your IMPACT not your INFLUENCE.

A NOTE ON ETHICS

Throughout my life, I have devoted myself to creating the Tradecraft System, a powerful instrument with vast potential. Like a scalpel, it has the capacity for both healing and destruction. I fervently hope that you wield this tool with benevolent intent, harnessing its power for the greater good.

As you refine your skills with this system, the magnitude of the positive impact you can make will grow exponentially. Life is not a zero-sum game; your success need not come at the expense of others. Strive to use the techniques this book outlines to uplift those you encounter, leaving them better than when you first crossed paths.

This book will guide you in mastering the world's most potent persuasion techniques, which, when applied effectively, can help you achieve virtually any goal. To attain the expertise you seek, you must first delve deep into the lives of others, perceiving their suffering, sensing their insecurities, and comprehending their fears. This journey may be painful at first, but it will ultimately foster a profound empathy that infuses your reality with such humanity that ethical considerations become second nature.

I cannot stress enough the importance of safeguarding this book and its contents. The influence that an Author wields over human beings is immense, and the risk of unscrupulous or malicious individuals exploiting its power for harm is real. I beseech you to take this responsibility seriously and to use the knowledge you gain to make the world a better place.

DISCLAIMER AND INTERNATIONAL WAIVER OF LIABILITY

The contents of this book offer information on influence and persuasion techniques that possess the potential to be utilized for ethical and unethical purposes. These techniques are presented for informational purposes only, and readers are hereby warned that improper application of these methods may inflict harm upon others and even lead to legal ramifications.

The author expressly disclaims any responsibility for the misuse of the techniques delineated within this book, and the reader assumes all risks associated with their application. The information contained herein is not a substitute for professional advice or treatment; it is strongly advised that the reader consult with a qualified professional prior to attempting to employ any of the techniques.

No representations or warranties, whether express or implied, are made by the author regarding the completeness, accuracy, reliability, suitability, or availability of the information contained in this book. The techniques described do not constitute medical advice, and the author disavows all liability for any direct or indirect damages arising from the use or misuse of said techniques.

In addition, the reader agrees to apply the techniques solely for lawful purposes and to adhere to all relevant laws and regulations within their jurisdiction. The author shall not be held accountable for any violations of such laws or regulations committed by the reader.

This book is intended for use exclusively by individuals of legal age and sound mind. The author bears no responsibility for any misuse of the techniques by minors or individuals lacking sound mental capacity.

By engaging with the contents of this book, the reader acknowledges and accepts the terms of this disclaimer, thereby releasing the author from any liability stemming from the use or misuse of the techniques described herein.

ONE LAST THING

I invented many of the tools you'll use in this book - in fact, just about all of them.

However, I didn't sit in a vacuum while building this system. Hundreds of thousands of hours of research went into this book. I did everything in my power to ensure that every source is cited and referenced so that if you'd like to dig into the research that made so much of these ideas possible, you can.

With this book, you are not just accessing a set of tools, but a rich tapestry of knowledge that has been curated to bring you the very best insights and strategies.

Even with every effort, I am human. If you spot something that needs attention, please let me know. Send me a note at support@chasehughes.com with 'ERROR' in the subject line.

We rise by lifting others.

THE AUTHOR'S CODE OF HONOR

In my weekly live training course called Mastery, the members all agree to a **Code of Honor**. This code of honor is a set of rules and principles for both learning and deploying Tradecraft in the world. When a Mastery member graduates, they are referred to as an Author. In the context of Tradecraft mastery, there are four types of people we commonly refer to, in order to better understand the roles people play in determining the outcome of the world. This code does not judge the moral character or intrinsic good nature of a person, but rather their role within the outcome of humanity.

- **The Character**: This is a background character in a story, many people may forget them, but they are no less important than anyone else. They do not affect the outcome of much outside of their own reality.

- **The Main Character**: This character is more important to the story. They help define what the story means and bring life to the development of the plot. However, their influence is limited to the people immediately around them and their general social group.

- **The Lead Character**: This is what most people think are the leaders in the story. These characters are the core of the story, we care deeply about them, and follow them to the end. Although these people define the outcome of history, they are not masters of their own destiny. The outcome of their influence is still determined by an outside force.

- **The Author**: The Author chooses the outcome and defines the plot of the story. Although often unseen, they are the true architects of reality. An Author, as opposed to a Lead character, is the only one who truly decides the meaning of a story, the development of a plot, and even the decisions of Lead Characters. Most are unaware of the Author's presence as their true nature is often hidden from those around them. They may be secretly acting like the "Lead Character", or even a "The Character" while simultaneously dictating the outcomes in their life, the lives of those around them, and the lives of many people in the world.

Earning the title of Author is no small feat. It's not to be taken lightly, and there's only one word that is fully capitalized in the Code of Honor that follows. You're on track to Authorship, and I want you to be exposed to this Code of Honor as soon as possible in this book so that you can choose to accept it as you move forward, knowing that learning these skills are life-changing, but also a tremendous responsibility.

THE AUTHOR'S CODE OF HONOR

RESPONSIBILITY

I hereby and hereon willfully accept responsibility to use my Tradecraft in a way that a true leader should - to lift others and leave them better than I found them.

ABOVE THE COMMON

I will live my life above the common level. I accept that learning these skills and being in this community requires setting an example of maturity, composure, and care. I will continue, with renewed zeal, my hatred for hypocrisy.

STEWARDSHIP

I will assume full responsibility for the techniques entrusted to my care and protect them to the best of my ability.

GROWTH

I commit to personal growth, and I will continue to enhance the standards that I set for myself.

LEADERSHIP

My endeavor to live my life as an example will never cease. I will make every effort possible to become a role model, regardless of who's present to observe my actions.

CONDUCT

My conduct as an Author is paramount, and as a carrier of the title of Author, I will carry myself in such a way to bring credit to my reputation, and to my fellow Authors. The source of my confidence is my intent to do good in the world.

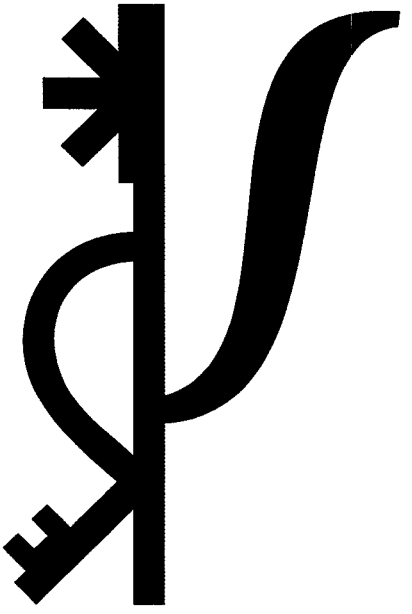
THE AUTHOR'S SEAL

I will wear the Author's Seal in a way that brings credit to Mastery, and the Tradecraft. I understand that wearing this seal means I take on a ***burden*** *of living a different life.*

I live above the common level of life.

I am an Author.

THE OFFICIAL AUTHOR'S SEAL



The left side of the seal is the Greek symbol for Parthenope. Parthenope was one of the Sirens in Greek mythology. Sirens had a woman's body, and a mermaid-like tail. Their voices, when heard, were irresistible, and *no one* could resist their call. They are commonly described as both beautiful and dangerous. The leg or tail of the symbol has been modified to contain elements of a master skeleton key, symbolizing our desire to master the elements of persuasion so that it unlocks any door.

The right side of the Author's Seal is that of the Greek symbol for psychology. The Greek symbol psi (Ψ) is used to represent psychology because it is the initial letter of the word "psyche." The word "psyche" comes from the Greek word which means "soul" or "life."

The Author's Seal represents the possession of limitless powers of influence with the symbol of the Siren on the left, and the possession of life and soul on the right, with the symbol for psychology.

Earning the Author's Seal means that you have worked to build your skills to a point where they are dangerous and have developed yourself to a point where the skills are a benefit to the lives of others.

THE TIME/DISTANCE PROBLEM OF INFLUENCE

The Time-Distance Problem represents the single issue I've spent my life attempting to overcome.

When a person falsely confesses to a murder, the average length of that interrogation is about sixteen hours. That's a very long time. Most people can be talked into almost anything if they are kept in a situation long enough.

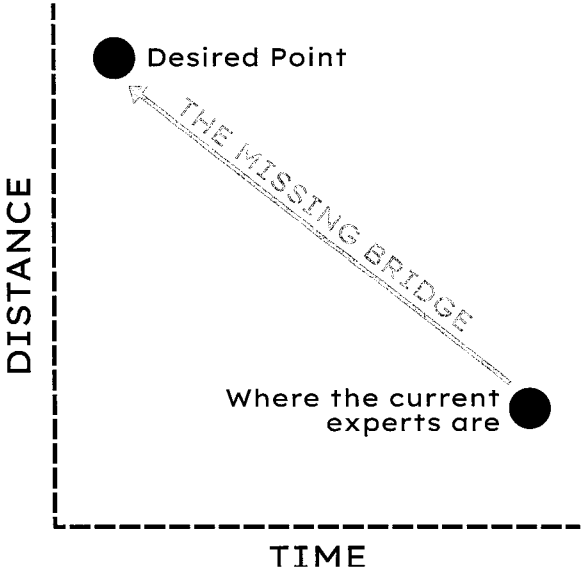
I have spent my life solving this critical issue with persuasion - the time-distance problem. In the graphic that follows, you'll see the glaring reality of the current level of knowledge in influence and persuasion training and why this issue needed solving. The problem was that the current available skills being taught were elementary, at best. New skills had to be created to cross what I call the time-distance problem.

The Time-Distance Problem:

How can I get someone to deviate from their normal behavior to an extreme degree in a short amount of time? What are the skills or techniques that bridge the gap from small changes in behavior over a long period of time, to large changes in behavior over a very short period of time?

THE TIME/DISTANCE PROBLEM

In the graph below, 'distance' represents how far from their normal behavior a person can be made to perform or act, whereas 'time' represents how long it would take to get the person to that point.



The knowledge that 'experts' have is profoundly lacking - they can't move the red dot very far upward without also moving it way off to the right on the timeline. In other words, the serious problem is that they may get higher level results with persuasion, but it takes forever, and still doesn't move very far upward.

The gray line on the graph is what I call the missing bridge (represented as the arrow connecting the dots from red to green). It symbolizes the giant gap in skills and techniques alike.

The training I needed to develop required that I get an operative from that red circle to the green circle. I *had to* find a way to bridge that gap.

Distance: The vertical axis represents how far a person's behavior can be influenced measured from their 'normal' behavior.

Time: The horizontal axis represents how long it will take to cause this change to happen.

When we talk about 'distance' we can assume there are degrees of deviation from normal behavior. At the lowest part of the line, you might be able to talk someone into going to a restaurant they have never been to. This, effectively, made a behavior occur that would otherwise not have occurred. Moving midway up the Distance axis, a person may be talked into buying a car that they can't afford. Moving further up the distance axis, a person may be persuaded to join a cult or commit a small crime. At the very top of the Distance Line is where extreme behavioral deviations occur. This is where my experience lies. My training was initially designed to talk foreign nationals into committing treason and facing the consequences of being caught. This line refers to both extremes - both good and bad - which means that it could refer to a negative behavior such as robbing a bank or committing murder, but it also could refer to an extremely positive behavior, such as stopping self-destructive actions or thoughts. It also illustrates that 'extreme' persuasion can be made to do good as well as harm. Bridging the time-distance gap requires a tool - these skills. Like any tool, it can be weaponized or used for good. A scalpel can take as many lives as it can save. The intent is what makes a tool 'ethical'.

But here's the issue...

People can be talked into much higher levels on the Distance Line. The question is, 'How long will it take?"

In the training I developed, my goal was to get an operative to that green circle—a major change in behavior in a short period of time. I had to find a way to bridge the gap from the red circle (where modern experts are), to the green circle (where less than 1% of people are).

I discovered that this gap existed due to a lack of skill. There was plenty of academic knowledge out there, but that didn't translate to real world skills. Some individuals operated at the red dot, and only very highly skilled individuals operated closer to the green dot.

My next step was to ask two key questions:

1. What are these skills?
2. Why haven't I been able to find them?

Even after decades of research, and with a high government security clearance, I couldn't pinpoint these mysterious skills. Countless taxpayer dollars were spent flying in experts and consulting with professors, salespeople, authors, and gurus. After all my efforts, I compiled hollow information that was anecdotal at worst, and slightly beneficial in the real world at best.

In 2002, I learned a technique called 'crossfade' that involved using intentionally confusing language, a dash of hypnosis techniques and speaking in an unusual way. I tried this method immediately and watched as the person I was speaking to morphed into what I can only describe as a blank slate. After a short conversation, often no more than 10 minutes, I found myself in a position where I was able to change a person's behavior dramatically. The technique was powerful, and as you'll learn it in this manual, it also led me to the biggest discovery of my life.

While everyone around me seemed to view persuasion and influence as a lock pick; having to jiggle something around in a lock and hope for the best, I found the master key. The one thing that led to the development of the Behavior Tradecraft system - the 'admin password' to the human brain - is something I call The Hierarchy of Influence. We will dive deeper into this very soon.

In the end, the true measure of skill and success comes down to our ability to persuade and influence human beings. Whether you're a CEO, a salesperson, a therapist, an interrogator, or a parent, skills that help us relate to other humans are the bridge to true success.

WHAT IS INFLUENCE?

In this text, we will define influence as communication or behavior performed by one person that causes another person to think or take actions they would not have otherwise taken.

When we use influence, we leverage a person's neurology and psychology simultaneously to create electrical and chemical reactions. The measure of how effective that influence is comes down to a person's ability to direct and choreograph the movement of that electricity, and the symphony of those brain chemicals.

WHY IS THIS SO IMPORTANT?

Almost all success can be traced back to someone's ability to understand, read, interpret, and direct human behavior. From politicians and CEOs to psychologists and drill sergeants, the level of success comes down to skills that affect human behavior.

WHAT CAN IT REALLY DO?

These skills can be used to do almost anything. There's no limit that I have discovered as to what these skills can help achieve. From the mundane to the monumental, a person can be made to vary their behavior in ways that are slight modifications or drastic changes. Anything is possible.

SECTION 01: THE PILLARS OF HUMAN INFLUENCE

THE PEOPLE IN THIS WORLD who determine the outcomes are the people with the greatest skills in understanding, reading, and guiding human behavior - there are little to no exceptions.

Somewhere in the world, an innocent person is confessing to a crime they did not commit, an intelligent man is joining a cult, a bankrupt woman is buying something she doesn't want, and a professional—perhaps a therapist—is using covert techniques to stop a patient from serious self-harm.

These are all examples of influence at play. The more skill you have in influence, the more power you have to shape the world around you. Use these tools wisely and treat them with immense respect.

How does influence work?

Coming up, we'll uncover the foundational reasons why influence works, and go through several models that reveal the innerworkings of influence. You will understand influence deeper than a psychologist and with more clarity than a leading sales professional. The Pillars of Influence will offer new insights, and you will learn facets of influence that most experts completely miss.

This section is intended to be a go-to reference to come back to as you progress further through the book.

THE THIRTEEN LAWS OF INFLUENCE

The Thirteen Laws of Influence are the immutable laws of influence that will stand the test of time. They will serve as guideposts along your journey to true mastery. These laws are the result of hundreds of years of research, and my entire life spent obsessing over how the mind works.

This list is added here as a reference before The Pillars of Influence so that you'll have a known place to return to them as they begin to introduce themselves to you throughout the manual.

1. See suffering first.
2. Know yourself.
3. Know your audience.
4. Be the leader and the role model when no one is looking.
5. Speak the subject's language.
6. Leadership is who you are, not what you do.

7. Whatever level of control you desire over others, you need three times that level of control over yourself.
8. Mindset is more important than knowledge.
9. Your social surroundings dictate your future.
10. Use cognitive dissonance as a lever for yourself and others.
11. Get brilliant on the basics while others seek 'skill placebos'.
12. Let every skill stay hidden, and every victory belong to the subject.
13. Influence yourself and others by changing perspective, context, and permission - in that order.

There are six fundamental models that comprise The Pillars of Influence:

SIX KEY MODELS: THE PILLARS OF INFLUENCE

1. The FATE Model
2. The Six-Axis Model of Influence
3. The Authority Triangle
4. The Hierarchy of Influence Factors
5. The Hierarchy of Action and Behavior
6. The Skills Map

You're about to be introduced to these models. But first, I'd like to explain how influence works from a perspective that might be new to you:

> Good persuasion works because our ancestors needed to live.

What does this mean?

It means that effective persuasion will leverage the depths of the brain. The least effective form of persuasion is through language, but it's the most common form people tend to use.

Many teachers of persuasion limit their teachings to language. For example, most people and companies focus on the 'right words' to say. When sales continue to fail, they will search for a new script to get the results they want—ignoring the fundamentals of how influence and persuasion work.

There are hundreds of real-life examples of extreme persuasion. In the Milgram Experiment, for example, random volunteers were persuaded into administering electric shocks at lethal levels to total strangers—or so they thought. In other experiments, people willingly sat in a room as it filled with smoke, despite the real threat of dying from asphyxiation. There are countless real-life examples that confirm these extreme deviations from normal behavior are not only easy but can be performed on anyone.

But here's the scary part...

The one thing these examples have in common is that language had *no bearing* on whether the subject complied.

The words just didn't matter.

No hypnotist snuck commands into people's heads, and no secret, magical language convinced these people to do these seemingly insane things. Words played a minimal role in getting people to do extreme things that were far out of character for them.

Words are important, but we aren't born with them. However, we are born with all kinds of other stuff—facial expressions, genetic predispositions, the ability to read and send nonverbal signals, and hundreds of other 'programs' that run in the background of our mental operating systems throughout our lives. We can even inherit phobias and fears through our DNA (Dias 2015 / Ressler 2014).

The absolute core of influence and persuasion can be summed up in a single sentence:

> The closer to the brain stem a method is capable of reaching, the more effective it is.

If you've ever held a baby so their feet are barely touching the ground, you've noticed how their legs automatically pedal in midair, like they are trying to walk—or even run. Parents love this and often attribute it to the baby wanting to walk. In fact, the baby has no idea what's happening. The baby's brain isn't really involved in the motion. The baby's brain stem, with a few million years of programming built into it, reacts to the level surface below it, activating a spinal cord reflex. This reflex is what I call an 'ancestral memory.' Our ancestors walked, it helped them survive, and our neurology memorized this piece of data and stored it in the spinal cord.

So, if a behavior helped our ancestors survive long enough to reproduce, that behavior was stored in a hard drive within our DNA so that it would continue to keep future humans alive.

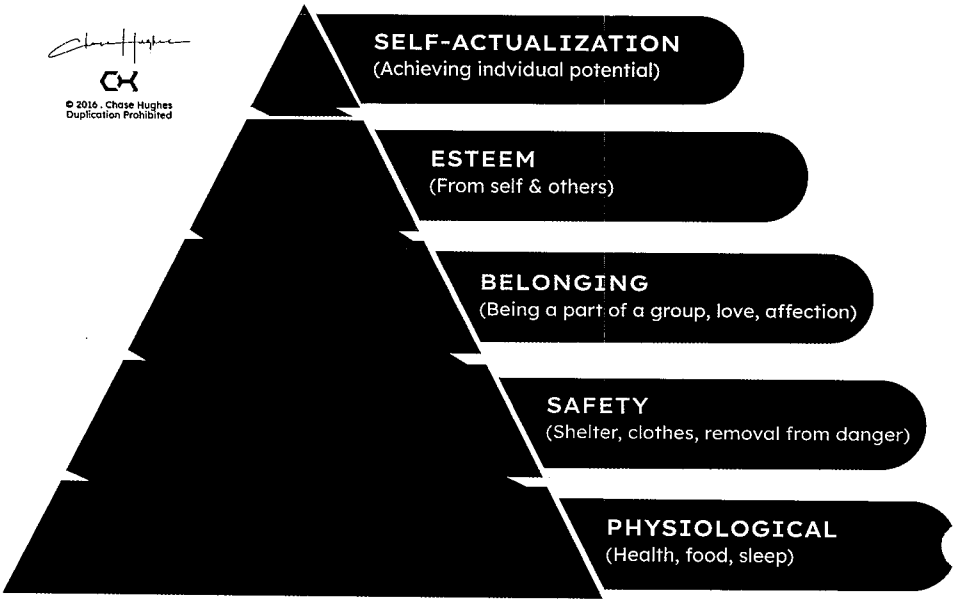
Point to the base of your brain. Try it now.

Where is it?

Most people point to the back of their head or the lower part of their neck. In reality, your spinal cord goes all the way into the lumbar area of your lower back. The spinal cord is the boss of the body. The brain stem handles subconscious bodily functions — the instincts that keep us alive. This is why you can't hold your breath until you die; your brain stem recognizes the threat to your life and takes action whether you approve or not.

Our species is hard-wired to respond to certain scenarios and conditions, and these programming instructions are built into our software from birth.

To understand why we do what we do, let's consider Abraham Maslow's Hierarchy of Human Needs.



Maslow's Hierarchy shows us how our priorities are determined, with physiological and safety needs forming the base of the pyramid. When something threatens the lower end of the pyramid, our attention fixates on that threat, making us become wildly more suggestible, predictable, and impulsive.

If we think of the tribes that existed a million years ago, virtually all their energy was focused on food and survival—the base of the pyramid. If something threatened their access to food and water, it was a huge deal, and it occupied their attention above all else. This behavior kept our ancestors alive and lives in us today. And remember, the way people respond to the *actual* scarcity of resources is about the same as how people respond to the *threat* of scarcity of resources.

These people who lived in the tribe also responded to the tribal leader. If they disobeyed the tribal leader, they could face consequences, such as public shame, incarceration, banishment, or death. These all threaten the lower-level needs on Maslow's Pyramid.

Let's assume ancestral memories are stored in the brain stem and spinal cord. These sacred memories are like scripts that tell our brain to run a certain program—it happens without our consent or awareness.

When an event or experience triggers something our ancestors embedded in our brain stem, a script begins to run. These little scripts can take over our rational behavior. Sometimes, this is a positive thing, for example, when the script saves our lives. Other times, it can get us into trouble. These scripts have been with us for millions of years and are here to stay —nothing has the capacity to modify them.

A NOTE ON SCRIPTS

Since we're discussing scripts now, let's get familiar with the two types of behavioral scripts that humans operate on every day.

- Scripts that were passed down from our ancestors (ancestor scripts)
- Scripts that were learned within our lifetime through repetition (life scripts)

ANCESTRAL SCRIPT: This is an automated subconscious behavioral pattern that activates in response to a given stimuli because of our ancestral DNA. One example is the automatic reaction of the body to protect arteries when startled or fearful. Ancestral scripts are activated by events or circumstances that have elements of The FATE Model (Focus, Authority, Tribe, and Emotion). Ancestral scripts are hard-wired responses to stimuli that can override rational or logical thought processes. They have the ability to create unconscious impulses toward behaviors rooted in survival that can completely subdue rational decision-making processes.

LIFE SCRIPT: This is an automated behavioral pattern that we learn throughout life. These patterns are built to save cognitive energy by creating automations for tasks that a person regularly repeats, such as operating a cash register or tying shoes, and to save time by memorizing our behavioral responses to conflict that were successful in our past. A life script can also be a set of memorized behaviors that achieved a positive reward in the past, such as pleasing parents, using drugs, or having sex.

There are four fundamental rules to understand when it comes to persuasion and influence, which will serve as a foundation for your training as an operator:

- If a script is interrupted, focus is created.
- If a script is borrowed from someone's past experience (a life script), predictability is created.
- If a script is borrowed from ancestors, automation is created.
- If a script is openly discussed, its power is lessened.

Understanding these as early as possible in your training is paramount to your development as an operator.

THE FATE MODEL



The FATE model shows us what our ancestors prioritized to survive.

FOCUS

Focus was vital to our ancestors, and in many ways, it kept them alive. Here are some examples of how *automatic* focus supported our ancestors' survival.

1. Your ancestor is returning to the tribe one day with a large bag of berries. She passes by the same large bush that she has passed for years. She hears a stick crack behind the bush. Her focus is entirely driven to this sound. She's not worried about her children, her tribe, or her newborn baby. Her brain is wired to immediately focus on something that is out of the norm that could potentially be a threat.

2. One of your ancestors is hunting hundreds of thousands of years ago. As he hunts, a movement in the corner of his eye alerts him to the presence of a nearby animal that he can potentially kill. His focus feeds his family. On his way home, an unfamiliar spot of color catches his eye. His focus is captured, and he discovers the presence of a medicinal plant that will provide life-saving assistance to his family and fellow tribespeople.

3. One evening, your ancestor passes some fellow tribesmen gathered around a fire. One of the elders is telling a captivating story about how he survived an attack by a saber-toothed tiger and used the dead animal's skin to survive the cold night. The story captures her attention. She stops what she is doing to listen to the details of his near-death encounter. This information later helps her survive a similar animal attack, allowing her to survive and raise her children.

Our ancestors matter because they still live within us. Their memories, toils, and survival skills were stored in their very DNA, which was then passed on to us, giving us the data to keep *us* alive. Some of it helps us today, and some, originally meant to protect us from saber-toothed tigers, are causing more harm than good. These are referred to as psychological loopholes. A loophole is a gap in our ability to resist influence when factors are present that override our critical judgment. These gaps are behavioral traits that we inherit from our ancestors originally presented to help us perform a number of important duties such as keeping us out of harm's way, helping us get along with others in our tribe, ensuring we comply with tribal authorities and facilitating the

recognition of important patterns such as the movement of snakes and the sounds of approaching predators.

The FATE model shows us, in order of importance, what kept our ancestors alive, and provides important details on how effective persuasion works. The FATE model can also be used as a diagnostic tool. Even modern situations like legal trials and sales calls can be analyzed using the model. There will be much more on this later in the manual.

Focus is your primary currency when it comes to influence and persuasion. The ability to generate focus in another person is the most important element to mastering human influence.

Our ancestors relied heavily on focus. A person who lived a million years ago who had no ability to focus on threats or on finding resources would have perished long before they could have mated, had babies, and passed their genes to future generations.

This 'survival of the fittest' is how we know **none of your ancestors died a virgin.** Focus was essential in the tribe and was critical to staying alive—more so for your ancestors than for you today.

> Our focus is hard-wired to rapidly respond to two main elements: ***Threats*** **and** ***Value***

Threats represent a potential injury or loss, while value represents a potential reward.

All persuasion and influence come down to the ability to capture and direct a person's focus. The more captivated a person is, the more easily they are persuaded.

Just like the sound of a stick snapping behind a bush, it has the potential of being a threat (a predator), or of value (a meal).

Television news networks constantly leverage the power of potential threats to maintain your focus. This is why news channels are filled with stories of negative and violent encounters.

A million years ago, value might have been a fish or a rabbit that could provide much-needed food. In today's world, the value that drives focus could be seeing a celebrity, gaining access to money, or finding a potential mate.

AUTHORITY

Authority refers to our programmed response to a person or a group of people that we perceive as having power over us. Authority has been proven to generate compliance and obedience in human beings that is practically automatic—it is so powerful that it can almost stand on its own as an influence 'technique.' In ancient times, not heeding the orders of the tribal leader could

spell a swift death. In today's times, things aren't too different. Disobeying an authority can land you in jail, or even worse, result in death. It may also limit or remove your access to various resources. Not being able to get along with a group can cause you to suffer social punishment such as being ridiculed, outcast, or shunned by the tribe. This would also limit your access to resources.

Paying attention (focus) to authority kept our species alive and allowed societies to evolve into what they are today.

The presence of an authority—whether real or perceived—sets off an ancestral script that can and will take over our behavior without our consent, and often without our awareness.

Our brains are pre-programmed with the ability to recognize authoritarian behavior in other humans, thanks again to our ancestors. A set of specific actions will turn on this automatic programmed behavior in humans.

TRIBE

The tribe was critical to our species and, in fact, was one of the main reasons why ancient humans (i.e., homo sapiens) out survived the stronger Neanderthals - we work better in groups. Living and working in groups allowed us to access resources better and therefore survive longer. The tribe sheltered, fed, and protected us. It's the reason we have technology and other advancements across so many fields. Our ability to form communities is a major reason our species is at the top of the food chain.

Our ancestors did hard work, much of it independently, but the tribe was always the focus of most of their lives. In ancient times, there were severe and often lethal consequences for not prioritizing the tribe:

- Failing to pay attention to tribe members when a predator was near the group could mean death for you and others.
- Ignoring nonverbal signals of tribe members when they became sick from eating a certain food (like a newly discovered species of berries) could mean death for you or others.
- Failing to do what the other tribe members are doing could lead to you becoming an outcast which could lead to no sex and death.
- Not paying attention to tribe members when hunting could cause you to miss out on resources or could lead to death.
- Prioritizing yourself over the needs of the tribe could lead to you being ostracized which would mean no sex, no babies, and the death of your genes on earth.
- Not paying attention to individuals within the tribe who had resources could mean less access to food or medicine and potential death.
- Being anti-social toward high-level tribe members could mean punishment, being outcast or even death.
- Not paying attention to a tribe member's small child walking into a predator-infested area could mean death.

In almost every case, not placing importance on the people of one's tribe would likely have ended up causing suffering or death. This is the reason why

so many seemingly bizarre findings have arisen in psychological research when it comes to groups and group behavior. From the Stanford Prison Experiment to the discovery of 'The Bystander Effect' (covered later), when a group is created, an automatic script is triggered in us - a script written by our ancestors.

This script has a few key components that will be covered in depth in a coming section, but for now, here are six elements of what we will call the 'tribe script'.

1. Pay attention to the group.
2. Keep personal behavior in line with the group.
3. Default to group behavior instead of personal desires.
4. Enforce group behavior.
5. Socially enforce compliance with group norms.
    a. Mock the outcasts.
    b. Create social discomfort for non-conformers.
    c. Break contact with non-conformers.
    d. Enforce punishment on non-conformers.
    e. Kill non-conformers as a last resort.
6. Continuously ensure your personal behavior will not cause enforcement of social consequences.

EMOTION

If you touch a hot stove as a child, there's a chemical reaction that occurs as a result. This is not just the chemicals in your hand that form a blister, but a neurochemical reaction in your brain. This neurochemical reaction in the brain sets up an automatic 'reminder' system to avoid that behavior in the future.

Long ago, our ancestors formed hundreds of automatic chemical responses to various scenarios and passed them down to us. When a threat, like a saber-tooth tiger, is present, our nervous system kicks into gear, sending a cascade of chemicals through the body to elevate the heart rate, push blood away from the torso, dilate the pupils, and all kinds of other preparedness measures.

There are two sub-categories of the Emotion branch of the FATE Model:

1. Ancestral Scripts (automatic reactions)
2. Lifetime Scripts (automatic reactions)

These reactions are also 'scripts' that the mammalian brain and limbic system (covered in depth later) have stored in them. They are ready to be triggered at a moment's notice to protect the human at all costs, even when they aren't necessarily the best solution given the circumstances.

An ancestral script is designed to keep you safe. Some scripts are wired to move you toward things, like an attractive mate, while others are wired to move you away from things, like the smell of feces. Ancestral Scripts are written in our neurology from birth and make use of the other parts of the FATE model. For example, when we think about being socially outcast or disobeying an authority figure, we feel emotional discomfort, which demonstrates an ancestral script.

Much like an actual script, these reactions are a list of things that are programmed to occur in specific circumstances. When it comes to Life Scripts, we form these as we develop as humans based on experience, culture, and exposure to things. For example, flashing police lights in the rear-view mirror were *not* something our ancestors dealt with. But in our lives, we have *learned* it is a negative thing, and our ancestor's script for 'let's deal with a potential threat' gets activated, as if the police car is an incoming tiger. Our heart rate increases, blood pressure goes up, and adrenaline pumps itself into our veins. According to your body, the police car is the same level of threat as an approaching saber-tooth tiger.

During our lifetimes, we develop precise mechanisms for dealing with the world around us. A child who defeats a bully by beating him senselessly may go on to live life taking a similar approach to similar circumstances as an adult. A child who dealt with bullies by running away also develops patternistic behavior and begins to solve other problems in a similar way later in his life. Our lives are governed much more by scripts (memorized behavioral patterns) than most people will ever realize. In a coming section, you'll learn exactly what these scripts say, how to trigger them, identify them, and even how to hack into other people's scripts.

Another form of Life Script we learn is that of repeated behaviors. Things like tying shoes, typing emails, driving a car, and showering are all examples of this. When we do things a lot, the brain develops a script so that it can memorize the behavior and repeat it in the future.

When someone works on a single task for a few weeks, their brain identifies this as a repeating behavior. The brain basically says, 'Oh! Looks like Jessica is doing this a lot. I'm going to pay attention and memorize all these steps so that it becomes easier for her in the future.'

This occurs because our brains love conservation of energy. If I can pass a task on to the part of the brain that does stuff automatically, it saves a lot of energy. This is called cognitive load. The brain will wire itself to almost mindlessly and effortlessly perform tasks so that we can perform multiple tasks simultaneously. How else could someone drive a car, pay attention to traffic, sing along to the radio, and drink a coffee all at the same time?

Our ancestors needed this too. While a woman a million years ago was picking berries, it was absolutely critical that she pay attention to the surrounding environment for signs of approaching predators. She needed this 'script' to survive. When picking berries is automatic, she could pay more attention to signals of approaching predators. Her brain memorized these repetitive behaviors, and because it helped keep her alive, her brain wrote that 'code' into her DNA so that future generations could benefit from it.

When a person is running a script of any kind, not only can their behavior be reliably predicted, but their entire decision process can also be hacked into. In the Influence Section, we'll cover how this works. Sometimes, a person needs to be pushed deeper into a currently running script in order to become hyper-compliant. Other times, when more time is required, the script may need to be hacked into or completely broken to get the brain into a state of compliance.

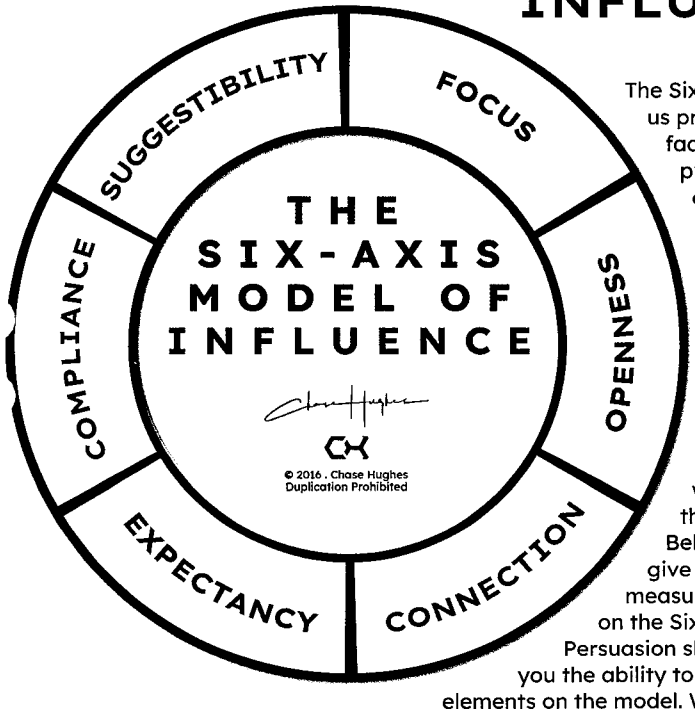
Remember the four rules of human behavioral scripts when using any form of persuasion:

- If a script is interrupted, **focus** is created.
- If a script is borrowed from someone's past experience, **predictability** is created.
- If a script is borrowed from ancestors, **automation** is created.
- If a script is openly discussed, its **power** is lessened.

Emotions are as critical to our survival now as they have ever been. Emotions tell us what to keep doing, what to stop doing, what not to do at all, and how to make predictions when we are unsure.

The FATE Model shows us the four 'entry points' into the human mind and helps us understand how persuasion and influence can target unconscious processes inherited from our **ancestors** to maximize the power of any technique we need to apply.

THE SIX-AXIS MODEL OF INFLUENCE



The Six-Axis Model shows us precisely what six factors need to be present for influence or persuasion to occur. This model is so powerful that you'll be referring to it throughout your training. In fact, no matter what you're ever learning in the future about behavior skills, you will be learning on the Six-Axis Model. Behavior profiling skills give you the ability to measure where a person is on the Six-Axis Model. Persuasion skills, however, give you the ability to modify the elements on the model. Whatever you're learning when it comes to Tradecraft, you're either learning how to *measure* where someone is on the Six-Axis Model, or you're learning how to *modify* where someone is on the model.

This model will be something you will reference on a regular basis. It's the most powerful tool that I think exists in this field once you're able to understand it. Let's unpack the definitions of the terms on the model:

DEFINITIONS OF TERMS:

1. Suggestibility: the degree to which a person will accept and then act on a given suggestion by an operator.

2. Focus: the degree to which a person will maintain attention on something and exclude other competing stimuli from awareness.

3. Openness: the degree to which a person feels they can completely become vulnerable with another person, marked by an absence of fear of social or societal repercussions.

4. Connection: The degree to which a person feels a sense of social connection with another marked by a desire for future contact.

5. Compliance: The degree to which a person will comply with a direction to perform an action.

6. Expectancy: the degree to which a person reasonably feels they can predict, either consciously or unconsciously, what's to come, and that it will be enjoyed.

Only **three** of these qualities need to be present for someone to be persuaded, although they do have to be present to a large degree. In extreme examples, like the Milgram Experiment you'll hear about later, there were only three items present in large measure.

The Milgram Experiment on Obedience was hyper-focused on Focus, Suggestibility and Compliance and not Connection, Openness, or Expectancy. The experiment essentially poured fuel onto **Focus**, **Suggestibility**, and **Compliance**. Once these three factors were increased in the participants, they became hyper-obedient to the point of committing murder in under an hour because a stranger told them to.

The Six-Axis Model illustrates potential for influence. It can be used both as a planning tool to ensure a conversation is as persuasive as possible, and a post-mortem tool to figure out what went wrong, or what worked best in an interaction.

In legal cases, the model can be used to plan for jury trials, or to evaluate an attorney's ability to persuade a jury. In sales, The Six-Axis Model can be used to plan for a sales meeting/call, or to analyze how a sale was lost and what can be done to correct this behavior.

For the remainder of this training manual, **every** method you will be exposed to will revolve around leveling up the capacity for each of the Six-Axes in a person or group. Every technique that follows will pivot around increasing the value of one of the Six-Axes, or determining a value based on nonverbal communication, and then measuring its change over time.

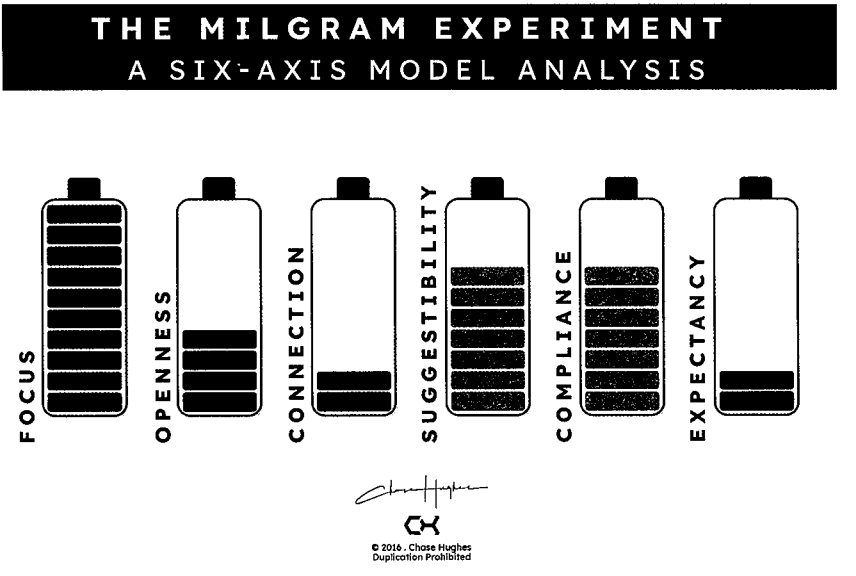
Whether you're profiling behavior to determine where someone's score is on the Model, or using the influence methods in this manual, your time will be spent inside this model. To help examine and understand this crucial model, let's examine how and why the Milgram Experiment worked so well.

THE MILGRAM EXPERIMENT ON THE SIX-AXIS MODEL

In the Milgram Experiment, random people believed they were shocking strangers at various strengths, and in some cases at a lethal level. The participants weren't connected with each other nor the experimenter who was in charge. They also didn't have much expectation as to what was going to happen next. As a result, they were not very open or vulnerable about their true feelings. So, there goes three of the six axes.

However, they were highly suggestible and compliant due to the presence of authority, and they were hyper-focused on the situation due to Ancestor Scripts (The FATE Model) that were triggered both by the authority present, and the novelty (newness) of the situation. More on the 'weapon' we call Novelty in a future section.

Even with only three qualities in the green, the experiment produced profound results where people deviated dramatically from their 'normal' social behaviors. The internal compass we have that says, 'don't kill people' (a Life Script) was completely overwritten because it was trumped by an Ancestor Script.



As you reference this manual, remain aware that everything you will learn will be to either measure or modify one of the factors on The Six-Axis Model of Influence. Everything.

Every factor on the Six-Axis Model is modifiable and fluid. These characteristics in people are changing on a regular basis in response to environmental factors and the presence of people who can modify them.

THE SIX-AXIS MODEL AS A PLANNING TOOL

While it may seem like a simple graphic to illustrate how influence works, the Six-Axis Model can be used as a training tool, a planning tool, and even a post-mortem diagnostic tool - assisting in discovering what went wrong, or what could be improved.

In some situations, you may need to prioritize one of the six axes over the others. For instance, the Openness axis might not be critical for car sales but is vital for situations like therapy and mentoring.

Situations might dictate that you place a much higher importance on developing one of the six axes because it will lead to developing the other axes toward the desired outcome.

WHEN TO PRIORITIZE AXES ON THE SIX-AXIS MODEL

FOCUS:	Where situations require you to be more memorable than persuasive.
OPENNESSS:	Situations that require a strong deviation from a person's normal behavior.
CONNECTION:	Situations that require more trust and emotion than logic and judgment.
SUGGESTIBILITY:	Situations requiring a deviation from baseline that the subject might perceive as illogical or unusual.
COMPLIANCE:	Situations requiring a gradual increase in compliant behavior that becomes self-sustaining over time.
EXPECTANCY:	When situations require excitement and trust, the subject will use predictions about the future to make decisions about themselves in the present.

If you have a set of situations you already know you will be using Tradecraft in, you can lean on learning Tradecraft with the understanding you will need to commonly focus on one particular axis.

In the following generic examples, I've laid out what an operator's priorities might look like based on the desired end result of each one of the sample situations.

As you read through this list, make note of which two elements of the Six-Axis Model are placed at the highest priority, and try to mentally process why prioritizing these elements would assist the operator in obtaining their desired end results with the subject.

While the final three elements listed are prioritized last, this does not mean they aren't important. Things being near the end of the priority list do not mean the operator will neglect them. It means that these will most likely occur chronologically. So, these lists are showing us where an operator would place them in terms of priority, but also how they would be leveraged chronologically if the conversation/interaction continued.

CAR SALES

Expectancy, Focus, Suggestibility, Compliance, Connection, Openness

- Openness falls last on the list here due to most customers presenting an image to the salesperson of an ideal self, and the salesperson knows this, allowing them to maintain a persona or 'mask'.

DOOR-TO-DOOR SALES

Focus, Connection, Expectancy, Openness, Suggestibility, Compliance

- Focus is critical to these folks. As they are at a stranger's house, and must build a relationship and trust quickly, focus becomes the gateway to connection. Connection becomes the gateway to expectancy - getting the customer to make predictions about the future of the conversation is critical to this salesperson's abilities to get invited into the home for a sales demonstration. The continued positive Expectancy leads to Openness in the customer.

INTERROGATION

Compliance, Suggestibility, Focus, Connection, Openness, Expectancy

- Compliance is essential for interrogations. It's so important, this interrogator makes it their number one priority. Small acts of compliance begin to build quickly, making the suspect feel more Openness toward the interrogator. Later, Focus is increased dramatically when the interrogator begins the hard line of questioning. Expectancy is last on the list here because the interrogator doesn't want the suspect to be thinking much at all about the future. Later, in the section on interrogation, you'll learn about the concept of forcing someone into 'short-term thinking'.

SPEED-DATING

Focus, Expectancy, Connection, Suggestibility, Openness, Compliance

- In a matter of minutes, there may not be time to fully build Compliance and Openness with your date. Focus takes the lead here because of the short amount of time allotted. Building a high level of Focus in the subject/date will ensure the methods for rapid persuasion are more effective. Expectancy is second on the list here because we want this subject/date to make positive predictions about the future so that we wind up connecting after the speed-dating event. Connection is third here, because once the Expectancy raises to a higher level, the operator can then level-up the Connection axis to become more memorable and social.

SHARK TANK

Focus, Expectancy, Connection, Suggestibility, Compliance, Openness

- You'll notice this is similar to the priorities we set for the speed-dating example. In many instances where time is limited, focus will tend to take the lead as priority one.

JOB INTERVIEW (INTERVIEWEE)

Focus, Connection, Expectancy, Openness, Compliance, Suggestibility

- In a job interview, where time is also limited, the operator has smartly placed Focus as the top priority here again. Connection is second because job interviews require a psychological decision that isn't solely based on facts. After a Connection is built and the axis is brought higher, the operator can then level up expectancy so that the subject/interviewer imagines them working at the company in a much more vivid way than the other applicants. Obviously, making the interviewer more suggestible or more compliant is the lowest priority for this operator.

SALES LETTER (A WRITTEN SALES EMAIL OR WEBPAGE)

Suggestibility, Focus, Expectancy, Connection, Compliance, Openness

- In an online sales letter, there's typically only seconds to gain someone's attention. Since most people don't click ads and buy random things they've just discovered online, the behavior the operator wants from the subject/customer is going to deviate from their normal behavior. For this reason, Suggestibility is the highest priority here. If subjects/customers typically click away from web pages pretty quickly, the operator also needs Suggestibility because they need the potential subject/customer to deviate from how they normally behave online.
- Focus is second in line, and I must maintain and increase this Focus to get to my third priority, which is getting the client to imagine all the ways they can use and apply my product in their lives (Expectancy).

THERAPIST

Openness, Suggestibility, Expectancy, Compliance, Focus, Connection

- You might be thinking that Connection is in the wrong place. It's not. For a powerful and highly effective therapist to succeed and solve problems fast, getting Openness is the key. Once the patient is more open, the therapist can make them more suggestible using the techniques you'll learn later. With heightened Suggestibility and Expectancy, the therapist can make suggestions and offer guidance that sticks with the patient in a much deeper and more meaningful way.
- Prioritizing Connection and Focus is what most therapists are trained to do because they are taught that treating patients can take decades sometimes. Patients who are treated quickly won't need to come back and continue spending money. It's a great business strategy, but not what makes people/patients change their behavior the fastest.

DENTIST WITH A NERVOUS PATIENT

Expectancy, Suggestibility, Compliance, Connection, Openness, Focus

- This dentist would do best to prioritize Expectancy here. The patient desperately needs to be able to picture and predict that things will go well. Also, the patient having more Suggestibility makes it much easier for the dentist to offer powerful words of reassurance and calm them down.
- Focus is placed at the end not because it isn't important, but because the Focus will already be at 100% (or close to it) in a situation like this, not only due to nervousness, but the inherent authority doctors seem to have when seeing patients.

ASKING FOR A FREE COFFEE AT STARBUCKS

Focus, Suggestibility, Openness, Connection, Compliance, Expectancy

- In this situation, the operator places a high degree of importance on Focus and Suggestibility. If you refer back to the list earlier that details when to prioritize one axis over another, you'll notice that the reasons to prioritize Focus, Suggestibility, and Openness are all part of this scenario at Starbucks.
- Focus leads the way because of the short period of time allowed.
- Suggestibility follows because of the need to cause them to do something they might perceive as illogical or unusual.
- Openness follows this due to a need to get the barista to do something outside her normal patterns of behavior.

DANGEROUS CULT RECRUITER

Focus, Suggestibility, Openness, Expectancy, Connection, Compliance

- Someone recruiting people into a cult would follow the same initial priorities as the situation in Starbucks. While the final three elements listed are prioritized last, this does not mean they aren't important. Things being near the end of the priority list do not mean the operator will neglect them. It means that these will most likely occur chronologically. So, these lists are showing us where an operator would place them in terms of priority, but also how they would be leveraged chronologically if the conversation/interaction continued.

These priorities aren't rules but were laid out here so you could gain some perspective and enhance the way you think about the Six-Axis Model. When I train sales teams or Jason Bourne-types, my first goal is to obtain their desired end result and use the Six-Axis Model like a map. Once I develop the priorities they will most often need, or they are mostly lacking, I can build the training to suit the precise needs of the client.

In trial consulting, this is also applicable. An entire jury in a courtroom needs to have a Six-Axis Model analysis, so that the attorney (my client), can deliver precise and tailored techniques built to leverage the priorities on the Six-Axis Model.

As you continue your training, refer back to this section often. I can promise you that every time you learn more, this section will mean more. After you've completed a month or two of practice with Tradecraft, this whole section (The Pillars of Tradecraft) will read as if it were a totally different book, bringing new insights and connecting dots that didn't exist before.

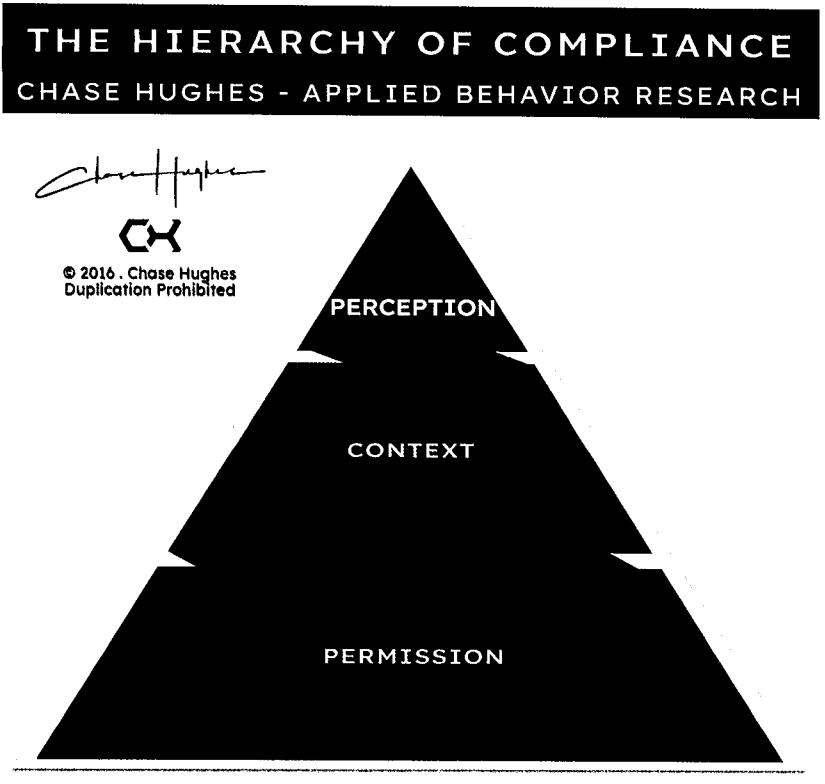
NOTE: WHY IS 'FOCUS' LISTED TWICE?

You may have noticed that 'focus' is listed in both The FATE Model and The Six-Axis Model. To offer more clarity here, The FATE Model refers to the mammalian brain, and The Six-Axis Model refers to the 'human' brain (or neocortex). 'Focus' then, would be different for each mention.

In The FATE model, we're referring to things that make an animal sharpen their focus onto something, such as novelty, a new sound, movement, or unexpected things occurring while a script is running.

On the Six-Axis Model, we're referring to things that gain and maintain focus in the human brain, like conversational (linguistic) novelty, interesting topics or situations, and good storytelling.

THE PCP MODEL



The PCP Model is something you'll want to revisit on a daily basis to enhance your understanding of how influence works. It's simple, but one of the most powerful tools I've ever created.

Breaking down the PCP model and developing an understanding of how deep this model can penetrate any situation you find yourself in, will bring exponential value to your Tradecraft. The PCP Model is the foundation of all influence. It contains the raw elements of how *all* persuasion works - how it starts, how it develops, and how it ends. Any situation you decide to analyze or deconstruct should first be approached using this model before applying the other tools such as The Six-Axis Model and The FATE Model.

PERCEPTION

This is how a person perceives the meaning of an interaction, and thus makes predictions and assumptions about what is socially and behaviorally acceptable. Perception can be shifted to modify how a subject defines not only the interaction, but the deeper-reaching levels of perception, such as self-worth. A shift in perception is the initial catalyst for deep-level persuasion.

Perception-shifting takes place through social, behavioral, and psychological means. When perception is changed early in an interaction, subjects become more suggestible and more likely to eagerly adapt to changes in context.

As human beings, our perceptions are influenced by our beliefs, values, and experiences. These perceptions play a critical role in shaping how we interpret the world around us, including our interactions with others.

When we interact with others, we are constantly making predictions and assumptions about what is socially and behaviorally acceptable based on our perceptions. For example, if we perceive that someone is angry, we may assume that they are going to yell or become aggressive.

However, these perceptions can be shifted through various means, including social, behavioral, and psychological interventions. When our perceptions change, it can have a ripple effect on how we define not only the interaction, but also our deeper-reaching levels of perception, such as our self-worth.

CONTEXT

Context refers to the environment or circumstances that shape or modify a person's social framework and understanding about what social and interpersonal behavior is allowable. This includes the groups with whom they interact and the culture in which they live. Varieties of social customs, mindsets, traditions, and behaviors all influence social context.

Secondly, context is what makes it okay for us to strip all our clothes off to get into a shower, and what makes it not okay to do the same thing in a business meeting. All behavior is subject to context. Every action you can think of, with few exceptions, is allowable and even expected within the appropriate context. As an operator, you're going to learn throughout this book to make shifts and changes in context so that a subject feels as though a certain behavior is rational, understandable, and normal.

Our behavior is highly influenced by the norms and expectations of the context in which we find ourselves. For example, if we are in a formal business meeting, we are more likely to behave in a professional manner and refrain from using informal language or making inappropriate jokes.

However, if the context is changed, our behavior can also change. By modifying the context, we can make any behavior possible. This is because the context defines what behaviors are acceptable and what is not.

For example, if we are in a social gathering with close friends, we may feel comfortable behaving in a more relaxed and informal manner, using informal language, and making jokes that would not be appropriate in a formal business meeting.

Similarly, if we are in a nightclub with loud music and flashing lights, we may feel more comfortable dancing and behaving in a more outgoing manner than we would in a quiet library.

By modifying the context, we can create an environment that is conducive to the behavior we want to promote. For example, if we want to encourage a team-building activity, we may create a relaxed and informal environment that fosters collaboration and open communication.

Alternatively, if we want to discourage a negative behavior, such as smoking, we may change the context by creating a smoke-free environment or by promoting healthier alternatives.

Context plays a powerful role in defining what behaviors are acceptable and what is not. By modifying the context, we can make any behavior possible and promote positive behaviors while discouraging negative ones.

PERMISSION

Permission, in a Tradecraft sense, refers to the degree to which a person feels both the ability and the license to perform an action that is suggested or implied from an outside source. Permission provides reassurance and comfort during any time a prediction cannot be reliably made about the outcome of a situation. Permission provides us with a license to behave in certain ways and diffuses our feeling of responsibility for the outcome of some of our actions.

Permission is an essential component of human behavior. It allows individuals to engage in activities that they may not otherwise feel comfortable doing. When individuals feel that they have permission to behave in a certain way, they are more likely to do so without fear of judgement or repercussion.

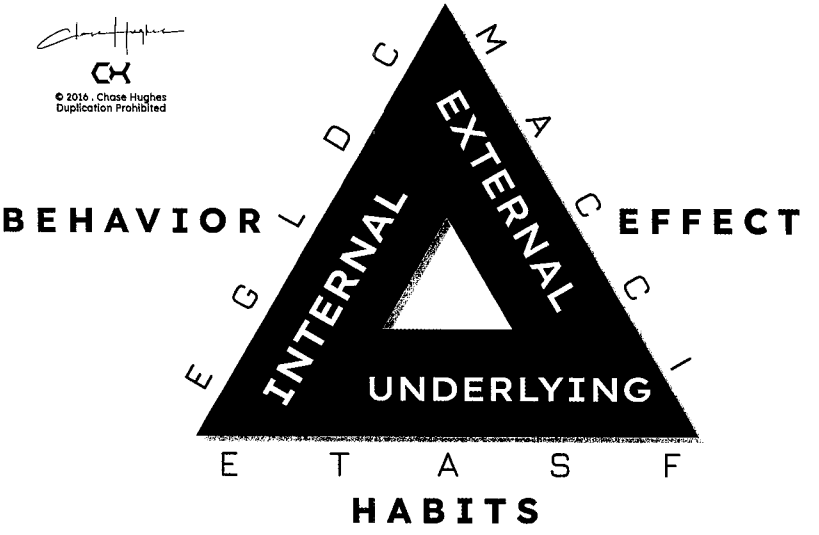
I have often found that people are held back by their own beliefs and perceptions about what is socially acceptable. For example, a person may feel that it is not appropriate to express their emotions openly in front of others.

In such cases, I have found that granting permission can be a powerful tool in helping individuals overcome their inhibitions. By explicitly giving individuals permission to express their emotions, I am effectively removing the barriers that may be holding them back.

It's important to note that permission does not necessarily mean giving someone explicit verbal consent to do something. Rather, it is about creating an environment where people feel safe and comfortable to be themselves.

In low-stakes cases, permission might be given implicitly through nonverbal cues, such as nodding, smiling, or making eye contact as a signal to the subject that their behavior is acceptable and welcomed.

THE AUTHORITY TRIANGLE



The Authority Triangle is the centerpiece of influence and persuasion capacity. It spells out the fundamental ingredients of **true** authority, and these ingredients are what makes **deep**-level influence possible.

Each side of the triangle represents different qualities that comprise our own authority, and how these qualities are perceived by others:

Behavior - the internal traits of the operator.

- Confidence
- Discipline
- Leadership
- Gratitude
- Enjoyment

Effect - the effects the subject goes through.

- Movement
- Appearance
- onfidence
- Connection
- Intent

Habits - the habits of the operator that make authority possible.

- Environment
- Time
- Appearance
- Social
- Financial

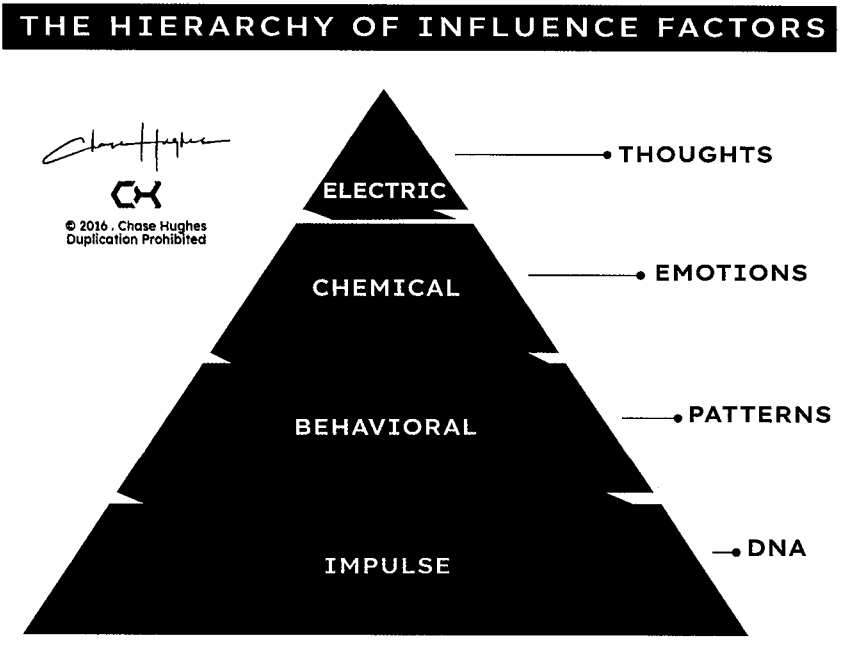
The 'Behavior' side of the Triangle details the characteristics that make up the external representation of authority.

The 'Effect' side of the Triangle is what others see unconsciously to 'decide' if a person is an authority. These are the tripwires that must be met to activate the Ancestral Script that responds to authority.

The Habits side of the Triangle lists the lifestyle areas (in order) that are most likely to cause unwanted behaviors that detract from your authority. Issues in these areas of life will cause unwanted nonverbal behaviors that are unconsciously negatively perceived by others.

The Authority section will cover all of these in detail with an in-depth assessment to help you determine *your* level of authority and specifically what you can do to improve each side of the triangle to maximize your effectiveness for human outcomes.

HIERARCHY OF INFLUENCE FACTORS



This model illustrates what we can leverage inside another person to influence, persuade, motivate, and inspire them to action. Much like Maslow's Hierarchy of Needs, the Hierarchy of Influence is laid out in such a way that the base of the pyramid is the most fundamental and the most powerful motivator, while the top of the pyramid is the weakest or least powerful when it comes to influence.

Let's review each level, from the bottom-up:

Impulse: We are more influenced by our ancestors than by anything else.

Behavioral: The patterns of behavior we form in childhood and beyond are a force in our lives that govern much of our behavior.

Chemical: We are emotional decision-makers. When we make emotional decisions, we often use logic to rationalize the action, although chemistry has more influence over the decision than electrical activity.

Electric: Our thoughts are electrical fireworks, but they are only the gateway to everything else. Electrical activity is important and vital, but where that goes and what chemicals in our brains are created from the electricity is exponentially more important.

> This Hierarchy will be continuously mentioned throughout the manual. It's here, like all other graphics, as a reference.

THE BEHAVIORAL TABLE OF ELEMENTS (BTE)

The BTE will be covered in depth in the Behavior Profiling section. This is a behavior-profiling tool that enables the rapid detection of stress and comfort in people. It was initially designed only for use by the US Government to provide a universal language for intelligence operators to use when communicating about behaviors they witnessed in interrogations.

The BTE is now used around the world and has been translated into 13 languages. It is rooted in peer-reviewed research and is updated annually to reflect new and emerging science. Now, the BTE is used to program and 'train' artificial intelligence machines, which are used for security and threat prediction.

The BTE is a tool for profiling, a system for training and a post-mortem tool to analyze video captured in any situation.

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THE ELLIPSIS MANUAL REFERENCE
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The BTE is available in high resolution online with an internet search or can be downloaded at www.chasehughes.com/opsref.

THE TAXONOMY OF HUMAN INFLUENCE

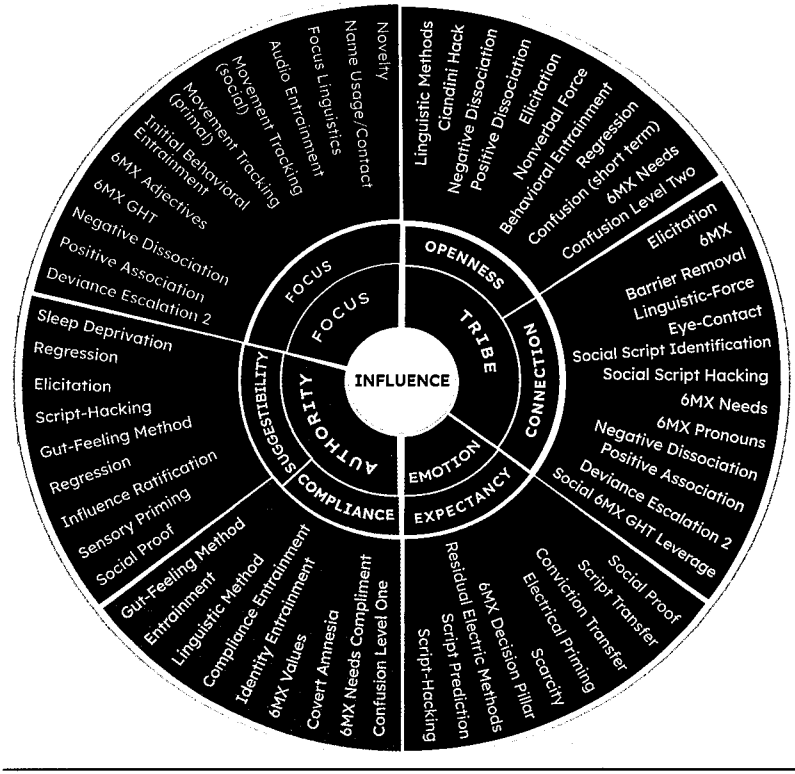
The Taxonomy of Human Influence is a model that you will continually refer to throughout your training. As complex as it appears to be at first, it will become a valuable resource to you in the future.

This model illustrates the components of influence—and do notice that linguistic skills *aren't* on the model. As you progress, each phase of the Taxonomy will become clearer, and you will develop a deeper understanding of influence. This model will accompany you on your journey and will serve you long into the future as both a training tool and a planning tool.

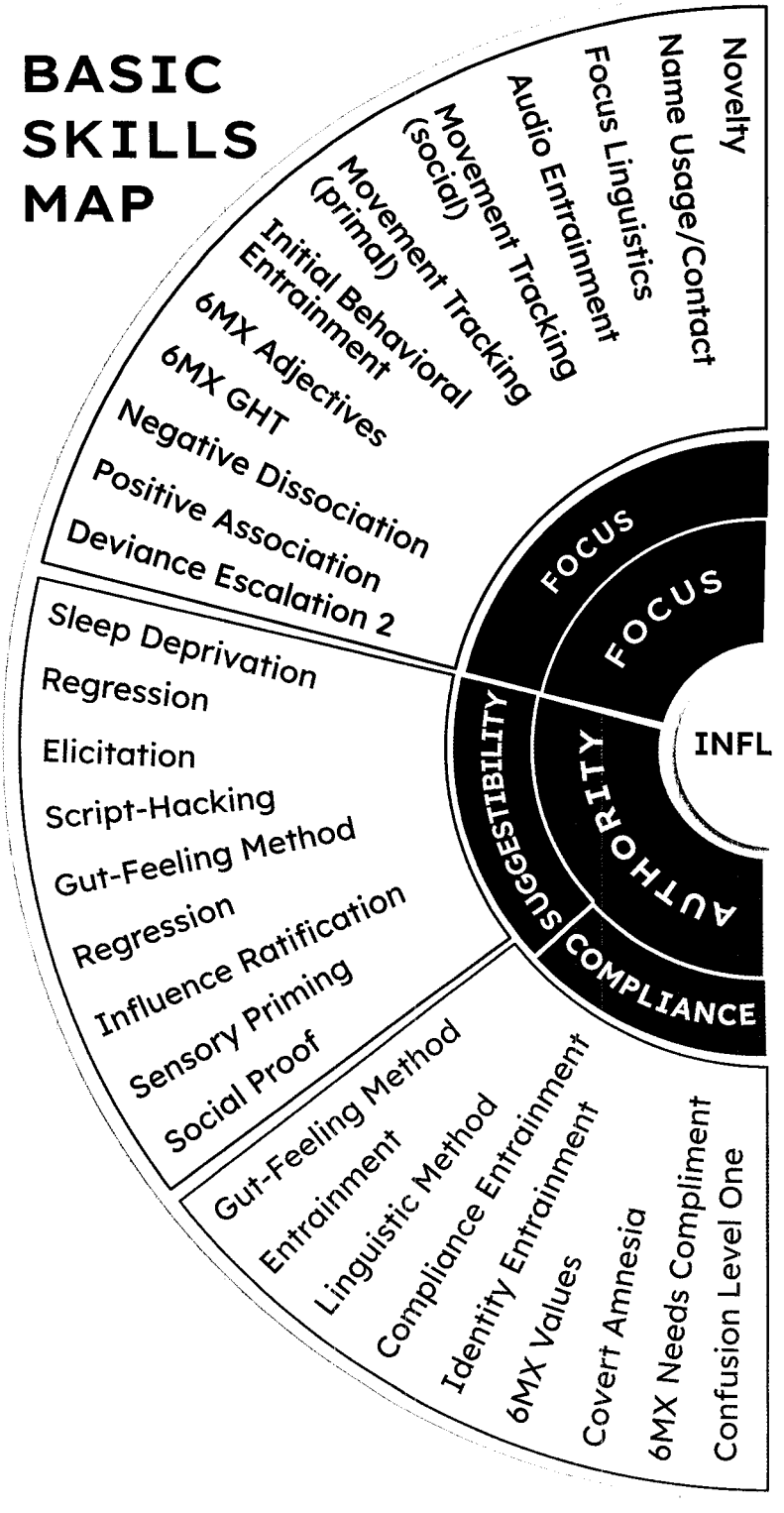
This model shows the logical progression of influence and persuasion, moving from general concepts on the inside to specific skills and techniques on the outside. Over time you will find that many of the layers/steps can be skipped completely, while others are vital to the skill level that you desire.

THE SKILLS MAP

The Skills Map is included only for reference here, as a member of the Pillars of Influence, it serves only as a model of what's possible regarding tactics and techniques, and to help you determine which of the techniques you're going to learn are most effective at targeting on The Fate Model and The Six-Axis Model. The Skills Map is also included in the reference section in a slightly larger and more readable format.



BASIC SKILLS MAP



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MASTERING THE SOCIAL FRAME

A frame is the internal definition a person creates out of a social interaction. Our society exists largely because of unspoken 'contracts' between individuals; this is how we get along.

Following social norms makes our lives easier by allowing more cognitive energy to be used on other decisions.

The way you view the world is a frame. The frame you have in social situations is comprised of your past experiences, upbringing, beliefs, and self-image. Everyone views the world through frames at all times, and very few people are aware of or conscious of this throughout their day.

When two people meet, they each bring a frame to the situation. The person who has the strongest frame will assume control over the meaning and context of the situation.

Frames will continually battle with each other, but that's okay - it happens in the background and is almost completely outside our awareness.

When one person's beliefs and confidence levels are higher, their frame is adopted by the other person unconsciously. Before we get into neuroscience and behavior profiling, the concept of frames must be fully understood. You are always influenced first by your own frame, then the control over the influence/meaning of the interaction shifts to the other person unless you understand frames and know how to ensure your frame is more in control than theirs. Although this sounds a bit Machiavellian, it's happening unconsciously every day of your life; you're now just making a choice to be intentional about it - to do things in a way that allows you to help the most people possible.

THE ANATOMY OF A FRAME

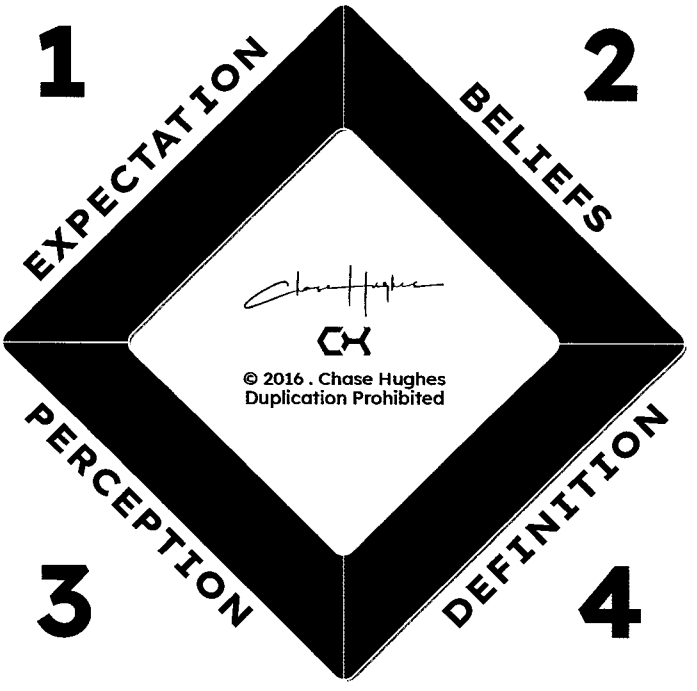
A frame is comprised of four corners:

1. Expectation
2. Beliefs
3. Perception
4. Definition

These are listed in this order because when your frame must be stronger than someone else's, this is the order that you must follow. The hierarchy of this list is from easiest to bypass to most difficult to bypass.

Building *your* frame should follow the same process, which will be covered in a moment.

THE MENTAL FRAME



EXPECTATION

- **What's probably going to happen is...**

This is first because it's the easiest to exploit or subvert. You now know what a Life Script is, therefore, you can make assumptions about what a person is likely to expect in various scenarios. If they are an employee at Starbucks, for example, you know that they are expecting you to approach the counter and place an order. This expectation could be subverted very easily by doing something that breaks this corner of their frame. When something occurs that we don't expect (like the stick breaking behind the bush) it generates automatic and immediate focus. This injection of novelty causes our brain to behave as though it's saying, 'Whoa. This is different than the other times, I need to pay attention. The autopilot script I have for this doesn't apply here.'

BELIEFS

- **What's probably true about this situation is...**

Someone's beliefs are the next consideration because they are the second easiest to subvert. The beliefs of someone's mental frame simply refer to what they believe to be true about a situation.

The expectation is what a person is predicting will happen based on their mental script. The belief is what someone believes about the environment they are in. These are the beliefs they have about themselves, you, and the social construct of the environment. This is also a measure of how they view their own social capacity within the interaction.

Someone's beliefs are also the assumptions they are making about you and how they are permitted to interact with you.

If you're at a convention or a networking event, and you're wearing a suit, someone's belief might be that they can approach you on an equal social status, and that the conversation will be, more or less, on equal footing.

People are always making assumptions about your status and authority, and unconsciously comparing it to their own.

Subverting the Beliefs corner of the frame is easy to do. It happens naturally when authority is present, but here's the process to subvert the second corner of the frame:

1. Subvert expectations by causing something to happen that lets their brain know this isn't what they expected.
2. Determine or estimate what they are likely to believe about the situation from a hierarchical perspective.
3. Ensure your behavior is above their expectations without resorting to overpowering them.

When we speak about frames, it is inevitable that most people will begin to think in terms of social status and hierarchy. The more conscious you are of social standing and hierarchy, the less you will have it in social interactions.

The single greatest failure of every operator I have ever trained is worrying about, or even obsessing over, where they fall on the social status hierarchy compared to others. When you truly have confidence, you will no longer worry or think about where you stand.

PERCEPTION

- **What's true about this is...**

Nothing about someone's perceptions is the truth, per se, but instead it is only what they believe to be true through their own lens. The perception corner of the frame is what someone believes to be true about themselves and the

environment. If someone genuinely believes they are smarter than most of the world, this will be seen as true for them in the perception corner of their frame.

People tend to default to these 'facts' to feel better about who they are and what they can do. If you're approaching a security guard at a large office building, their perception corner contains 'facts' about them being in charge, and them having the authority to control the conversation. At a networking event, someone may continuously remind themselves of the 'fact' that they are a Senior Vice President at a company and thus have social status and authority because of this 'fact'.

Here's how a person's frame will (unconsciously) collapse into your frame thus far:

1. You've created a situation where they are no longer able to make predictions about you.
2. You've behaved in a way they didn't expect which has stopped them from making assumptions about your behavior.
3. Now, in the perception corner of the frame, they no longer resort to a solid foundation of 'truth' about the situation, therefore they are more open and willing to assume your frame.

Now let's look at what's totally true...

DEFINITION

- What's absolutely true is...

When someone defines what's true, they are referring to their position, title, rules they must follow, and actual authority given to them in a current situation. Other people in the room would most likely agree with everything a person has in the definition corner.

At a networking event, the director of the event uses this truth to feel more confident. It makes them more at ease engaging with others, and more comfortable having conversations with everyone in the room.

These definitions give us psychological permission to behave in ways we may normally not behave. It's the most difficult part of a frame to change, but it is exponentially easier to change and subvert once the other three corners are subverted.

Note that we are not modifying facts; rather, we are making the facts less needed and relevant to this person.

To help give some perspective:

- Almost everyone would agree with the definition someone has.
- Friends would agree with the perception someone has.
- A supportive mother would agree with the beliefs someone has.
- Only *this* person would agree with the expectations they have.

Now that you have a framework for how all of this works in theory, let's examine the methods and psychology of frames.

People do not assert dominance; it is their frames that assert dominance.

Often, people wrongly assume they have to be dominant or authoritative. This is a mistake. The frame should be doing all the work. You don't have to assert your frame or force your frame onto someone. Your main task as an operator is to grow your frame to a size where it can comfortably and calmly contain, versus crush, other people's frames. Once your frame is large enough and strong enough, it can provide other people's frames with a protected area to rest and relax within.

Since framing is an unconscious process, people don't resist adopting someone else's frame in social settings. Let the frame do the work on its own.

When a client asks you why they should be working with you, they are pushing you into their frame. Here's what their frame might look like:

1. **Expectation:** This person is selling something. They will probably act like other salespeople.

2. **Belief:** They will talk to me about the features and benefits of their services. I will be able to ask them questions about it to determine if I should make the decision to buy.

3. **Perception:** I've done this before. I'm not a pushover. I won't make decisions about things without knowing all I can. I'm talking to a salesperson who needs me and needs my money.

4. **Definition:** I'm in a position to say no. This salesperson is calling to offer me something. They want me to say yes.

What most people would feel in this situation is a need to assert themselves. This is because their frame isn't in place. When the frame doesn't do the work on its own, many people will feel the need to use language and behavior to ensure their frame is accepted. This has two massive issues:

1. It brings both frames into each person's conscious mind.
2. It brings the concern about status and hierarchy into the conscious mind of the operator – ruining their ability to use their frame at all.

When you have a powerful frame, you only gain control of other people's frames, not the people themselves.

There's one proven successful way to establish your frame, but when I tell you what it is, it will likely trigger a desire to bring status and hierarchy into your conscious mind. Please eradicate this thought as you read on.

Enter strong and gain control immediately but do so while making the person feel confident and important.

This is the behavior of a leader.

Here's what framing is **NOT**:

- Controlling
- Domineering
- Concerned with status.
- Concerned with hierarchy.
- Positioning for power.

Instead of using the term 'frame control', let's replace this with the alternative term 'large-framing'. This phrase assumes nothing about the other person and is only concerned with the frame of the operator. It implies that you are growing your frame so that others will fit within it, versus controlling or destroying anyone else's.

What about when someone tries to subvert *my* frame?

First, you should forever and always politely ignore any power rituals and people attempting to challenge you. These attempts at frame-subversion are always coming from a desire for status, which means their frame is rooted in insecurity instead of confidence. Just ignore it.

Be wholly and totally unaffected by status and hierarchy.

Our society was created by testing frames. Frames are why our ancestors didn't follow idiots—they used frames to screen and ensure they wouldn't be led to their deaths. Testing frames saved our ancestors from bad leaders.

Composure is the main ingredient in having a large frame. If you're more comfortable than anyone in the room - if you can 'out-comfort' everyone - you win the frame game.

THE ROADBLOCKS TO FRAME CONTROL

There are three major roadblocks that prevent large-framing. The following roadblocks are the most common I've seen in the years I've spent training operators to be the most confident person in the room.

1. A fear of social judgment.
2. Fixation on how you're being perceived.
3. Deriving your identity/confidence/self-worth from social feedback.

As a behavior profiler, the first thing I typically look for in any human I meet is their level of self-control. From posture and composure to their apparent diet and habits that show in their appearance. Self-control is the pivotal change-maker of this world. It's the single deciding factor between massive success and failure.

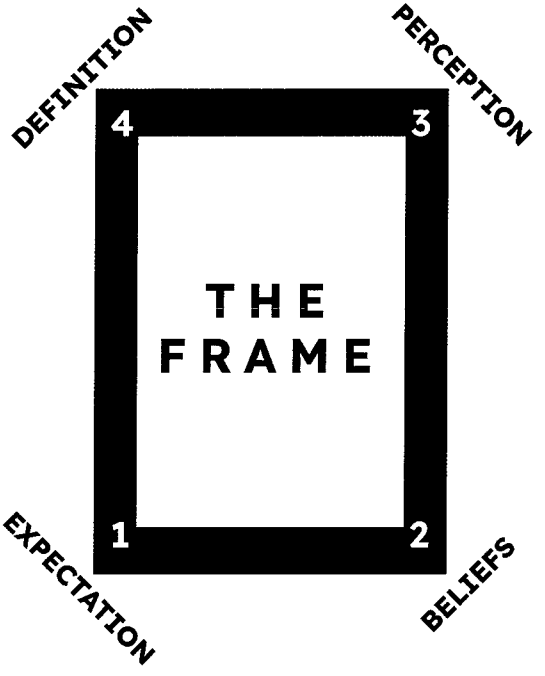
THE MENTAL FRAME

Reality is . . .

This is the current reality in the person's mind unaltered by their own internal psychology. Facts such as their position, employment, and the rules they must follow are all in their definition of reality.

What's likely to happen is . . .

The person's expectation of what is going to happen or what is likely to happen in the coming interaction as it begins.



This is . . .

The person's perception that they believe to be the truth. This is not a measure of facts, but the person's viewpoint on the current situation.

What's true is . . .

This is the person's assumptions about you, and their status relative to yours. This is also a measure of how they view their own capacity to be confident.

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You can determine someone's level of self-control by observing how they drive their vehicle. We've all seen examples of low self-control people weaving through traffic or speeding up as they near an exit.

Every social interaction involves a minimum of two frames. The larger frame will *always* take over, and it's completely fine with people because the process of assuming someone else's frame is unconscious.

When parents have a very young child, the parent's frame wins no matter what. Think about how a parent would use the four corners of the frame to establish social control of the relationship with the child.

During adolescence, the child begins developing a firmer frame. As they mature, their frame develops in reverse order. They initially begin forming definitions of what is absolutely true, then their perceptions become sharper, which leads them to form their beliefs about the world and themselves. Once they begin to see the world through these beliefs, they form more concrete expectations of what to expect...and what they can get away with.

Teens often begin to test a parent's frame, starting by doing something that the parents don't expect, modifying the beliefs the parents may have about their capability and authority as parents. The parent then changes perception, and if the child can take control, or manipulate the parent, the parent's definitions change to a new reality of letting the child behave in new ways.

The more an operator is conscious of frames in social settings, the weaker the frame will be. Build the frame then forget about it completely. Frames should be assumed instead of 'used'.

There are two mindsets around framing, and one is exponentially more powerful than the other.

COMPETITIVE VS. COLLABORATIVE

The competitive person is concerned with hierarchy, status, control, power, and social standing. This is bad news.

The collaborative person sees every interaction as a collaborative effort that brings both people up.

The collaborative mindset is the leader's mindset. You'll no doubt meet plenty of competitive people who will forever view the world through that lens - sadly. When they meet a collaborative person, the collaborative frame wins, but only if the frame is large. Once they see there's no threat of competition or status, the competitive person surrenders because they feel safe in *your* collaborative frame.

THE FIVE FRAMES THAT ALWAYS WIN

There are five frames you can assume when someone begins to challenge your frame.

1. The Father - Amused
2. The Child - Testing
3. The Mirror - Reflective
4. The Crazy Person
5. The Detached Person

THE FATHER

The Father Frame is what a fatherly role model would look like. This is my most recommended frame to assume in all of life, not just when you need it on occasion. Let it be a **habit** instead of a technique.

This frame is about composure and maturity. Lifting others up and providing encouragement. This frame assumes a confident authority with kindness and stillness in equal measure. This frame is largely unaffected by other frames and almost always assumes 'custody' of the other frames in the room.

THE CHILD

The Child Frame is all about testing other people's frames. Instead of using their own frame, you'll see the child challenging other people by poking at their frames. They question the frames, intentions, credibility, and status of others. I'm sure you've met one of these people; it's never fun.

The reason The Child is testing so much and trying to poke holes in other people's frames is because that's the only way to assume any control. Since the child doesn't really have a frame of their own, they gain control by subverting or questioning other people's frames.

When you see this frame, you can safely assume your frame is a lot larger than theirs. This is a good thing. They *will* buy into your frame, just respond to them with what a child needs - The Father Frame. You see the child who is testing your frame as a cute or enjoyable thing to witness. When you react to a test with humor, this tends to soften the edges of the other person's frame.

The child frame is non-reactive, showing no reaction to the behavior of others. The child frame is most often seen ignoring or pretending that someone's attempt to subvert them never took place at all. You can picture this by imagining yourself staring at someone instead of replying when they say something to challenge you.

This gives the impression the other person is small, has limited power, or is weak.

THE MIRROR

The Mirror Frame is essentially repeating the challenge back to the person, showing them what their attempt looked like.

In one scenario, you'd repeat their words back to them. In another scenario, you would narrate what just happened and then shift back to being non-reactive.

Repeating their words back if they challenge you brings their attempt into the light, and they get to examine it in the open. This method is extremely effective.

When you calmly explain their attempt in plain language, it drains the power from their frame instantly.

Example:
Someone in a public setting is questioning you about something to make you look less credible.

Your response (with a smile): "It's not often someone openly questions my credibility. I bet that could be persuasive to some people to bring someone down. You don't seem like that kind of person though. I'd be happy to chat about your question in a few minutes."

THE CRAZY PERSON

The Crazy Person Frame is about behaving in a way that appears as if you're on a different plane of existence than the other person. You may behave as if you didn't hear them and only talk about something unrelated. You may acknowledge them, but then act like they said something completely different from what they actually said. This Frame is useful if someone without a strong frame is challenging you and you need to quickly demonstrate that their behavior will not affect you in any way. This sends a clear signal that they aren't going to be successful. You would be shocked if you knew how many people are unwilling to escalate frame-testing.

Example:
Someone: 'I think you've got a ton of crappy material, Chase."

Me: (long awkward pause while looking/facing away) "Man! I've been craving a McDonald's Ice Cream cone for like two weeks. Those machines are broken half the time though. Do you know Karate?"

THE DETATCHED PERSON

When someone is detached, they lack the capacity to participate evenly when it comes to emotional involvement and contribution. If someone challenges you, this method is useful. The detachment appears in social settings as a non-reactive, confident demeanor. Imagine it as the difference between a mirror and a black wall.

The key to this method is to show no reactivity to the injected disturbance of the other person. Allowing 100% of the emotion to stay on their side of the conversation.

WHEN SOMEONE CHALLENGES YOUR FRAME

When someone is challenging your frame, your composure, maturity, and authority are the cornerstone character traits above ALL else.

Kill monsters while they are small—long before they grow. Don't allow an undesired behavior to repeat itself more than once. Every repetition of this negative behavior will be rewarding and will increase their confidence in continuing to act this way.

When someone is accusing you of something, or questioning you to attempt to control the frame, never respond by defending yourself or speaking about yourself.

Here are a few examples of responses to these attempts:

- You seem to feel quite strongly about this.
- It looks like you have a lot going on.
- You definitely have some persuasive comments.
- These questions seem to come from a good place.
- I'll bet you have a lot on your plate.
- You seem to be very concerned about this.
- It's not often I see so much emotion - that's pretty rare.

As you can see, these examples redirect back to the person. Often, you can respond by simply talking about something completely different from the original comments or questions. The amount of attention you pay to these people is also important. If your frame is large, then it has no place to be around this person, and your self-worth dictates your attention be elsewhere.

Always assume the collaborative mindset—they are attempting to bring you into their frame and to get involved in their conversation. When you simply assume The Father Frame, you no longer need any 'techniques' to deal with these people. Your responses are automatic because of the frame you have adopted.

This is the reason why people were kinder to their neighbors in Hawaii after Pearl Harbor. This is why a hurricane can bring communities at war together. This is the way a collaborative frame works. If your frame is collaborative, instead of competitive, you'll never have to worry about frame control.

THE WARNING SHOT

We tend to rely on the fact that most people aren't willing to escalate conflict and will default to peace and security/safety.

This means you escalate extremely fast the moment the challenge is presented.

This can ultimately be overkill, and usually will not be necessary. But it's highly effective. The only reason I would say you shouldn't do this often is that it pulls you away from Cooperative and toward Competitive, in terms of your big-picture view.

Think of how a group of puppies, like Mila (my Belgian Malinois), get along. There are lots of frame challenges, but the mom dog will always default to the Father or Grandfather Frame. Other puppies will use all the methods, but ultimately, they won't kill each other—ever.

Here are some examples of softer, and often more effective warning shots that extinguish most people's attempts at what I call 'dominance rituals':

Softer Warning Shot Examples:

- Was your intention to be rude?
- Did you intentionally say that like that?
- What is it you'd like to get out of this conversation?
- This didn't seem like an attempt to gain some kind of dominance until just now. Is everything okay?
- You certainly don't seem like the 'I need to assert dominance' kind of person, have I done something to upset you?
- I know you've got more self-control that that - is something wrong?

You'll see that in each example, they are offered a gracious pathway to retreat on, instead of embarrassing them. We're providing them with the opportunity to admit they made a mistake and helping them to save face by adopting our frame. In this sense, it's often even more effective to offer a self-admission of having made this mistake in the past. With each of the examples above, you could easily insert a phrase such as "I've been extremely stressed before, and I know it made me act in ways that I didn't mean to..."

This principle is also revisited in the interrogation section, and centers around a quote from Sun Tzu:

> "Build your opponent a golden bridge to retreat across."

AVOIDING FRAME CHALLENGES

THE 'THOSE TYPES' CALLOUT

This should always be done with a smile.

In this situation, you would simply use a frame of assuming they aren't one of 'those types' of people who act like that.

> "Jason, I know you pretty well, and I know you're not one of those types of people. Something has to be way off here. Is there something I said?"

This is spoken in the frame of a mentor with more composure and leadership than anything else. Reading it here in the book may make it seem snarky or rude, but this is spoken in the verbal tone of Andy Griffith, Barak Obama, and George Bush. Not Donald Trump.

**Nothing against Donald Trump. His behavior is suited to a particular style of leadership that often is corrosive in the long-term.*

AVOIDING AND RESPONDING TO CHALLENGES (QUICK NOTES)

> Address everyone there to make them all feel involved - not just the most confident people.

- Let your attention wander and give aloof body language when someone is rude. Do not let it occupy real estate in your focus or mind. Act as though it's not happening, or that the voice of that person is of no significance.
- Don't let your ego decide what to do - be open to it all. Let the situation happen without worrying about status and hierarchy, as you'll learn in the Authority section, this is a recipe for absolute disaster.
- Give positive attention of openness and receptivity when they are back on track then use their name in conversation.

PACE THEIR REALITY

When you pace their reality, you're getting them to unconsciously agree with you. Their mind cannot help but agree with what you're saying. This creates a momentary pattern of agreement that makes them more likely to accept your terms. Here are a few examples of how this can be done:

- "There's a good case there for sure..."
- "I totally agree that..."
- "So many people I know think the exact same way..."
- "You raise such a great point! ..."
- "That's absolutely correct in my opinion..."
- Mention what they are thinking while you're speaking:
    - "I know that's a scary idea..."
    - "I realize that's absolutely ridiculous on its face."
    - "And this idea is really hard to accept - it's unusual. Weird even."
    - "I totally get your point and I don't want to knock it down at all. It's actually really spot on."

USE ARCHETYPES TO GET OUT OF ANYTHING

Dr. Jordan Peterson is a master at this technique. When someone brings up an argument, or challenges his frame during heated interviews, he will often bring up an archetype in his speech and compare what's being discussed with a classic story archetype. This works in so many ways. First, the person's mind instantly identifies with the story. Second, the person is inclined to agree that there's a potential for some correlation between the two stories. Third, the person is inclined to accept the comparison because it sounds well thought out—even if they don't get it. Some examples of story archetypes are:

RAGS TO RICHES

The concept of "rags to riches" refers to an individual who transitions from a life of poverty to one of wealth. This journey is often characterized by a protagonist who starts off with very little in the way of material possessions, and is then able to acquire a great deal more through some extraordinary feat. Popular examples of this character archetype include Cinderella, Ebenezer Scrooge, and Jay Gatsby. All of these characters began with nothing

and then rose suddenly through circumstance, action, or luck. Ultimately, they gain the love, respect, admiration, and even power that they initially lacked.

- *Cinderella* by Charles Perrault
- Aladdin from *The Arabian Nights* by Sir Richard Burton
- *Great Expectations* by Charles Dickens
- *Jane Eyre* by Charlotte Bronte
- *The Great Gatsby* by F. Scott Fitzgerald

THE QUEST TO OBTAIN SOMETHING

The classical quest archetype has been a long-standing source of inspiration for great stories, showing us how powerful and courageous characters can overcome challenges to pursue the things that are most important to them. Whether it's a journey to a place, or an encounter with an individual, or an objective waiting to be accomplished, our heroes must face down suffering, remove obstacles, and persevere through difficult times. The result is often a beautiful display of loyalty and commitment towards the people that raised them. Here are some popular examples:

- *Odyssey* by Homer
- *Beowulf* by Anonymous
- *The Epic of Gilgamesh* by Anonymous
- *Ramayana*, An Indian epic
- *The Quest for the Holy Grail* translated by Pauline M. Matarasso

THE REBIRTH OF THE CHARACTER

The cycle of death and rebirth has been a prominent theme in many stories throughout history. As seen in Hinduism, referred to as metempsychosis, this archetypal journey gives protagonists a chance to reflect on the lives they have lived before, providing a unique connection between them and supporting characters they may recognize from past lives. Stories that incorporate these elements can be incredibly effective at conveying the importance of self-knowledge and personal growth. Here are some notable examples:

- The story of Adam and Eve as given in *Paradise Lost* by John Milton
- *Lancelot and Guinevere* by Chretien de Troyes
- *My Name Is Memory* by Ann Brashares
- *Say That Again* by N. Gemini Sasson
- *The Incarnations* by Susan Barker

DEFEATING THE MONSTER

The battle between heroes and monsters has been a central feature in fantasy and supernatural stories for centuries. Representing the triumph of good over evil, these archetypes demonstrate that with courage, self-belief, and resilience, anything is possible. Ancient tales such as that of Oedipus - the first great hero who overcame the Sphinx to take the throne of Thebes - have

shown us time and time again how this concept can be used to create powerful persuasive messages. Here are some other examples:

- *Beowulf* by Anonymous
- *Dracula* by Bram Stoker
- *Day of the Triffids* by John Wyndham
- *Jack and The Beanstalk*
- *Coraline* by Neil Gaiman

COMEDY

The art of persuasion often employs the use of humor to create a sense of connection and engagement between the persuader and their audience. Comedy archetypes, such as the neurotic, rebel, innocent, eccentric, buffoon, cynic, narcissist, or dreamer, help to create an atmosphere of amusement and lightheartedness in order to further facilitate communication and endear the audience to the speaker. By subtly including elements of comedy in their message, a persuader can achieve greater effect due in part to the power of laughter and its associated emotions.

- *Three Men in a Boat* by Jerome K. Jerome
- *Cold Comfort Farm* by Stella Gibbons
- *Scoop* by Evelyn Waugh
- *Catch-22* by Joseph Heller
- *The Hitchhiker's Guide to the Galaxy* by Douglas Adams

THE TRAGEDY ARCHETYPE

Tragic characters are some of the most poignant and powerful figures in literature, allowing readers to feel intense sorrow and a strong connection to the protagonists. Examples of these classical tragic archetypes include Oedipus, Antigone, Beowulf, Hamlet, Julius Caesar and Macbeth. Such characters share many common features - they are often noble by birth, marked by hubris or arrogance, have a hamartia or fatal flaw, exercise free will, suffer punishment and ultimately experience self-awareness.

- *Hamlet* by William Shakespeare
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Fault in Our Stars* by John Green
- *Wuthering Heights* by Emily Brontë
- *The Book Thief* by Markus Zusak

THE VOYAGE AND RETURN

Heroes who embark on long voyages and return to their homelands are a classic archetype, often seen in literature, film and other forms of art. Odysseus is a prime example: after years of travelling, his home and family's lives were in disarray, leaving him desperate to come back. Other examples of this timeless archetype include Theseus from Greek mythology who ventured on a voyage to confront the Minotaur; Beowulf who travelled across various

lands to face off against Grendel; and more recently Frodo Baggins from Lord of the Rings who set out on a quest to destroy the One Ring. Each of these stories show the importance of journeying back home and how heroic it is for characters to do so. The journey might be successful or end tragically, but it serves as an integral part of each story regardless.

- *Alice in Wonderland* by Lewis Carroll
- *The Wonderful Wizard of Oz* by Frank Baum
- *Ramayana,* the Indian epic
- *Orpheus and Eurydice*, A Greek Myth
- *The Chronicles of Narnia* by C.S. Lewis

I spent a lot of time going into these archetypes so that you have a grasp on not only how developing powerful frames work, but how to communicate ideas, arguments, and challenges through these archetypes as vehicles. Later in the book, in the storytelling section, we will dive much deeper into how and why these trigger such a powerful agreement frame in the human mind. For now, remember that archetypes will create more agreement than arguments.

WHY DO ARCHETYPES WORK SO WELL?

People are drawn to story archetypes because they offer powerful insight into the human condition and universal truths. These archetypes tap into our emotions and make us relate to them on a deep level. They provide us with an understanding of what it means to be human, which can be comforting and familiar in difficult times. We often find ourselves agreeing with the themes and messages in story archetypes because they speak to **our** inner truth, resonating deeply within us and providing a sense of clarity that is often difficult to see otherwise.

YOUR NEW FRAME IS HUGE

We, as a species, derive much of our beliefs about ourselves by looking at the outside world. When we meet a powerful, kind, confident leader, we assume they are well-respected and that they've been this way their whole lives. But why?

Something we look for as humans is certainty. When someone around us is speaking or behaving with more certainty than we are, then we assume they couldn't have lived their life safely *unless* everyone is totally okay with this behavior.

They wouldn't be able to speak with that much certainty unless a whole lot of other people have been totally okay with it.

They would have gotten negative feedback a long time ago if their behavior wasn't acceptable to others.

Even in a room alone with ONE person, you have the weight of the tribe behind you because so many people have lived their lives based on social feedback.

If you behave confidently, and maintain that behavior, then it is assumed that thousands of people have already gone along with it.

Your level of confidence is backed by the weight of five thousand people. Don't forget that.

The FRAME, on the other hand, is how well you simply continue to maintain your behavior in the presence of another frame. Anyone can be confident in the shower. The frame is what **holds** your confidence when you're in the presence of others.

COGNITIVE DISSONANCE

Understanding the concept of cognitive dissonance is important to your understanding of several elements in the coming sections. This concept will allow you to understand some of the reasons you are either seeing or creating certain behaviors.

Cognitive dissonance states that people are uncomfortable or resistant to inconsistencies in their thoughts or identity. It offers **one** explanation for why people sometimes try to adjust their thinking when their identity and their words clash. It also occurs when someone's thoughts or behaviors conflict with their environment, or a way they think they should behave in a certain context.

Author Leon Festinger defined it as an inconsistency between beliefs, behavior and information which results in psychological tension. When this tension happens, people will change things to reduce the tension.

Festinger personally infiltrated a doomsday cult and wrote an excellent book about his experience called *When Prophecy Fails*. In the book, he describes a group who claimed to have received messages from a mysterious force in space called "The Guardians" that a flood would destroy the world on 21st of December 1954.

Festinger deeply examined why the blatantly foolish prediction, and the actual date coming and going without a flood, made people in the cult believe even more. He called this 'belief perseverance'.

When the apocalypse never happened, the members of the cult didn't abandon their beliefs. Instead, they doubled down and believed them with even more conviction. He points out in his book that even though these cult members had proof and evidence they were wrong; they were encouraged by other believers to continue their faith.

> Evidence and proof are no match for the power of cognitive dissonance.

The famous "sour grapes" parable from Aesop actually illustrates this concept perfectly.

The parable describes how a fox is trotting along a path one day and notices a beautiful bunch of grapes hanging from a high vine. The fox spends some time staring at them. He then strategizes how he can climb up to reach them. After a while, he realizes that he can't get to them. Since he wants to believe he's cunning and powerful, he must change something to reduce the disagreement between this belief about himself and the environment. Since the fox can't change his ability to get the grapes, he convinces himself that the grapes are sour, and therefore he never really wanted them. With this new belief, he goes home at the end of the day still feeling like he ***chose*** not to eat the grapes.

WHAT ABOUT COGNITIVE DISSONANCE IN HUMANS?

Imagine a young woman who meets a guy she really likes. They share all kinds of similar interests, and her friends and family all love him too. As the relationship develops, she notices that he's prone to aggression and rage. She questions her feelings, and her sense of confidence is reduced.

There's a lot of tension between who she thinks she is and who she's now allowing herself to be by continuing in the relationship. Over time, she starts to justify his behavior, allowing it to continue. The tension in her mind is resolved in what she thinks is the easiest way possible. She may say things to herself like, 'he's not lying, there was just a misunderstanding.' Or 'he's not gaslighting me, maybe I was confused.' Or 'he may have a rage problem, but his father hurt him a lot as a kid.'

In another situation, a child may be in a horrible family. His mother criticizes him, belittles him, lies to him, makes him doubt his own memory, and wrecks his self-esteem. As the child grows up, he resolves the tension by convincing himself that his mom works harder than other moms, that other families are probably the same, so they must be faking happiness at school too. This new belief that other kids are all going through similar situations eases the tension he feels. Cognitive dissonance becomes the norm for him as he grows up. Later in life, he can't figure out why he keeps getting into relationships with narcissists.

Children are experts at resolving cognitive dissonance. It's how many children who are in bad conditions remain stable through childhood.

Let's look at one more example:

A man is a cigarette smoker. He knows smoking is unhealthy. He has a few cognitive dissonance tools that you've probably seen before that he will employ (unconsciously) to ease the tension he feels between the silliness of smoking and the belief he's intelligent.

Let's use the elements of a Mental Frame to see what he might do to resolve the psychological tension:

Change the **expectation** -	smoking isn't that bad. Lots of people do it, and I'm going to be fine. My grandmother lived till she was 95 and she smoked every day.
Change **perception** -	smart people all throughout history smoked and lived long lives.
Change the **belief** -	I eat enough veggies and still play golf, so my lifestyle compensates for the unhealthy habit of smoking.
Change the **definition** -	a smoker is someone who smokes a lot and is addicted. I only smoke a few cigarettes a day, and I could quit whenever I want.
Change the **behavior** -	quit smoking (pretty hard to do)

WHY THE NEED TO RESOLVE STUFF AT ALL?

If we want to understand the world, we need a clear picture of it. We are motivated to restore consistency. It's physically uncomfortable to experience cognitive dissonance.

If you view yourself as an ethical person, and your boss asks you to lie, you'll likely experience cognitive dissonance. Many people are put in situations like this. Some will refuse to preserve the self-image. Some will decide that 'misrepresenting' a few 'minor' details about the product isn't that bad. Another person may just become '**agentic**' and convince themselves (unconsciously) that someone else is responsible for their actions; they are only following orders.

Hundreds of experiments tell us that when our conduct clashes with our beliefs, we change beliefs instead of conduct. This is an unconscious process we don't notice. Your mind is helping you to tell the easiest story.

- "Everyone else does it."
- "It's for the greater good."
- "It's not illegal."
- "It's only one time."
- "No one was injured."
- "I'm not killing anyone."
- "Yeah, but I'm a good father/mom."

If cognitive dissonance is powerful enough to make people ignore facts and evidence right in front of their face, imagine what it can do when it is leveraged using advanced psychology.

In the coming sections, keep cognitive dissonance in mind. Not only will you experience it yourself, but you will also start to see it in everyday situations, and you'll learn to use it as one of the most powerful tools in your arsenal to change behavior and beliefs. Even with the best tools to influence behavior and beliefs to achieve an outcome, you'll face challenges. These challenges are called the Four Barriers to Influence.

THE FOUR BARRIERS TO INFLUENCE

You will often hear hypnotists tell people that they can't be made to do anything under hypnosis that they normally wouldn't do in their everyday life. This isn't exactly true, and I will be explaining why later in this section. Before I do, let's examine the four boundaries to influence when it comes to human behavior.

BEHAVIORAL BOUNDARY

> The behavioral boundary is the limit a person believes they are restricted to, by either social environment or their personal beliefs.

CONTEXT BOUNDARY

> The context boundary is the limit to personal behavior that determines what behaviors are permissible and allowed in a given environment.

SOCIAL PERMISSIVE BOUNDARY

> The social permissive boundary is the behavioral limit placed on an individual by the behavior of others in a group. The behavior of the group provides absolute permission to behave in ways a person normally would not.

EMERGENT BOUNDARY

> The emergent boundary is the removal of other boundaries and behavioral limits due to a situation that is perceived as an emergency such as a major flood, fire, or medical crisis.

Now that you have a working vocabulary when it comes to boundaries, let's examine why the hypnotist can actually make someone do something that is outside their normal behavior simply by jumping *over* a boundary.

If a male hypnotist with predatory intentions wants a woman to remove all her clothing in his clinic, this behavior is likely something the woman would not normally do. In fact, she would probably be terrified by the idea. If the hypnotist discovers that she's a good subject, and can go into deep trance rather easily, the hypnotist can then simply have her vividly re-live a scenario as if it were real. For example, he could have her re-live the following: She is driving home from work one evening, tossing her car keys onto the counter, and getting ready for a warm bath in her own bathroom. Since the woman is now in a context where removing all her clothing is completely acceptable, she will have no problem performing the action.

Removing our clothing in a bathroom to get into a shower or bath is acceptable to all of us. It's the context that makes the difference. A shift in context, even if the context is only perceived, is what makes the behavior not only acceptable, but natural and desired in our mind.

This is an example of one of the boundaries to influence. This is called a **context boundary**.

> Context plays a major role in whether we feel we have permission/expectation to behave in a certain way.

Let's look at a few examples of this:

- A hypnotist can do all kinds of things a salesperson cannot. They can ask someone to lie down, close their eyes, and to focus on the sound of their voice without it being seen as weird.
- A barber can hold a razor to your throat, where anyone else doing this would be unacceptable or frightening.
- A doctor can casually tell someone to take off their pants.
- A person alone in a bathroom has no barrier to getting naked to get into the shower. This behavior would be behind a context barrier while they are at the workplace, however.
- A person in a large crowd at a concert will be comfortable shouting lyrics to a song but would not do the same thing at a family dinner.
- A person at a funeral will openly cry but will resist doing so at a dinner with friends, even though the same feelings may be present.
- A financial advisor can openly ask about someone's income in their office. Later, that same advisor **can't** ask that same question while checking in to a flight at the airport.
- Young women in college will have social cues on how to behave during exams, and a different set of social cues when they are partying on a boat.

We don't necessarily have behavioral boundaries; instead, what we are largely dealing with are context boundaries. The fact that certain behaviors are tolerable and expected only within certain contexts.

Imagine a scenario where a law-abiding citizen is driving down a long highway. No other cars are on the road, however they still maintain the speed limit, as this is their personal behavior. In this case, they have a behavioral boundary to breaking the law. As they continue to drive, they suddenly realize they need to find a toilet very quickly. In this case, the behavioral boundary is broken by an emergent boundary. They break the speed limit to reach the nearest restroom.

From: (Dignum, 2009). *Emergence and Enforcement of Social Behavior.*

In summary, there are four boundaries that can be in place during your actions:

1. **Behavioral Boundary -** Can I do this?
2. **Context Boundary -** Is this the right time for this?
3. **Social Boundary -** Is everyone else doing this too?
4. **Emergent Boundary -** I don't care, I'll do it.

These boundaries are not arranged in a hierarchical structure, but rather, are arranged according to what I've typically seen in order of appearance; the Behavioral Boundary being most common, and the Emergent Boundary being least common. I have tried to get them into some sort of hierarchy, but in my experience, I have seen incredible divergence when it comes to how often they occur, and in which order I see them reveal themselves. This list is as close as I could get to organizing them into something resembling a useful structure.

These boundaries, like all the other models in this section (The Pillars of Human Influence), can serve as a planning tool, a reference and training tool, or a post-mortem tool to breakdown an interaction after it has occurred.

As an operator who will be using these methods for good, how will you be thinking about boundaries when it comes to influence? As you progress in your training, these boundaries should continue to come to mind, as should all the other models referenced in this section. These models will continue to help you make ground-breaking discoveries in your life and your training, as you continue to reference them. For now, here's the key question to keep in mind when thinking about any situation:

What boundary must the subject cross in order to behave in a way that I need them to?

In the next section, you're going to explore the inner workings of the human brain. After reading this section, I believe you will have a better grasp on neuroscience than most people who call themselves neuroscientists online, which is pretty exciting!

SECTION 02: THE NEUROLOGY OF INFLUENCE

IN THIS SECTION, YOU'LL BE shown the basics of neuroscience and how it applies to influence and persuasion. This information will allow you to understand how and why the skills you're about to learn actually work. The human brain is a fascinating mechanism. As far as we know, the brain is the only thing in the known universe that has named itself.

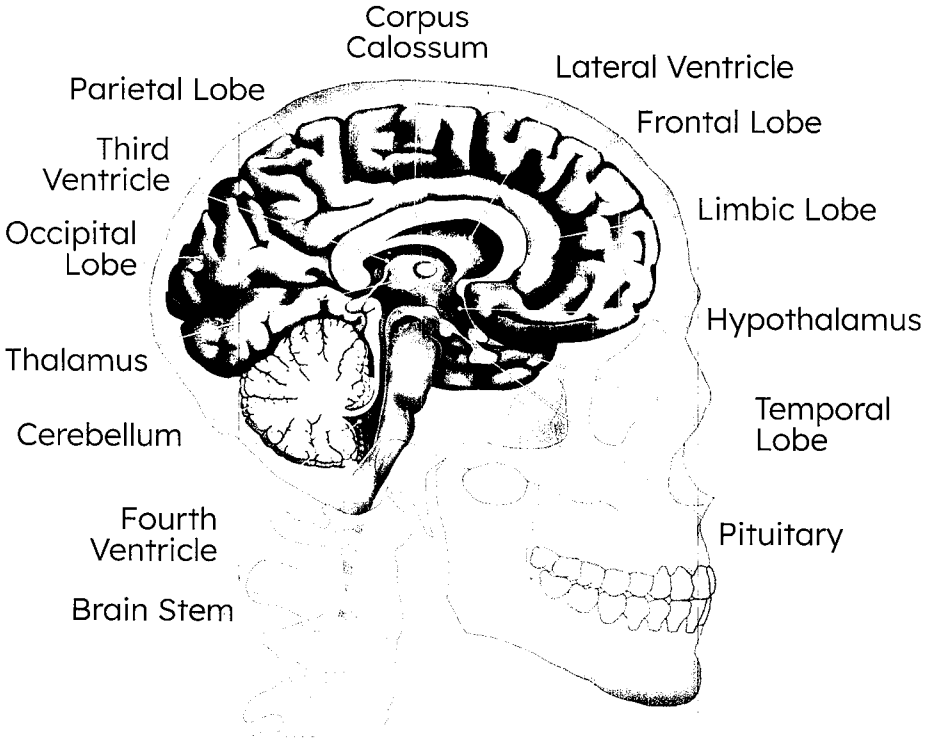
As your understanding of the brain grows, the skills you learn will make more sense. Your understanding of neuroscience will greatly assist you in developing your influence skills because you will know exactly what's happening in the brain when you employ specific methods. Much like being a pilot, knowing how to fly the plane is one thing, and knowing the anatomy of the fuel lines and hydraulic system is another. One is essential for simple skills, the other is essential for true mastery of the artform. Since your new artform is piloting the brain, let's get you acquainted with what you need to know to achieve true mastery. I advise you to take notes as we progress through this section and remember to bring this book with you whenever possible to reference before and after interactions you need insight on.

NEUROANATOMY BASICS

The three-pound organ inside your skull hasn't revealed many of its secrets until very recently. Until just a few years ago, the main way we studied the brain was by observing what issues people had when they experienced brain damage. Scientists would observe which part of the brain was damaged, then they would find out which function the person lost as a result of the damage. Thus, this was referred to as loss-of-function research.

The brain controls every function of the body and interprets meaning from the world around us. It is the essence of what we call a mind and a soul.

The brain has three main parts: the cerebrum, cerebellum, and brainstem. The central nervous system (CNS) is our brain and spinal cord. The peripheral nervous system (PNS) contains all of the nerves that branch from both the brain and spinal cord, innervating the entire body.



The brain is the only known thing in the universe that named itself.

THE CEREBRUM

This is the part of the brain that most people imagine when they picture a brain in their mind. The cerebrum is the largest part of the brain, made up of the right and left hemisphere, and is responsible for interpreting touch, vision, hearing, speech, reasoning, emotions, learning and fine motor movement.

THE CEREBELLUM

Just beneath the cerebrum is the cerebellum. Its main functions are coordinating muscle movements, posture, balance, and most of our bodily movement.

THE BRAINSTEM

Most people, when asked to point to the base of the brain, will point to a location somewhere in their neck. One could say that the base of the brain is in your lower back because your spinal cord and brainstem are parts of the brain. The brainstem, located at the back of the neck, acts as a relay station connecting the spinal cord to the brain. The activities of the brainstem are fully automated, controlling breathing, heart rate, digestion, body temperature, sleeping and waking, sneezing, swallowing, coughing, vomiting, and all the other behaviors that occur without our needing to remember or think to do them.

RIGHT AND LEFT BRAIN

The right and left brain are joined by a bundle of fibers called the corpus callosum that sends data from one side to the other. Each hemisphere controls the opposite side of the body. If a stroke occurs on the right side of the brain, for example, the left side of the body may be weak or paralyzed.

Not all functions we perform are shared on both sides of the brain, though. The left hemisphere controls speech, comprehension, arithmetic, and writing. The right hemisphere controls creativity, spatial ability, artistic, and musical skills. In almost everyone, the left hemisphere is what controls handedness and writing ability.

THE BRAIN LOBES

The brain has distinct fissures (divisions) that divide it into sections that we call lobes. Each hemisphere of the brain has 4 lobes: frontal, temporal, parietal and occipital.

These lobes can be further divided into areas that serve more specific functions. These lobes and sections have very complex relationships, functioning in unison using shared data.

FRONTAL LOBE

- Personality, behavior, emotions
- Judgment, planning, problem-solving
- Speech: speaking and writing (Broca's area)
- Body movement (motor area)
- Intelligence, concentration, self-awareness

PARIETAL LOBE

- Interprets language, words
- Sense of touch, pain, temperature (sensory area)
- Interprets signals from vision, hearing, motor, sensory and memory
- Spatial and visual perception

OCCIPITAL LOBE

- Interprets vision (color, light, movement)
- Transmitting data to other brain regions
- Forming visual memories
- Coordinating movement
- Object recognition
- Distance assessment

TEMPORAL LOBE

- Understanding language (Wernicke's area)
- Memory
- Hearing
- Sequencing and organization

LANGUAGE

The right hemisphere is heavily involved in interpreting visual information and spatial processing. The left hemisphere is (in most people) responsible for language and speech. In very few people, the right hemisphere is dominant, and language is processed there. When someone goes in for brain surgery, especially a left-handed person, a neurologist will perform testing to make this determination before operating in that area of the brain.

Since most brain research is rooted in our discovery of loss-of-function, let's discuss a few injuries that cause issues with language.

When someone suffers a stroke or injury to the language processing areas, this is called aphasia. This can affect speaking, comprehending language, reading, or writing. The type of aphasia depends on where the brain injury occurred.

If the damage is in Broca's area (in the left frontal lobe), a person might have trouble moving facial muscles, moving their tongue, or using the muscles in the throat and mouth to make speech. The person will still be able to read and interpret words, and comprehend language when someone speaks to them, but they will have difficulty speaking and writing - creating language. This is called Broca's aphasia.

If the brain is damaged in a place called Wernicke's area (in the left temporal lobe), a person might speak in 'word salad', meaning strung together sentences that have no meaning. They will have serious difficulty putting words together, and the words they use are correctly formed, but convey little to no meaning. This is called Wernicke's aphasia.

THE CORTEX

The cerebrum's surface is called the cortex. This is the folded/wrinkled part of the brain you see in most illustrations. The cortex has wrinkles of hills (gyrus)

and valleys (sulcus). The cortex is home to 16 billion or more neurons (the whole brain contains around 85 billion) arranged beautifully in layers that serve hierarchical purposes. These nerves are what gives the brain its appearance of a grayish-brown color and how it got the name gray matter. Just beneath the cortex are hundreds of long nerve fibers that connect all the areas of the brain to each other. These are called white matter.

- Neuron - gray matter
- Axon - white matter

The cortex has so many hills and valleys (gyri and sulci) to increase the surface area, which helps us squeeze more neurons into the brain so we can do more stuff.

DEEP STRUCTURES

Deeper in the brain, long pathways of data cables (white matter tracts) connect areas of the brain to each other so that data can travel around the brain, and the lobes can share that data with other areas.

THE HYPOTHALAMUS

Located in the lower area of the brain, the hypothalamus is the CEO of the autonomic system in your body. This part of the brain plays a major role in behaviors like sexual desires, sleep, hunger, thirst, emotions, and body temperature.

THE PITUITARY GLAND

Situated in an interesting pocket of bone called the sella turcica, the pituitary gland is connected to the hypothalamus and is known as the master gland. It controls other endocrine system glands in the body that secrete hormones, sexual development, emotions, muscle growth and how we respond to stress.

THE PINEAL GLAND

Located just behind the third ventricle, the pineal gland is heavily involved in regulating the body's sense of time. It's like the body's internal clock. It secretes melatonin to invoke the body's circadian rhythms.

THE THALAMUS

The thalamus is the lower brain's relay station to the cortex. It plays a major role in pain sensation, memory, attention, and focus.

THE BASAL GANGLIA

The basal ganglia have three main parts, or nuclei. These are the caudate, putamen and globus pallidus. They work together with the cerebellum to coordinate fine motor movement that you use for daily activities like turning a page in a book or drawing a picture.

THE LIMBIC SYSTEM

The limbic system is one you hear about often because it is the control center for emotions. It's also deeply involved with processing information (like you're doing now) and memory formation. The limbic system is made up of four main elements: the cingulate gyrus, hypothalamus, amygdala (emotions) and the hippocampus (memory storage and formation).

LET'S TALK ABOUT MEMORY REAL QUICK

Despite decades of research, we still don't know much about how memories work. We do know that it is a very complex process that probably has three stages: encoding (what should I save and what should I ignore), storage and recall. If something is very interesting or important, your brain will move it from short-term to long-term memory. This is called encoding. When something is emotional, interesting, threatening, or important to us, our brain knows this, and tries to save the data so we can use it again to avoid trouble or find pleasure in the future.

Our short-term memory occurs in the prefrontal cortex. This area saves data for about a minute and is limited in how much it can hold. When someone tells you their phone number, you can type it in your phone a few seconds later because of the prefrontal cortex. It's working as you read this line by retrieving and processing what you are reading and comparing it with the previous sentence so that it all makes sense.

Long-term memory is processed through the hippocampus. When you experience something of extreme importance, or when you rehearse something over and over, the hippocampus kicks in and stores the information so you can pull it up later. It's theoretically unlimited storage, which is fascinating.

Skill memory is another type of memory we don't often hear about. This is processed in the cerebellum, which relays data to the basal ganglia. Actions like driving a car, typing on a keyboard (which I am doing now), and buttoning your shirt are all stored here. When the body repeats a process a few times, the cerebellum gets a notification from the brain that essentially says, 'the human is doing this thing a lot, let's memorize these movements so that it's easier in the future.'

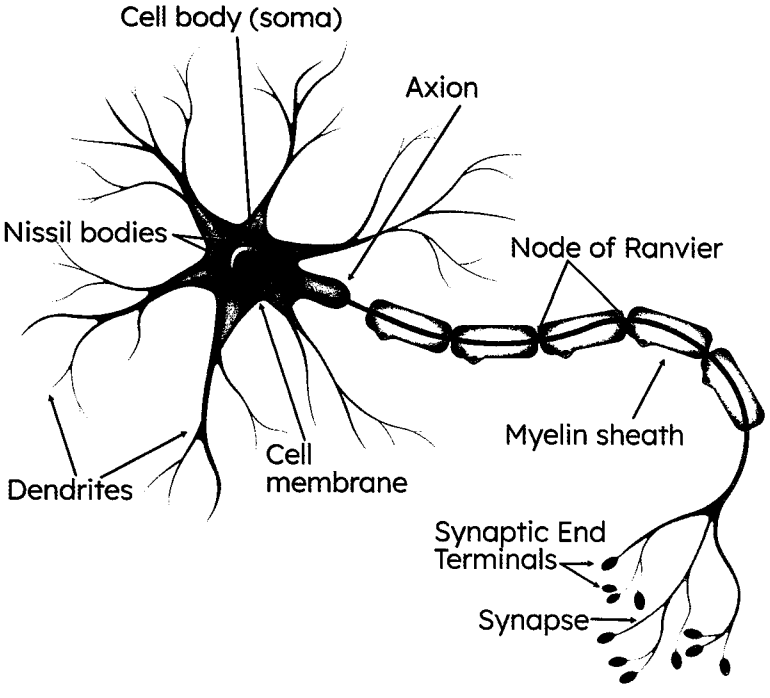
VENTRICLES AND CEREBROSPINAL FLUID (CSF)

Ventricles are hollow spots in the brain filled with fluid. Inside these little areas are a ribbon-like structure called a choroid plexus that is responsible for manufacturing the liquid our brains sit in. This clear, water-like liquid, called cerebrospinal fluid or CSF, flows throughout the brain and spinal cord to insulate it with a liquid barrier to protect it from injury. CSF is constantly being absorbed and replenished by the choroid plexus in your brain.

The choroid plexus is part of the very important barrier that separates your body's blood and CSF, referred to as the blood-brain barrier.

BRAIN CELLS

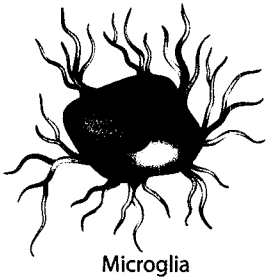
There are two types of cells in the brain: nerve cells (neurons) and glial cells.



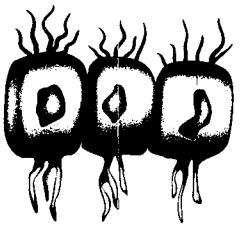
NEURONS

Neurons are the chemical and electrical messenger system in our bodies. They can be up to a meter long! A neuron consists of a cell body, an axon, and a dendrite. When a neuron is electrically 'excited' it will also excite neurons that are nearby. Neurons send electrical signals to each other across little gaps between them called synapses. Each neuron has a bunch of arms that resemble a tree's limbs. These are called dendrites. These behave like electrical and chemical antennae; they receive incoming signals and let them travel to

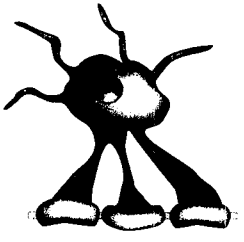
the cell body (neuronal body) which then determines if the signal should be passed on to the next one. Chemical signals follow a similar path. Brain chemicals called neurotransmitters fit into special 'holes' on the next neuron called receptor sites. These receptors are shaped to receive very specific chemicals, just like a keyhole. When they lock into a receptor, it stimulates the neuron to pass on the message.



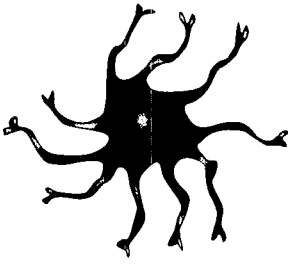
Microglia



Ependymal cells



Oligodendrocytes



Astrocytes

GLIAL CELLS

Glia, or glial cells, get their name from the Greek word meaning 'glue'. There are around 30 times more glia than neurons in your body. They provide neurons with nourishment, protection, and structural support. They are also the most common cells involved in brain tumors.

- **Astroglia** or **astrocytes** are the custodians. They control the blood brain barrier, allowing nutrients and molecules to interact with neurons. They also control homeostasis, neuronal protection and repair, scar-formation, and improve electrical signaling.
- **Oligodendroglia** cells create a fatty substance called myelin that insulates axons, allowing electrical messages to travel faster.
- **Ependymal** cells line the ventricles and secrete cerebrospinal fluid (CSF).
- **Microglia** are the brain's immune cells, protecting it from invaders and cleaning up debris. They also prune synapses.

THE BRAIN STEM

The brain stem is critical to survival. It coordinates cardiovascular function and is the reason we can move, sleep, breathe and function.

The brain stem is a small, narrow region connecting the spinal cord with the diencephalon and cerebrum. If you look closely at the structure of the brain stem, you'll notice that it looks like an actual stem, while the cerebrum looks almost like a flower growing from it. Beneath this 'flower and stem' structure we've described here, is the spinal cord, which looks much like the root of a plant.

The brain stem consists of three major divisions: the **medulla oblongata**, the **pons**, and the **midbrain**.

THE MEDULLA OBLONGATA

At the bottom of the brain stem, the medulla oblongata is directly above the spinal cord. It controls an extensive range of involuntary processes like breathing, cardiovascular activity, and digestion. It's also responsible for several reflexive actions, such as vomiting, swallowing, coughing, and sneezing.

THE PONS

Moving upwards is the pons, which is the bridge between the spinal cord and the cerebrum. This is the central location of several vital nerves. These include the abducens nerve (eye movement), the facial nerve (facial expressions), and the trigeminal nerve (feeling in your face). Saliva production is also regulated here.

THE MIDBRAIN

At the top of the brain stem is the midbrain, which is located below the cerebral cortex and above the hindbrain in a central location beneath the brain. This contains several important structures, as well as many cranial nerves supporting vision, facial and eye movement, and the movement of neck/shoulder muscles. The midbrain collects data about eye movement and assists in visual and auditory processing. The midbrain also houses vital parts of our brain associated with movement, motivation and reward.

The brain stem bridges communication between the brain and spinal cord, controls our vital systems and our drives for motivation and survival.

Essentially, the brain stem is where we derive our consciousness. You can survive injuries to many parts of the brain, but not the brain stem.

RESTING POTENTIAL AND RESIDUAL ELECTRICAL ACTIVITY

Imagine holding a dead frog. If you applied a small amount of electricity to the nerves that feed into the frog's leg, what would happen?

As weird as it sounds, the leg would kick! An Italian scientist named Luigi Galvani discovered this accidentally back in the 1700s. He was performing a dissection of a frog and decided to fiddle with electrical stimulus on the frog's leg nerves.

Can learning neuroscience and the brain's electrical activity assist you in mastering persuasion and influence? In this section, you will learn how you can leverage neuroscience to your advantage when it comes to linguistics and language.

In our discussion of the three areas of influence, you learned that the four levers of influence are:

1. **Electrical** (thoughts)
2. **Chemical** (emotions)
3. **Behavioral** (patterns)
4. **Impulse** (genetic/DNA)

In this section, we will explore and investigate how powerful electrical signaling in the brain can be leveraged for influence.

The brain runs on 20 watts of energy and consumes about 20% of the body's overall energy. The electrical aspects of the human brain are vital to your understanding of influence.

It was initially discovered that nerves (neurons) carry electrical signals through the body to produce motion. At a very basic level, neurons generate their electrical signaling capacity through brief, controlled changes in the permeability to the neuron membrane's surface. The neuron makes its surface more permeable to specific ions like sodium (Na) and Potassium (K).

Before we investigate how these signals are generated, let's talk about membrane permeability in a neuron that is at rest, meaning not sending or receiving any signals.

Neurons are very important in your whole body. They send and receive impulses that essentially make us able to do everything humans can do. When a neuron isn't being 'used', it's essentially just resting. Although there's no electrical signal passing through it, it's not electrically 'dead'. There's still electricity present, which is what we call electrically active.

Because of the way that ions move across the surface of the neuron, the inside of the neuron is more negatively charged than the inside than the fluid around

it. This creates an electrical difference between the inside and outside of the neuron. This difference is called resting potential. Muscles (like your heart) also have resting potential in their cells.

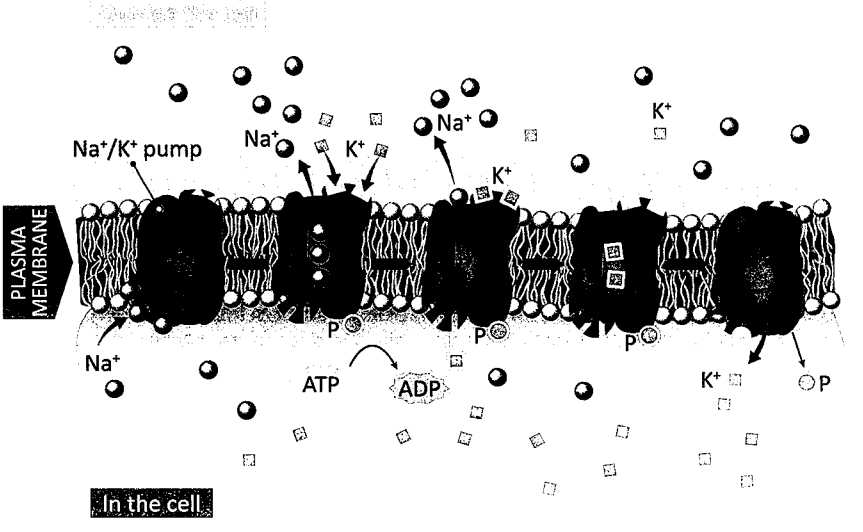
DESCRIBING RESTING POTENTIAL

When a neuron is at rest, the fluid around it and in it are filled with several types (some academics call these types 'species') of ions. Sodium and potassium are the most common. At rest, the sodium level outside the cell is higher than inside. The potassium is the opposite - higher levels inside the cell, and lower outside the cell.

Since ions carry electricity with them, this imbalance creates an electrical difference between the inside and outside of the cell. The amount of difference is what we call resting potential. This is measured in electrical terms, and the resting potential can range from -70 to -30 millivolts.

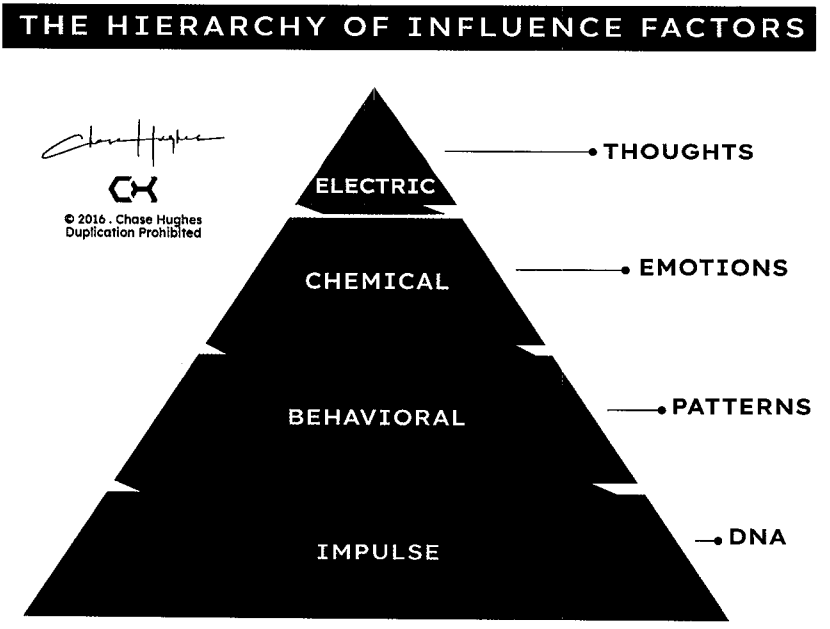
When an electrical signal, called an action potential, triggers a neuron, little channels open up on the surface of the neuron and sodium ions dump into it. This makes the electrical potential of the neuron change considerably, changing from negative to positive.

This is called depolarization. When it's finished doing its job, the ion channels close to bring the electricity in and around the neuron back to resting-state levels. Sodium is pumped out of the cell and potassium is sucked back in. This happens at lightning speed, and once it happens, the neuron is ready to do it all over again.



This electrical reaction is caused by excess potassium ions **inside** the cell and excess sodium ions **outside** the cell.

In section one, when The Hierarchy of Influence was first introduced, electricity was mentioned. This is because when you have thoughts, ideas, memories, orgasms, or even imagine yourself reading this book tomorrow, you're using electricity.



Since your brain consumes about 20-30% of the calories that you eat, it's busy all the time. The brain is also busy at night while you sleep.

HOW THIS SERIOUSLY AFFECTS INFLUENCE

Imagine I asked you to picture your childhood bedroom and then asked you several questions about what it looked like. Or, what if I asked you to describe, in detail, your elementary school classroom. I could ask you specific questions about the smell of the room, the various colors, and the feelings you had as you sat in that room.

Your brain would retrieve this information using electrical impulses. Each neuron would be temporarily 'turned on' while the area of your brain responsible for storing these memories was activated.

This is what just happened when I asked you to retrieve information about your childhood bedroom and elementary school classroom. Your neurons reached their **action potential.**

Because you recalled these memories, the neurons that just did all the recall work will be a lot easier to activate in the future. There are several theories to explain this, and some working models suggest that these neurons contain 'residual electrical activity' (A, 2005) (Tyzio R., 2007).

In short, when you cause someone's neurons to fire, that same group of neurons will be easier to trigger later. **This is a crucial learning point.** In my example above, you retrieved memories from your childhood. Later, if I wanted you to remember an event from your childhood, it would be easier and more vivid than if I hadn't asked you those questions, sending the electrical impulses where I will need them later in the conversation.

If you know what you will need from a subject, you can send electrical activity to that location early in the conversation to make accessing those neurons much easier when you need them.

If you need someone to feel a certain way or to be in a certain mindset later in a conversation, you can prime these neurons for activity early on, letting them know they need to be ready. We will build on this idea later in the book, as we explore several more advanced concepts.

This method can be used without the need to directly ask questions of your subject. Instead, you can expose your subject to information that triggers certain thoughts, beliefs and ideas. This information, whether the person is aware of being exposed to it or not, can have a profound impact on behavior and decision-making in the future. When you reach the linguistics training section, this will be explored along with the specific techniques you can apply to help change future behavior.

Let's explore linguistics for a moment so that you have an understanding of their use, and where they belong in persuasion as a whole.

WHERE YOUR WORDS ARE GOING

Linguistics - defined as the use of language techniques for persuasion - is commonly thought to be the primary method of influence, which you've already learned is not true. While linguistics certainly has a place in modern influence methods, there are reasons why it should never be the go-to method for influence or persuasion. This manual will cover ways to powerfully leverage linguistics , but these methods should be used once the other techniques that are lower on the Hierarchy of Influence have been utilized.

Neuro-linguistic programming (or NLP) claims there is a connection between neurological processes, language and behavioral patterns learned through experience. NLP states that these can be changed to achieve specific goals, however, it has been widely criticized by the scientific community for not being 'proven'.

André Muller Weitzenhoffer—a friend and peer of Milton Erickson—wrote,

> "Has NLP really abstracted and explicated the essence of successful therapy and provided everyone with the means to be another Whittaker, Virginia Satir, or Erickson?...[NLP's] failure to do this is evident because today there is no

> multitude of their equals, not even another Whittaker, Virginia Satir, or Erickson. Ten years should have been sufficient time for this to happen. In this light, I cannot take NLP seriously...[NLP's] contributions to our understanding and use of Ericksonian techniques are equally dubious. Patterns I and II are poorly written works that were an overambitious, pretentious effort to reduce hypnotism to a magic of words."

Reviews of NLP tend to be rather one-sided, presenting the entire system as 'unproven'. This is largely true, but there's also no proof that charisma makes people more likeable, confidence makes people more attractive, or that high social skills make better psychotherapists.

It's difficult to prove what's hard to measure in a lab.

NLP is put to the same scrutiny as ibuprofen in clinical studies, as if NLP itself is some exact chemical that is always applied in the same amounts, with a negligent disregard for the skill level and personality of the person using the methods. This is the biggest problem with many psychological solutions.

To achieve the proof the scientific community demands, one must assume every subject is identical, or that every operator's application of the methods is identical. Both are wrong.

Language and the brain don't go together - yet. There's no language part of your neurology aside from a few small areas in the neocortex. In brain anatomy, we refer to dedicated parts of the brain in terms of hierarchical structures. There's no hierarchical structure that we've developed for language. The two areas we covered earlier in neuroscience, the Broca's and Wernicke's area - do, however, tell us a few things:

- Your brain isn't built for language.
- Language is new to humans.
- Language isn't wildly important to how we make choices.
- In the brain, you can look at the areas that make it work by volume or size (choose either one), and then assign their evolutionary importance based on volume and size.
- We run on electricity - but most of it is used to process data that isn't language at all.

Let's briefly talk about the brain and how it processes language.

Wernicke's area, found in the temporal lobe, rivals Broca's area as a major component in a model of neurologic language functioning. The function of the center is well agreed on, although its borders are sometimes disputed. In contrast to Broca's area, which serves the expressive aspects of motor speech, Wernicke's area is devoted to another major aspect of language—reception of speech. It is assumed that neural structures in Wernicke's area not only allow for comprehension of oral language, but also, in some as-yet-undefined manner, underlie the formulation of internal linguistic concepts. During speaking these are transmitted anteriorly in the brain, traveling forward to Broca's area for the motor programming and expression of language. Little is

actually known about the neural correlates of this internal aspect of language. (Russell J. Love Ph.D., 1992)

Broca's area in the human prefrontal cortex and Wernicke's area in the human temporal lobe are the two most well-known cortical areas involved in the production and comprehension of speech.

Similar genes of these two areas have been identified in apes, monkeys, and prosimians with cytoarchitectonic criteria testifying to the high degree of conservation that is commonly observed in brain evolution.

The discovery of "mirror neurons" (a class of neuron that is important for action comprehension) in the brain, part of the macaque homolog of Broca's area, suggests that Broca's area evolved from an existing area in the primate brain, whose functions are considered precursors to language, and how we process and use it. (Suzuki W., 2015)

Basically, inside a macaque monkey's brain, the neurons in the superior temporal gyrus that are in charge of discriminating between sounds from different animals are the precursors to the speech-related functions of Wernicke's area. (Rilling, 2014)

Another part of the brain, called the Temporoparietal Junction (TPJ), takes sensory data, and attempts to sort it. In particular, it is proposed that the lateral part of the frontal pole cortex in the human brain may have no correspondence in the macaque prefrontal cortex. (Burman, 2011)

In the ACC (an area of the brain), there are two regions called d32 and 32'. These regions don't seem to have similar counterparts in monkeys.

In the inferior parietal lobule (another brain area), there is a greatly enlarged region when comparing humans to monkeys (although the enlargement is less noticeable when comparing monkeys to marmosets). Within this enlarged region, there are two areas known as 39 and 40, which are believed to be specific to the human brain.(Cole, 2009) (Vogt, 2013) (de la Mothe A. L., 2012); (Preuss, 1991) (Karnath, 2001)

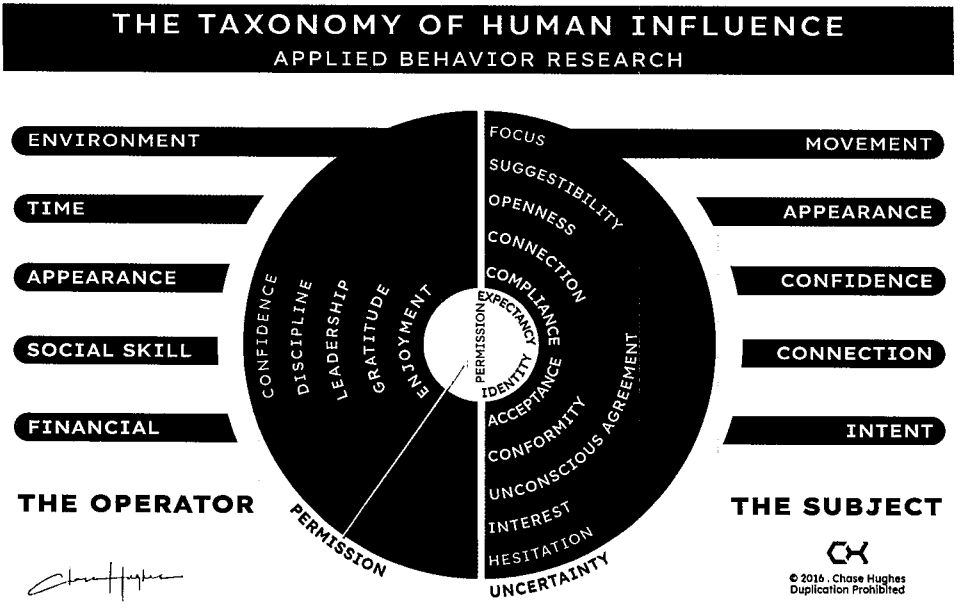
Given existing research, it is generally agreed that the expansion of the cortex led to reorganization of the connectivity within the region, which eventually caused the formation of new cortical areas.

Resting-state MRI experiments, for example, have uncovered frontal-parietal networks in the human brain that seem to not exist in the macaque monkey's brain. Since both the prefrontal and the parietal cortex are expanded in the human brain, relative to the macaque brain, the result is consistent with a scenario in which cortical expansions caused the reorganization of the cortex. This idea is elaborated by (Buckner, 2013), who proposed that the expansion of the cortex can "untether" the hierarchical networks that are more commonly observed in sensory and motor cortices, causing densely connected, nonhierarchical networks to form in the expanded association areas. (Mantini. D., 2013) (Ensari & Murphy, 2003)

> Okay, enough with all the science stuff! What does all this actually mean?

It basically means that language is relatively new for us humans, and we're just barely getting into it. These networks are new – so new that they aren't even involved in the hierarchy of the brain. So.....

Let's revisit The Taxonomy of Human Influence:



Take a close look at this model. Do you notice anything missing? Yes, language is entirely missing.

If you make use of the linguistics methods you learn in this book but nothing else, you'll be an amateur at best. However, if you combine linguistics with all the other learning, you will become an Author. In the next segment, you'll learn the important difference between influencing electrical properties of the brain vs. chemical properties, and we will move one layer up on the Hierarchy of Influence.

THE NEUROLOGY OF DRIVE AND MOTIVATION

When you feel a compulsion to do something that's almost irresistible, this feeling is produced by a system in your brain called the Ventral Tegmental Pathway. If you've just bought a new car, and then recognize it on the street

more than you ever have, there's a part of your brain called the Reticular Activating System that has developed this scanning system to help you spot these cars on the road.

When it comes to our understanding of influence, these areas are critical to understanding at a basic level. I often start intelligence operative training events with a slide that has a few simple words on it - these words are:

> "The closer your skills get to the spinal cord and brain stem, the more results you will get."

Most people think that persuasion equates to the creation of information and ideas, but it is not. Instead, you are in the business of creating impulse and identity. This is how the world is truly changed.

At my trainings, for the hour or so before the training actually begins, this sentence is on the screen in clear white letters on a black background.

"You're in the business of manufacturing impulse in other people and modifying a person's identity in such a way that the changes you make are permanent, powerful, and deep."

The Ventral Tegmental Pathway and the Reticular Activating System are two parts of the brain that play a vital role in deciding how a person will behave and what their brain will tell them to focus on. Remember that what they want to focus on, and what their brain *tells them* to focus on, are often two different things. The lower structures in the brain will always win.

THE VENTRAL TEGMENTAL AREA

The Ventral Tegmental Area (VTA) is in the midbrain and contains mostly dopaminergic neurons. This is an important part of a network often called the brain's reward system. It plays the key role in reinforcing behavior and driving us to seek out activities that make us feel good.

If one was to sum up the three main goals of the VTA, they would be motivation, reward, and addiction.

When someone does something that brings them pleasure, whether it's sex, drugs or skydiving, dopamine levels rise inside the nucleus accumbens, a tiny part of the VTA about the size of a pea. The VTA deals mostly in dopamine, and when something is malfunctioning in the VTA, it can lead to schizophrenia, attention deficit disorder and other disorders.

The VTA, in summary, is our compass. It guides our behavior toward activities that produce dopamine and keeps us motivated toward goals.

THE RETICULAR ACTIVATING SYSTEM (RAS)

The RAS, located within the brain stem, is about the size of a crayon. It plays a vital role in receiving sensory input and keeping track of what we think is important. When we repeatedly focus on something, the RAS picks up on this and gets excited. It memorizes all the information it can from the senses (except for smell), so that it can get better at identifying the things you think are important in the future.

When you are shopping for a new car, you may watch online videos, look at hundreds of photos of the vehicle, and maybe go to a few dealerships to see and test drive the car in person. The RAS is paying attention to all of this. When you buy the new car, there's a high level of emotion associated with the event. The RAS recognizes that this is important to you, so it memorizes all the details you've been looking at for weeks, and now directs your focus to finding the same car as yours on the road. When you start seeing your car all over the place, this is the RAS trying to direct your focus toward what it thinks you find important.

Think of the RAS as a flashlight. It directs your focus to what's important. The RAS is the reason why you can converse with someone in a crowded room and still make out what they are saying. The RAS helps you focus on the voice of the person you want to hear, and it lowers the level of importance on the other voices and sounds in the room. We will dive deeper into the Ventral Tegmental Area (VTA) and the reticular activating system (RAS) when we arrive in the Authority section of the manual.

UNDERSTANDING CHEMICAL VS. ELECTRICAL INFLUENCE

Your words alone can produce both chemical and emotional reactions in someone's brain.

When you speak, you're sending electrical signals, and when those signals generate an emotional response, you're creating chemicals in the brain. Hollywood moviemakers and expert writers leverage this to make you emotionally react to stories. In real life, very few people use this ability well in their language, and fewer still understand it at a level that you're about to.

Most people use their language functionally, meaning to transfer information or express a desire. You might say they use their language by accident. Often, there is little thought invested into how the language may affect other people. In this section, you'll learn the difference between chemical and electrical communication.

THE DIFFERENCE

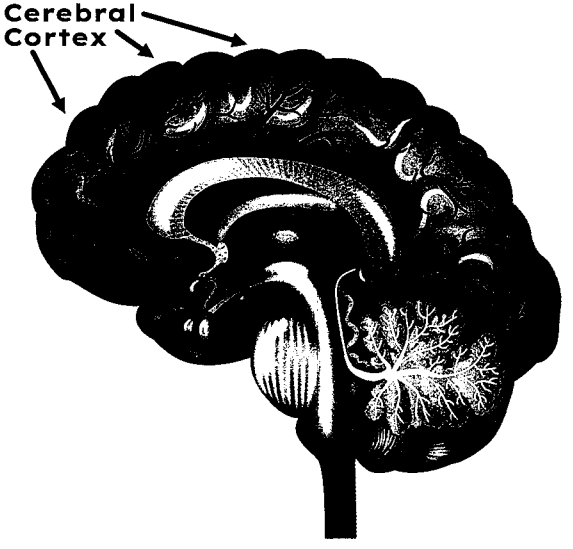
Electrical communication focuses on directing thought. Chemical communication focuses on directing emotion. All communication triggers

electrical activity in order to process information. Powerful communication directs this electricity to deliberately create desired thoughts and emotions.

Put simply, weak communication focuses on the cortex, while powerful communication focuses on the limbic system.

We're going to dive into neuroscience again, but only enough to understand the crucial difference between the parts of the brain where information processing takes place.

THE CORTEX



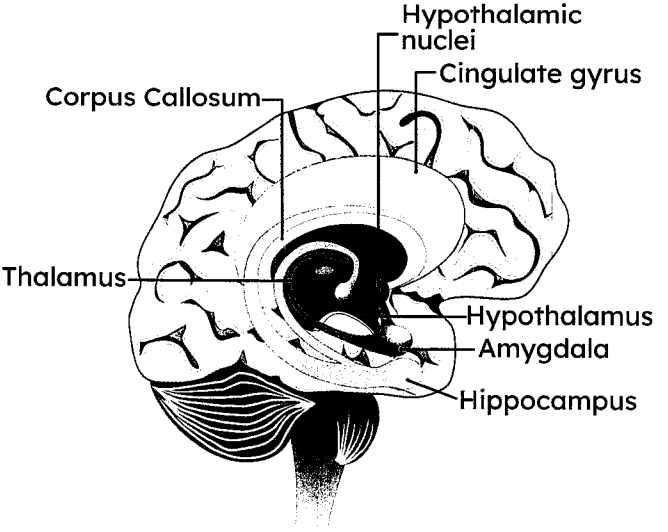
The Cortex, also called the neocortex (which means 'new cover'), is the most recent part of the brain to evolve. It's where we have all the stuff that differentiates us as humans versus animals. It's the most highly developed part of the brain and is responsible for thinking, perceiving, producing, and understanding language.

- Intelligence
- Motor function
- Touch sensation
- Language processing
- Personality
- Planning and organization
- Processing sensory information

CEREBRAL CORTEX FUNCTION

Between 14 billion and 16 billion neurons are found in the cerebral cortex.

THE LIMBIC SYSTEM



The limbic system is a collection of brain structures that process emotion and memory. The main components are the hippocampus, the amygdala, the hypothalamus, and the thalamus. It sits just beneath the temporal lobes of the brain.

The limbic system was originally called the rhinencephalon (meaning 'nose brain') because it was thought to be primarily involved with the sense of smell. Scientists, back in the day, had to dissect the brains of living rats to learn about human brains. Since rats are so driven by smell, this part of the brain lit up like a Christmas tree when the rats were smelling stuff. Scientists assumed, since our brains are like rats, that this had the same function in people.

The limbic system oversees the processing and regulating of emotions, the formation and storage of memories, sexual arousal, and learning.

The neurons within the limbic system are structured differently than those in the cortex. In the cortex, the cells are mostly neocortical, meaning they're formed into six layers.

This part of your brain can't process, produce, or comprehend language at all. As you already know, that belongs in another area of the brain.

GUT FEELINGS

When we get a gut feeling, or some other intuition about a person or situation, we know something general about what the feeling is, but we can never pinpoint the exact cause. The reason we are unable to put a finger on the precise source of the gut feeling is that the mammalian part of our brain (the

limbic system along with a couple other parts) doesn't mess around with language and linguistics. When it identifies something that we need to pay attention to, it tells us. It doesn't send us a text or explain what it sees using language.

This is why we get feelings instead of data. The limbic system works and thrives on *feeling*, not *thinking*.

When you've mastered the methods covered in this manual, you'll grasp one of the most profound lessons that took me decades to discover.

Every person creates these 'gut feelings' in the people they meet, either by accident or by chance. But what if there was a way to *intentionally manufacture* the gut feelings we want to illicit in people?

There actually *is* a way to do this - and you're holding the training manual on how.

There are two things to point out about the limbic system that you need to know and are therefore worth highlighting:

1. The limbic system **uses memory** to **run scripts**.
2. The limbic system **uses scripts** to **run memory**.

Let's unpack this.

You already know about the two types of scripts we run from the FATE Model covered earlier.

We run **life-scripts** based on what we've learned (unconsciously) in our own life, such as emotional reactions, behaviors, skills, and patterns like driving and cooking. And we run **ancestor scripts** which are virtually unchangeable, written into our DNA. Examples are our reactions to loud noises and how our body responds to situations like hunger and aggression. These scripts are by far the most powerful.

Back to the limbic system:

The limbic system uses memories from you and your ancestors to 'activate' a script. In other words, when it recognizes something in your environment, it begins running a program that was created to deal with that situation.

The limbic system uses memory to run scripts.

A few examples of this:

1. A woman discovers that fasting (not eating) for a day makes her more creative.
    a. In her limbic system (and brain stem), her ancestors built a script to help her find food by getting creative.
    b. Think of the first person to discover that bird and animal eggs not only can be eaten but are also an excellent source of protein. This was creative!

2. A man who grew up being abused as a child and ran away, quits his job later in life.
    a. A pattern of behavior that kept a child safe or helped them evade danger becomes a pattern as we age.
3. The pattern of smoking cigarettes is broken for someone while they are on vacation in a foreign country.
    a. The lack of environmental triggers failed to activate the life script of smoking. The new smells, buildings, people, and environment weren't associated with this person's behavioral script triggers, so the behavior was able to be de-scripted.

The limbic system uses scripts to run memory.

When a script is triggered, in many environments, the limbic system uses the environment to create memories so that the script:

1. Stores data for the next time this occurs; or
2. Retrieves data from memory to help the script run.

Here are a few examples of this:

1. A young man becomes a professional golfer and wins the Master's Tournament.
    a. Over the course of his life, his brain (reticular formation) became activated more and more while playing golf, creating an understanding that this is important to him.
    b. Later, the smell of the golf course activated the golf-playing script, and the limbic system teamed up with the reticular formation (reticular activating system) to ensure the behaviors to win the game were being updated in the script.
2. A few hundred thousand years ago, a man learned from a tribal elder what a poisonous snake looked like.
    a. Later, while hunting, the man's attention flashed to a flurry of movement, and he saw and identified a poisonous snake.

Electrical influence is the weakest and most common form of influence. When a lawyer or therapist, for example, hones their skill, whether through decades of experience or intensely focused training, they become exponentially more effective in their work. They become able to help their clients and patients with unprecedented ease.

EXAMPLE ONE

A professional hypnotist uses multi-sensory script triggers to ensure her clients feel as comfortable and safe as possible. When they begin the session, the hypnotist performs a technique that progressively brings the patient to a relaxed, calm, and focused state of mind - increasing the neurotransmitter GABA, which helps us relax and feel a sense of safety.

- **NOTE:** GABA is also the chemical responsible for our level of suggestibility.

EXAMPLE TWO

A salesperson decisively asks a customer questions about their recent vacation to send electricity to positive memories. The salesperson then strategically asks about specific events in the customer's past where they took action on something positive. The memories the salesperson activated in the customer brought up emotions and scripts that revolve around feeling good, taking action, and spending money. The customer, from this one small action, is more psychologically in a 'ready' state to make a purchase.

EXAMPLE THREE

A psychotherapist has an adult patient draw a picture of their childhood bedroom to send electrical activity to the childhood memory area of the brain. The therapist then asks the adult patient to describe their elementary school classroom in vivid detail with their eyes closed. The vivid memory was more easily recreated because of the residual electricity already in this area from drawing the childhood bedroom. Then, as the therapist allows the patient to vividly experience the classroom, the scripts of this time were called up for action. Childhood school scripts were more easily activated because the therapist used a location that was repetitively experienced. We know the brain prioritizes and creates scripts around things we do repeatedly. The therapist also knows that most childhood scripts around elementary school involve being compliant, trusting in authority figures, and being more receptive to adult voices.

REMINDER: THE FOUR RULES OF HUMAN BEHAVIORAL SCRIPTS

- If a script is interrupted, **focus** is created.
- If a script is borrowed from someone's past experience, **predictability** is created.
- If a script is borrowed from ancestors, **automation** is created.
- If a script is openly discussed, its **power** is lessened.

A NOTE ON THE GABA CHEMICAL AND INFLUENCE

GABA is an abbreviation for Gamma-Aminobutyric acid.

GABA is a non-protein amino acid that functions as an **inhibitory** neurotransmitter throughout the central nervous system. It limits nerve transmission by preventing the stimulation of neurons.

Most anesthetic drugs potentiate GABA receptor-mediated inhibition, and this potentiation is thought to comprise part of the mechanism by which general anesthetics produce hypnosis.

GABA reduces a neuron's tendency to produce an action potential (neuron stimulation), making neurons less likely to excite nearby neurons.

There are several recent studies that have discovered a direct correlation between GABA and highly hypnotizable (suggestible) people. For therapists, increasing a client's GABA before appointments can create vastly different results. Increasing our own levels of GABA can also have positive impacts in our lives.

HOW TO BOOST GABA

- **Magnesium supplements**
- **Taurine**
- **Green tea and ginseng**
- **The smell of oolong tea alone can increase GABA.**
- **Cut down excitotoxins**
  - MSG
  - Aspartame
  - artificial sweeteners
  - carrageenan
  - gelatin
  - glutamic acid
  - soy extract
  - whey protein
  - textured protein
- **Foods high in glutamic acid**
  - Almonds and walnuts
  - Bananas
  - Beef liver
  - Broccoli
  - Brown rice
  - Halibut
  - Lentils
  - Oats
  - Citrus fruits
  - Potato
  - Rice bran
  - Spinach
- **Meditation and deep breathing**
- **Picamilon**
  - Banned by the US FDA, mostly because of Russian involvement in its development.
  - Can cross blood-brain barrier due to niacinic compounds.
  - Anxiolytic effects
- **Phenibut**
  - Phenibut is a synthetic compound developed in the Soviet Union. Phenibut has strong anti-anxiety effects and could be used as a nootropic to improve cognitive functions.
  - Phenibut is unregulated in many countries such as the United States and can be purchased online.

- Phenibut is an agonist of the GABAB receptor and, therefore, can produce tolerance rapidly. Consistent usage of phenibut can easily lead to addiction, dependence, and withdrawal symptoms.
- Withdrawal symptoms are similar to that of baclofen, alcohol, and benzodiazepines. A study reported a case of phenibut withdrawal after 2 months of usage that lead to psychosis and hallucinations. The patient was finally treated with benzodiazepines.
- Be careful with this information - talk to a doctor about all of these compounds.

When an individual has too much GABA, a provider may advise a patient to reduce their GABA levels by various means. GABA antagonists or 'negative modulators' block the effects of GABA. (Lapin, 2001)

Substances which *may* block GABA:

- Pregnenolone
- DHEA and DHEA-S
- Ginkgo/bilobalide and ginkgolide
- Zinc
- Wormwood/thujone - Thujone is also found in sage.
- Muira Puama
- Theobromine and theophylline
- Opioids

SCRIPTS VS. EMOTIONS

Memories and emotions will bring up scripts. For some, a memory of a positive event may cause them to bring up a script to behave differently in a social setting - such as being more open and in the moment.

We've all been affected by a particular smell that immediately brings up a memory or emotion. Smells are strongly tied to memories. Something as insignificant as a smell can bring up memories of childhood, school, a vacation, a visit to a spa, or even a sexual experience. The memory that arises from a smell is not as important (to us as operators) as the script that comes up with it.

Because many behaviors in our life are automated by scripts, the memory contains some form of a life (behavioral) script. Think of it as a recipe the brain developed on its own to deal with that mood, social situation, or event.

Here are a few examples:

Izara had no education regarding her brain, but it still did its job for her. When she hears the drums of her tribe, even in the distance, she becomes more socially open, and more willing to dance. The music, and the memories associated with it, trigger a behavioral script that, in its essence, helps her feel safe, and worry less about a potential predator.

Donny, while at dinner with his family, hears the sound of someone's text tone on their phone. For a brief period, he becomes less social with his family and takes on a serious demeanor. The text sound resembled the repetitive beep of an EKG machine that he uses on his patients at the hospital. Donny didn't consciously process this connection, but his memory, and residual electrical activity enabled an 'act professional' behavioral script that temporarily altered his behavior.

Sophie uses this phenomenon with her patients. When someone is closed off, Sophie will ask a few questions that make patients retrieve memories of spending time with close friends. Sophie uses the smell of lavender in her office to prevent the common script of fear or worry associated with medical building smells.

Paul sees one of his children become suddenly closed off at dinner one evening. In the background, though, Paul can hear the television in the other room. The sound from the television program is kids laughing and taunting another child. Paul unconsciously puts these together and, as a result, is able to have an intimate conversation with his child that evening about bullying he is experiencing at school.

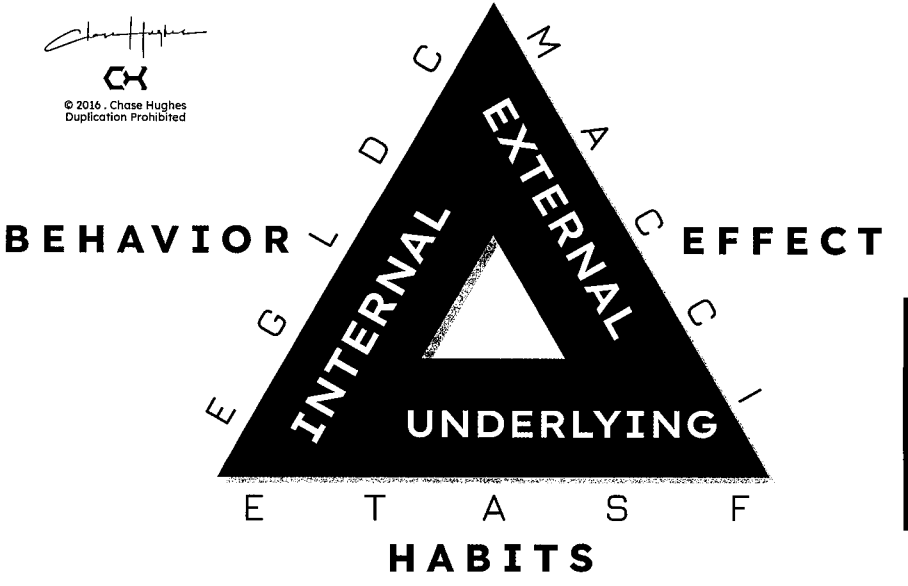
REVIEW:

Emotions can trigger behavioral and ancestral scripts, and memories can activate emotions. These can be used in a calculated way to bring rapid change in behavior. Understanding the brain and the scripts that silently govern much of our lives is critical in your behavioral training. I suggest you start asking yourself during interactions, 'What scripts am I *unknowingly* activating in this person?'

SECTION 03: AUTHORITY AND OBEDIENCE

THE AUTHORITY TRIANGLE

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IN THE COMING SECTIONS, WE WILL unpack this triangle, which you were first introduced to in the Pillars of Influence Section. This triangle represents the key elements that make up authority. Authority is easy to deconstruct and analyze because our ancestors left us several clues that have been largely ignored until now.

Very few people are willing to undergo a personal transformation. What you're about to learn will not only change your life but will give you enormous capacity to bring change to others' lives - which can have positive effects for generations to come.

Authority, Charisma, and Composure act, in many ways, as a master key to the human mind. Most people on our planet will live their entire lives without ever knowing how vulnerable they are to influence. The human brain has no firewall, and critical thinking can disappear in less than a second, without the person noticing the shift has occurred. Much of this is due to authority.

To have true authority, you must possess certain social skills. This is because influence is who you are versus what people think.

SOCIAL SKILL: AN INTRODUCTION TO CHARISMA

Social skills win - every time.

The power of social skills cannot be underestimated. Social skills contribute heavily to all aspects of our lives, from parenting, to how we interact with our spouse, our coworkers, and our boss.

If I handed you the flight checklist binder for a Boeing 737 aircraft, would you feel comfortable flying the plane?

I HOPE NOT.

Most people, and even large companies, want to focus on a list of steps and techniques. They want the flight checklist instead of the skills to be able to fly the plane. In order to learn how to influence others, they want the scripts and formulas, but not the skills.

I have a script that I wrote a long time ago that is guaranteed to get you a free coffee at any coffee shop. Everyone at my training events wants this script. I offer it to them with a question:

"If I had a perfect script of what to say, then I handed this script to a person with social anxiety, how would they do?"

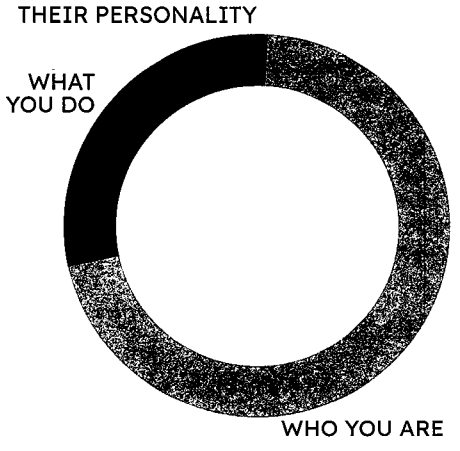
They would not do very well, of course. I could hand an arguably bad script to a person with high-level social skills, confidence and charisma and they would wipe the floor with the person with the 'good' script.

But, since you are likely intrigued, here is the free coffee script:

"Would you happen to know which way is northeast? Do you know (hold up phone as if looking at a map), we had this huge volunteer project last year at the shelter and it was fascinating how many people were so **giving** and completely generous. They were so giving **FREE** ...of their time. Oh, shoot, my wallet is in the car. Do you think I could get this on the house today? Thank you so much (employee name if they share wearing a name tag)." Break eye contact and wait for them to say, 'No problem'.

Scripts can be exciting but imagine having an incredible script and the authority *and* social skills to pull that off.

Later in this book, you'll have access to loads of different scripts and tactics for all kinds of situations. First, though, I would like to develop your internal skills of authority, composure, and social skills.



In the end, it all boils down to:

> Persuasion is 80% who you are, 15% what you do, and 5% who the other person is.

To really break this down, let's look at a graphic. You can see that sometimes the other person's personality plays a role; it could be their mood, their reaction to you as a person or their level of social intelligence. But not as often as you may think.

SMALL TALK

The art of small talk is often discounted. People say they hate it, or they complain that it's too shallow and they prefer deeper conversation. But the fact is, small talk is an essential part of who we are as a society. All social aspects of our lives involve some form of small talk. Your ability to engage in small talk will become an essential building block toward reaching deeper connections, stronger impact, and deeper levels of influence. Small talk is important, regardless of how you feel about it. This art form can be learned – it is not a biological trait or something we're born with. Good small talk follows a basic formula:

1. You show interest in them;
2. You share similar or related stories; and
3. You make them feel interesting (note: interesting, **not** *interested*).

While some people seem to be 'naturals' when it comes to small talk, you can level up your skills to master this art and become as good as, or even better than, a 'natural'. Let's break down a few methods of making small talk. (You'll need these skills for many of the assignments that come later in the book so pay close attention and practice as much as is required). Consider this to be your daily homework.

Small talk formula one:

Listen | Display | React | Ask | Offer

LISTEN

Listening is first for a good reason. Listening to others and being interested makes you interesting. Remember people's names and stories. If someone offered you a thousand dollars to remember someone's name, would you? Of course, you would! It's not about memory, it's about motivation. Keep motivated to know people well. Instead of gathering only a brief summary of someone when you first meet, challenge yourself to get a full rundown - a full degree in their life! You can use the 'contacts' folder in your phone to take notes on the information you learn such as birthdays, favorite places to visit, children's names, and any other relevant information.

DISPLAY

Show your reaction to their remarks with your face and body, when it's appropriate.

If someone is telling you a story about when they were surprised by something, *your* surprise should show on your face. This is nonverbal 'proof' that you not only have empathy, but that you are interested and invested in the story they're telling you.

Display a nonverbal reaction to key points in their stories whenever possible to connect them to you. Once they see that their words are having an impact on you, they will be more likely to continue communicating with you on an increasingly deeper level.

Even if you have known someone for years, make it your new goal to learn something new about them in every conversation you have. This small goal has a number of benefits:

- You get to learn more about them.
- You make them feel interesting.
- You get to collect important information from them.
- You set up a pattern of behavior where the person becomes increasingly more open.
- You will find small talk and concentration easier because you start the conversation with this outcome in mind.

REACT

Offer a verbal reaction to their words – even if it's only a few words of your own.

This might look like this:

> *Other person:* "I've been working at this company for about 18 months now and I can't believe people ever leave. They take such good care of everyone."

Your response: "Sounds like an amazing place to work!" (said with raised eyebrows to show excitement and surprise)

This small response prompts them to continue talking, or to ask you about your life.

ASK

Ask a question to learn more.

In the previous scenario, you said '...sounds like an amazing place to work.'

In this phase of the small talk formula, you simply follow this up with a small question about the place they work, such as, 'Do you plan on staying for a while?'

This small question, especially when it follows the reaction remark, prompts a smoother, more natural discussion that makes them feel good about talking with you. And most importantly, it makes them feel *interesting*.

OFFER

After they answer the small question, offer a related story such as:

- Something you read about that company.
- Friends who enjoy their jobs.
- How you wish you could be working there.
- A story about your favorite job.
- A heartfelt compliment on the company's owner and how they take care of employees.
- A similar story about finding the right place to work.

When this happens, the conversation flows and allows plenty of topics to naturally come forward that don't feel forced or contrived. The offer is the natural continuance of the flow of conversation. Give this formula a try as soon as possible, even if you're on the phone with a customer support specialist. By practicing, you are able to keep your skills sharp, especially when the stakes are low. These skills aren't meant to be something you 'turn on' or 'activate' when you need them. They are meant to live within you and become part of your natural behavior.

CULTIVATING POWERFUL SOCIAL SKILLS

IMITATING THE SKILLS OF POWERFUL COMMUNICATORS

When you watch world-class communicators speak, you can soak up this behavior in many ways. Later in this book you'll learn the skills to form a behavior profile of these types of people, but for now we just want to copy their style of nonverbal delivery. You'll often hear people mention eye contact, posture, tone, and humor. These are great, but there's a missing element. They are giving you *symptoms* to focus on, but not the cause.

When you watch videos of great communicators, pay attention to their nonverbal indicators, but pay more attention to this: their worldview.

- How does this person see the world?
- How do they see the person they are communicating with?
- What are they thinking as they communicate?
- What's their level of comfort?
- What's their level of genuine interest in the other person?

Everyone - even Oprah - feels like a faker sometimes. Any behavior that is new needs to be practiced at first. Developing these new skills isn't faking it, it's training. In fact, the military special forces use these *same* methods to develop new skills. Remember, you're not faking it - you are in training.

Most of our issues with small talk stem from a fear of failure or embarrassment. This fear holds people back from making lifelong connections and developing valuable relationships. These fears are almost always ridiculous, but we listen to them. This is because listening to fears kept our ancestors safe at one point or another, so we evolved into creatures that default to listening to these fearful thoughts. Here's a quick list of possible fears you may feel in social settings:

- If I say anything, I might get embarrassed.
- The other person might not want to talk.
- If I start a conversation, I won't be able to end it and I'll be stuck here forever.
- People don't like small talk.
- I won't be able to keep the conversation going.
- I don't know what to say to kick off the conversation.
- I could start a conversation, but it might sound stupid.
- What if I say the wrong thing?
- They look busy, I'll do it another time.

These are just a few examples of the hundreds of concerns that run through our heads when we find ourselves in these types of social situations. Keep a running list in your journal of these concerns and continue to add to it. Your list will be longer than you might imagine. Getting these thoughts out of your head and onto paper is important - when they stay in the dark, they have the

power to operate without your consent, and often without your awareness. Getting them out allows you to confront them head on and strip them of their power.

THE BIGGEST FEAR IN THE WESTERN WORLD

What do you think the most common fear is? It's not death!

They say it is public speaking, but technically this isn't true. No one is afraid of public speaking; they are, however, afraid of the negative reaction they may receive from public speaking. Recognizing and clarifying this helps to control this fear.

When someone has a fear of heights, they actually have an irrational fear of falling from heights. When someone is afraid of spiders, they are actually afraid of being bitten by a spider. The irrationality of the fear becomes more apparent when it is labeled correctly, and it then becomes clearer how unlikely the fear is to come true.

> **Here is an important fact:** almost all people appreciate it when you make the effort to speak with them.

If you have a fear of starting conversations, this is important to be aware of. In order to advance your skills of influence, you must develop your ability to start conversations. If you can't start conversations and keep them going, you will never feel comfortable *leading* them. Get this skill into your comfort zone as fast as you can.

The responsibility to guide a conversation lies on your shoulders. Don't wait and assume that the other person will be the first to speak.

When I was younger, I played a game with friends at a local bar in Hawaii, where I was stationed in the military. The game was simple; you had to meet someone then introduce them to strangers. Then repeat.

I would approach a table with a few people having a beer and introduce myself by starting a conversation. As I got to know them (and made them all feel interesting), I would excuse myself and meet another group of a few people and do the same. Then, somehow, I would bring the two groups together and introduce them all. As they were all talking with each other, I would turn back and start a conversation with another group, repeating the process until almost everyone in the bar had one thing in common - me. Everyone assumed I knew the whole bar, even though I had barely spoken to anyone. Eventually, I would overhear people bragging that they had known me for a long time, even though they didn't know me at all. It was a very fun game!

Here's a few one-liners that can get you started if you need help sparking a conversation:

- How did you get started in the industry?
- What's the deal with...?
- What's your opinion on all this ...?
- What did you think about ...?
- For kids or teens: What class did you like most today? Why?
- Do you know how to crop a photo on here? (Hand them a photo open on your phone)
- My friend and I are having a debate, do you remember the actor's name from Top Gun?

These all vary in terms of how formal or informal they are, but they can get you started in almost any situation.

FORK

Initial conversations will tend to flow around a few key topics. In the military, we learned an acronym to represent these. You can use this to focus your conversations and questions around what might matter most to people. The acronym is FORK.

- **F**amily - their family and people close to them
- **O**ccupation - what they do for a living, and what they like most about it
- **R**ecreation - what they like to do for fun
- **K**nowledge - what they know a lot about

THE FOUR THREADS FORMULA

When you speak to anyone, you'll hear responses to questions that are basically socially programmed replies to basic questions. Usually, these responses are short and don't offer much to speak about. You can defeat these types of responses forever by using the Four Threads formula.

The Four Threads Formula is when you offer a person four topics they can grab onto when they ask you almost anything. Here's an example of what you commonly hear in response to a basic question:

Person: "Where are you from?"

You: "Houston."

Your reply doesn't do much in the way of facilitating a conversation. But what if you could answer this question in a way that offers this person the answer to their question plus four other things that they can grab onto and talk about with you. It gives them far more opportunity to find common ground with you to start a more meaningful conversation. Here's what it would look like if an operator were in a conversation and used The Four Threads Formula:

> **Person one:** "Where are you from?"
>
> **Operator:** "Originally, I'm from Houston. But I left there when I was a teenager to join the military. I was stationed in Hawaii for 13 years and loved it. I was a Navigator out there for a Guided Missile Destroyer."

Let's examine the various threads this person can now grab onto. When they hear something interesting to them, they will grab it and ask more about that topic. Here's the sentence with the threads in bold:

> "Originally, I'm from **Houston**. But I left there when I was a **teenager** to join the **military**. I was stationed in **Hawaii** for 13 years and loved it. I was a **Navigator** out there for a **Guided Missile Destroyer**."

Even if the person *hates* Hawaii, they have several other options to talk about for their follow-up. This technique is so powerful that it can keep almost any conversation going indefinitely when you pair it with the other techniques in this section.

BRILLIANT ON THE BASICS

The biggest mistake most people make when they aren't successful at something is searching for a solution that is more complex than it needs to be. If their problem is complex, they feel they need an equally complex solution to fix it. If a solution is identified that is simple and easy, it can create discomfort - after all, if something so small could have solved their problem, then why didn't they do it in the first place? They may feel silly at this point, so they will forego the simple solution and continue to look for more complex solutions. In reality, they should be thinking differently.

We often do not want to attribute our failure to simple solutions just to help keep our egos intact. Complexity becomes part of our identity.

This section of the book is about self-development and building personal authority. To successfully achieve this, pay close attention to the following three actions.

- Set priorities
- Set goals
- Measure progress

A good rule of thumb is that if a kindergartner would not be able to fully understand a solution, then it's not the right solution. Think about the incredible life-changes a person could achieve by just following the advice given to children in kindergarten:

- Make your bed
- Be kind
- Show interest in others
- Wake up early, go to bed early
- Exercise
- Eat healthy foods
- Brush your teeth
- Take it one step at a time
- Don't put others down
- Practice
- Enjoy yourself
- Be in charge of your own mood

> These are all things we learn before second grade - how many of these rules do you **fully** live in your life?

All the overly complex self-help books in the world can't stand up to the wisdom we give to children and yet don't follow ourselves.

In the military, there's a saying that I thought was incredible and I've used it personally and professionally for decades: "Don't worry about advanced until you're **brilliant on the basics**."

In other words, getting good at the basics is the foundation of the house. Let's build it here.

THE ROCK IN THE SHOE

This concept refers to when someone tries to appear natural while experiencing discomfort below the surface. This gives the visible appearance of discomfort or masking of something hidden. This can happen when a part of our personality feels unnatural and therefore uncomfortable. This *will* happen as you develop your skills and it's something that will reduce over time, the more you practice these skills, through repetition.

DEMON EXPOSITION

Exposing your demons refers to the identification of your weaknesses more than your strengths. There are countless business books out there that talk about finding your strengths and leveraging them. While this may sound good, imagine if you did this to your children. If your child is failing English and Math, should you tell them to ignore it so they can focus on Art and History? NO!

Your attention would be on the areas where they are failing. Your focus would be on preventing failure, not increasing their grades in the areas where they are already succeeding!

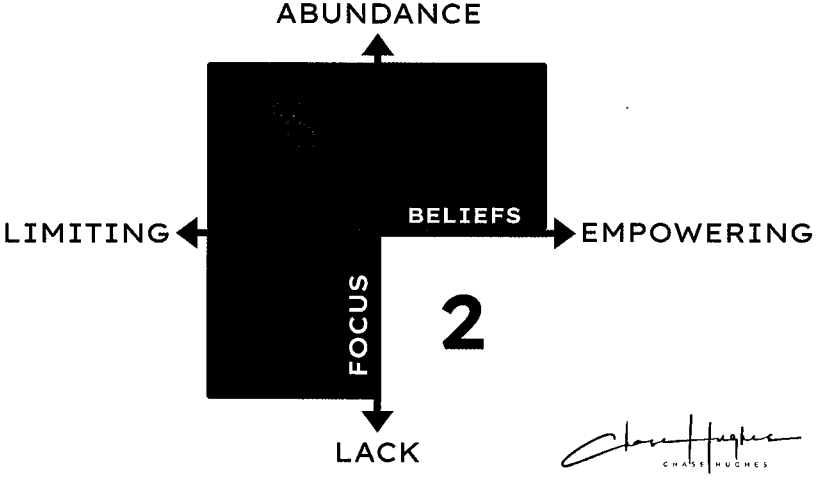
What if you adopted this strategy with your car? The engine was failing, so you spend a load of money getting the windows tinted. This would make no sense. To be successful, we must acknowledge our points of failure FIRST, then focus on strengths. Identifying your own areas of weakness is something you will do later in this section. It's critical to know any behaviors you may have that could be contributing to situations in your life where you didn't achieve the outcome you wanted.

Don't get me wrong - focusing on strengths is great. But only after you have identified, and are working on, any low points that could cause failure in your life. You don't necessarily have to make an immediate plan to deal with them, but you MUST be aware of them so you can spot when they are coming into play or interfering with your life and business.

THE OPERATOR'S MINDSET

Being in full authority means that you have the mindset of a true operator. You probably already know that mindset is what makes success happen more than skill. It's the reason that if all the money in the world were divided equally amongst everyone, the money would soon return to the very same pockets that it came from. There are four mindset ratings that an operator can have. It's very important to keep track of your mindset daily, and just keeping track can allow your subconscious to help you bring it to where it needs to be.

HERE'S ARE THE FOUR LEVELS OF MINDSET:



Mindset One [**SUCCEEDING**]: "I can do anything, and I have the tools I need to accomplish anything. If I'm missing a tool, I will find it and succeed."

Mindset Two [**LACKING**]: "I can do anything, but I don't have the tools and resources that other people seem to have."

Mindset Three [**RESTRICTED**]: "Everything I want is accessible, but I'm not the kind of person who can accomplish, earn, or achieve these kinds of things."

Mindset Four [**FAILING**]: "With no capability and everyone else taking all the resources from the rest of us, there's no way you can win. There's nothing I can do."

Identifying your quadrant will help to make sense of the tools you're about to learn in this section. It will also have some surprising benefits that you may not expect - it has the potential to show you where many of your beliefs that are holding you back tend to reside. You might notice your self-talk coming up as you move through this section. This mindset review is located here in the beginning is to give you a flashlight to shine into the dark corners where some of your limiting beliefs might be hiding. Pay attention to your own self-talk as you move through this chapter on Authority.

THE IMPORTANCE OF AUTHORITY IN INFLUENCE

> **Fact:** Normal people can become murderers in less than an hour.

Read this short quote from Dr. Stanley Milgram regarding his infamous experiment from 1963, that we will cover next.

> "I observed a mature and initially poised businessman enter the laboratory smiling and confident. Within 20 minutes, he was reduced to a twitching, stuttering wreck, who was rapidly approaching a point of nervous collapse. He constantly pulled on his earlobe and twisted his hands. At one point he pushed his fist into his forehead and muttered: 'Oh God, let's stop it.' And yet he continued to respond to every word of the experimenter and obeyed to the end."
>
> - Stanley Milgram, 1963 (Wortman, 1999)

It was July of 1963 in New Haven, Connecticut, 73 degrees outside with a gentle breeze. Inside an unassuming, red-bricked building on the Yale University campus, a man in a gray lab coat was talking strangers into murder.

What do you think it would take for you to be 'talked into' murder? Most people would reply that they could never be talked into such a thing. However, 65% of the participants in this study shocked another human being to death (or at least they thought they did).

What causes a human to go from zero to killer? If 65% of us are willing to kill because a stranger in a lab coat tells us to, should we worry?

What if, just like we have visual blind spots, we have behavioral blind spots? A small hole that allows someone to reach into our mind and start pulling levers they shouldn't have access to. What if this mental blind spot is something that could be measured, exploited, and used for controlling not only people in a lab, but entire communities?

None of us would like to believe we are this vulnerable to the world around us. We tend to go through our lives firmly believing that our minds are somewhat of a fortress; the only access in is what we allow. This belief is called the 'fortress illusion', and not only is it incorrect, but it's also dangerous to believe. Imagine going to sleep with a rock-solid belief that your doors have all been locked tight. You'll sleep more soundly, but if you've missed some doors, the house isn't secure. The fortress illusion actually makes us an easier target for persuasion and authority; it allows us to relax when we may need to be paying more attention to our surroundings.

In this section, we are going to closely examine some research into obedience, digging through various psychological factors and investigating what's happening in the mind when a person is under the spell of authority. Next, we will discuss the factors that trigger that automatic obedience, and how you can trigger that response in others.

In our examination of Authority, I want to illustrate exactly how authority triggers automatic obedience and expose the secrets behind it. We are going to investigate and dissect the causes, reasons, and dark sides of automatic human behavior. With this, I'll distill the exact methods to access these behavioral loopholes.

WHAT IS A BEHAVIORAL LOOPHOLE?

Behavioral Loophole (noun): An inborn quality of the human brain that has its roots in protecting us from harm. These automatic responses to specific types of stimuli create a loophole in our behavior whereby we instantly shift from processing information and cognitive reasoning to reacting to information and impulse reaction. Since these loopholes are universal in human behavior, they can be reliably exploited, allowing an operator to predict an outcome, and to use the loophole to obtain a desired impulse response such as focus, excitement, or a desire to connect.

Why and *how* can a person hijack a human brain's normally rational decision-making centers?

Let's find out.

THE MILGRAM EXPERIMENT

"It is not so much the kind of person a man is as the kind of situation in which he finds himself that determines how he will act."
— Stanley Milgram

Imagine it's 1962. You responded to a newspaper ad that said: "We will pay you $4.00 for one hour of your time".

The ad says a study on memory is being conducted at Yale University, and they need all types of people. They'll even pay for your gas to come to the campus. All you have to do is mail a detachable coupon to Dr. Stanley Milgram.

When you arrive, a doctor greets you and one other participant in the lobby and explains the study. "We'll be conducting a study on memory and learning. One of you will be the teacher, and one will be the learner. The teacher will read off a pair of words to the learner in the next room. If the learner responds incorrectly, the teacher will administer increasing electric shocks."

You draw the straw for the 'teacher' position. The man in the lab coat shows you where the learner will be seated in the next room. As he does, he lets you see the electrodes placed onto his arm, and lets you feel the electricity that the learner will feel. You exit the room with the man in the lab coat, close the door, and you're shown to the 'teacher's' station. At this desk you're to be seated at, there's a large electrical control box, with different shock levers ranging from 15 to 450 volts, finally ending in the letters 'XXX' on the final shock lever. Next to the shock machine, there's a clipboard with groups of words that you're to read to the learner.

As you take your seat, there's a 65% chance you'll go so far as to kill the person in the next room.

Dr. Stanley Milgram was average height, and a serious person. He grew up in the Bronx. His parents, Adele, and Samuel, emigrated from Romania during World War I. His father ran his own bakery in the Bronx. Many of his extended family stayed with them during his childhood, some still bearing Nazi concentration camp tattoos (Fermaglich, 2006).

This left quite a mark on Dr. Milgram's personality. At his own Bar Mitzvah, his speech was solely about the suffering the European Jews had to endure in World War II, and how the events would impact Jews around the world for decades to come. He got his bachelor's degree in political science from Queens College, New York in 1954 and his PhD in 1961 from Harvard in Social Psychology. He began teaching at Yale shortly thereafter.

Milgram's research showed a special interest in Adolf Eichmann, an organizer of the Holocaust. The actions of Eichmann inspired the development of the Obedience Experiment. Milgram simply wanted to know if it was true that, as Eichmann said while standing trial in Israel that, "...I was just following orders."

The experiment featured two small rooms, one for a teacher and the other for a learner. But in reality, the learner in the experiment was always an actor. Whomever volunteered to participate was always given the 'teacher' straw.

In the learner's room, there was also a desk, chair and a large three-foot-long machine designed to deliver electric shocks to the learner. Seated behind the learner's chair, however, was a separate desk and chair, reserved for the man who'd be overseeing the experiment. He wore a gray lab coat and was very well groomed. As participants would enter, they had the opportunity to feel a shock from the machine (which was actually the only real shock delivered in the entire experiment) and watch as the learner had the shocking device affixed to his arm.

After the learner was situated in his seat, the man in the lab coat would detail the purpose and procedure for the experiment. He'd explain that the experiment is a test of human memory and learning. The teacher simply had to read several word pairs and offer the learner a multiple-choice question to match the word pairs they were to remember. If they were correct, the teacher would tell them so through the microphone on the desk beside the shocking machine. The microphone looked like one of those ones a police dispatcher would use in a 1980's police show. If they were incorrect, the teacher was told to deliver a shock to the learner that increased in voltage with each incorrect answer.

Initially, when the experiment began, the learner would get several of the answers correct. However, as time passed, the number of incorrect answers increased, and the teacher (according to the rules of the experiment) had to continue delivering increasingly painful electrical shocks. Of course, the learner was actually an actor, and no shocks were actually delivered, but the teacher did not know this.

With each incorrect answer, the voltage increased. The teacher was told the microphone was a one-way communication tool, but he could hear the protests, screaming and pleas for help through the wall. The sounds of the learner in pain were, in fact, coming from a record player with pre-recorded pain responses, begging to end the experiment and outright screams. All the teachers expressed disapproval, discomfort, stress and even crying in some cases. Sometimes, the amount of discomfort from the screams and the increasing shocks made the volunteers quit and terminate the experiment, but for most, they made it well past 200 volts before they refused to go further. They continued even while witnessing screams, painful protests, and demands to stop the experiment coming from the adjacent room.

The volunteers' actions caused them a great deal of stress and emotional pain. Throughout the experiment, even though most continued to obey the man in the lab coat, participants would sweat, cry, tremble, stutter and pull their hair as they knowingly continued to inflict 'dangerous' electric shocks to the stranger in the next room. A sense of what it was like can be seen in the two following dialogue excerpts between the subject and the experimenter in the lab coat: (Franzoi, 2012)

[150 volts delivered]: Participant: "You want me to keep going?"

[165 volts delivered]: "That guy is hollering in there. There's a lot of them [questions] here. He's liable to have a heart condition. You want me to go on?"

[180 volts delivered]: "He can't stand it! I'm not going to kill that man in there! You hear him hollering? He's hollering. He can't stand it. What if something happens to him? ...I'm not going to get that man sick in there. He's hollering in there. You know what I mean? I mean I refuse to take the responsibility. He's getting hurt in there. He's in there hollering. Too many left here. Geez, if he gets them wrong. There's too many of them left. I mean who is going to take responsibility if anything happens to that gentleman?"

[The experimenter accepts responsibility]: "All right."

[195 volts delivered]: "You see he's hollering. Hear that. Gee, I don't know."

Experimenter: "The experiment requires that you go on."

Participant: "I know it does, sir, but I mean—ugh—he don't know what he's in for. He's up to 195 volts."

[210 volts delivered]

[225 volts delivered]

[240 volts delivered]: "Aw no. You mean I've got to keep going up with the scale? No sir. I'm not going to kill that man! I'm not going to give him 450 volts!"

Experimenter: "The experiment requires that you go on."

Participant: "I know it does, but that man is hollering in there, sir..." (Franzoi, 2012)

On the next page is another partial transcription between the experimenter, the learner, and the unknowing "teacher" participant. The teacher is a heavyset, worried-looking man with prematurely gray hair. He is wearing a polo shirt and is very polite. A hidden camera is recording the experiment (Meyer 101).

Participant:	" 'Green—grass, hat, ink, apple.' Answer please." [Silence. Teacher sits there].
Experimenter:	"Go on with the procedure please, teacher."
Participant:	"Three hundred and fifteen volts. The answer is 'ink.' "(Zzumph!)
Learner:	"Ohh. Ooohh." [screaming in pain]
Participant:	[relieved to hear response]: "Next one."
Learner:	"I absolutely refuse to answer."
Participant:	"You've got to. You get a shock if you don't answer." [Experiment continues with learner refusing to answer, and, finally, failing even to grunt or groan.]
Participant:	"I think something's happened to that fellow in there. I don't get no answer. He was hollering at less voltage. Can't you check in and see if he's alright, please?"
Experimenter:	[Same detached calm]: "Not once we've started. Please continue, teacher."
Participant:	[Sits down, sighs deeply]: " 'Cool—day, shade, water paint.' Answer please. Are you all right in there? Are you alright?"
Experimenter:	"Please continue, teacher. Continue, please." [Teacher pushes lever.]
Participant:	(swiveling around in his chair): "Something's happened to that man in there. (Swiveling back). Next one. Low—dollar, necklace, moon, paint. (Turning around again). Something's happened to that man in there. You better check in on him, sir. He won't answer or nothing.
Experimenter:	"Continue. Go on, please." (Meyer, 1999) [end transcript]

So why would these people obey? What triggers this response? The participant's response wasn't an anomaly at all. In fact, we can look at the predictions of what would happen vs. the actual results of the experiment.

A team of psychologists and doctors analyzed the experiment before it began, to make estimations on what level of obedience would be achieved:

1. The team predicted 99% of participants would refuse to obey to 450 volts. In reality, 65% went all the way and continued using 450 volts until the experiment was finished, despite the agonizing screams and cries of the man in the next room.

2. The team predicted 86% of people would refuse to go to the dangerous level of 210 volts. In reality, every participant obeyed. Yes, every single one; 100% of participants shocked the man in the next room all the way to 210 volts. (Franzoi, 2012) (Milgram, 1974)

THE AGENTIC SHIFT

In the 2015 movie, 'Experimenter', actor Peter Sarsgaard portrays Dr. Milgram and discusses this concept he calls 'the agentic state'. He looks into the camera and says:

> *"There was a time, I suspect, when men and women could give a fully human response to any situation, when we could be fully absorbed, in the world, as human beings. But more often now people don't get to see the whole situation but only some small part of it. There's a division of labor and people carry out small, narrow, specialized jobs and we can't act without some sort of direction from on high. I call this the agentic state. The individual yields to authority and in doing so becomes alienated from his own actions. The agentic state is 'store policy', it's 'I'm just doing my job', or 'that's not my job', or 'I don't make the rules', 'we don't do that here'. 'just following orders', 'it's the law'. In the agentic state the individual defines himself as an instrument carrying out the wishes of others - a soldier, a nurse, an administrator, an actor, a corporate employee, or even, yes, academics and artists."* (Almereyda, 2015)

The agentic state refers to the mental reorganization of responsibility for one's actions. In the agentic state, a person no longer views the responsibility for their actions as their own. Instead, they place responsibility for their actions on the person who is in a place of authority. Milgram discovered this state as a social psychologist to expose the thought processes of war criminals who were 'just following orders' while committing atrocities. In everyday life, we see this agentic state everywhere. The mere presence of an authority figure, or someone we perceive as having authority causes this agentic shift to begin and triggers this automatic obedience response.

In the Milgram experiment, the authority figure was nothing more than a handsome man in a lab coat with a clipboard. He had no actual title, nametag, or credentials. The lab coat and his behavior alone triggered an agentic shift in everyone who participated in the experiment. 100% of participants obeyed all the way to 210 volts.

Of course, if someone interviewed you and asked if you'd go all the way to 450 volts, you'd likely insist that you would never do anything like that, and that

you'd be able to resist the experimenter and walk out of the room. The experiment has been replicated over 100 times with extremely similar results: Most kill. Everyone obeys to some extent. Everyone.

So why do people obey? The experimenter didn't issue orders, shout, scream, demand or otherwise threaten anyone. They just listened.

In the Milgram experiment, the man in the lab coat only used prods to get full compliance: (Milgram, 1974)

Prod 1: Please continue.
Prod 2: The experiment requires you to continue.
Prod 3: It is absolutely essential that you continue.
Prod 4: You have no other choice but to continue.

Dr. Milgram thought the university setting might have been contributing to the obedience. The setting of a lab in a university could have created some kind of inherent assumption of safety, and the subjects subconsciously knew that nothing really bad would happen. But after repeating the experiments inside of shabby apartments in low-end parts of town, researchers found that the same results continued to occur. Even performing the experiment in 21 other countries in varying settings still produced shockingly similar results. (Blass, 2004)

VARIATIONS OF THE EXPERIMENT

Milgram went on to vary certain aspects of his experiments. For instance, he discovered that by moving the experimenter (the man in the lab coat) further away from the participant, the likelihood of disobedience would increase. He had the learner begin pounding on the walls at one point to see if it would change the disobedience, and it didn't change much. One aspect that seemed to drastically increase a participant's likelihood of disobedience was bringing the learner into the same room and having the teacher (participant) hold the learner's hand down onto a metal plate placed on the same desk as the shock machine to deliver the 'shocks'.

WHAT DOES THIS EXPERIMENT SHOW US?

If you just look at the numbers, it appears that a great deal of your neighbors could randomly just turn into murderous villains. Thankfully, this isn't the case. The reality is that our brains are almost hard wired to follow random people with authority; it is something else our brains look for. From about age 2, we learn about authority, social conformity, and obedience. Obedience alone makes our lives easier and becomes the go-to response when we meet authority figures. It's so ingrained in our behavior that we don't notice the agentic shift taking place, and it's sometimes too late before we're able to realize we've given up control.

The participants in the Milgram experiment walked into a Yale University building and met a well-groomed, well-spoken man in a pressed gray lab coat. The lab coat alone is usually enough to trigger obedience in others, as we will

discuss in a later investigation. This lab coat gave the experimenter no real authority at all – it was all perceived authority. What happens differently when we encounter perceived authority versus real authority? Nothing. Our brains don't scan the scenario for differentiations unless there's some glaringly obvious reason to do so. Perceived authority is equally effective.

In the Milgram experiment, a man in a lab coat took a regular sampling of people throughout a city that were not students, and using nothing more than a few phrases, convinced them to murder a total stranger. Through clenched fists, crying, protest, hair-pulling and wrenched faces, they obeyed...they killed.

Was it just the lab coat? Did people just naturally respond to it in some mysterious way?

While there is a well-researched human reaction to lab coats and medical personnel in general, there's no evidence to suggest that what they call 'The White Coat Effect' was fully responsible for the results of the Milgram experiment. (Jhalani, 2005)

Soon, we will dissect a few more studies, and pull back the layers of human obedience to perceived authority. The factors responsible for the high level of obedience in the Milgram experiment are varied, but we can distill most of them into replicable parts such as behavior, speech, appearance and what's being unconsciously projected by the authority figure.

In the Milgram experiment, there were very clear patterns, that repeat themselves countless times in your everyday life. What's surprising is how little attention you likely paid to these patterns. Chances are you've seen them a dozen times this week alone. When you begin to recognize them, things change...big time.

HARD-WIRED FOR OBEDIENCE

"Control the manner in which a man interprets his world, and you have gone a long way toward controlling his behavior."
— Stanley Milgram

Not too long ago, humans were tribal. Most of our ancestors lived in small societies of one hundred to a few hundred people. These small tribes lived off the land, wherever they were, and mostly got along with neighboring tribes of humans. Agriculture soon settled in as the way to guarantee an abundant food supply. Each of these tribes typically had one leader. Adherence to the leader's rules didn't just keep you safe, it kept you alive. Dishonoring or disobeying the tribal leader had consequences. Some leaders might have just killed you, while others simply made you into a social outcast, ensuring no one would risk mating with you in your tribe, which sucks.

Our brains evolved to obey authority. It kept us alive and procreating. In fact, the shape and capability of our brains hasn't changed in about 180,000 years (Hrvoj-Mihic, 2013).

SOCIAL RESONANCE

Imagine walking into a huge piano store with pianos from wall to wall. If you walked up to one of the pianos in the store and hit the middle C key, it would make a loud sound, vibrating at 261.626 hertz, which our brain interprets as the note of C major. The sound would fill the room. But here is where it gets really interesting - the C string on every other piano in the room would also begin to vibrate. This is because the sound wave resonates with every C string of every piano in the store and therefore causes them to vibrate.

Humans operate in much the same way; our bodies and minds resonate with what's around us. Our social behaviors are highly sensitive to the nonverbal signals of the humans around us. Since we are tribal animals, coherence produces harmony and allows communication without words. This theory of behavior is called Social Coherence and is also referred to as the Energetic Field Environment by the HeartMath Institute.

We broadcast a tremendous amount of information with our bodies. Our speech, mannerisms, carriage, posture, tonality, vocabulary, mood, and dozens of other factors contribute to someone's interpretation of who we are. All of these, of course, are broadcast on a level outside of our conscious awareness. Imagine two people interacting as two pianos. If you experience fear, apprehension, or uncertainty, those are the 'strings' you're causing to vibrate in others. If you're confident and certain of your actions, you'll cause those 'strings' to vibrate in people. Even if you firmly believe you're hiding these feelings, they leak out. They always will. Your unconscious mind has a direct line of communication with the unconscious minds of others, and your unconscious mind can't lie.

When humans have a feeling that something is just 'off', and we can't place our finger on it, that's the unconscious mind telling us it has received several signals that conflict with what our eyes are seeing.

As we grow older, we develop a strong sense of who we can follow based on cues and nonverbal signals we don't consciously process. From childhood, we learn how to spot danger, anger, happiness, and several other emotions, and into adulthood, most of us have a pretty well-defined subconscious radar to warn us of danger. Becoming automatically obedient to someone who is dangerous could spell disaster, and possibly death. And, while it sounds like I'm describing a tribal community, think about the Milgram experiment. The man in the lab coat was well-trained to flip internal 'authority' switches and create obedience.

The authority radar we develop is constantly scanning for signals of who to follow. This has been proven in over a thousand social psychology studies and is evident in all human behavior. In times of crisis, the average person spends most of their time either searching for someone to follow or following

someone. The signals our brains most commonly look for are status symbols and uniforms. Status symbols such as cars, luxury items and clothing signal authority. A uniform could be a police uniform, business suit or some other clothing, depending on the circumstance.

In 1968, Dr. Bibb Latane and Dr. John Darley conducted a social psychology experiment where Columbia University students were invited to simply share their views about problems with city life. (Darley J. &., 1968) Those who responded to the flyers were asked to sit in a waiting room with a few forms to fill out as they waited. The real experiment had nothing to do with the surveys, and the waiting room was where the experiment would actually take place.

The students would come into the waiting room, and after a few minutes of filling out the forms, smoke would begin to seep into the room through a vent in the wall. Before 4 minutes had elapsed, enough smoke had entered the room that it interfered with vision and would cause coughing. The experiment evaluated the participants in two different conditions. In one condition, the students were by themselves in the room filling out the forms. In the second condition, the students were in the room with three or four other students.

In the first condition, when the students were alone, almost every student went to figure out where the smoke was coming from and immediately left the room to report the condition to people in the hallway.

In the second condition, when students were in the room with a few other students, something different happened. Only one of the students was an actual participant in the experiment - the other three were actors in the experiment. As the smoke filled the room, the three actors pretended not to notice the smoke initially. They might eventually look up at the smoke and dismiss it as no big deal. If the actual participant questioned them about the smoke, they responded casually and continued filling out their surveys, calmly waving the smoke from their faces as they continued with their questionnaires. Only 10% of students who were in the presence of non-concerned peers reported the smoke or left the room. Ninety percent of students remained in the room with the actors while it continued to fill with smoke.

This study shows us the power of group influence. It was the intention of Doctors Latane and Darley to discover the power of group influence. There's also a hidden aspect to this study; the experiment participants, when in the waiting area with others, scanned the room looking for someone to make a decision. Their brains likely scanned the room even before the smoke started filling the room.

This authority radar we have doesn't shut off. It's constant and inborn, searching for clues constantly to make estimations about context. In some cases, you recognize it immediately, like when speaking to a police officer. In other cases, however, it might be subtler.

Throughout our lives, there is authority being exerted over us to some degree. When we are children, it's the teachers, school policy and parent's rules at home. As we grow older, however, the authorities in our lives increase. Not only do we have company policies and corporate authorities, but we also have laws from state and federal regulators. Police exert authority in the name of the

policy makers, and employees in stores we visit exert authority in the name of their own corporate policy makers. Therefore, not only do the numbers of authority figures increase, but they also become more ambiguous, where you can't exactly pinpoint the source of the authority.

Coming up, we will examine a few more research studies, and see how the 'authority loophole' is always at play in our lives. As we look closely at these research studies and dissect what happened, in most of them you'll be able to see the inborn authority radar that we saw in the smoke-filled room experiment.

AN INVESTIGATION INTO AUTHORITY

"Any fool can make a rule, and any fool will mind it."
– Henry David Thoreau

With so many research studies having been done on obedience and authority, how is it that we continue to be unaware of the presence of a mental loophole that can be exploited by anyone with a little training? Before we get specifically into the techniques, we are going to perform an investigation of a few cases. These, I hope, will provide you with the necessary filter with which to judge the seriousness of the chapters to follow that cover techniques, tactics, and practical application. There are many thousands of examples that I could have chosen, but I've selected a few here that really shine a bright light on our programmed vulnerability when we are exposed to authority.

In extreme cases, it's easy to see how someone could be made to obey. For example, being forced at gunpoint, threatened with harm, or being told to by a well-recognized authority can make us do things. But as we've seen, even some guy in a gray lab coat has the ability to talk 65% of people into murder. It's the small cases that occur in our daily lives we are so oblivious to.

Charles Manson stood a mere 5'2", yet he commanded a small army of misled youths, talking them into murder, and running his flock like an authoritative, yet charismatic leader. While there were several compounding factors contributing to his ability to command such a devoted following, his charisma is probably one of his most commonly discussed traits. To this day, Manson has a cult-like following. Despite his use of drugs, forced rituals and his capacity for 'target' selection, Manson had powerful social authority over this small group. His authority allowed him to make crazy demands of his flock, which eventually escalated to murder.

How did Manson command such automatic obedience? In short, it comes down to the amount of perceived authority he had. His followers underwent what Stanley Milgram described as an 'agentic shift', wherein they no longer felt fully responsible for their own actions. Authority, whether real or imagined, flips a switch inside us. When the switch flips, there's no alarm or notification that announces a security breach. Your brain simply accepts the situation, along with the orders you might be given.

Several studies have been done about the level of influence required to make someone break a crosswalk signal. One study in particular found people far more likely to break the signal if someone else did it first (Krause, 2010). In one experiment, an actor in the experiment stands with a small crowd waiting for the crosswalk signal to allow them to cross. He then breaks the crosswalk signal and starts walking across the street. People who were closer to him were more likely to follow him, and if he was wearing professional clothing, such as a business suit and tie, the number of people that followed him through the intersection illegally increased drastically. We unconsciously use clothing to identify authority figures, and our brains seem to be perfectly fine becoming agentic in the presence of someone our unconscious mind has determined to be an authority.

Some important questions to consider:

- Why does a suit make us obedient?
- Why do most people wait to make the choice until someone else has?
- What's the reason behind this behavior being programmed almost from birth?
- If all it takes is a suit to make someone break the law, how malleable are the behaviors and choices we don't think much about?

Another great experiment that demonstrates authority was done by a researcher named Solomon Asch (Asch, 1956). In this experiment, about ten students were seated at a long table. The experimenter presented them with two papers. One of them had a line down the center of it. The other sheet contained three lines (A, B and C). The students were asked to determine which of the three lines was equal in length to the line by itself on the other sheet.

Nine of the ten students at the table were actually actors in the experiment, and only one person in the room was an actual participant. All the actor students would deliberately choose the incorrect line on the right. This means that *everyone* at the table would choose the wrong line except for the participant, and often it was glaringly obvious that it was incorrect. Asch was interested to see if the participant student would conform to the answers given by the actor students. Thirty-two percent of participants went along with the crowd and conformed to the obviously incorrect answers, 75% conformed at least one time and 25% of participants never conformed.

Asch concluded that students who did conform did it for two reasons: either they wanted to fit in with the group, or they trusted the opinion of the group more than they trusted their own. Wanting to fit in is called 'normative influence' and trusting majority opinion over your own is called 'informational influence'. In today's freely and openly questioning culture, it's believed that if this experiment were to be reproduced, the levels of conformity would be markedly lower. However, these conformity and group-trusting behaviors are so prevalent that you can't even spend two minutes on social media without seeing a post, ad, video, or photo of something that contains elements of conformity and group influence. While I do think that our culture may have gotten away from the conformity to small groups, such as in the experiment, I

still believe that the desire to conform, even if it means conforming to a group that prides itself in non-conformity, is still alive and well in every corner of our culture.

THE BYSTANDER EFFECT

Group conformity doesn't have to be verbalized, discussed, or witnessed. In some cases, complete strangers do it without exchanging a single word.

In March of 1964, Kitty Genovese was driving home from the bar where she worked at about 2:30am. She made it home and parked her red Fiat in a railroad station parking lot that was about 100 feet from the door to her apartment. Unknown to her, a man named Winston Mosely had followed her home. He got out of his car armed with a hunting knife and started approaching her. Kitty ran, but Winston caught up with her quickly, and ended up stabbing her twice in the back. Her screams alerted people, and the attacker fled, but returned ten minutes later, to a still-breathing Kitty, staggering near a hallway of the exterior of her apartment. Winston stabbed her several more times before raping her and taking $49.00 from her purse. Later, an ambulance was called, and she died on the way to the hospital.

This type of crime happens more frequently than it should, but what is shocking about this case is the number of people that police discovered witnessed the crime. The police report and the New York Times later confirmed 38 people witnessed the attack. Thirty-eight.

Why the hell didn't anyone call the police? The reason no one called the police would later come to be known as 'The Bystander Effect'. The Bystander Effect is a social psychology phenomenon in which people are less likely to help the victim of a crime, or a person in need of serious help, if other people are around. The more people around, the less likely the victim is to get help or intervention (Fischer, 2011) (Darley J. L., 1968).

In environments where several people are present, we undergo a psychological shift called 'diffusion of responsibility'. The presence of other people lowers our feeling of responsibility to take action, and whether it's due to anonymity or some other force, people in groups tend to make a silent agreement not to intervene or assist someone in need. Helping could be dangerous and breaks the behavioral social norms of what everyone else is doing.

An experiment conducted in London tested this theory recently. They took three people and had them lie on the ground in desperate need of help. One was a man in street clothes, one was a woman, and the third was a man in a business suit. (Coolpsychologist, 2009)

The man in street clothes was lying on the ground at the Liverpool Station. He was curled up begging for help and howling in pain. Up to 100 people passed by, stepped over him, and no one helped.

About 50 people passed by the woman, who was laying on the steps of the station as if she was completely dead or unconscious. Some people stopped to look from a distance, and it wasn't until all these people passed by her and several minutes had elapsed that someone decided to help. The moment the man decided to help, others began to help too. The people who had been looking on from a 'safe' distance began coming over to also offer assistance. This has been proven in dozens of other experiments; if someone breaks the norm and decides to help, it gives permission to the rest of the group to do so. It's rare for this to happen, however.

The man in the business suit was on the ground for a mere 6 seconds before someone assisted him. This apparent increase in social status gave some kind of permission for others to provide assistance to him.

What's often ignored in these experiments and videos online is that the bystanders make almost a silent agreement not to assist. However, when one person decides to break the agreement, it gives others permission to do so too. Within a group on the street, or in almost any scenario, the brain is searching for the authority individual to show what's acceptable. When this diffusion of responsibility happens, responsibility is lowered, just like in the agentic state that Stanley Milgram described. We search for authority all the time. It's only in these exaggerated circumstances that it becomes glaringly apparent.

THE POWER OF A UNIFORM

Dr. Philip Zimbardo is famous for the Stanford Prison Experiment - an experiment conducted in 1971 that was designed to investigate the effects of perceived power and authority. Students were randomly chosen to be guards and prisoners in a makeshift prison they built in a university building. As the experiment ensued, abuse began to occur, and students eventually became traumatized from the experience, forgetting they could end the experiment any time they wished. After only six days, the experiment that was planned to last two weeks was terminated. (Haney, 1998)

Dr. Zimbardo is also the president of the Heroic Imagination Project, a group that gathers psychological findings and develops meaningful insights that people can use every day to better their lives. Their website is

https://www.heroicimagination.org/

The Heroic Imagination project posted an interesting video about how we conform to uniforms and authority. In the video, a normal-looking man is dressed in a nondescript uniform that resembles a train conductor with nothing more than a walkie talkie in his hand. He strode around a public venue and asked citizens to comply with seemingly ridiculous tasks, such as walking around an apple, littering, jumping onto bricks to steady them and walking out of their way to touch a specific brick in a wall. Roughly 90% of requests were followed to the letter, including requests to break the law. The mere presence of the uniform was enough to cause an agentic shift in the people who interacted with the experimenter. (Zimbardo, 2011)

In another video by Dr. Zimbardo, a man in the same uniform has a prisoner stood beside him. As a member of the public approaches, the man in the uniform asks the citizen to assist him. He tells the citizen to watch over the prisoner with a taser, and to shock the prisoner if he tries to escape. The fake policeman walks off briefly to retrieve his phone that he 'forgot' in his car. When he leaves, the prisoner, an actor, starts asserting his desire to leave. The citizen usually issues an order for him to stay in place. Then, the 'prisoner' makes an attempted escape. Citizens who participated gave a brief chase of the prisoner and wound up using the taser to subdue him onto the ground. In reality, the taser was just a stick with a strobe light on the end and did nothing. The prisoner, however, reacted as though he was being shocked, and eventually complied with the citizen's orders (Zimbardo, 2011).

The consequences for disobeying an authority figure are sometimes severe. From childhood, we develop a reverence for authority, and a fear of consequences that continues long into adulthood. These authority-searching behaviors are similar to a background program running on a computer; we don't notice they are running at all, but there's no real way to shut it down. Any attempts to shut it down simply increases our awareness that others have tremendous control over our behavior. Denying this power exists only weakens the ability of individuals to resist false authority.

Our behavior is sculpted by groups, culture and many other influences that act as powerful and silent authorities in our lives, quietly shaping our behavior, desires, and interactions while we live a life fully convinced that we are in control of what we do.

AUTHORITY AND THE BRAIN

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself."
— Thomas J. Watson Sr.

It's wholly my opinion, but I think one of the most compelling descriptions of authority and leadership was written by Marcus Aurelius. His description highlights so many important aspects that many have used to define what it is to be a man, but I think it applies equally to both sexes. It's timeless.

Marcus Aurelius describes Maximus in the book 'The Emperor's Handbook', written 121-180 AD:

> "Maximus set an example of self-mastery, steadiness of purpose and good cheer that no circumstance, not even illness, could extinguish. He combined in beautiful measure gravity with charm and did whatever needed to be done without making a fuss. Everyone believed that what he said was what he thought and that he never acted with an intention to do harm or give offense. Nothing surprised or frightened him, and he never seemed to be in a hurry or slow to accomplish a task. He was neither intimidated or embarrassed on the one hand, nor

aggressive or suspicious on the other. So giving, forgiving and loyal was he by nature that he appeared to be a man whose virtues were inborn rather than acquired. It is unimaginable that anyone ever felt superior or inferior around him, perhaps due to his pleasing sense of humor."

We are all different, but we tend to respond to similar stimuli when it comes to leadership and authority. In this chapter, we will investigate what makes these qualities seem inborn, instead of learned, and how we can develop them to maximize your impact on the world around you.

> There are essentially three types of authority: social, forceful, and perceived.

SOCIAL AUTHORITY

Social authority is developed throughout a culture through normative behavior such as traditions, respect for elders, manners, etc. and is how a culture eventually winds up with their unwritten list of how one ought to behave in society. These rules also dictate things like how you're supposed to dress at work, the direction you face in the elevator, and not screaming back at the parents of the crying baby in the airplane.

FORCEFUL AUTHORITY

Forceful authority is any authority that has consequences of eventual force such as laws and government regulations. Even small things like children being required to obey their teachers and parental house rules can result in small uses of 'force'. Forceful authority is present from the time we are about two years old.

PERCEIVED AUTHORITY

Perceived authority is the force that acts on us as a result of leadership, social status, charismatic people, celebrities, and doctors. We unconsciously assign authority to people who seem to already have it, whether they are a legitimate authority or not. The unconscious assignment of authority, and our blindness to it, is the reason behind many tragedies in history.

"The greatest crimes in the world are not committed by people breaking the rules but by people following the rules. It's people who follow orders that drop bombs and massacre villages."
– Banksy, Wall and Piece

When we unconsciously fall into obedience, it's the result of perceived authority. We subconsciously assign importance or status to a person as a result of their character, appearance, behavior, or title.

AUTHORITY TRIPWIRES

Our lives are spent running scripts. If we are in a classroom, there's a script the brain has memorized that runs in the background. If we're driving our car, we follow a script that has rules and parameters. In the case of the bystander effect, when we are in a crowd, our mind simply runs a social crowd script that essentially tells us to conform to the behavior of others. These scripts save us time. Running these programs in the background keeps us safe in many instances and prevents us from having to use our entire awareness to continually reorient ourselves into the present moment. Driving a car, for instance, would be a monumental task if it weren't for the scripts running in the background.

In May of 1979, a cab driver called the fire department to report smoke coming out of a Woolworth's store in Manchester, England. Firefighters arrived on scene, and it was thought there were more than 500 people inside the Woolworth's store. They fought the fire for over two hours and found that 10 people had died. The people who died were all inside the restaurant. An investigation later discovered they did not evacuate when they should have and stayed in the restaurant until smoke consumed the room and eventually killed them. They hadn't evacuated because they had waited to pay their bills. Manchester Fireman Niel Townsend later said in an interview that, "One of the main reasons that people died in the Woolworth's fire is because they didn't want to be the first to react; they didn't want to stand out from the crowd, and they went along with the crowd behavior."

People were running scripts of eating in a restaurant where you go in, eat, and pay your bill. These mental scripts likely killed them.

In social settings, the brain is constantly scanning the environment, looking for authority and leadership signals. But how does the brain identify and select a person for this position? In emergency situations, we learned that the person who acts first and simply takes charge becomes the de-facto leader, who then gives permission to others to act in a similar manner.

In everyday life, there tends to be more ambiguity, and the signals our brain looks for to identify authority are less obvious. Let's examine the process we go through socially to spot authority. There are five distinct steps/levels that unconsciously trigger the obedience response. We notice these five aspects mostly in order, and as each level is noticed, our minds seek out the next:

- Movement
- Confidence
- Internal 'feeling'
- Appearance
- Connection/Attention

MOVEMENT

The movement of the body can trigger obedience through deliberate, purposeful actions that lack indecision and reservation. If an individual takes action during an emergency, this becomes immediately apparent. In everyday life, when there is no emergency, this looks more like someone deviating from the norm and taking action. People who are willing to step up and break from scripts and social norms will usually be the first to take charge and, as a result, be viewed with authority.

APPEARANCE

Appearance is a vital component. It involves everything from hygiene and how someone is dressed, to physical appearance and gait.

CONFIDENCE

The confidence displayed in movement and speech contributes greatly to how credible the person is perceived in a social setting. In emergencies, the confidence with which a person takes charge, or breaks from a script will dictate whether others will follow suit.

CONNECTION/ATTENTION

We are continually scanning how present someone is in a conversation. Leadership and authority figures have a knack for displaying undivided attention when in conversation, and our minds pick up on how present someone is during a social interaction. In emergencies, a person's perceived focus will dictate how likely others are to follow their actions or commands.

INTERNAL 'FEELING'

Even when things seem to be going exceedingly well, there's always a time or two where something just feels 'off'. When something doesn't feel 'right', and we're unable to identify the cause, it is the result of an accumulation of unconscious observations about someone. Once the brain takes in information that doesn't match with what you're aware of in your surroundings, it signals a 'something's off here' alarm. When someone makes us feel that sense of internal congruence, it becomes the final step in our transition into an agentic state.

Our authority radars are much more sophisticated than we might imagine. In less than a second, we've usually summed up someone's perceived authority, and made an unconscious decision on whether we should obey, follow, trust, or completely ignore them.

Let's use a scenario to demonstrate this process in action:

> Imagine you're in a New York subway station. As you exit the subway and head toward the escalators to street-level, a man dressed in jeans and a t-shirt clutches his chest and starts screaming. When this happens, the crowd unites in an unspoken agreement that they ignore him. Diffusion of responsibility sets in, and the unspoken agreement dictates the crowd's behavior. As you get about 30 feet from the man, you can hear the scream get a little louder. Suddenly, you see someone break the flow of traffic and begin moving toward the man. The stranger walking toward the man is wearing a suit and tie and carrying a leather briefcase. He's walking directly toward the man who's screaming. As he gets closer, you notice the man in the suit has no concern for the crowd, only the man in trouble. He has no concern about the social implications of breaking from the crowd. The congruence of behavior you've seen has made you roughly 80% more likely to follow his lead and assist him in helping the screaming man. Your brain unconsciously went through the steps of scanning the 5 levels of authority filters. The man in the suit made you a likely follower in less than 10 seconds.

Of course, we all tend to believe we would be completely comfortable breaking from the crowd and helping someone who needed it. Moreover, we want to believe we aren't the kind of person to ignore someone in need. We aren't heartless. The fact is there's almost a statistical guarantee you'd conform to the crowd's behavior. While this is difficult to imagine, it is far better to be aware of this weakness than to live in ignorance of its power. It becomes dangerous when there's no awareness of it.

Dr. Philip Zimbardo is the President of the Heroic Imagination Project, a group solely dedicated to bringing this weakness into light to encourage people to take bold and heroic action during critical and challenging moments in their lives. The Heroic Imagination Project defines heroism as 'intentional action to protect others without expectation of personal gain and with awareness of likely personal costs.'

You've learned the process our brains quietly go through to identify potential authorities. Each one blends seamlessly into the next, feeding an ever-searching radar that defines appropriate social behavior.

How can we use this knowledge to have others see us as leaders? How can we trigger this authority response in others? How can we trip all five of these mental tripwires in different areas of our lives to produce behavior that benefits others, and increases our positive impact on the world around us?

In the coming chapter, we will explore the methods to bring about change, and how you can modify your behavior to trigger the authority response in your interactions.

SETTING OFF THE AUTHORITY TRIPWIRES

"Character may almost be called the most effective means of persuasion."
- Aristotle

As you might know, I spent some 20 years in the US Military and have worked with a wide variety of leaders, from brilliant to entirely ineffective. Throughout my military career, I learned quite a bit about leadership, and as I read through psychological and sociological experiments, I couldn't help but compare them to my military training, experience, and biases. One very interesting document produced by the military was the NAVEDTRA 132. (Chief of Naval Education and Training Instruction 132). One page of this document always stood out to me, and it was the Knowledge Proficiency Levels one through three:

KNOWLEDGE PROFICIENCY LEVEL 1 (KPL1) (KNOWLEDGE/COMPREHENSION)

Knowledge proficiency expectations are knowledge - can recall data or information; comprehension - understands the meaning, translation, interpolation, interpretation of instructions and problems (can state the problem in one's own words). Knowledge is a fact, process, or procedure. It lacks ambiguity; there is only one correct answer.

KNOWLEDGE PROFICIENCY LEVEL 2 (KPL2) (APPLICATION/ANALYSIS)

Knowledge proficiency expectations are application - can use a concept in a new situation or unprompted use of an abstraction (applies what was learned in the classroom into novel work situations); analysis - can separate material or concepts into component parts so that its organizational structure may be understood (distinguishes between facts and inferences). Principles and concepts are added to processes and procedures. There is some ambiguity, but there is always a "best answer".

KNOWLEDGE PROFICIENCY LEVEL 3 (KPL3) (SYNTHESIS/EVALUATION)

Knowledge Proficiency Expectations are synthesis - builds a structure or pattern from diverse elements (puts parts together to form a whole, with emphasis on creating new meaning or structure); evaluation - makes judgments about the value of ideas or materials. This level of proficiency requires the performance of prediction, demonstration of concept mastery, and implementation of principles in accomplishing a task. Key skills are troubleshooting and problem solving. In this situation, opinion lines up with theory.

These are unique, in that they show how people **use** information. Some people only have knowledge after reading books, others can relay this information to others and train them, and some can fully commit to reaching level 3, where they become masters of both information and skills after practice, implementation and problem-solving. Keep these in mind as you move through this section, and ensure you commit to whichever level of proficiency you'd like to achieve, so you know how much focus, application, and energy to apply to the information as you read.

When someone makes that agentic shift, it's because someone tripped most or all the Authority Tripwires: movement, appearance, confidence, connection, and internalized feelings. These steps may not all need to occur, but they are important in the process of anyone making an agentic shift. These tripwires also connected enough mental 'dots' to elevate someone's Six-Axis levels (Focus, Suggestibility, Openness, Connection, Compliance, and Expectancy).

The authority radar is an unconscious program, running in the background of our minds all the time. We don't have the ability to open our 'control panel' and switch it off; there's no 'airplane mode' for authority scanning behavior. Think back to the piano metaphor we introduced in chapter two. Picture the pianos vibrating in sync, but instead of pianos they are your unconscious mind and the people you interact with. The unconscious part of our brain is simultaneously sending and reading hundreds of signals every few seconds throughout any interaction. Essentially, in a conversation, it's two 'subconsciouses' speaking to each other. While our mouths are speaking, so are our minds. In groups and crowds, this unconscious agreement between strangers can be called 'unconscious coherence'.

Unconscious coherence takes place when a group of people form a behavior script together. In the case of the bystander effect, the group makes a silent and unconscious decision to ignore the person in pain or assist someone being mugged in a subway. Unconscious coherence also happens in one-on-one conversations. When one person has social or perceived authority, we make an unconscious agreement to follow their lead. We perceive wisdom in crowds of people, and how they behave. In small groups, we see that same wisdom in the person who sets off the greatest number of authority tripwires.

The people we interact with use our behavior and our thoughts about ourselves to decide how to respond to us. The unconscious way you feel about yourself speaks directly to another person's unconscious. It's always in the 'on' position.

Yes, some communication takes place within our conscious awareness. However, it is our unconscious that mostly governs our decisions and 'gut feelings' about a situation. With so much of the communication taking place on an unconscious level, why is it that almost all the 'remedies' for building personal authority revolve around external applications, tricks, and methods? In short, most people want the diet pill instead of the fitness regime. We want the quick fix instead of consistent and longer-term lifestyle changes. There are so many external fixes to internal issues available that it becomes a seductive call that can almost convince us that we don't have to work hard to get

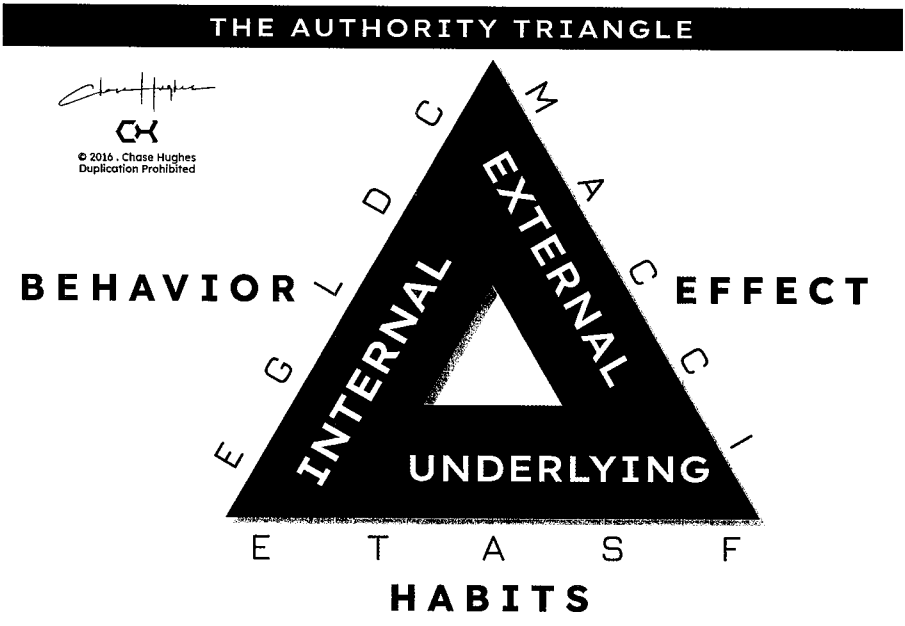
extraordinary results in life. While we will cover many external methods to gain authority and 'hack' your way into authority, your unconscious communication has to be the starting point. You must ensure that your unconscious is sending messages that are certain, coherent, and very contagious.

I won't claim to know what part of the brain does this, but there's a part of it solely dedicated to reminding us that there's something we forgot, need to remember, or something we just neglected. It might keep us responsible in most cases, but it's the same part that's sending the signals to other people. If we leave a pile of dishes in the sink, or a mountain of laundry we know we should have taken care of out on the bed, there's a part of our brain dedicated to reminding us of that fact. No matter how clean, organized, confident and social you are, there's always something being communicated by this broadcasting system that we have almost no control over. So how do we manage our internal broadcasting system?

Let's examine the framework before we fully unpack the details:

THE AUTHORITY TRIANGLE

> There are
> 5 mastery zones (HABITS),
> 5 authority behavior traits (BEHAVIOR),
> 5 authority tripwires (EFFECT).



Here is another important list to add to your collection: a list of factors that will lead to others not seeing you as an authority figure.

FACTORS THAT INHIBIT AUTHORITY

- Negativity
- Anger
- Poor hygiene
- Rapid bodily movements
- Hurried pace
- Short-fused personality
- Frequent adjustments in clothing or posture
- Lack of genuine interest in others
- Aggressive behavior
- Loud or obnoxious clothing
- Fear of confrontation
- Complaining or seeking pity
- Dishonesty
- Blaming
- Over-conformity of behavior or opinion
- Discomfort or aggression when confronted or complimented
- Over-apologizing
- Putting others down
- Lack of self-control
- Hand-to-face gestures
- Rapid speech
- Poor posture
- Rapid blink rate
- Appearing rushed or overwhelmed
- Speaking loudly
- Selfishness
- Scattered attention span
- Social anxiety
- Fear of being interrupted
- Bragging
- Bullying
- Behavior intended to attract attention
- Excess criticism of environment or others
- Excessive jewelry

As you can see, composure produces results. Most of the time, composure alone can produce most of the results you're looking for.

THE AUTHORITY BEHAVIOR TRAITS

"Your position never gives you the right to command. It only imposes on you the duty of so living your life that others may receive your orders without being humiliated."
— Dag Hammarskjöld

So many of our decisions to obey others are based on unconscious processes. We tend to follow feelings when there is no glaring authority present. We might obey our boss at work, but there's always the threat of reprimand. So, a stranger in public has to trigger something within us to create that sense of followership. Our character, even when we think it's hidden in public, is screaming from behind the curtain...and people can hear it.

Traits that *create* followership were discovered during a research project I was involved in many years ago. We had combed through thousands of research papers and pulled together a list of traits that seemed to universally create obedience. Time and time again, they prove to be the master key that allows access to human compliance. They weren't leadership traits, or traits of cult leaders. Instead, the list was a collection of traits that every major persuader (even those with 'silent authority') seemed to possess.

When someone is functioning at a high level with each of the traits, people respond almost automatically.

THE DUNNING-KRUEGER EFFECT

Beware of the Dunning-Krueger Effect!

Research completed by David Dunning and Justin Krueger shows us a real danger in learning a new skill or being exposed to training or knowledge. Their study suggests that the less competent or skilled someone is, the more likely they are to overestimate their abilities. The incompetence of most unskilled or unintelligent people led them to grossly misjudge their abilities as being much higher than they actually are. Many times, phrases as simple as 'I've seen this before' or 'I know this stuff already' can be a tremendous downfall and destroy any chance someone has at learning a new skill. (Dunning, 1999)

As we progress through the training to come, keep the Dunning-Krueger Effect in mind, and try to read each chapter with a beginner's mindset to make sure you don't fall victim to the 'know-it-all' Dunning-Krueger effect.

THE BEHAVIOR APPLIED TO EVERYTHING (BATE)

In any type of authority-building endeavor, it is important to identify recurring patterns of behavior that need to be corrected, noticed, or otherwise overcome. We typically run behavior scripts throughout all aspects of our lives. We repeat behavioral tendencies across a wide range of activities, and these patterns tend to show up in almost everything we do.

While there are some exceptions to the BATE concept, and I'm certain there are academics who debate endlessly about it, we've seen from dozens of research studies presented in this book that our behaviors are largely based on scripts of either social or evolutionary origin. Some of these scripts form in childhood, others in our adult lives. They permeate our behavior without our awareness or consent. They are the foundation of behavioral patterns that we see in all people. From paying bills to scheduling a vacation, there are deep-rooted behavioral patterns in you, and in everyone you know.

Put simply, the way you do one thing is the way you do everything.

While you can use this concept to analyze others, it's critical to apply this analysis to your own growth and development. As you progress in the development of your authority, pay close attention to your behavior; universal behaviors leave evidence all over the place. You have to discover your own behavior patterns in order to grow and develop deep-level authority that's not only noticed but felt. Dig deep into your analysis as you progress through the book and find the correlative factors, even if they aren't comfortable. Not only will you discover behavior patterns that flow through various aspects of your life, but you'll also find the friction points that are preventing you from achieving maximum personal development.

Before we dissect and review behavioral traits, let's examine the BATE principle and identify a few correlations that will help you develop an awareness of the BATE principle in your own life.

- Financially, what's a problem you faced in the past? How did the problem happen, and how did you deal with it internally?
- In your social life, what's a problem you faced in the past? How did the problem happen, and how did you deal with it internally?
- In your relationship, how does how you feel about your partner reflect the way you dealt with a social issue or how you manage finances?
- In your duties at work and in life, describe your general behavior when it comes to tasks such as registering your car, getting your taxes paid early, cleaning your home, etc.?
- Regarding your property, how do you go about desiring new things, acquiring them and the life cycle of a product you purchase? How is this similar to how you feel about friends or loved ones?
- Thinking about your habits, how do you typically fair in developing, maintaining, and noticing your personal habits? Have your habits reflected something you're able to notice about other aspects of your life?
- On your approach to self-improvement, do you tend to do certain things such as procrastinate, make excuses, or dismiss the goals you set? Are there other areas where this happens?

Hopefully you were able to identify several places where you were able to see behavior patterns overlap and see some of your own BATE tendencies.

Keep track of these things in your journal and figure out a way to track them throughout your transition process for authority development.

THE BEHAVIOR TRAITS OF AUTHORITY

We know that there are five traits that create authority: confidence, discipline, leadership, gratitude, and enjoyment. Whether authority is genuine, or only perceived to be so, is irrelevant. Authority is authority. It produces obedience and followership.

As we dissect each of the five authority traits, we will cover the following quick-access topics for each of them:

- What it means specifically.
- How this trait triggers authority tripwires.
- What habits and behaviors create it.
- What it looks like to others.
- Tips and tricks to display this trait.

We will conclude this section with the authority grading scale, so you can assess your own authority traits and determine which of the five requires most of your attention.

CONFIDENCE

Confidence can be easily defined as having **certainty of self**. This means being certain of your own worth and being certain that outcomes will usually work out in your favor. When you believe in your own abilities or skills, you exude self-confidence. This triggers a social magnetism that you can see reflected in others.

Confidence never means being rude, obnoxious, distasteful, or otherwise acting like a jack ass. Never forget that *we rise by lifting others.*

People who have low self-confidence typically have a few common traits:

- Trouble saying 'no.'
- Indecision and over-analysis of decision-making processes.
- Difficulty spending time alone.
- Seeking reassurance from the environment and their social circle.
- Over-apologizing.
- Fear of failure.
- Putting others down or being overly critical.
- Sensitivity to criticism.
- Fear of being interrupted.
- Fear of subordination.
- Fear of public judgment.
- Frequent worry or concern for their standing on a social ladder/ concern for identifying their position on a social hierarchy.

HOW CONFIDENCE TRIGGERS AUTHORITY TRIPWIRES

Confidence triggers several authority tripwires. The way a confident person moves without reservation or hesitation will trip the 'movement' tripwire. The visual appearance of confidence trips the 'appearance' tripwire in many cases. The 'confidence' and 'connection' tripwires are set off by assured behavior. A sense of self-assurance makes others comfortable, setting off the final 'internalized feeling' tripwire.

MOVEMENT

The movement of confident people is apparent. Think of the last time you walked through an airport, or busy street and how most people agree to the social concept of walking like each other. This behavior actually makes it easier for humans to navigate in crowded areas. This crowd-walk is programmed in us as an automatic response to being in crowds. The more we do it, the more it gets ingrained into our behavior. How does this help us? The less we have to focus on the environment, the less our brain has to work. Things that we do all the time are memorized into behavioral patterns that help us to save mental effort. Tying our shoes would be exhausting if we hadn't developed 'muscle memory' for the task. Walking through a crowd would require constant attention if our brains didn't create a shortcut.

APPEARANCE

The posture, carriage and demeanor of a confident person is apparent hundreds of yards away. When you move up the scale on the self-assessment matrix, you'll see a noticeable reaction in others.

CONFIDENCE

Confidence itself is an authority tripwire. It appears first on the 'traits' list because, unlike the other traits, it can stand alone as a compliance/obedience tripwire.

CONNECTION

The amount of focus you're able to bring to situations will be determined by how much mental energy you're expending elsewhere. When a person has a strong sense of confidence, self-monitoring, anxiety, social discomfort, and other mental processes aren't there to expend their mental energy. Having focus, whether on a task or on the person you're speaking to, creates followership.

People, especially strangers, have no ability to judge who you are and how to treat you other than your own behavior. When people see you being completely confident in any situation, they assume that is your normal behavior, and they become more comfortable around you. They are also more likely to follow your lead if they perceive that you believe in your actions more than they believe in their own.

WHAT HABITS AND BEHAVIORS CREATE CONFIDENCE

Confidence is formed through repetition and control. Confidence comes naturally when you achieve control over all aspects of the mastery zones. But you can develop confidence before achieving mastery zone control through *forced* practice. By forcing yourself to exhibit 5.0-rated behaviors on the Authority Self-Assessment, you prove to yourself that you're able to successfully behave this way in social situations. Every new interaction during which you exhibit 5.0 behaviors forms new mental habits. These interactions then create new self-beliefs of what you're capable of.

Start working on the authority mastery zones today, even if it's something small. Remember, even a massive river that runs through the earth, creating a deep groove on the earth's surface, started with a single drop of water. Form small grooves in your behavior on a daily basis. It's easy to get discouraged, and most people will give up while moving through the process. Don't be one of them. Form the river. Once you do, the water (behaviors) will flow automatically, and without effort. I have provided assessments, checklists, and lists of daily tasks later in this book.

Don't worry about perfection. So many students suffer paralysis when they miss a day, screw up a journal, forget to fill out an accountability checklist, or act foolishly on occasion. Perfection is impossible, so aim for consistency over perfection.

WHAT CONFIDENCE LOOKS LIKE TO OTHERS

From a visual-only perspective, confidence has several factors that may trip the Movement and Appearance Tripwires:

- Erect (comfortable) posture.
- Top of the head aligned with the pelvis.
- General facial appearance of enjoyment.
- Relaxed lower eye muscles.
- Limited eyebrow raising when someone is speaking to you.
- Comfortable and relaxed arms, legs, hands, and fingers.
- Slow eye-blink speed (shutter speed).
- Slow bodily movements (as if moving underwater).

- Comfortable and physically open behaviors around others and in conversation.
- Lowered, relaxed shoulders.
- Comfortable tilting head or being physically vulnerable.
- Legs spread a comfortable distance apart from each other.
- Relaxed, normal breathing.
- Manner of walking that communicates certainty and conviction.
- Movement of body that has no reservation or hesitation with movement.
- Comfortable making physical contact with others during conversation.
- Reacts physically, with genuine emotion, to emotional high points of others' stories.

TIPS AND TRICKS TO DISPLAY CONFIDENCE

Confidence is hard to fake externally. Even giving off the right nonverbal signals and physical movements, there will always be some part that doesn't match or appear congruent to the brains of the people you interact with.

Start letting go of outcomes today. Be confident that things will work out the way you'd like them to, and you'll be surprised how often it happens.

Some students have taken a prescription from their doctor called beta blockers, also known as beta-adrenergic blocking agents. They are used to lower blood pressure, but they have also been shown to reduce social anxiety (Steenen, 2016). Speak with your doctor about this if you think it may work. The temporary reduction in social anxiety while taking beta blockers may help create behavioral habits (new life-scripts) that would have otherwise been impossible or taken much longer to create.

The character traits of confidence are summed up in the Authority Self-Assessment.

> Confidence is NOT a personality trait. It's a skill.

Here are some rules of confidence I have created from my many decades of experience:

1. Realize everyone is actually faking it.
2. Set expectations of generalized positive outcomes.
3. Realize the worst-case scenario is usually no big deal.
4. Appearance matters – look confident.

A note on the appearance of confidence:

A research study conducted by (Yoo, 2013) demonstrated that the utilization of functional tape was effective in the reduction of forward head posture. In the study, Yoo (Yoo, 2013)concluded that the forward head posture angle significantly decreased for participants during computer work with neck retraction tape compared to workers who did not utilize tape.

In a study conducted by (Saavedra-Hernandez, 2012), it was concluded that functional taping is an effective treatment protocol for decreasing neck pain and disability in individuals presenting with mechanical neck pain.

The beneficial effects of functional tape include physical corrections, fascia relaxation, space recuperation, ligament and tendon support, movement rectification, and lymphatic fluid circulation. (Huang, 2011)

PRAISE

Getting a compliment makes you a little more confident. But praise distorts your self-image without proof:

- If you become more confident after finishing a goal, you've earned the confidence boost. Praise can be hollow and will deteriorate over time. It also causes you to lose confidence in the absence of praise.
- Don't let other people's praise or criticism define your level of competence or anything else.
- Make a list of your *earned* achievements.

Role Application

Assign yourself a role in every conversation before it starts.

"It's my job here to make them feel interesting."

"In this conversation, I will make this person feel powerful."

"My job here is to talk to them and discover their needs."

Role Application works in two ways:

1. It allows you to plan ahead - you don't feel like you're going in blind.
2. It gives you a reason to be there, keeping your mind focused on the role you defined for yourself.

Imagine an expensive luxury store near you; one that might make you feel nervous to enter.

You know you can't afford anything in there, so walking in would likely make you feel like an impostor.

BUT - If your boss asked you to take his no-spending-limit company credit card and purchase something in that store, you'd be completely confident walking in. The discomfort disappears because of the role you are living as you enter the store.

Think of how you best communicate and then build your roles around your biggest strengths. Determine how you can use 'role-application' to leverage confidence to the maximum extent possible.

CONFIDENCE TAILORED FOR YOU

Confidence looks and sounds different to each of us.

You need to define confidence specifically for you. What does it look like? What does it feel like? How do you define it? Is it comfort on the red carpet, or climbing Mount Everest?

What drives your definition of confidence? Is it one or some of the following?

- Achievement
- Social skills
- Recognition
- Reactions of others
- Ability to stay comfortable
- Comfort under pressure
- Convincing others you're confident

Who do you feel is truly confident? What are *their* traits?

Take a moment to really dig into this exercise in order to maximize your training. Think of some people you consider to be confident and then write out a description of each. You'll quickly have a traits-analysis tool for determining your style of confidence.

COMPLIMENTS

Give compliments in social situations but remember to not suck up. Giving compliments has three positive effects:

- Social prowess: the greatest leaders of our time were complimentary when they spoke to others. They would offer compliments to make others feel comfortable in their presence.
- Feel good: complimenting others makes you feel good, which then raises your comfort level, allowing you to be more confident.
- People skills: getting comfortable giving compliments improves your social skills – a critical element of persuasion.

FITNESS

Do one thing daily that's good for your body. Eating well, working out, making your bed, and exercising self-discipline boosts your confidence, which has a direct positive impact on your self-esteem. You're tricking your brain into believing that you are disciplined, successful, healthy, etc.

SHARE YOUR INSECURITIES

Being open and vulnerable not only makes people more likely to identify with you, but it also makes people automatically more willing to do the same. As you learned, Openness is a major gateway to influence on the Six-Axis Model.

1. **Being open and vulnerable has many positive effects:** People like imperfect people.
2. It takes all power away for someone to judge or use it against you.
3. It provides a good window for someone to reassure you if you're just beginning to raise your confidence and you need a boost.

COLD SHOWERS

Showering in cold water can do all kinds of amazing things to your mind and body. I'll list a few of the benefits here.

Immune Function:

A simple cold shower can help your immune system in several ways.

Research shows that exposure to cold water triggers an anti-inflammatory norepinephrine release while increasing red blood cells, white blood cells and platelets significantly.

Another study found winter swimmers had an improved adaptation to oxidative stress and were better able to tackle inflammation. (Inflammation is related to almost all chronic diseases). A further study found that cold water swimming can raise the tolerance of the body to potential injury. Your cold shower is doing the same.

Depression Reduction:

"Due to the high density of cold receptors in the skin, a cold shower is expected to send an overwhelming number of electrical impulses from peripheral nerve endings to the brain, which could result in an anti-depressive effect".

This finding is from a study by the University School of Medicine, Richmond. Another study showed depression symptoms were relieved in those who took two or three cold showers per week.

Metabolism:

People who take a daily cold shower show an increase in metabolism because the cold water increases activation in brown adipose tissue (good fat) which is used to generate heat and insulate us against the cold. It's the type of fat we want and kicking it into action boosts our metabolism.

Productivity:

A study in the Netherlands involving 3,000 participants found those who finished their daily shower with a 30 to 90 second blast of cold water were 29% less absent than their colleagues after just 30 days of the trial.

It speaks volumes that two-thirds of those who completed the study continued with their daily cold shower ritual once the trial ended.

Energy:

Cold showers stimulate our sympathetic nervous system which is responsible for our 'fight-or-flight' response to danger. This triggers a hormone release which leaves you feeling 'buzzing' every time.

Beat Fatigue:

One interesting study suggests brief cold-water exposure can help with chronic fatigue, also known as overtraining syndrome.

There appears to be a strong link between chronic fatigue and insufficient hypothalamus function, which cold water exposure has been shown to reverse.

Fertility (well...for men):

There's evidence showing high water temperature exposure - like baths, hot tubs, and hot showers - can reduce male fertility. Testicles need a cool environment to operate optimally, and a cold shower delivers exactly that.

Improved Hair and Skin (Sexiness):

Cold showers have been shown to improve your hair and skin. In a cold shower your skin becomes more taught, which is your pores contracting. Your hair also improves because cold water doesn't wash away the natural oils on your hair and skin the way hot water does.

Dr Jessica Krant says, "excessively hot water will strip healthy natural oils from your skin too quickly". (Krant, 2015)

SHIFT YOUR VOICE

Confident people speak with a different tone of voice.

Just as you can adjust your body to change how you feel, you can do the same with your voice.

DOWNLOAD A TO-DO LIST APP

Checking things off lists is a sure-fire way to make you feel incredible about yourself and your abilities. This seemingly small task gives the brain proof or evidence that you are someone who gets things done - and this boosts confidence. Over time, you will develop a reputation for getting done what you set out to do.

We get addicted to people's approval because we don't approve of ourselves.

Confidence can be defined as having a stellar reputation with yourself, and these steps are the pathway to it. Having a stellar reputation with yourself is the single strongest technique to blow up your confidence.

DON'T COMPARE

They say that 'comparison is the thief of joy', but I would say that comparison is the thief of confidence. You never know what another person is thinking, feeling, or experiencing and you certainly don't know what they have been through in their past, so comparing yourself to them makes no sense. Put another way, don't compare someone else's chapter 10 to your chapter 1. Stopping external comparisons will help you focus on yourself and will, as a result, boost your confidence.

OUR STRONGEST SOCIAL DRIVE

One of our most powerful drivers when it comes to behavior is the need to stay consistent with how we define ourselves.

If you develop a running list of why you're awesome, you'll have a useful resource to refer to, which then guides our thoughts and behaviors. The more you look at your list, and add to it, the more your brain will begin to adhere to this self-view. You'll start automatically living up to the new self-view in order to stay consistent with what your brain is reading about yourself.

If you call yourself introverted, shy, unconfident, or low-status, your brain will work its ass off to find evidence of these traits, and will start behaving in those ways.

FUTURE REGRET SHOULD DRIVE YOUR ACTIONS

Now is the time for action; you don't have the time to not do this. Look around - everyone secretly regrets they didn't 'go for it' at some point in their past. You do **not** need permission - act now!

THE ESCALATORY PYRAMID

Below, I have listed various situations that might make someone uncomfortable. Review them and then ask yourself which ones make you uncomfortable? You can start developing your confidence by gradually increasing activity in your daily life that pushes you slightly out of your comfort zone.

1. Say hello to a stranger.
2. Make eye contact during and after saying hello.
3. Say hello with a smile and eye contact.
4. Say hello with a smile, posture, and eye-contact.
5. Compliment a stranger.
6. Compliment a stranger with longer eye contact.
7. Compliment with eye contact and maintain with silence.
8. Compliment with eye contact and a follow up question.
9. Compliment with eye contact, a follow up question and secondary compliment.
10. Compliment with eye contact and added physical contact.
11. Start a conversation with a stranger.
12. Ask a stranger for advice.
13. Ask a stranger for advice with longer eye contact.
14. Ask a stranger for advice with longer eye contact and physical contact.
15. Deliver a speech to a group of people you don't know well.
16. Directly ask someone on a date without introducing yourself.
17. Take charge of a group of strangers in a public place.

DISCOMFORT IDEAS

When you begin feeling comfortable with a previously uncomfortable situation, you can layer additional stress onto the situation in order to keep increasing your confidence over time. Here are a few things you can do to increase the social stress and build more confidence:

1. Longer physical contact.
2. Longer eye contact.
3. Prolonged silence in between dialogue.
4. Increased tension in questions (ask for increasing favors).
5. Increased level of social permissiveness - use topics that decrease in social acceptability.

Confidence is something you can develop. It's not a trait you are born with. It's the most important element of persuasion, so be sure to revisit this section of the book often as you continue your training.

DISCIPLINE

Self-discipline simply means the ability to impose your desired will onto yourself.

Self-discipline is the ability to persevere, think ahead, finish what you start, and exercise self-restraint when you're faced with something that might not be in your best interest. The ability to control one's own behavior and delay gratification are the two hallmarks of self-discipline.

Self-discipline means playing two roles for yourself: the role of **butler** and the role of **disciplinarian**.

The power of being your own butler cannot be understated. If your current self is always thanking your past self, this is a sign that things are going well. When your current self is concerned with taking care of your future self, this is also a good sign. Conversely, if your current self is angry or resentful with your past self, this is a bad sign. Staying focused on taking care of your future self creates so much room in your life for other authority traits, mainly enjoyment. From making your bed, to laying out the clothing that your future self will need in the morning, there's power in being your own butler. Imagine how easy it will be to have gratitude when one of the major sources of your gratitude is your past self. Imagine how empowering it feels to care so much about your future self, that you're willing to slightly deprive your present self to benefit him or her. The butler concept may seem small but it's so powerful that it's worth keeping on the fridge, mirror, dashboard, or desk. Are you taking care of future (insert your name here)?

- Did your past self leave you a sink full of dishes?
- Did your past self go to bed late and not give a shit what time you had to wake up?
- Did your past self make you get into an unmade bed?
- Did your past self create a financial situation for you?

It's time to move your focus into being the butler of your future self.

Being the disciplinarian can be as challenging as being the butler. The disciplinarian acts as a decision-vetoing machine, forcing you to take the right action when necessary.

The disciplinarian will step in immediately when you feel tired and want to throw your clothes on the floor, or when you feel like staying up late to finish binge-watching that show. The disciplinarian takes over when you feel like not going to the gym, eating crappy food, or when your hand is poised to hit the snooze button for the eleventh time.

Taking the right action is difficult without having the right habits in place. Take one or two small behaviors to fix at a time until they become easy to manage, and easy for you to veto the bad behaviors. Keep moving forward and in just a few months you'll see major improvements in your lifestyle. So many people assume that they need more discipline to get things done throughout their lives. In reality, you only need the discipline required to form a habit. Once a habit is formed, you no longer require discipline for any given task.

When you see people regularly going to the gym, it's usually not because of discipline, at least for most of them. They are going because they are in the habit of going. They used discipline for the first few weeks to get into the habit of going, convincing themselves they had time, forcing themselves to schedule the gym, and keeping themselves accountable for going every day. After a little while, the disciplinarian is no longer required for that task, and can focus on developing the next habit.

Develop habits with discipline, then do it again. After 20 years in the military, I know that it's deliberate habit-formation that separates those who succeed from those who fail. Successful people have habits, and it only takes a few tablespoons of discipline to create them. You actually can do this...for real.

HOW DISCIPLINE TRIGGERS AUTHORITY TRIPWIRES

Discipline shows itself in interesting ways in conversation and social settings. When someone has self-discipline, it tends to not show up in their behavior but instead shows itself in other ways.

APPEARANCE

Discipline shows itself in personal appearance. Personal hygiene, haircut, clothing, and skin condition can reflect the amount of self-discipline someone has.

CONFIDENCE

Self-discipline feeds confidence. In many situations, just knowing you have more discipline than most of the people around you is enough to increase your levels of confidence. Knowing that you woke up two hours earlier, you work

two times harder, or you eat better than anyone else in the room shows up in your behavior. Someone with self-discipline shows it through their behavior in ways that aren't always obvious.

CONNECTION

Having self-discipline enables you to be more outgoing and less concerned about all the things you haven't done. It prevents the 'I'm irresponsible' reminder system we talked about earlier in the book.

INTERNALIZED FEELINGS

You've likely met someone in your life who has incredible self-discipline, and you know that it somehow emanates from them. You too can develop that kind of discipline that people 'feel' in a conversation. When we know someone has an admirable level of self-discipline, we know they stick to their own timelines, which leads us to see them as more trustworthy.

WHAT HABITS AND BEHAVIORS CREATE DISCIPLINE

Self-discipline is created through repetition, reminders, tracking, and force. You must be willing and able to force yourself into having discipline in any area of your life.

Forcing the present version of you to think of the future you is the only way to get self-discipline into an unconscious process. We could say that the definition of self-discipline is a state where the present self is able to ignore desires in service of the future self.

Loving yourself:

1. Do something fun (**alone**).
2. Develop a new romantic relationship with yourself.
3. Go on an isolation vacation for a weekend.
    a. Don't talk, don't text. Spend time with you.
4. Take the damn credit you've earned.

Environment is step one:

Vow today to shift the environment so your Reticular Formation can recognize that a change is happening. This way, more attention will be paid to your new self-development.

a. Change your alarm clock tone.
b. Create novelty in your morning routine.
c. Buy a different car.
d. Rearrange furniture.
e. Change your phone wallpaper.
f. Change your wall art.
g. Paint the house.
h. Join a new meetup group or social group.

Future Projection is step two:

- Vision board the shit out of your life (spend hours doing this).
- Get total clarity about your goals.
- If the images don't clearly communicate your goals, keep re-defining your goals, or find new images.

Your future rehearsal of success should be a daily practice.

Your brain will try to default to threat identification, which is okay. Remember that your brain's main purpose is to protect you, so it has its limitations.

Discipline is mysterious to many of us. When we see people going to the gym every day, or eating a healthy diet, we assume they have tremendous discipline. But they don't.

You only need a teaspoon of discipline to start a habit. Here are some new habits you should consider starting:

- Being in bed on time (concern for future self)
- Eating clean (concern for future self)
- Developing your social interaction skills (concern for future self)
- Daily journaling (concern for future self)
- Improving your physical health (concern for future self)

I am certain that no one is reading this book just for the experience - you want a return on your investment of time and money. By choosing to read this book, you've already shown concern for your future self. First, recognize this. Then, take yourself on a date to celebrate.

If you have clear goals, you're a lot more likely to change your habits and develop the discipline you need. The biggest source of self-discipline is having a reason to perform the task - you can call it your "why".

> Self-discipline is about counting on yourself.

What are the actions you're willing to do? How far are you willing to go?

Start with a morning routine:

- Manage your boot-up sequence: Never mess with it while you're booting up. Instead, leave your phone on airplane mode and concentrate on the routine itself until you feel like you're ready to conquer the day. Protect your morning 'boot-up' viciously.
- Make your bed: you've completed one accomplishment already.
- Energize: coffee, exercise, cold showers, etc.
- Journaling: schedule the day or review the schedule
  - "I will _____ before 11am."
- Meditation
- Yoga
- Focus on vision board, goals, positive input.

- Stay out of the news: someone will tell you if there's something going on.
- Clean environment: tidy before you work.

If you're learning to persuade other humans, start with yourself.

The earlier you wake up, the bigger **time advantage** you have over others who choose to sleep in.

SELF CONTROL

Our history and literature are filled with characters who suffered a lack of self-control. Stories feature characters like this to teach lessons about the ability to choose your own fate and control your life. From Eve in the garden of Eden, to the myth of Odin, who could not temper his desires.

There is a mountain of research that suggests the single biggest indicator of success in adulthood, is a child's ability to delay gratification.

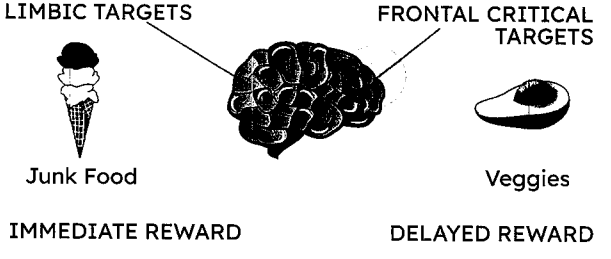
DELAYED GRATIFICATION

The Cue and the Reward:

Scientists found that when a monkey is given a lever that makes a raisin drop from a tube, there's a surge of dopamine in the monkey's brain. However, when they added a light that came on just before the raisin would drop, the scientists discovered that the light would produce more dopamine than the actual raisin did. The anticipation of reward is what drives behavior, more than the actual reward!

When our environment hints at an upcoming reward, the levels of dopamine start to rise immediately. This is a **trick** our brains play on us.

Dopamine drives action - but the brain still makes calculations. Here's how it all works.



Research shows that our brains adjust according to when a reward is expected, with immediate rewards being prioritized over later rewards. This is your brain essentially telling your future-self 'eff you'. You can control this.

Knowing how the brain works is the first step to gaining full control of your brain.

THE STATE OF CALM-ENJOYMENT

Throughout every interaction I've had with successful people throughout my life, the single universal trait I have been able to identify is something I call 'calm-enjoyment'. Calm-enjoyment is the pleasure that is derived from getting the things done that you know have to be done.

Many people find themselves rushing to accomplish things, only to become overwhelmed and victim to competing tasks and priorities. If you wanted to identify a common trait in unsuccessful or dissatisfied people here on Earth, you would see that they tend to neglect the things that must be done, lacking calmness in their accomplishment of projects and tasks.

When it comes to small tasks, many of us continue the cycle of promising to 'do it later' or thinking 'it might go away if I don't look'.

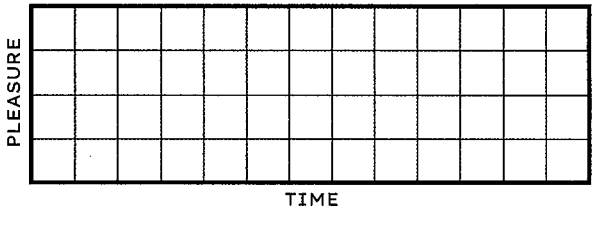
People who suffer from stress or anxiety typically haven't set themselves up for 'peaceful' living. Success can be achieved through practice in your life. If you find yourself lost, unhappy, unfulfilled, or just plain disorganized, this is the result of a lack of practice. Success and satisfaction come from practice too.

Imagine yourself in middle school. We all remember the kid that never did their homework. For some of us, including me, I was that kid. For many of us, there wasn't anything really stopping us from doing our homework; rather, we just prioritized other things that we 'enjoyed' more than homework. In many cases, it was literally just a 15-minute assignment that could've been easily completed, but somehow other things 'got in the way'. This habit of not prioritizing required tasks often leads to a long period of habit-forming that lasts well into adulthood. With each passing year, one becomes more clever, making it easier and easier to explain the behavior, excuse the neglect, and ignore the tasks that must be done.

It's critical, no matter where you are in life, to focus on this one habit to change how you live, build new habits, and break the old ones.

We all have tasks piling up: bills, chores, diet choices, errands, dishes, the unmade bed, the college courses we wanted to take, raking leaves, cleaning, calling old friends, and our actual health.

Focus on the calm enjoyment of things that need to be done. You'll be thankful in the future.



On this graph, how would you want to live? Take a moment to examine how most people default to never even considering this about their own lives. They simply live day-to-day in search of immediate reward – the greatest amount of pleasure in the least amount of time.

THE MAGIC PATHWAY

DESIRE - DOPAMINE - REWARD - BELIEF = HABIT

Many people make the mistake of assuming that drug addicts must have pretty messed up lives. But this is often not true. They are actually normal people like you and I, but with dopamine reward centers that are way out of their control.

YOUR VERY OWN BUTLER!

Our lives are the product of everything our past self set up for us. Sometimes the 'you' of the past has done something stupid, and our present selves are the ones who have to pay the price.

We've all stayed up too late when we have an important exam the following day, or we ate too much when we knew we would feel horrible after the meal.

Your present self must be more concerned with taking care of future you than themselves. When we do things that our future self won't benefit from, we are being 'present-selfish'.

Think of five successful people that come to mind. I'm willing to bet you can see a pattern in their lives where they have prioritized the needs of their future self above their present self desires. One of the greatest discoveries I've ever made is that our three 'selves' must all work together in harmony.

Your pastself was deeply concerned with taking care of present self, and therefore you are deeply concerned with taking care of your future self. This is all selves working in harmony.

When you go to bed at night, the thoughts in your mind should go directly to the desires of your future self.

What would he or she need in the morning to have a great day?

- A cup of coffee?
  Great! Go straight to the coffee maker and set it up so that future you will only have to press a single button.

- Will your future self need medicine in the morning?
  Lay it out for them like you would for a person if you were their butler. Set '**them**' up for success.

- Will your future self need an outfit tomorrow?
  Prepare the outfit so that future you only has to put everything on. Lay out your shoes, socks, underwear in a place where '**they**' will find it easily and comfortably.

- Do you like organized spaces?
  Tidy the house before bed so '**they**' will wake up to a calm, centered, and organized home.

- Does your future self need to be well-rested in the morning?
  Get in bed and put the phone away. Read a book your future self will thank you for, and then get the amount of sleep that '**they**' will need and be grateful for.

- Would you like to have a huge savings account?
  Start saving now. Your actions are a gift to your future self.

- Do you have trouble remembering stuff about your life and your growth?
  Keep a journal about your personal growth so '**they**' have something to reference in the future.

- Would you like to look like a badass next summer?
  Good news! Your future self will be using the same body you're living in right now! Get started on **their** 'gift' today!

- Is there a particular thing you wanted to learn about?
  Invest the time and effort now so that '**they**' will be happy knowing they've successfully acquired this knowledge.

You've got to become a butler for your future self. The ability to embrace this mentality separates successful and happy people from those who are dissatisfied and unhappy. Here's the good news - it's addictive!

The more gratitude you send back to your past self, the more excited you will feel about setting up your future self.

Here are the three goals for each self to strive for:

1. Your **past** self is always receiving gratitude from the present self.
2. Your **present** self is feeling gratitude for the past self, while working their butt off for the future self.
3. The **future** self is always feeling gratitude for you now.

There are so many books filling hundreds of pages written on the topic of discipline, but this one chapter alone tells you everything you need to know.

Whenever I finish writing a book, the first question so many people ask is, "How many pages is it?"

Don't fall into this trap. Value and mass are not the same.

As you grow, learn to see your future self in every action you take. What effect will this have on 'them'? Will they be pissed off that I made this choice? Is this in line with the life 'they' want to have? Does this choice set 'them' up for the goals I have set for 'them'?

LEADERSHIP

THE WISDOM OF CESAR

This section has been taken from the online blog of Cesar Milan, also known as the Dog Whisperer on television. In his book, *'Be the Pack Leader'*, I think he unintentionally wrote a perfect description of what it means to be a human leader to not just dogs, but other humans as well. Here's how Cesar explains himself:

> *"A dog's mother begins training puppies from birth. She makes them wait for food, she controls when they play, and she determines how far they can travel. Adult dogs need these same rules, boundaries, and limitations from you, their pack leader, when dog training."*

CALM AND ASSERTIVE

A pack leader doesn't project emotional or nervous energy, so neither should you. In the wild, the pack leader uses calm-assertive energy to influence how the dog interacts with his surroundings. The mother enforces these laws in a quiet way, such as picking up a puppy by the scruff of the neck if it strays outside the den.

SETTING BOUNDARIES

Ownership of territory is very important. Dogs in the wild claim space by first asserting themselves in a calm and confident way, and then communicating this ownership through clear body language and eye contact. A dog who understands that you, as the pack leader, own the space in which it lives will respect your asserted authority while dog training.

RIGHT TIMING

Enforcing waiting is another way that pack leaders assert their position. Puppies wait to eat, and adult dogs wait until the pack leader indicates that it is time to travel. Waiting is a form of psychological work for the dog. Domestication means dogs don't need to hunt for food, but they can still work for it.

PACK LEADERSHIP

Establish your position as pack leader by asking your dog to work. Take your dog on a walk before you feed him. And just as you don't give affection unless your dog is in a calm-submissive state, don't give food until your dog acts calm and submissive. Exercise will help the dog, especially a high-energy one, to achieve this state.

KNOW YOUR PACK

The true test of leadership is knowing your pack. I want to know my pack and what fulfills them. This creates balance. Formulating a training plan, setting an intention, and following through then creates even more strength in your relationship, bond, and its depth. To me, this shows respect, both of the needs of your dog and yourself.

This is what distinguishes the true pack leader from the rest. They are honest. They are real. They accept. They are in touch. They are present. They are respectful. They are balanced. And they know their pack.

In all of these ways, the pack leader in nature sets rules, boundaries, and limitations for their pack, and in doing so, nurtures their dog's healthy state of mind.

ENERGY

Because humans are intellectual beings, we communicate mostly through words. This makes it easy for us to fall into the trap of assuming that dogs also communicate with spoken language.

While it may seem like our dogs understand specific words and associate them with specific actions, they're mostly responding to the intent that we have associated with the word. If you tell your dog to sit without intention behind it, your dog won't sit. Conversely, you can approach your dog with the intent to get her to sit and say the word 'lamp' or nothing at all, she will sit.

Dogs pay less attention to our words because they are actually focusing on our energy, expressed through our intention and emotions. Our emotions are expressed through our tone of voice and body language. Energy is how dogs communicate with each other, and you can see it in any dog park. A dog will indicate submission by lowering parts of its body, particularly its head and ears. A dog will show dominance by raising its head, ears, or tail, and will show aggression by pinning its ears back and stiffening its body.

The word 'energy' can sometimes be confusing – what exactly is 'energy?' Cesar explains it this way: 'Energy is how any being presents itself to the world. Think of it as your personality, disposition, temperament, or whatever word makes sense to you.' For humans, energy is what we get when our intentions meet our emotions. Cesar expresses it as a formula:

Intention × Emotion = Energy

This formula explains why calm and assertive energy works so well with dogs. When we are calm and assertive, our emotions are balanced, and our intent is clear. Dogs understand this. On the other hand, negative emotions and lack of firm intent presents weak energy and confuses our dogs.

This is why you can't stop a barking dog by yelling angrily. The dog doesn't hear you commanding it 'No!' and instead hears you joining in the barking, increasing his excitement. That's also why baby talk confuses dogs. They read

it as submissive and weak energy. Depending on their natural position in the pack, they may become anxious or very dominant in response.

Dogs follow balanced energy because it's what their instincts tell them to do. It's up to us to provide that calm, assertive balance.

Learning what the laws are is one thing, but learning how to use them to help your dog is another. Below are the keys to mastering them."

Dogs are instinctual.

Dogs are creatures of instinct who live in the present moment. They don't dwell on the past or worry about the future. They react instinctively to whatever is happening around them. Therefore, it's crucial to correct them only when they misbehave and avoid rewarding unwanted behaviors with attention or affection.

To truly respect your dog's nature, it's essential to let them be a dog and resist the temptation to treat them like a human child. By observing and learning from your dog's behavior, you can also tap into your own instincts and learn to live in the moment.

To dogs, energy is everything.

It's crucial to recognize that energy is the primary way dogs communicate with each other, while humans rely mainly on language. Although dogs can comprehend words associated with particular objects or actions, they're more attuned to our energy and tone of voice.

Our energy is conveyed through our intention and body language, and dogs respond best to calm, assertive energy. When our energy is balanced, and our intentions are clear, dogs can understand us easily. However, if our intentions are unclear or we become agitated, our message becomes muddled, and our dogs may respond inappropriately.

Therefore, it's essential to project a serious, calm, and assertive energy when communicating with our loyal canine companions. By doing so, we establish clear communication and build a strong bond with our dogs. Remember, our energy speaks louder than words, and it's up to us to ensure that our energy is always balanced and clear.

Dogs are animals.

It's crucial to understand that a dog sees itself as an animal first and foremost. This is because all animals, including dogs, are instinctual and communicate primarily through energy. While dogs don't have words for it, they view themselves as a particular species of animal that is distinct from, say, a squirrel or a cat but the same as other dogs.

Dogs don't have a concept of breed and instead exhibit breed traits through their instinctual behavior. For instance, huskies pull, and terriers hunt. To a dog, their name is simply a word used to get their attention. A dog will never think, "I am (name)," as humans do.

To truly master the art of dog training, it's vital to let your dog be a dog. You must communicate with them like another animal would, not like a human. Furthermore, it's crucial never to use your dog's name when giving a correction. Doing so will create a negative association with the word in your dog's mind.

Remember, a dog is an animal first and foremost. By understanding and respecting their instinctual nature, you'll be able to communicate with them more effectively and build a stronger bond.

A dog's senses form his reality.

It's crucial to realize that dogs experience the world through their senses in a specific order: nose, eyes, and ears. Their sense of smell is so acute that long before we can see or hear something, dogs have already detected it with their noses. A dog's sense of smell is tens of thousands of times more sensitive than a human's, making it their most powerful tool for sensing their surroundings.

As a result, engaging a dog's sense of smell can be an incredibly effective training technique. By using scent to guide their attention, you can direct your dog's focus to where you want it. This can be achieved through the use of treats or pleasant scents. Conversely, unpleasant scents that are undetectable to humans can be used to establish invisible boundaries.

Therefore, understanding and utilizing a dog's sense of smell is vital for effective training and communication. By doing so, you can establish boundaries, guide their attention, and build a stronger bond with your furry companion. So, the next time you're working with your dog, remember to leverage their incredible sense of smell to enhance your training efforts.

Dogs are social pack animals.

From a psychological and behavioral perspective, dogs function best when they have a clear pack leader or hierarchy. The concept of pack hierarchy is deeply ingrained in dogs due to their evolutionary history as pack animals. In a pack, each member has a specific role and rank, which helps to maintain order and prevent conflict.

Without clear leadership, dogs may become anxious, confused, or even aggressive. This is because, in the absence of a strong leader, dogs may try to assert their dominance, leading to power struggles and conflicts among dogs.

Therefore, as a responsible dog owner, it's crucial to establish yourself as the pack leader and provide your dog with clear guidance and direction. This helps to create a sense of stability and security for dogs, as they know what is expected of them and what their role is within the pack. When dogs feel secure and confident in their place in the pack, they are happier and more relaxed.

By taking on the role of pack leader, you can establish a harmonious relationship with your canine companion and ensure that they feel safe,

secure, and happy in their environment. So, make sure to provide your dog with clear leadership and structure to promote their well-being and happiness. By adhering to the natural dog laws, you are providing the leadership they need, especially by maintaining calm, assertive energy and letting your dog be a dog.

CALM-ASSERTIVE 'ENERGY'

One thing Cesar said that seriously impacted my personal development as a leader was that '...humans are the only animals on the Earth that will follow an unstable leader.'

When I heard this, I was stunned. Cesar just revealed the key element of leadership for not just humans, but for all mammals, and he did it in a way that didn't talk about language. Most leadership books, even the bestsellers like the books by John C. Maxwell, aren't about leadership at all. They are well-written, but they are guides to effective management, not leadership.

If Cesar is right, and I've spent 23 years proving it, then stability is the core of leadership. This is why composure is so powerful when it's paired with genuine confidence, and the other Authority Traits.

GRATITUDE

Gratitude is an essential component for successful leadership. It is the act of being thankful and recognizing what you have been given, either by yourself or by others.

True leadership is about influencing, inspiring, and motivating others to follow your vision. To do so, it's important to express and internally feel gratitude for all that you have. When you are grateful, it allows you to be more open-minded and compassionate towards others, which in turn makes them want to follow your lead.

Gratitude helps build trust, as it shows that you acknowledge what others bring in terms of ideas and energy to help create success.

By choosing to feel thankfulness regularly, leaders can set an example, but only when it's genuinely felt from within.

THE THREE TYPES OF GRATITUDE

- Low-Altitude
- High-Altitude
- Interpersonal

My mentor and I were once in a fast-food Mexican restaurant and he was discussing how gratitude can radiate when someone feels it from within.

Slightly confused, I tilted my head (because I wasn't sure what he meant, but also to take a bite of a taco).

He shifted my perspective on gratitude forever in a single moment.

> "Are you thankful the employees made your taco so well?" he asked.
>
> "Sure. Of course" I said. "I'm grateful that they all have the training and expertise to make the taco taste the way it does."
>
> "Great. Now what about the investment of time and money - maybe over one million dollars - that went into making the recipe as perfect as it is?" He took a sip of his water.
>
> "I didn't think of that. Yeah. Probably a ton of money went into that stuff." I thought a little deeper about the situation.
>
> "Chase, did you know there's a family supported by the people who grew those tomatoes? There's little kids who were able to buy school supplies because a farmer grew that lettuce and got it delivered on time, and he's got his own struggles in life to deal with." My mentor sat back in his seat, allowing me a moment to process the thought.

My world shifted. I felt like I had been ripped from my seat and yanked upward - like someone zooming way out on Google Earth. The perspective shift was profound.

After practicing this daily (I called it zooming out), things in my life changed. I *thought* the world around me was modified somehow. My perspective shifted so dramatically that it felt like I was living in a completely different place with completely different people. I realized there were three levels of gratitude we can experience and making it a daily practice to 'zoom out' is one of the easiest ways to reprogram your mind to see the world differently. Gratitude makes you influential. You're reading this book to learn to be influential, because you now fully know the difference.

LOW-ALTITUDE GRATITUDE

This level of gratitude is about focusing your awareness and gratitude on the things around you and within your life. The circumstances you find yourself in, the food you eat, the people you meet, and even the money you have access to are all examples of low-altitude gratitude.

HIGH-ALTITUDE GRATITUDE

This level of gratitude is reached when you zoom out on your situation, and you see the bigger picture. The higher the altitude you can achieve with your 'lens', the more you're able to feel gratitude for the wider scope of the big picture. Being grateful for things that are far outside your normal awareness, for example the planet you live on, the people who grew your food on a farm somewhere far away, and even larger-scale things like the fact that the moon

hasn't collided with Earth are some examples of thoughts you may have while you're increasing your gratitude-altitude. Make a daily practice of this. Set a reminder on your phone to tell you to zoom out. This single practice in perspective-shifting has the potential on its own to change your life.

INTERPERSONAL GRATITUDE

Practicing interpersonal gratitude isn't necessarily about thanking people around you. Rather, it's a focus on being thankful within yourself. Sure, go ahead and verbalize this whenever you think you should, but the internal feeling of gratitude is more important, I promise you. People can feel when someone is living in deep levels of gratitude, and it comes across in so many ways. Being thankful for the people around you is one of the best ways to make this automatically come through in your behavior. This behavior, in turn, produces gut feelings in the people around you which directly affects what is possible when it comes to persuasion.

Overall, gratitude makes you more likeable, even if you never vocalize it. You're sending signals to the subconscious areas of people's minds regardless of whether you're expressing your emotions or not. Gratitude is a surefire way to create gut feelings of trust, connection, openness, and enjoyment.

GRATITUDE IS HEALTHY

Research has shown that gratitude is healthy. For example, keeping a gratitude journal causes less stress, improves the quality of sleep, and builds emotional awareness (Seligman, 2005).

Neural mechanisms that are responsible for feelings of gratitude have grabbed much attention in the world of research (Wood A. e., 2008). Studies have demonstrated that at the brain level, moral judgments involving feelings of gratefulness are evoked in the right anterior temporal cortex (Zahn R. e., 2009).

In the same study, it was revealed that the reason why some of us are naturally more grateful than others, is the neurochemical differences in the Central Nervous System. People who express and feel gratitude have a higher volume of grey matter in the right inferior temporal gyrus (Zahn R. e., 2014).

Experiencing feelings of gratitude on a daily basis can have many of the same benefits as medication. This is because it triggers the release of the neurotransmitters dopamine and serotonin, which are responsible for creating a sense of happiness and contentment in our brains.

By consistently practicing gratitude, we can strengthen our neural pathways, ultimately leading to an overall state that is more positive and grateful.

Scientific research has found that when we experience gratitude, our limbic system - which is composed of the thalamus, hypothalamus, amygdala, hippocampus, and cingulate gyrus - gets activated accordingly. Furthermore,

these two components - namely the hippocampus and amygdala - regulate everything from emotions to memories to bodily functioning.

In addition to this evidence, studies on individuals undergoing mental health treatments revealed that those who wrote letters of gratitude in conjunction with their normal counseling sessions felt better and recovered quicker than those who only engaged in counseling alone.

The power of gratitude to reduce pain is underestimated. A 2003 study conducted by Emmons and McCullough, found that 16% of the patients who kept a gratitude journal reported fewer pain symptoms and were more likely to cooperate with treatment programs. Deeper research into the cause suggests that gratitude can boost dopamine levels, providing more energy and reducing negative sensations of pain.

Practicing gratitude and kindness can drastically improve your sleep quality. Research has revealed that when the hypothalamus is triggered by exhibiting these simple acts, it helps regulate bodily functions such as deep and rejuvenating sleep (Zahn R. e., 2009). Not only are you more likely to get a restful night's sleep, waking up feeling energized and ready to tackle the day but also your brain will be filled with feelings of kindness and gratitude. So, make sure to show some appreciation today - not only will it make someone's day brighter, but it could give you a great night's sleep!

Expressing gratitude can help us better manage stress. We all have moments in life where things seem overwhelming but taking a moment to appreciate the good things around us, no matter how small, helps condition our minds to respond more calmly and rationally to difficult times.

Practicing gratitude can significantly reduce symptoms of anxiety and depression. Gratitude increases the activity of the prefrontal cortex - the part of the brain responsible for managing negative emotions such as guilt, shame, and violence - thereby creating an environment that is more conducive to empathy and positivity.

When we experience fear, the fight or flight response triggers a release of hormones which causes us to react without thinking. This can lead to feelings of insecurity and an inability to cope with certain situations.

However, by being conscious about being thankful for what we have, we can re-wire our brain's pathways so that it focuses on positive thoughts rather than negative ones. This ultimately reduces our anxiousness and helps us feel more secure. As author Alex Korb mentioned in 'Grateful Brain' (Korb, 2012), it's impossible to focus on both positive and negative information at once - practicing gratitude allows us to consciously focus solely on uplifting thoughts and feelings.

Studies conducted by Dr. Emmons revealed that regular practices of gratitude can have a striking effect on mental health. Examples of such practices include journaling and creating gratitude jars, which can help individuals battle depression, anxiety, and burnout. Furthermore, writing gratitude letters can bring hope and cultivate positivity in those struggling with terminal illnesses or suicidal ideation.

Additionally, gratitude can even improve the sleep-wake cycle and uplift moods of people with sleep disorders, substance abuse problems, or eating disorders.

If you feel happy, don't hesitate to show it. Acknowledge and appreciate the success - big or small - that you have worked hard for and remind yourself that you deserve the joy it brings. Embracing happiness helps us build resilience so that we can better prepare ourselves for any challenges in the future.

Whatever you have to do to make it happen, make gratitude a daily practice, and it will be oozing from your body, creating those immediate-impact gut feelings in people in no time at all.

(Watkins, 2014) (Wood, Maltby, Stewart, Linley, & Joseph, 2008) (Grant & Gino, 2010) (Polak & McCullough, 2006) (Emmons & Stern, 2013)

ENJOYMENT

The psychological state of enjoyment might be the most magnetic thing that attracts us to other people. I could sit with you in an airport and ask you to point out a total stranger who is enjoying themselves. You would be able to spot them from hundreds of yards away in a crowded area.

This quality lends itself to a charismatic appearance. People gravitate toward people who are enjoying themselves. When a person has an unconscious urge to gravitate toward another person, they, in turn, become more easily led by them.

Enjoyment is one of the qualities on the Authority Triangle because it's arguably the most demonstrable social magnet there is.

If we traveled a million years back in time, no one would speak our modern languages, yet we still would be able to recognize enjoyment, and all the other traits of authority. This is why your training began by studying factors of nonverbal behavior. In fact, all of your training should follow this same line of thinking: ***the further back in time you can effectively use a skill, the more important it is when it comes to influence and persuasion.***

The more you can live in enjoyment, the more persuasive you will become. Enjoyment attracts others while also boosting confidence.

You can practice this exercise daily by setting up reminders in your life. Since questions drive what we focus on, try continually asking yourself the question, 'How could I increase my enjoyment right now?' Use this question instead of negatively framed questions such as 'Why am I so depressed?' or 'How come I can't feel good all the time?'

In the Neuroscience of Influence section, you learned about the fundamental differences between happiness and pleasure. When we're speaking about

enjoyment, remember that it's entirely different than simply being excited about something taking place.

While you may enjoy something that's happening, being in enjoyment means that *you're not dependent on external events for this feeling.* Enjoyment boils down to perspective. When someone is able to 'zoom out' and see the bigger picture of life, they are able to enjoy almost any activity they are involved in.

In the *Way of the Peaceful Warrior,* author Dan Millman comes at this from a slightly different angle. While an older mentor character, nicknamed Socrates, is teaching a younger ego-driven boy, he teaches the boy about 'meditation'. The younger boy is required to clean the bathroom floors, and he makes a scene out of it, complaining the entire time. The older mentor offers the wisdom, "A warrior learns to meditate during any action."

The book has many insights into the activity of enjoyment and being in the moment:

> "You are rich if you have enough money to satisfy all your desires. So, there are two ways to be rich: You earn, inherit, borrow, beg, or steal enough money to meet all your desires; or, you cultivate a simple lifestyle of few desires; that way you always have enough money. A peaceful warrior has the insight and discipline to choose the simple way — to know the difference between needs and wants. We have few basic needs but endless wants. Full attention to every moment is my pleasure. Attention costs no money; your only investment is training. That's another advantage of being a warrior, Dan — it's cheaper! The secret of happiness, you see, is not found in seeking more, but in developing the capacity to enjoy less."
>
> — Dan Millman, *Way of the Peaceful Warrior*

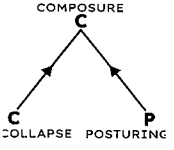
In another life-changing moment of the book, 'Socrates' shares his wisdom about the entire universe:

> "And where," Socrates smiled, "is the universe?"
>
> "The universe is well, there are theories about how it's shaped..."
>
> "That's not what I asked. Where is it?"
>
> "I don't know - how can I answer that?"
>
> "That is the point. You cannot answer it, and you never will. There is no knowing about it. You are ignorant of where the universe is, and thus, where you are. In fact, you have no knowledge of where anything is or of what anything is or how it came to be. Life is a mystery.
>
> "My ignorance is based on this understanding. Your understanding is based on ignorance. This is why I am a humorous fool, and you are a serious jackass."
>
> — Dan Millman, *Way of the Peaceful Warrior*

Wherever you are in terms of your score on the HABI authority assessment in the Enjoyment category, set your goals appropriately to level up this important trait in your life. You will find your life to be more enjoyable, and you will become more authoritative and powerful in your interactions.

Charisma is a byproduct of enjoyment. We can see that positivity lends itself to powerful leaders who don't just command respect, but a true following. (Bono & Ilies, 2006)

COMPOSURE



Cesar Milan brilliantly stated, "Humans are the only creature on earth who will follow an unstable leader. This gives us immense clues as to what causes automatic behavior of 'followership' instead of someone choosing to follow someone.

THE ORIGINS OF STABILITY

A lack of stability comes from movement of the pendulum illustrated above. While we want the pendulum to be perfectly still in the center (composure), it's often knocked to one side or the other. This is why monitoring is so important. Monitoring your daily level of composure is the fastest way to bring it into control. More on this in a moment.

When it comes to influence, *who you are* is drastically more important than *what you say*. When we are in the presence of someone in authentic authority, there's something about their character and behavior that puts people at ease, makes people trust them, and creates a magnetic force that draws people in.

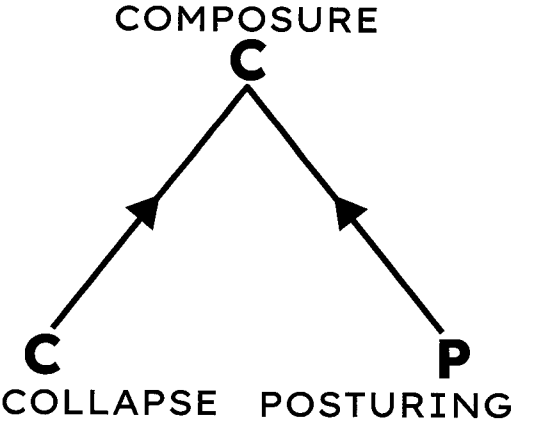
This force is what I refer to as composure. Composure is the state of mind wherein a person is in full control of themselves. You might say that once all the qualities of authority are in alignment, composure is the result.

[Confidence + Discipline + Leadership + Gratitude + Enjoyment = Composure]

The Pendulum Principle is a long-time concept of behavior that I was taught early in my life at Missouri Military Academy.

As a kid who only saw this on the wall at school, I never realized its power and sheer wisdom.

Here's what the pendulum looks like:



The two far right and left sides of the pendulum are Collapse and Posturing.

Collapse: The tendency to shrink both mentally and physically in order to satisfy or please other people.

Posturing: The tendency to exaggerate or inflate importance, status, or significance to impress or intimidate others.

While we can be on either side of the pendulum throughout the day, we might tend to have behavioral patterns that cause us to collapse or posture when it comes to things like social occasions, money, relationships, or even dealing with customers/clients.

COLLAPSE

Collapse shows up for many new business owners around clients. They are desperate to get the business up and running, and often do way more than they should to build rapport with the new client. Collapse might also show up in how someone deals with conflict, whether it's in their relationship or at work. Their tendency to shrink and fold carries a deep-rooted desire to be liked (and at times, simply not to be hurt).

Sometimes you will see people living in collapse who go out of their way to volunteer time, donate money, or work for free. This concealed desire for appreciation and approval drives a person in collapse to seek out these situations where they can shrink, so that others can grow. Collapse seeks energy from other people, so it can be draining to be around someone who's living on this side of the pendulum. As it is in many cases of over-givers, they tend to burn out quickly, shy away from asking others for things they need, and eventually wind up draining the energy from the people they are 'helping'.

There's a **hidden shame** living inside the person in collapse. This shame hides by prioritizing the needs of others and feeling guilty for having strong desires of their own.

On the far-right end of the pendulum is Posturing. If you imagine Biff, from the movie *Back to the Future*, you'll understand posturing. In what is almost a desperation to be seen as powerful or important, people who spend a lot of time in posturing will secretly suffer from impostor syndrome, have more

fragile egos, and less emotional involvement in their side of the conversation - they think that is a weakness.

Posturing people are more likely to feel impostor syndrome for a very good reason - they are impostors. Their artificial behavior, that signals importance and status, makes them feel fake, because they are being fake.

Let's look at one example of collapse and posturing. Someone at a restaurant gets a steak that's undercooked. The collapse person, holding onto a secret fear of being disliked, hesitates to call a waiter over, but when the waiter finally shows up on their own, the collapsed person finally mentions it, but apologizes for doing so, and assures the waiter they are fine with it.

The posturing person calls the waiter over, ensures his friends at the table can hear him, and rudely points out the undercooked steak to the waiter. This is followed by more complaints about having to wait to have it recooked. Later that night, he will retell the story of how he complained, ensuring to add in details about how dominant he was.

If a person has lived their life in collapse, and an event occurs that finally makes them realize it, the transition isn't toward composure. If they have lived on the left side of the pendulum for long enough, looking across the pendulum at posturing seems to be the solution to their problem. It's the *opposite* of what they have been doing, and it's the *furthest* from their past behavior. So, without knowing it, they remain in non-composure, and suddenly become a posturing asshole. They finally receive a bit of respect, and the new posturing behavior soon becomes very habit-forming.

But what happens if the opposite occurs? Remember we mentioned the bully in *Back to the Future*, Biff. Remember when the tables were turned? Marty came back from 1955 to modern day, and Biff, who should have been bullying and belittling his father was now in the driveway waxing and washing his father's car. His demeanor was submissive and polite - he was in collapse.

At a sales seminar I attended in 2019, I closely watched the seminar leader – a seriously famous guy who was big in sales training and loved posting (posturing) photos of his jet and cars all over the internet. I knew he was insecure and inauthentic, but I attended to learn, not to pass judgment.

What surprised me most, was that the attendees of the event were almost all people who lived in collapse, who idolized a person who lived in posturing. They had all bought tickets to an event to learn how to posture. The seminar leader, a posturing person, then came on stage to tell them not to collapse so much, and to posture harder – and that was the key to success.

Mid-seminar, another posturing person would come on stage, and leverage the audience's tendencies toward collapse to get them to buy an upsell product. It was a sight to behold when it comes to psychology and group dynamics. The seminar leader is certainly financially successful, but is that the type of success you are looking for? I think not. Something tells me you knew this, and this is why you've chosen this book in the first place.

POSTURING

Collapse and posturing have more in common than you might think.

- They're both trying to get the other person to give something up. Whether it's respect, admiration, love, or money.
- Their agendas are concealed, hidden from public view. They wear a mask to conceal the collapse or posturing behavior.
- They're both a cover for feelings of deep inadequacy; the fear of never being enough.
- They both are incredibly stressful states to live in.
- Both are rooted in insecurity.
- Both are grounded in competition or the concept of a zero-sum game. Both feel that they must take from others, living in a competitive, versus collaborative, frame of mind.

"Stress is who you think you should be. Relaxation is who you are."
- Chinese Proverb

"You were not put on this earth to earn permission, you're here to spend it."
- Chase Hughes

Composure is not begging or freaking out. It's sitting comfortably. Calmly enjoying the moment, or the event that's taking place.

The agenda and desires of a composed person aren't hidden or concealed.

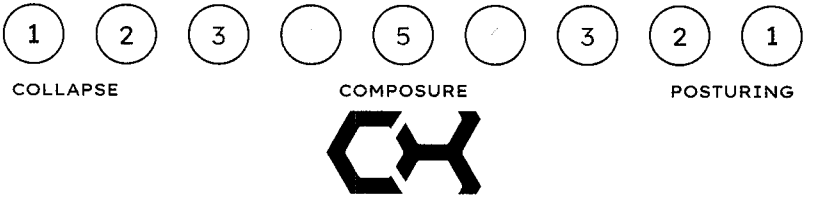
Think of composure as mature presence.

What makes composed people so magnetic?

- They are beautifully human.
- They embrace the moment.
- They respect others.
- There is never a worry that they don't mean what they say.
- There is never a concern that they mean to offend because they never do.
- They do what needs to be done without a fuss.

The following is a composure rating scale that can be used to understand the daily rating system.

COMPOSURE RATING SCALE



When you're shopping for a new car, and finally buy it, the reason you'll see it everywhere is that you didn't verbally *tell* your animal brain that this information is important, you *showed* it.

What I'd like you to do for at least the rest of this month is keep good track of where you fall on this composure scale every day. This awareness will send automatic corrective measures to the lower brain.

But don't screw it up going through the month judging yourself and feeling like crap for being low on the scale!

Remember, for now all you're doing is making measurements. In all my training, from interrogation to brainwashing, the recurring phrase is "you judge...you lose." This goes for all influence. Not just when we want to influence our own behavior.

So, this month, spend a moment every single day determining the place you spent the most time on the Composure Rating Scale.

I don't want you to set *any* goals about your composure.

There are some interventions that can assist with composure development, and I cover them below.

The following interventions have worked for thousands of my clients. Some of the interventions require you to see a doctor in person to obtain a prescription. All information contained in this book, and any medication mentioned, is solely my opinion, and you should never take any action on anything here without consulting a physician and ensuring that it is medically relevant for you. The following is only listed as an opinion, not advice. It's an opinion only and might help you discuss some of these with a licensed physician.

My first piece of advice is to avoid psychoactive interventions. If a substance is in the brain, it can drastically improve your behavior. The drawback is that these improvements only occur if the substance is active, which means that the brain doesn't require itself to adapt to these new behavioral patterns. Your brain waits for the presence of the chemical in the drug to make this happen.

The state of being in composure, then, is dependent on the chemical to perform in the future.

This is called state-dependent learning. Access to full composure is there, but it's only possible in the presence of these psychoactive substances. These substances create a mandatory return to the chemical to produce the composure that you might be getting from taking them.

REFFERENCE:

Methods in Behavioral Pharmacology

Alan Poling, Jeffrey Cross, Chapter 10 - State-dependent learning, Editor(s): Frans van Haaren, Techniques in the Behavioral and Neural Sciences, Elsevier, Volume 10, 1993, Pages 245-256 (Poling, 1993)

PHARMACOLOGICAL METHODS OF INTERVENTION TO INCREASE COMPOSURE LEVELS

Doctors often prescribe medications for lowering social tension and easing anxiety (insecurity) that work directly in the brain. Sadly, they aren't in the business of fixing your issue, but instead, are looking to manage, identify, and prevent symptoms versus causes.

You'll see drugs prescribed and recommended that are psychoactive because they produce results but require the presence of this drug to maintain any semblance of symptom-reduction.

Here are some common drugs you'll see prescribed when someone is seeking a reduction in anxiety, insecurity, or otherwise posture-collapse symptoms:

- Zoloft
- Effexor XR (SNRI)
- Fluvoxamine
- Venlafaxine
- Pexeva
- Cymbalta (SNRI)
- Nardil (MAOI)
- Sertraline
- Paxil
- Paroxetine
- Risperidone
- Antihistamines like Benadryl
- Marplan (Monoamine Oxidase Inhibitor)
- Parnate (MAOI)

Monoamine oxidase (MAO) is an enzyme that degrades or breaks down three neurotransmitters associated with mood and anxiety: serotonin, norepinephrine, and dopamine.

MAOIs reduce the activity of the enzyme MAO. Less MAO results in higher levels of norepinephrine, serotonin, and dopamine in the brain. The benefits of these increases are improved mood and anti-anxiety effects.

Instead of using drugs like Xanax, Lexapro, Klonopin, and other psychoactive benzodiazepines, let's explore some other methods of regulating composure outside the brain:

METHOCARBAMOL

Also called Robaxin (the commercial name), this drug is classified as a muscle relaxant, but there's something interesting about it...We literally have *no idea* how it even works. It has no interaction with muscles, but some dude discovered a few decades ago that it works this way. It has a few drug interactions, so obviously speak with your physician, and tell them everything. This drug isn't on any watchlist, it's non-addictive, and has no remarkable psychoactive properties.

METOPROLOL

Approved since 1978, this drug is classified as a beta-blocker, and reduces heart rate and blood pressure. It's commonly given to people with high blood pressure, angina, and other cardiovascular illness.

They are also known as beta-adrenergic blocking agents. They block the effects of adrenaline, a hormone/neurotransmitter/messenger that binds to adrenergic receptors in your body.

This powerhouse combo is something I've seen tremendous success with over the years in my private clients after they spoke with their primary care physician. When in social settings, the methocarbamol is working to make the body display more outwardly-facing signals of relaxation, and the metoprolol is literally blocking the adrenaline from causing a racing heart, a speeding circulatory system, sweaty palms, etc. The brain, over time, begins to learn that nothing bad is going to happen. It's collecting *evidence* and *permission* to act in new ways simultaneously, which allows new 'permission pathways' to form in the brain.

As humans, we operate so much based on our past experiences. We collect evidence of how we are allowed to behave in new situations. Over time, this evidence leads to permission, or a severe lack of it in cases of social anxiety.

These two drugs (in my non-medical opinion) can work miracles when it comes to building new pathways for permanent confidence and composure - which are the two most important traits when it comes to influence. If you only leveled up your confidence and composure, your whole life would change when it comes to influence. The entire world would seem like a different place. Confident and composed people live in a different world than other people do.

They see adventure, possibility, and open doors in the *same* environment where someone without confidence and composure sees difficulty, stress, and limitations.

If you feel like this could benefit you, speak to your doctor.

ZOFRAN

Recent studies have found that Zofran, a drug used to prevent nausea and vomiting, has demonstrated anxiolytic effects in certain patient populations. The drug has been shown to reduce anxiety and improve patient outcomes in those suffering from mood disorders such as depression and generalized anxiety disorder. It has also been used off-label to treat social phobia, panic disorder, specific phobias, and obsessive-compulsive disorder with some success. Furthermore, research suggests that Zofran may help reduce levels of the stress hormone cortisol in certain individuals. It works by preventing the release of serotonin, a neurotransmitter in the brain involved in the regulation of mood and emotions. Studies have shown that Zofran can help reduce feelings of panic, tension, agitation, and irritability caused by anxiety. Additionally, it can reduce physical symptoms such as sweating, nausea and palpitations. Talk to your doctor if you think Zofran may be able to help with your anxiety. It is important to note that Zofran is prescribed for short periods of time due to its potential side effects.

Let's now walk through six things you can do immediately to jump start this whole process...

Ask yourself, 'Is it safe for me to...?'
The answer is 'yes' - of course, it's going to be safe. Asking this question will help to restructure your thoughts consciously instead of leaving them inside to grow.

Prepare for confidence.
Before any upcoming situation, make a clear and positive mental plan for the outcome you want, and the general things that will happen in this situation.

Buy a timer.
Keep track of your small wins of composure, making a note of when you're in calm enjoyment, accomplishing tasks. This will drastically improve your composure and your confidence in your abilities.

Prepare your body for...sex?
Even though no one can see it, keep your body ready as if you're potentially going to mate with a new stranger and you don't want to be embarrassed getting naked. I won't make a claim to know precisely why this works, but my theory is that reproduction is so hard-wired into our brains, that knowing you've got nothing to worry about if you happen to find yourself naked naturally increases your confidence and composure. Knowing that even down to the skin you're looking good, stops the feeling that you are somehow concealing something from others, which is a root cause of anxiety.

Dress the part.
Your confidence can be boosted simply by the clothing you're wearing, and this also helps to form those new evidence experiences and to develop new permission pathways.

Make a resume notecard just for you.
Make a list you can keep on your phone or nearby that contains your accomplishments, achievements, and all the things you should feel proud of. Refer to it often. Read this before you do anything to remind yourself of who the hell you are.

THE ROOTS OF ANXIETY

ANXIETY:

Anxiety (in my opinion) comes from three things:

1. A decline in the reputation you have with yourself.
2. An inability to recognize what you can and can't control.
3. Unmet expectations, or the fear of them being unmet.

Enjoyment stems from our expectations being open, and still positive.

CONTROL OVER OTHERS:

Whatever degree of control you'd like to have over others, you'll need three times that level of control over yourself.

Composure may appear as a lack of stress. Under stress, there's a tendency for our minds to focus only on what we don't want to happen. This violates the confidence agreement we've made - generalized positive expectations.

Anxiety is only a simple habit. Your body is trying to protect you, resulting in muscle tension, increased cortisol levels, faster heartbeat, etc.

You cannot 'logic' your way out of worry – this will only magnify the problem as your brain attempts to figure out what's needed in order to remain 'safe'.

Rehearsal and repetition: Many people think the key is to develop new habits, but we actually have to change how we think. Adopting a new way of thinking means decision-making is suddenly a lot easier. When we force the body to sit still and mentally rehearse successful meetings, interactions, and social events, we are training the whole brain, but more specifically, the RAS (Reticular Activating System).

Think of your brain as an artifact - a collection of past events. When we start rehearsing the future with positivity, we are re-wiring the brain. Habits change when we change behavioral patterns. Every time you rehearse something in the future with authority, confidence, composure, and charisma, you're creating future memories.

Your body will fight hard to return to the main programming (those are called habits). That's where you feel most comfortable (but only in the beginning).

Rehearsal gives our body a **sample** of the future. When we rehearse an upcoming event or situation, the chemicals and electricity are all where we need them to be. Our body is able to experience it all. We become creators instead of worriers.

WHAT THOUGHTS DO I NEED TO STOP FOREVER?

Monitoring behavior allows us to gain control over it. No good will come from setting goals and then trying to achieve them unless you make the lower part of the brain vividly aware of the things that are going on in your life. Monitor behavior first to change these three biggest factors:

1. Awareness
2. Rehearsal
3. Control

> Composure is the ability to change your internal state from excited to calm.

> True composure is an inherent feeling of calm.

Comfort is the cornerstone of everything:

1. Confidence
2. Composure
3. Leadership
4. Gratitude
5. Enjoyment
6. Motivation
7. Dominant behavior (in a positive way)
8. Maturity
9. Social skills

When the body feels safe, the mind feels safe - start with **physiology**, then work on **psychology**.

What happens in a composed leader?

I've observed and met many composed, true leaders. One common trait I've noticed in them all is that when something stressful happens, their brains default to the lens of "this is part of life." Seeing the world through this lens is incredibly empowering.

1. A spike in drama, conflict, or stress occurs.
2. Composure begins: "this is part of life."

PERFORMANCE VS. CONNECTION MODE OF INTERACTION

> TALKING TO PEOPLE IS NOT A PERFORMANCE

CHARACTERISTICS OF PERFORMANCE MODE:

- You're tense or pressured.
- You're observing yourself in conversation.
- You're analyzing the event afterwards.
- You have little feeling of connection.
- You feel like it is an evaluation.
- Your focus is on self.

CHARACTERISTICS OF CONNECTION MODE:

- The focus is on them.
- It feels like a connection.
- You have a good feeling about the interaction without needing to recall details.
- You feel relaxed and comfortable.
- You are curious about the other person.
- You are comfortable sharing your own depth of emotion.

Make a practice of moving the camera to the third person.

Make it a daily practice to move your mental perspective on conversations to the third person. Imagine that you're observing the conversation from a camera lens in the room. This type of observation forces you to see with more clarity; if you find it is helping, continue the practice and watch as you develop your composure level in public settings.

> Olympic athletes are always 'nervous'. They simply frame it as being 'excited.'

For the next three days, in every situation where your heart rate might go up, think of how excited you are and not how nervous. Nervous and excited are

identical responses physiologically but can be interpreted by the brain as either. Turn this into a conscious choice that you are making.

PERFORMING UNDER PRESSURE: BEST IDEAS: Hendrie Weisinger and JP Pawliw-Fry

1. Harvard found that pressure decreases work quality and performance.

2. When we get nervous before a performance, our brains - and our friends - will tell us that we need to calm down. Trying to calm down but not being able to is experienced as a failure, which only worsens the situation.

3. Students who were told to get **excited** scored higher, performed better, and crushed tasks vs. students told to calm down.

4. Telling yourself 'I'm excited' literally manufactures more adrenaline than noradrenaline, blood vessels dilate, and lungs expand – it is like you're injecting yourself with a performance-enhancing drug.

5. Compare what you need to accomplish with something you're familiar with and less scary (writing a book is like writing several blog posts, talking to elite vip executive is just like talking to a friend, etc.).

6. Fixate on factors *within* your control using re-phrasing:
    - I'm excited to...
    - It's just like...
    - I have a lot I'm in control of. Like...

STOP WORRYING:

- Write out two questions:
    - What am I worried about?
    - What can I do about it?
        1. Worries are cut in half when a decision is made about what to do.
        2. They are then cut in half *again* by taking action on the decision.

- Willis Carrier (inventor of the first commercial air conditioner):
    - Worked as an engineer installing stuff at gas plants.
    - When a project went bad, he would be consumed with worry.
        1. He imagined the day it all failed, and he would lose his job.
        2. Then he imagined the day after; he would be alive and would simply find a new job.
    - Accepting the worst pulls us out of the clouds:
        1. Make a list of tasks you need to do today.
        2. At the end of the day, what if nothing got done at all?
        3. If that was true, how would you fix it?
        4. Take time to analyze the worry.

- Live in day-tight compartments
  - Old ships had air-tight compartments which made them unsinkable.
  - To activate these doors in yourself, wake up each day living a whole new life. If I take care of today, tomorrow will take care of itself.
  - Concentrate all your effort on today's compartment.
  - You can sleep knowing you did your best.
  - Seal off the compartments behind you. They are full already.

YOU ARE NOT A FINISHED PRODUCT - UNTIL YOU'RE DEAD

Throughout my life, one thing that has separated the successful people from the unsuccessful people has been their beliefs about themselves. More specifically, the unsuccessful people would routinely think of themselves as a finished product.

If they had a shortcoming in their education, no matter what age they were, they would announce that they didn't learn that in high school or college. If someone offered constructive criticism, they would explain that they are unable to do it differently because that was just 'how they were.'

These people tended to all have the same mentality; they were the way they were because of their past. They typically didn't want to engage in learning, they weren't concerned with self-development, and they almost never took time to read books or engage in any activity that could help them grow as a human.

They just were who they were, according to them. They thought their abilities were something they were born with. They saw most feedback as an attack, and often would choose easier tasks that they knew they could accomplish. Since they viewed their skills as being inborn, they were often more comfortable taking lower-level jobs, and taking on assignments that were easier to accomplish.

These types of people often saw failure as personal versus simply a lack of requisite skills. They therefore rarely tried anything more than once because they failed once, they viewed this as a reference point for things they are incapable of doing.

I would often hear things like, "I'm just not good at that." and, "I told you I would fail."

It's very difficult to encourage people like this to grow, because they have spent a lifetime seeing the world through this filter. No matter what you do, it's hard to get them to assume responsibility for who they are and what they are capable of. They believe that ability is 'up to the universe' versus within their control.

In many books, this is referred to as a 'fixed mindset'. My favorite book about this is by a brilliant woman named Carol Dweck. The book is titled 'Mindset'.

In my experience, successful people are the opposite of this fixed mindset. Carol Dweck refers to this as 'Growth Mindset'.

Successful people embrace a growth mindset. When you speak to a successful person, you will hear them speak much differently than the fixed mindsetters. They will accept challenges and take responsibility for their own personal development. They believe their talent, skills and knowledge are all things they have full control over.

In Carol Dweck's book, I found the following information to be most valuable in defining the difference between these two types of people.

FIXED MINDSET	LIFE AREAS	GROWTH MINDSET
Something I am born with or a gift I am given from God. I have a limit.	SKILLS	Skills come from hard work, and I can always improve my knowledge, skill, and expertise.
Challenges can reveal my lack of skill. I should avoid them. I can always give up if I feel like I've reached my limit.	CHALLENGES	Challenges show me who I really am. It's great to learn more about where I need to improve. These are growth opportunities, and I will persist in this until I grow.
Effort isn't really necessary. Things will happen as they will. This is something people do who aren't good enough at something.	EFFORT	Effort is really the only path to mastery of anything. Effort isn't only good to have, it's essential to accomplish anything of real value.
I don't need feedback. It's personally directed at my lack of skill. Feedback offends me because it's about something I can't change.	FEEDBACK	I would pay for feedback. It's essential to get this information in order to improve myself. Feedback shows me all the areas I can improve.
I get set back because someone else did something stupid. I should not be doing this. Those people are responsible.	SETBACKS	This is both a learning experience and a wakeup call that I need to do better next time.

Your life belongs to you and recognizing this important fact can be the difference between not only success and failure, but happiness and depression.

You're not a finished product - until you're dead.

CHARISMA

CHARISMA AND CROWD PSYCHOLOGY

In its simplest form, charisma is defined by Weber as "a certain quality of an individual personality by virtue of which he is considered extraordinary and treated as endowed with supernatural, superhuman or at least specifically exceptional powers or qualities." (Weber, 1978)

Individuals possessing charisma are portrayed by Weber as, above all else, emotional and vitalizing. This is in complete opposition to the enervating authority of the patriarch and the rational efficiency of the technician-bureaucrat. Instead, whatever the charismatic leader says is right not because it makes sense, or because it coincides with what has always been done, but because the leader says it. Orders can therefore be completely whimsical, self-contradictory, and even lead to death or destruction for the follower, demonstrating the disciple's inner emotional compulsion to obey without regard for coherence or consequence.

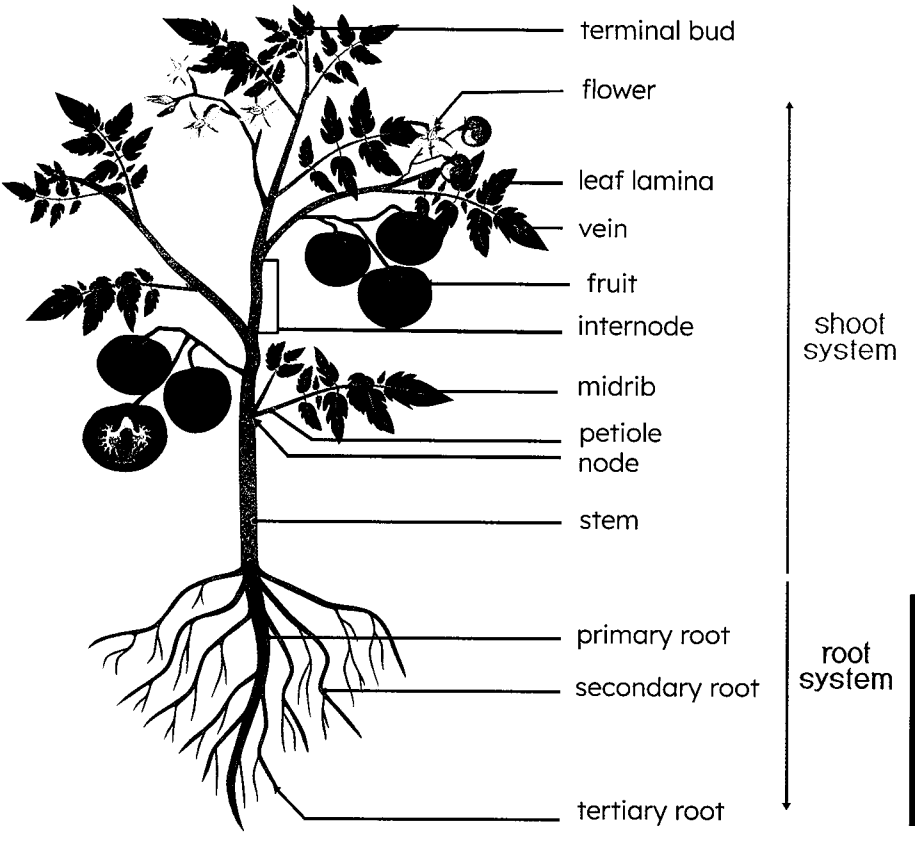
"They reveal their capacities through a highly intensified and emotionally labile state of consciousness that excites and awes the onlookers and jolts them from the everyday."

Whether someone sees charisma or not can be largely determined by how you communicate. Someone who communicates with others in a way that makes them feel understood and uses their language will be more likely to see charisma. (Ensari & Murphy, 2003)

LIMITING BELIEFS AND SELF-TALK

When you were a kid in school, you likely were given this simple plant diagram in science class. Your teacher probably walked you through the anatomy of plants, chanting the various parts and reminding you to memorize them for an upcoming test.

We often use plant terminology when we speak about people. We use terms like 'roots' to describe our upbringing or subconscious mind, and other terms to describe our lives. My mother, who has done more for me than anyone on earth, used a plant reference in an important quote that has stayed with me my entire life: "Bloom where you're planted."



AN ANGIOSPERMIC PLANT

BLOOM WHERE YOU'RE PLANTED?

This simple, brilliant quote changed the way I viewed the world as a child. I would continually remind myself to be the best I could possibly be regardless of where I was 'planted' in the world.

But the quote hit a snag when I became an adult. The quote is wonderful for children or young adults because young people aren't really in control of where they find themselves, therefore telling them to bloom wherever they find themselves is sound advice. But what about adults?

If an adult were to live by this quote, they would inherently believe that they have no control over where they were planted. But in reality, we do have control over where we are planted and can change it if needed.

As an adult, when I considered this quote, I realized that it no longer worked – I was using a belief that kept me on track as a child as an adult and it was limiting me. Many of us do that: we hold on to ideas that once kept us safe, got us rewarded, even if they no longer fit.

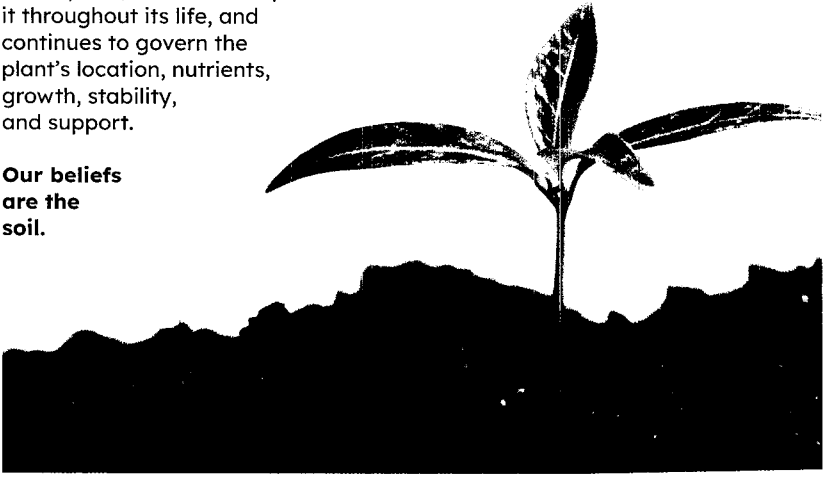
If you look at this plant graphic one more time, you'll see those roots again. My whole life I thought that is what makes a plant work. All these parts are how a plant works, grows, and operates.

THERE'S SOMETHING MISSING IN THE DIAGRAM, THOUGH...

People who compare the roots to the subconscious mind may well be onto something. Looking at the diagram, it seems like it's all there. If the roots of the plant represent the subconscious mind, what holds up all the stuff that goes on in the subconscious?

The soil is the reason the plant exists in the first place. The soil holds up the entire plant, nurtures and protects it throughout its life, and continues to govern the plant's location, nutrients, growth, stability, and support.

Our beliefs are the soil.



As kids, we don't get much choice (or awareness) of what beliefs are being formed as we move through life. Much like the plant, there's no real awareness of the soil, and much like humans, our diagrams of plants almost always forget to show the soil that supports the plant.

As we age, our beliefs become solidified, making it harder and harder to gain awareness that they even exist, and that we've largely carried beliefs from childhood into our adult lives without a single shred of awareness.

Luckily, we aren't a bush or a tree.

Once we become aware of our ability to identify and then *change* the soil we are in, everything changes.

Our beliefs govern our lives, literally in every regard.

There isn't just a single type of belief, though. Some of them hide. They hide from our awareness, convinced they will stay in the dark for our own good - to "protect" us.

Unconscious beliefs (limiting and helpful)

Conscious beliefs (limiting and helpful)

Some limiting beliefs can wear a helpful costume.

Since the beliefs we have run the entire show, it's mission-critical to get up to speed on how to get control over the beliefs, thoughts, and patterns we have. Not just the ones from childhood, but the ones we've been accumulating our entire lives.

The concept of changing your beliefs is slightly misguided.

Our beliefs will largely remain part of our lives. What truly changes is the relationship to them, and how we choose to hear them when they arrive. We have to develop a solid process to gain control and awareness of the beliefs because 'deleting' them just isn't a winning plan. The things we've done a million times, like reciting the alphabet, can't be deleted. No matter how hard you may attempt to delete the alphabet from your mind, it would remain. The only thing you'd be modifying is your level of frustration and self-doubt.

There's an excellent formula that successful people follow. Most of them do it unconsciously and automatically. Here's a 3-step plan on how to make this conscious first, then make it automatic.

1. Learn to spot the beliefs and limiting self-talk.
2. Modify the way the brain sees/hears/processes this information.
3. Continue to add these beliefs to the modified processing method.

Your beliefs and self-talk are what truly makes you who you are, affects how you move through the world, and influences the results you're getting when it comes to human outcomes. No amount of internet resources and articles about body language, leadership, confidence, or social skills has the capacity to change you if the beliefs and self-talk that run the show (in the background, and without our awareness) are still in power.

Your beliefs (and we'll just use 'beliefs' to discuss limiting beliefs, self-talk, and limiting thoughts) have tremendous power - largely because they go unnoticed, and it's simply assumed that their power and control over you is part of your life. The moment you're able to locate, identify, and understand them, you place your hand onto a steering wheel that has been left unattended throughout your life.

IMPEACHING LIMITING BELIEFS

Let's walk through the Limiting Belief Impeachment Process.

Impeachment: the action of calling into question the integrity or validity of something.

Get acquainted with your limiting beliefs and negative self-talk. Learn how to identify precisely when they arise and keep track of them as if your success depends on it.

Limiting beliefs come in several forms, but they will usually fit into four main categories:

- Comparing yourself to others.
- Worrying about status or hierarchy.
- Engaging in negative self-talk about capability.
- Self-judgment.
- Self-doubt.

Even with all the skill in the world, an athlete will fail if they have a *trusting* relationship with limiting beliefs. They could have the best physique, the healthiest diet, and the most capability, but if they decide they aren't deserving of success, or they believe they aren't good enough to win, those things will likely come true.

When I train clients, I often hear something like, "...yeah, but I can't..." or, "I get it, but that's not possible for me, because..." or, "That might work for some people, but not me because I'm not able to..."

What's ironic is that these comments often are made *after* we've just talked about limiting beliefs! The client is entirely unaware they are just vocalizing their *own* limiting beliefs as we are progressing through their training.

There's no need to go on a witch hunt. Once you've made your list of limiting beliefs, be sure to leave a few extra pages after - it is highly likely that more will come up as you progress through your training.

Here's a list of questions that can impeach limiting beliefs:

1. Do I know an exception to this?
2. Is this helpful or limiting my life?
3. Is this putting me in charge?
4. What would an amateur coach tell me to do?
5. What would Chase tell me?

DANGER - WARNING!

Limiting beliefs can make you feel good - **LIKE, REALLY GOOD.**

They can keep you comfortable, make you feel safe, create feelings of being protected, and help to convince you that despite doing all that you can, you just aren't capable of what other people are. They are sneaky and sometimes

feel like a warm blanket, when in reality, they are a crippling and destructive force in your life. Now that you've learned about them, you'll be gradually identifying them as time goes on. The easiest way to spot a limiting belief is to listen for any thoughts that seem to justify an *inability* to do something.

In the list below, place a check next to any beliefs that might hinder you from taking action. Instead of asking whether they are *true* or not, ask yourself whether they are *helpful* or not.

LIMITING BELIEFS IDENTIFICATION PROCESS (INTERNAL)

I haven't decided to really engage in life.

I'm uncomfortable being wrong.

I have unresolved issues with friends and family.

I am not clear on my deepest core values.

I am addicted or attached to substances, people, or behaviors.

I am currently living a big lie, and most people don't know it.

It's hard to see myself as massively successful.

I have financial problems or other major lifestyle concerns.

I am missing key, empowering relationships in my life.

My needs are not being met by others, but I help them meet theirs.

My thoughts are most often about myself and my own well-being.

I feel like life works out so well for others, but not for me.

I have not had access to the same resources as others.

Successful people succeed because they trick (or some other negative word) people.

I am under a lot of stress.

I feel anxiety often when in social settings.

I feel anxiety when asking clients for money.

I don't take care of myself or my health the way I should.

Take a look through the worksheet below. How would you complete these sentences?

I know you've read other books that contained exercises, and I also know you likely just did the exercises in your head, because why not?

Not this time. Get up. Get a pen and paper and start writing. This exercise is important for you and your progress. Believing that you don't need to actually do these exercises is a *limiting belief* in itself. If you're feeling resistance to doing this exercise, maybe you've just identified an important limiting belief in yourself.

LIMITING BELIEFS IDENTIFICATION PROCESS (EXTERNAL)

- When I see somebody confidently living with others, I think they must be_____.
- When I encounter someone with far more money than me, I assume they_____.
- If someone appears to be in an extremely satisfying relationship, I think they probably _____.
- When I see ads online promising to deliver results that I want, my initial reaction is _____.
- When someone gives me advice that I know I actually need, my initial reaction is to_____.
- If someone is getting more attention than me in a business meeting, my reaction is to assume they _____.
- If someone is more socially skilled than I am, I assume they probably _____.
- When I see someone confidently ask for money, my reaction is usually to think _____.
- When I encounter someone with more status than me, my reaction is to_____.
- If I meet people who compliment me, I _____.
- If someone tells me I'm not charging enough money, I _____.

As you go through this list, keep in mind that these may only be the introduction to your limiting beliefs. Ask yourself why you think these thoughts and get down to the root of each issue that you identify. Ask yourself, is this helping me to think this way? Is this thought process holding me back from developing further in my life?

COMMON LIMITING BELIEFS ABOUT MONEY

MONEY

Just the word alone can conjure up limiting beliefs for people of all economic statuses. Money is something that we are programmed to feel a certain way about usually from childhood. Most often it's our parents who instill these beliefs in us. Sometimes it's culture, friends, society, or even social media.

Money is a resource that is a result of helping others, that you can use to continue to help others.

The possibilities are endless in terms of the good money can do in the world, but here are some of the things that can stand in the way:

1. Money is a source of evil in the world.
2. Having too much money can be a bad thing.
3. If I have money to spend, I might want to take up drugs or alcohol.
4. I have to work to get a salary that is barely enough to sustain me.
5. Money is only for paying bills.
6. Having money means people will be out to get me.
7. I have to have money saved because I could get into an accident at any time.
8. Money is only for spending.
9. I will never have as much money as I want.
10. I will never save enough money to go on a vacation.
11. Money sustains my survival, so I have to have it.
12. You only live once, spend money today.
13. You only live once, sacrifice today for a better tomorrow.
14. Money is hard to get.
15. I will only earn money if I work myself to the bone.
16. If I want more money, this means I am greedy.
17. Money is not important at all.
18. If I thik about money, I am neglecting my spiritual growth.
19. I can get a lot of money just from sheer luck.
20. I am not good at managing money.
21. I am not destined to have a lot of money.

When you go through the list, if something sounds familiar, go through the impeachment process, and fully dissect the thought down to a core belief. Don't skip these!

COMMON LIMITING BELIEFS ABOUT RELATIONSHIPS

As with money, relationships are something we get early 'training' on as children. Many of our limiting beliefs are formed unconsciously then carried into adulthood unconsciously. The way we view ourselves, even people who seem healthy, is just imaginary. But these beliefs play a major role in how we see the world, and what we think we deserve, not only in terms of money, but in terms of people too.

1. I have one idea about what a relationship is, and I want nothing other than that.
2. I will only settle for a man or woman that is perfect.
3. My relationships are not working because there is something wrong with me.
4. I just want to have the status of being in a relationship, nothing more.
5. I do not want a relationship because of the negative relationships I have seen growing up, such as between my parents or extended family.
6. Having a relationship takes in a lot of work and is something I do not want to invest in.
7. My relationship feels too good to be true; something bad will happen soon.
8. I am doomed to have bad relationships forever.
9. People are only nice; no one can truly understand me.

COMMON LIMITING BELIEFS ABOUT HEALTH

Bad news: Our limiting beliefs are something that hide in the dark. Most of us are unaware of how powerful they are in our lives until we do something like this exercise. The bad news is that our subconscious mind believes whatever we tell it to believe.

Good news: Our brains may believe all these limiting beliefs, but once you identify them, you can *re-write* the belief. The only way to change *anything* is to start with identification and awareness.

1. To achieve good health means spending a lot of money.
2. It is too difficult to change my lifestyle.
3. There is no time to think about my health.
4. I don't want to invest in a gym membership that I will not use.
5. I will never lose as much weight as I would like.
6. It's too much hard work.
7. Healthy food tastes horrid.
8. I don't feel like I can follow through on any health plan.
9. I cannot afford a personal trainer.
10. People will make fun of me, call me a health nut.
11. I really don't know what healthy means.
12. I am as healthy as I can be and do not need to make any changes.
13. It is too complicated to keep track of health monitors.
14. I do not have the energy to exercise.

15. I do not want to wake up earlier than I usually do.
16. I love sugar and carbs too much.
17. I am surrounded by unhealthy food.
18. I do not want to sweat.
19. 'Healthy' is not for me.
20. Giving up energy drinks and red meat is enough.

COMMON LIMITING BELIEFS ABOUT WORKING

We are rarely conscious of our thoughts, and our thoughts regarding work are often buried deep inside us. Earning money is something we all need to do. How we do it differs. And what differs even more is how we view it and how these beliefs shape our everyday lives.

1. Work is a modern form of slavery.
2. I will not settle for anything less than my dream job.
3. I will never get my dream job.
4. What I do for work is too hard.
5. Work takes up too much of my time.
6. If I enjoy my job, it is not work.
7. If I do not enjoy my work, I am doing it right.
8. My work forces me to do things I do not want to do, such as wake up too early in the morning and commute.
9. I am not happy at my current job.
10. All the good jobs are taken.
11. The economy is bad.
12. It's too late for me to get the training I need to get the job I want.
13. I am in the wrong line of work.
14. My colleagues are out to get me.
15. Everyone at my work is better than me.
16. I wish I could do less work for more money.
17. I do not have time for a social life.

20 LIMITING BELIEFS ABOUT YOURSELF

Self-confidence can be affected by our limiting beliefs regarding money. It can lead us down a path where we believe that having more money equals being more confident and, therefore, happier.

But this is cruelly untrue and can lead to further damage to your self-image, or what you feel makes you unique and special.

This downplays on your self-worth in the long run:

1. I will never be happy until I have expensive things.
2. People will not pay attention to me or love me if I have no money.
3. I need the latest of everything on the market to be happy.
4. Happiness means giving up on the physical world entirely.
5. I am not worthy of attention.
6. I have nothing to give to other people, society, etc.
7. I am perfect and do not need to change.

8. I will forever remain imperfect and flawed.
9. I was born in the wrong era or generation.
10. People will never understand the real me.
11. I was doomed to failure from the day I was born.
12. It is someone else's fault that I am not successful.
13. If that event had not happened, I would be rich right now.
14. Being in debt is a never-ending hole.
15. I do not have the time to work on myself.
16. There will always be people better than me.
17. Being successful means being No.1 at everything.
18. I have failed before, so I will fail again.
19. I am too stupid to be successful.
20. I am not born into the same circumstances as others.

These lists have been partially paraphrased from https://positivecreators.com/list-of-limiting-beliefs/

THE MOST COMMON LIMITING BELIEFS I SEE IN MY CLIENTS:

1. I don't deserve to make money doing what I love - it should be a hard process.
2. I'm not good enough.
3. I don't have enough experience.
4. If I take action, the consequences could be really bad.
5. People don't listen to me.
6. No one appreciates me.
7. Things don't work out for me.
8. People can't have everything they want.
9. Getting sick is unavoidable.
10. I am helpless to heal myself.

Your thoughts are like a wild animal; to be controlled you must first let them run, make space for them.

Like an animal, befriend them, build a positive relationship with them. You must build trust with the systems that are operating in your subconscious mind.

Like an animal, your thoughts do not respond to the spoken word, so use the same techniques you would use to befriend a wild animal:

- Move gently and slowly closer – it takes time to form a relationship.
- Give food or a treat – provide the 'animal' with something it desires.
- Making it feel safe and warm – let it know it can be comfortable with you.
- Allowing it to get closer – when it's ready, it will get closer.
- Handfeeding – the animal trusts you and you can now feed it.

Identify your limiting beliefs, make them visible, embrace them, then re-write them. The further a limiting belief is dragged into the sunlight, the more control you will have over it.

Are you willing to make the effort? The reward is a completely new life.

Identifying your personal limiting beliefs is the beginning of your journey. The next phase of your development as an operator happens when you bring mastery into the parts of your life that not everyone can see.

In the coming section, you will see that what you do when no one's looking has a serious impact on your authority.

THE LIFESTYLE TRAITS OF AUTHORITY

The mastery zones are the areas of your life that need to be mastered or brought under control in order to get the subconscious signals aligned to broadcast behavior that triggers followership. Each one of the zones is to be brought under control *in order.* Each one feeds into the mastery of the next which allows an easier transition.

We have a limited supply of willpower and discipline to use throughout the day. Mastering one zone at a time not only makes it easier, but it also helps us avoid burnout. Motivation and mood play a vital role in the amount of willpower you have each day. Diet and exercise make a *huge* difference.

ENVIRONMENT

The Environment zone simply means your surroundings. Your office, home and car are all examples of the environment zone. Mastering the environment zone means getting the objects and things in your environment under control. Organizing, cleaning, and developing environment systems to keep everything in its place will supply the platform you need to move forward.

In your home, get organized and begin taking appropriate action immediately when it needs to be done. Don't walk past a mess, leave dishes undone or ignore a pile of laundry that's staring you in the face. Spend the time you need getting control of your environment. Get help if you need to.

Rate yourself honestly on a 1-5 scale in each of the following:

_____ My ability to maintain the cleanliness of my environment.

_____ My ability to never leave a mess.

_____ My ability to handle disorganization immediately (never walk past a mess).

_____ My ability to maintain a clear and clean workspace.

_____ My ability to remove excess items from my vehicle upon exiting.

_____ My ability to prioritize tasks that allow my future self to thrive in an organized and clean environment.

_____ My ability to create routines that support organization and order.

_____ My ability to inspire others to follow my behavior.

_____ My ability to maintain an organized electronic ecosystem for myself (files, desktop, e-storage).

_____ My ability to remain focused on maintaining cleanliness/order when stressors are present.

_____ My ability to maintain control over my desires to 'leave it until tomorrow' when it comes to picking up after myself.

TIME

The Time zone is all about your control of your time and your ability to prioritize. Start using a calendar for everything and stick to your plans. Set aside an hour a week (Sunday night is best) to plan the week out. When you have long-term goals, break them down into monthly, weekly, and daily milestones to accomplish, then use that list to feed your calendar.

One of the biggest problems people run into when trying to master their time is getting overwhelmed. I find that this typically comes from one single point of failure: assigning equal weight to tasks.

Setting your top five priorities and thinking of everything in terms of priority is the only way that you'll have time...to master your time. If you assign *Grey's Anatomy* on the same level as working on an important project or spending time with your kids, of course it's going to feel like you are overbooked. You're not overbooked, you're over-prioritized.

Rate yourself honestly on a 1-5 scale for each of the following:

_____ My ability to maintain a schedule.

_____ My ability to plan my week in advance.

_____ My ability to set goals and divide them into milestones.

_____ The likelihood I will frequently review my goals and milestones.

_____ The likelihood I will review my calendar or planner at the beginning of each day.

_____ My ability to say 'no' when lower-priority requests or tasks are presented to me.

_____ My ability to set clear priorities and accomplish them in order.

_____ My ability to avoid feeling overwhelmed (setting priorities).

_____ My ability to experience 'calm enjoyment' during tasks that I would rather not do.

_____ My ability to experience 'calm enjoyment' in busy/stressful times.

APPEARANCE

As you've seen in the many studies referenced in this book, appearance matters...a lot. Getting a grip on your appearance cannot be accomplished overnight. It requires lifestyle changes in fitness, dieting and posture. Your appearance isn't all about your physical appearance, although that is a crucial component. Everything — from the way you cross your arms to the way you walk, dress, and carry yourself — tells people who you are, at the conscious *and* unconscious level. Even people who claim that they 'don't judge' have an authority radar that has no problem judging the hell out of you.

Seek assistance wherever possible. Explore every possible method you can to overhaul your appearance and elevate it into the authority zone. Walking differently, for example, takes a lot of practice, but if you develop internal qualities such as the ones that trigger authority, walking confidently becomes a *byproduct* of developing yourself. Our culture is obsessed with quick fixes, so it may seem like the answer is as simple as faking how you walk. It isn't! When you change internally, the way you present yourself externally will change automatically. There is no need to fake anything at all.

APPEARANCE OF AUTHORITY

- Well-groomed.
- Clothing appropriate, clean, and free of wrinkles.
- Skin clear and bright.
- Teeth clean and bright.
- Erect posture.
- Slow body movements.
- Slower eye-shutter speed.
- Very little facial touching.
- Deeper, deliberate breathing.
- Connected, genuine eye contact.
- Avoidance of trends and fads.
- Healthy body
- Appropriate weight to height ratio.
- Good hygiene.
- A lack of reservation in speech and movement.

Make a list of what you'd like to modify about yourself and what you'd like to change about your habits and lifestyle choices. Use a three-column list, 'habits', 'lifestyle' and 'visual', to set goals. Keep setting goals and milestones

for as long as you need to in these areas and build your ideal self. And remember, although it may seem unfair, appearance matters more in social settings than accomplishments or achievements.

In the Reference Section, I've added dozens of journal articles that describe the extreme social effects of physical attractiveness.

Rate yourself honestly on a 1-5 scale for each of the following:

_____ My ability to eat healthy foods despite my desire to do otherwise.

_____ My ability to maintain a hygiene regimen on a daily basis.

_____ My ability to keep my appearance in line with perceived authority figures in my own culture or social sphere.

_____ My overall physical appearance of health.

_____ The rating a stranger would estimate as my health if only given a photo of me.

_____ The rating a stranger would estimate as my diet if only given a photo of me.

_____ My ability to dress and present myself like a respected authority.

_____ My ability to move confidently and deliberately in the presence of stressful or authoritative/domineering stimuli.

SOCIAL

You will become the people you spend the most time with. Our parents cautioned us against hanging out with the wrong crowd when we were kids - and they were right! The fact is, when we grow up, we keep being heavily influenced by the people we spend our time with. Jim Rohn famously said that we are the average of the five people we spend the most time with.

Your social circle matters. Your social behavior matters. The Social zone requires you to develop new social skills in conversation, nonverbal communication, and social behavior. It also requires that you ensure you're hanging out with people that won't unconsciously diminish your authority.

Rate yourself honestly on a 1-5 scale for each of the following:

_____ My ability to converse with people I don't know.

_____ My ability to converse with people of higher 'status' than mine.

_____ My ability to make new friends through in-person interactions.

_____ My ability to admit fault when I'm wrong.

_____ My ability to accept compliments from others gracefully.

_____ My ability to introduce people.

_____ My ability to tell a good story.

_____ My ability to make small talk to build rapport.

_____ My ability to ask a neighbor I don't know well to turn the music down without a fight.

_____ My ability to make a stranger laugh.

_____ My ability to be vulnerable and open in conversations.

_____ My ability to address difficult situations with people close to me.

_____ My ability to address difficult conversations with people at work.

_____ My ability to stay present and 'out of my head' during conversations.

_____ My ability to issue orders when it's appropriate.

_____ My ability to ask a stranger for a favor.

_____ My comfort with overseeing a person or group of 'new' people I don't know well.

Build your list of personal development goals based off your scores to each of the points above. If you'd like even more honesty, ask a friend to rate you on each of them. This ensures you aren't being deceptive with yourself. Work to develop yourself socially and remove negative people from your life who are hurting your ability to achieve the outcomes you want. If the person who is a negative influence is in your life for good, or is part of your family, try as hard as you can to only get them at their best, and in their best moments.

FINANCIAL

Your financial situation has less to do with your bank account balance and more to do with how you handle money. Financial problems are one of the biggest reasons people commit suicide, get divorced and go on anti-depressants in the United States. Gaining control of your financial situation will go a long way in shutting down the nonverbal signals your brain is sending about your financial stress.

Something as simple as making a budget, seeing a financial advisor, and starting a new financial plan can completely change the way you're being perceived by others. When you discover the path away from financial stress, and see that there is relaxation in the future, the physical and visible affects you exhibit in conversation are often immediate. The financial habits and discipline you develop will put you mentally above the crowd, and people will 'feel' it.

Rate yourself honestly on a 1-5 scale for each of the following:

_____ My ability to manage finances and plan for the future.

_____ My ability to focus my spending on my future happiness.

_____ My ability to resist impulse purchases.

_____ My ability to pay bills on time or early.

_____ The rating a bank would give my credit score on a 1-5 scale.

_____ My ability to stay out of unnecessary debt.

THE HUGHES AUTHORITY INVENTORY

"The world will ask you who you are, and if you don't know, the world will tell you."
— Carl Jung

The Hughes Authority Inventory (HAI) was developed to rapidly identify lifestyle and behavioral areas of strength and weakness. This assessment can be used to help pinpoint the areas where you need the most improvement in your life when it comes to your ability to convey authority.

There are countless business books that encourage people to ignore their shortcomings and instead focus on strengths and positive traits. I find this entirely ridiculous. What if someone did this with their children? Imagine a parent telling a child to ignore the two classes that the child was failing. The parent tells them to instead focus on art and P.E. because these are the classes they are doing well in. Then the child fails the other classes.

Imagine doing this with a car. If your engine needed $2,000 worth of repairs, and all you had was $2,000, would you then spend the money on a new paint job because the exterior of the vehicle is the most important? NO! Hopefully, you would spend the money on the parts that needed the most improvement.

When it comes to authority, your low scores in this assessment will shine a bright light on the areas of your life that need the most work. Having areas with low scores are the key reasons why operators fail when it comes to influence and persuasion.

The HAI will evaluate you in many different ways, and will help you get to know yourself better, while establishing appropriate goals to raise your scores in the areas required.

THE HUGHES AUTHORITY INVENTORY

SECTION ONE: BEHAVIOR TRAITS EVALUATION

The Authority Behavior traits we will evaluate are:

> Confidence, Discipline, Leadership, Gratitude, and Enjoyment

Make a mark next to each of the behavior traits that are applicable to you. Set goals appropriate to your score. If most of your marks are in level three, for example, your goals aren't level five. For each, your goal is to move to the next highest level. If you scored low (one or two), your goal is to move as fast as possible to level three or four.

CONFIDENCE

CRITICAL ABILITY: Definitive behavioral influence. Confidence is the ability to maintain an excellent reputation with self, and fully trust in one's own ability to generate positive and powerful outcomes.

CONFIDENCE LEVEL ONE

- ☐ Unable to start conversations with a stranger.
- ☐ Panic when meeting new people.
- ☐ Unable to introduce self to strangers.
- ☐ Socially withdrawn.
- ☐ Unable to accept compliments.
- ☐ Takes criticism far too personally.
- ☐ Unable to offer own opinions in conversation.
- ☐ Frequent, gripping indecision.
- ☐ Gives up on goals frequently.
- ☐ Changes self to please others.

CONFIDENCE LEVEL TWO

- ☐ Can't put phone down in social situations.
- ☐ Frequently accentuates the negative in situations.
- ☐ Backs down easily in disagreements.
- ☐ Unable to offer differing opinions.
- ☐ Gives up on goals after setbacks.
- ☐ Compares self to others frequently.
- ☐ Frequent slouching body posture.
- ☐ Doubts own judgment regularly.
- ☐ Allows others to be rude or allows 'putdowns'.
- ☐ Feels inferior around most strangers.

CONFIDENCE LEVEL THREE

- ☐ Tendency to over analyze what people say.
- ☐ Sometimes unable to voice contradictory opinions.
- ☐ Compares successes to others' successes.
- ☐ Measures self-worth by outside opinions and factors.
- ☐ Confidence comes from validation from others.
- ☐ Need to reassure self with personal accomplishments.
- ☐ Able to start conversations with strangers if all circumstances are supportive of it.
- ☐ Able to receive compliments – although somewhat uncomfortably.

CONFIDENCE LEVEL FOUR

- ☐ Influences and encourages others through behavior.
- ☐ Influences others to become more confident.
- ☐ Able to tactfully disagree and maintain harmony.
- ☐ Takes action with little reservation or apprehension.
- ☐ Thanks others for respectful criticism.
- ☐ Sets relevant and focused goals and shares them.
- ☐ Able to start conversations with strangers.
- ☐ Able to become interested in others in conversation.
- ☐ Able to be 'in the moment' in conversation.

CONFIDENCE LEVEL FIVE

- ☐ Confidence is contagious.
- ☐ Able to converse with anyone at any time.
- ☐ Receives criticism well, regardless of the source.
- ☐ Self-image is positive.
- ☐ Has no need for reassurance.
- ☐ Takes action without reservation.
- ☐ Tactfully stops all negativity.
- ☐ Sets detailed, relevant, and timely goals.
- ☐ Others emulate their behavior and personality traits.

Which area contained the most tick marks?

DISCIPLINE

CRITICAL ABILITY: Discipline is the level of control exhibited over oneself, or the capacity for the same. Discipline brings confidence and composure to new levels through internal diffusion of nonverbal communication and feelings produced in others.

DISCIPLINE LEVEL ONE

- ☐ Neglects daily tasks.
- ☐ Does not set active goals.
- ☐ Does not make plans from goals.
- ☐ Unable to form new habits.
- ☐ Does not follow a personal routine.
- ☐ Makes poor fitness and diet choices.
- ☐ Poor personal appearance.
- ☐ Unable to prioritize time.
- ☐ Unable to correct negative behaviors.
- ☐ Unable to keep a clean living space.

DISCIPLINE LEVEL TWO

- ☐ Only accomplishes tasks that are of self-interest.
- ☐ Minimal contribution to appearance and hygiene.
- ☐ Sets goals that contribute little to personal growth.
- ☐ Sets goals and neglects them.
- ☐ Starts forming new habits but quits.
- ☐ Prioritizes only what's enjoyable.
- ☐ Impulsive shopping and buying behavior.

DISCIPLINE LEVEL THREE

- ☐ Neglects tasks that aren't 'fun'.
- ☐ Gets only the most important things done.
- ☐ Distracted by electronics frequently.

- ☐ Spends money needlessly on occasion.
- ☐ Mostly able to wake up on time.
- ☐ Makes reasonable decisions on diet and fitness.
- ☐ Sets goals with intent and plans to achieve them.

DISCIPLINE LEVEL FOUR

- ☐ Others follow their lead with discipline.
- ☐ Able to wake up when planned.
- ☐ Able to set focused, relevant goals and takes action.
- ☐ Keeps up home environment and surroundings.
- ☐ Neat physical appearance - well-groomed.
- ☐ Makes and follows plans for health and development.
- ☐ Financially responsible and makes financial plans.
- ☐ Non-impulsive when spending and shopping.
- ☐ Prioritizes time, plans ahead, follows schedule.
- ☐ Able to say 'no' when priorities don't align.

DISCIPLINE LEVEL FIVE

- ☐ Able to form new habits easily without distraction.
- ☐ Accomplishes goals and the milestones for them.
- ☐ Manages time based on priority every day.
- ☐ Manages finances and keeps a responsible budget.
- ☐ Gets tasks done regardless of how 'fun' they are.
- ☐ Will prioritize goals over enjoyment almost always.
- ☐ Plans ahead, executes plans.
- ☐ Creates a desire for self-discipline in others.
- ☐ Has a contagious sense of personal discipline.

Which level contained the most tick marks for you in discipline?

LEADERSHIP

CRITICAL ABILITY: Leadership is the operative's ability to produce the following behavior in subjects through behavior alone - not necessarily through verbal means.

LEADERSHIP LEVEL ONE

- ☐ Takes personal credit for subordinates' successes.
- ☐ Blames others for life circumstances.
- ☐ Poor communicator - unable to persuade friends.
- ☐ Sets a low example for others in their life.
- ☐ Lacks ability to endure stress.
- ☐ Poor emotional control - prone to outbursts or fits.
- ☐ Puts others down in order to feel better or superior.
- ☐ Frequent lies told to family and friends.
- ☐ Over-inflates success and contributions made.
- ☐ Looks specifically for negative attributes in others.

LEADERSHIP LEVEL TWO

- ☐ Self-aggrandizing attitude
- ☐ Blames circumstances for failures.
- ☐ Poor communicator - unable to speak to goals.
- ☐ Behavior changes drastically during stressful events.
- ☐ Inflates stories with 'white lies' on occasion.
- ☐ Unable to see good qualities in most people.
- ☐ Mostly unconcerned for the development of others.

LEADERSHIP LEVEL THREE

- ☐ Makes others feel comfortable.
- ☐ Able to reason with others.
- ☐ Sets a positive example for subordinates.
- ☐ Engages with others fully when in a good mood.

- ☐ Able to handle some stressful situations.
- ☐ Allows some stress to burden others.
- ☐ A clear communicator.
- ☐ Displays humility when possible.

LEADERSHIP LEVEL FOUR

- ☐ Inspires others to behave in similar ways.
- ☐ Sets a positive example through behavior.
- ☐ Sets a positive example verbally.
- ☐ Inspires growth in people around them.
- ☐ Offers credit to subordinates whenever possible.
- ☐ Genuine concern for the development of others.
- ☐ Genuine interest in others in conversation.
- ☐ Makes others feel interesting and significant.
- ☐ Not prone to outbursts or fits when stressed.
- ☐ Able to persevere through stressful events.

LEADERSHIP LEVEL FIVE

- ☐ Sets the example for everyone.
- ☐ Personal leadership is contagious and spreads to others.
- ☐ Never takes credit for team's accomplishments.
- ☐ Lifts others up, looks for the best in others always.
- ☐ Makes everyone feel significant and interesting.
- ☐ Honest and tactful. Able to be respectful and still communicate 'bad news' or criticism.
- ☐ Contagious composure inspires trust automatically.
- ☐ Displays humility always.
- ☐ Which leadership level had the most amount of tick marks?

GRATITUDE

CRITICAL ABILITY: Gratitude is a visible trait that attracts others and allows the other behaviors to become more contagious. This practice/belief serves the operator by allowing them to maintain cognitive perspective when stakes are high.

GRATITUDE LEVEL ONE

- ☐ Overall ungrateful - sees negative aspects of everything.
- ☐ Unable to make a list of positive things in life.
- ☐ Unable to express thanks for things.
- ☐ Unable to express gratitude to others.
- ☐ Sees negative where others are thankful.
- ☐ Frequent illness and lack of concern for it.
- ☐ Depression and worry about future ruins most days.
- ☐ Doesn't thank others or try to repay favors - Cicero.
- ☐ Believes people with gratitude are 'faking it.'

GRATITUDE LEVEL TWO

- ☐ Easily overcome by stress.
- ☐ Has small sense of entitlement.
- ☐ Easily shut down by setbacks.
- ☐ Believes most people are 'faking it.'
- ☐ Worries even when most things are going well.
- ☐ Lacks appreciation for shelter, food, and health.
- ☐ Mostly doesn't express appreciation to others.
- ☐ Able to feel thankful if a major event occurs.

GRATITUDE LEVEL THREE

- ☐ Expresses thanks when it's needed.
- ☐ Able to see what's important in most cases.
- ☐ Will feel thankful when reminded.

- ☐ Can see the positive side of events most of the time.
- ☐ Able to express gratitude when joyous events happen.
- ☐ Able to experience gratitude for other's happiness.

GRATITUDE LEVEL FOUR

- ☐ Encourages others to be grateful and give thanks.
- ☐ Comfortable talking about how grateful they are to anyone.
- ☐ Feels grateful throughout the day for small things.
- ☐ Expresses gratitude openly to others.
- ☐ Inspires others to notice how lucky they are.
- ☐ Makes a conscious effort to see the best in others.
- ☐ Able to feel thoroughly thankful while ill.
- ☐ Points out the positives in 'negative' events.

GRATITUDE LEVEL FIVE

- ☐ Says 'thank you' with behavior and actions.
- ☐ Says 'thank you' internally throughout the day.
- ☐ Appreciates things where others become bitter.
- ☐ Creates an environment where others become thankful.
- ☐ Contagious sense of gratitude.
- ☐ Creates grateful people through behavior alone.
- ☐ Expresses appreciation for others regularly.
- ☐ Needs no reminder to 'count blessings.'
- ☐ Sense of gratitude is socially magnetic.

Which of the five levels of gratitude has the most tick marks?

ENJOYMENT

CRITICAL ABILITY: The practice and habit of enjoyment is the ability to leverage gratitude and other traits to become more magnetic, creating behavioral focus and attention – increasing the efficacy of all Tradecraft techniques and methods.

ENJOYMENT LEVEL ONE

- ☐ Lacks ability to express appreciation for things.
- ☐ Thinks others are 'out to get them'.
- ☐ Lacks the ability to deal with stressful situations.
- ☐ Unable to be in a public setting without criticizing others.
- ☐ No concern for the enjoyment of others.
- ☐ Unable to encourage others.
- ☐ Poor attitude - negative impact on people around them.
- ☐ Depression is frequent.
- ☐ Cannot fully complete tasks and assignments at work.
- ☐ Sets goals to avoid pain - if at all.

ENJOYMENT LEVEL TWO

- ☐ Frequent bouts of self-doubt during depression.
- ☐ Feels that there is a force working against them.
- ☐ Negative impact on others when stressed.
- ☐ Starts tasks and endures only as long as they are enjoyable.
- ☐ Goals are focused on avoidance of discomfort.

ENJOYMENT LEVEL THREE

- ☐ Able to enjoy situations as long as conditions remain enjoyable.
- ☐ Experiences enjoyment when the environment supports.
- ☐ Experiences stress in traffic and occasionally.
- ☐ Outside world dictates whether they have a 'good day'.
- ☐ Experiences a mostly positive life.

- ☐ Sees the good in others when it's very apparent.
- ☐ Avoids negative discussions.
- ☐ Able to overcome negative thoughts most of the time.

ENJOYMENT LEVEL FOUR

- ☐ Very rarely criticizes others.
- ☐ Complains only when it's absolutely necessary.
- ☐ Needs no environmental event to enjoy the moment.
- ☐ Encourages others to feel good.
- ☐ Encourages others in the pursuit of their goals.
- ☐ Sets positive goals and is comfortable sharing them.
- ☐ Positive impact on others during stressful circumstances.
- ☐ Creates a positive experience for others in conversation.

ENJOYMENT LEVEL FIVE

- ☐ Sees the best in others.
- ☐ Encourages others in their goals, dreams, and life.
- ☐ Positive impact on everyone they meet.
- ☐ Magnetic sense of happiness and fun about life.
- ☐ The 'rock' in stressful situations.
- ☐ Seen by all as the example of composure.
- ☐ Measurably contributes to other's lives - sometimes through presence alone.
- ☐ Endures hardships without overwhelm or stress.
- ☐ Sense of well-being is magnetic and contagious.

Which of the enjoyment levels contained the most tick marks?

LIFESTYLE ASSESSMENT

Each of the lifestyle traits discussed in this chapter will be evaluated here. In this section, mark each one of the statements from one to five. One being that your ability is very low, and five indicating your ability is very high.

For each low score, there is a self-exploration journey to be taken to discover why the score is low. In many instances, you will discover that the low score leads back to a limiting belief, or a personal behavior pattern that needs to change to develop authority in your life.

ENVIRONMENT

_____ My ability to maintain the cleanliness of my environment.

_____ My ability to never leave a mess.

_____ My ability to handle disorganization immediately (never walk past a mess).

_____ My ability to maintain a clear and clean workspace.

_____ My ability to remove excess items from my vehicle upon exiting.

_____ My ability to prioritize tasks that allow my future self to thrive in an organized and clean environment.

_____ My ability to create routines that support organization and order.

_____ My ability to inspire others to follow my behavior.

_____ My ability to maintain an organized electronic ecosystem for myself (files, desktop, e-storage).

_____ My ability to remain focused on maintaining cleanliness/order when stressors are present.

_____ My ability to maintain control over my desires to 'leave it until tomorrow' when it comes to picking up after myself.

TIME

_____ My ability to maintain a schedule.

_____ My ability to plan my week in advance.

_____ My ability to set goals and divide them into milestones.

_____ The likelihood I will frequently review my goals and milestones.

_____ The likelihood I will review my calendar or planner at the beginning of each day.

_____ My ability to say 'no' when lower-priority requests or tasks are presented to me.

_____ My ability to set clear priorities and accomplish them in order.

_____ My ability to avoid feeling overwhelmed (setting priorities).

_____ My ability to experience 'calm enjoyment' during tasks that I would rather not do.

_____ My ability to experience 'calm enjoyment' in busy/stressful times.

APPEARANCE

_____ My ability to eat healthy foods despite my desire to do otherwise.

_____ My ability to maintain a hygiene regimen on a daily basis.

_____ My ability to keep my appearance in line with perceived authority figures in my own culture or social sphere.

_____ My overall physical appearance of health.

_____ The rating a stranger would estimate as my health if only given a photo of me.

_____ The rating a stranger would estimate as my diet if only given a photo of me.

_____ My ability to dress and present myself like a respected authority.

_____ My ability to move confidently and slowly in the presence of stressful or authoritative/domineering stimuli.

SOCIAL

_____ My ability to converse with people I don't know.

_____ My ability to converse with people of higher 'status' than mine.

_____ My ability to make new friends through in-person interactions.

_____ My ability to admit fault when I'm wrong.

_____ My ability to accept compliments from others gracefully.

_____ My ability to introduce people.

_____ My ability to tell a good story.

_____ My ability to make small talk to build rapport.

_____ My comfort with overseeing a person or group of 'new' people I don't know.

_____ My ability to ask a neighbor I don't know well to turn down the music without conflict.

_____ My ability to make a stranger laugh.

_____ My ability to be vulnerable and open in conversations.

_____ My ability to address difficult situations with people close to me.

_____ My ability to address difficult conversations with people at work.

_____ My ability to stay present and 'out of my head' during conversations.

_____ My ability to issue orders when it's appropriate.

_____ My ability to ask a stranger for a favor.

FINANCIAL

_____ My ability to manage finances, and plan for the future.

_____ My ability to focus spending on my future happiness.

_____ My ability to resist impulse purchases.

_____ My ability to pay bills on time or early.

_____ The rating a bank would give my credit score on a 1-5 scale.

_____ My ability to stay out of unnecessary debt.

SCORING YOUR RESULTS

All people are different. If you scored low on a lifestyle item, your priority is to discover the personal beliefs, behaviors, habits, or routines that are allowing it to occur; then develop a plan to level up the *lowest section first.*

For example, if you scored the lowest in the Social section, you would need to get this section handled first, and your goal-setting priorities would need to address this first.

When scoring the Authority Behavioral Traits section, the same principle applies: if Discipline was the lowest of the five traits, this is the single largest factor hindering your ability to influence and persuade people.

> Always leverage the correction of weakness over the empowering of strong points.

It's easier to focus on strong points, that's why books sell so well that tell people to only think about their positive traits. If one behavior is holding you back from being influential, it's more powerful to fix that behavior than it is to leverage something that isn't causing you to fail.

THE DOPAMINE DECEPTION

There are two massive lies that are destroying people in today's world.

Your doctors, teachers, the media, social media, marketing, your friends, and even your coaches lied to you. The sad part is that they likely didn't know they were lying, because they were lied to as well.

From addiction to psychological disorders, there are two huge lies that are holding people back psychologically, and revealing them has the potential to change the world.

I realize this may seem overly dramatic, but your understanding of the importance of this point is vital to me as your mentor. Once you are aware of these two lies, you may decide to use them to take control of a situation, **or** you may decide to use them to help someone (or yourself) develop beyond what you thought was your potential.

TWO LIES OF OUR CULTURE

1. Pleasure is happiness.

2. The details are all that matter.

These two lies present a crippling problem. We believe them without realizing that we've been programmed to do so, and we live our lives as if these two lies are truth. The scary part is that we aren't conscious of them, and they impact our lives every day without us noticing.

MASSIVE PROBLEMS THEY CREATE

1. We confuse or ignore the difference between pleasure and happiness. This creates a state which I often refer to as **pleasure-rich, and happy-poor**.

2. We focus on symptoms and ignore the cause of issues. This causes the development of an issue I call **cause-blindness**.

PLEASURE-RICH, AND HAPPY-POOR

This is the condition where a person, who is unaware of the difference between pleasure and happiness, continually seeks to fulfill themselves unsuccessfully. This condition causes people to unknowingly seek out situations that cause

pleasure (dopamine), and then expecting to experience happiness (serotonin). In many cases, this condition leads to a person feeling increasingly unfulfilled. Most depression and feelings of anxiety are a result of unmet expectations. This condition causes the unmet expectations to be experienced unconsciously while the feelings of unfulfillment are felt consciously and intensely. Individuals are often unable to identify the cause of these deep feelings of unfulfillment, leading to even more depression or negative emotions.

CAUSE-BLINDNESS

This is the tendency of a person or group to focus on symptoms in order to fix an issue, while ignoring the root cause. Conversely, this condition is also present when individuals or groups are attempting to fulfil goals, and their focus is mistakenly placed on attaining the symptoms of having a goal versus the goal itself.

An American comedian, Daniel Tosh, spoke to this (likely without even knowing it) several years ago while performing a standup bit for television:

> *"Money doesn't buy happiness." Uh, do you live in America? 'Cause it buys a WaveRunner. Have you ever seen a sad person on a WaveRunner? Have you? Seriously, have you? Try to frown on a WaveRunner. You can't!"*

Let's look at a few examples of cause-blindness in everyday life:

- A doctor prescribes a medication to treat a symptom of an illness that is rooted in poor diet and lack of exercise.
- A coach walks a client through exercises on how to give a presentation with strong body language, ignoring that the body language is a symptom of confidence.
- A politician stirs up a crowd by criticizing an issue, while ignoring the cultural cause of the issue itself.
- A corporate CEO discovers that the most successful salespeople use the client's name within the first 60 seconds of a call, therefore he mandates that all salespeople do this. He ignores the fact that using the client's name early isn't a tactic at all, but a symptom of caring about people and having good social skills. The company continues this pattern of mandating *symptoms* of social skills without ever developing the skills that create the behaviors.
- A young man wants to be a professional athlete, so he goes online and orders the same brand of shoes as his favorite athlete.
- A man wishes he was a Navy SEAL, so he searches up the gear they use, and orders it online.

- A body language 'expert' writes an article called 'The Body Language of Confidence' to help people display the body language (symptoms) of confident people (cause).

- A therapist recommends meditation to a patient with anxiety, citing a research report she's read that suggested people who have less anxiety (cause) meditate daily (symptom). She ignores the possibility of a deficit in neurotransmitters, trauma, or poor life skills (the true causes she's trying to fix by adding symptoms).

- A self-help expert tells people to make their bed every day (a symptom of driven people) instead of teaching them how to develop drive.

- A magazine article details all the daily routines of the most productive people – listing all the symptoms of having focus without ever mentioning that they all practice healthy diets, exercise, and meditation.

- Someone sees a successful businessperson driving a fancy car and spends more than they can afford to obtain the same car, even though the car is only a *symptom* of success.

Even academics who do professional research are guilty of this. We may see people who are confident displaying excellent posture. Then a research paper is published showing that confident people have good posture. A tribe of 'experts' then publishes online articles about how having good posture can give you confidence, completely ignorant of the fact that good posture is a *symptom* of confidence.

Doctors around the world are more focused on symptoms than causes. Our political issues are narrowly focused on small symptoms of major issues. The major issues are ignored while the small *symptoms* are blown out of proportion.

We see self-help books that promise to help you with a long list of issues. When you read through many of these books, however, they only give a false feeling of having achieved something. This is because the book has helped you attain some of the *symptoms* of the desired result, but not the result itself.

There are millions of articles online detailing how to build confidence, achieve discipline, or get thin and healthy.

The makeup industry is built on this principle. Promoting products that simulate the appearance of health. Makeup that makes skin have the *symptoms* of being healthy.

From politics and medicine to self-help and coaching, somehow *symptoms* are now more important than *causes*.

Cause-blindness is present in just about every industry you could examine.

For a moment, consider how 'experts' deal with solving critical issues like addiction, eating disorders, diet problems, exercise routines, medication regimens, and others.

Why do they all fail so often?

The experts fail to recognize the critical role of dopamine. They ask patients to follow a new routine, or to adopt new habits, but they *should* be trying to re-map the brain's dopamine centers.

Why do coaches fail so often?

From achieving a major life goal to changing someone's psychology about money, everyone has a learned dopamine pattern in place that *must* change before anything else can occur. This is non-negotiable.

The RAS needs to be re-programmed. But so many experts focus on the wrong part of the brain to alter behavior. Understanding this massive point of failure is vital to your ability to modify your *own* behavior as well as modifying (or influencing) the behavior of others.

To illustrate, let's use diet routines as an example.

Diet routines fail so frequently because they completely ignore the actual methods that are necessary to change one's diet in real life:

1. The brain's reticular formation does not prioritize the new diet.
2. The VTA is hard-wired to seek out a completely different behavior than the one that's desired.

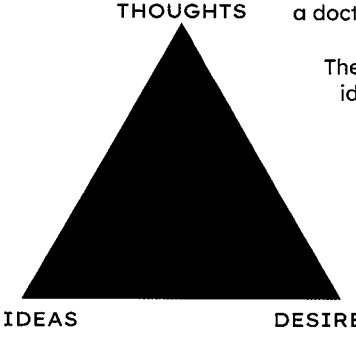
Re-wiring the reticular formation / reticular activating system, is hard, but it can be done.

Remember, the lower parts of the brain don't operate in the same way we do; we deal in ideas and language, it deals in emotions, impulses, and reactions. It can't speak English, yet we're trying to use English to re-wire it. This method is doomed to fail from the moment it begins.

Another reason why this method fails miserably is that re-wiring takes repetition and emotional involvement. We have to use the FATE Model to control and re-wire the lower parts of the brain, and change *any* behavioral pattern.

Here's a quick breakdown of behavioral re-wiring, in order of importance.

1. Use The FATE Model to change the lower (animal) brain.
2. Use the Six-Axis Model (6AM) to change the upper (human) brain.

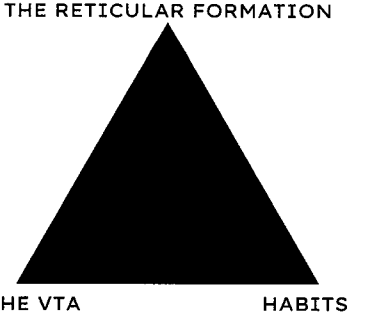


Here's what it might look like in a diagram format when a doctor or coach tries to modify a patient's behavior.

The doctor or coach is trying to target thoughts, ideas, and desires — which are arguably important — but they are focusing on the wrong levers. They are focusing on the least effective triangle.

Below is the triangle that represents what should *actually* be changed in order to modify behavior:

The points of the black triangle above is what wires our brain thus creating the red triangle. After hundreds of repetitions, a person's thoughts, ideas, and desires create **habits.** Those habits then become a source of dopamine, which is mapped out by our **VTA** (ventral tegmental area). The dopamine reward signals our **reticular formation** to continue to search for these things.



The experts target the things that don't matter much. They ignore the neuroscience of behavioral change. Essentially, the experts make the same mistake as the amateurs.

THE HUGE MISTAKE:

The huge mistake everyone is making is assuming that *psychology* alone will change behavior and ignoring the *physiology*.

The black triangle represents the psychological elements of behavioral change, while the red triangle shows us the physiological elements. It is the physiological elements that are at the core of all behavior.

It is true that changing behavior may begin with modifying thoughts, desires, and ideas, but targeting these elements alone will not produce anything real. It's like taking out a mortgage for a blueprint of a house. You're spending money on ideas instead of something tangible.

We are all taught that problems occur in our lives because of issues with the black triangle, again ignoring physiology. Coaches and doctors struggle to get their clients and patients to comply with new behaviors, but most of their efforts result in failure.

To succeed in changing behaviors, our every action must be focused on the red triangle - targeting the physiological aspects of behavioral change, instead of the simple ideas that make us feel like something might be happening.

Our culture is wired to seek pleasure while desiring happiness. We are bombarded from a young age by marketing, ads, television, and media telling us that there's no difference between pleasure and happiness. This blurring of lines was a deliberate and calculated effort to sell products and create a consumer culture.

From our college professors and parents to news anchors and celebrities, we are consistently bombarded with an overload of information that wires us to conflate happiness and pleasure, making us think they are one in the same.

PLEASURE VS HAPPINESS

Both pleasure and happiness are neurochemically similar. This is one of the reasons they are so often confused. Another reason is our culture, with advertising and the media constantly trying to trick our minds into conflating the two.

Pleasure is a momentary surge in **dopamine** that feels good and then goes away. We then continue to seek more of it.

It is **serotonin**, on the other hand, that is linked to happiness and connection.

Over time, depression and suffering in a person can grow exponentially because they are seeking pleasure, but expecting to arrive at happiness.

When dealing with subjects, understand that this knowledge can be leveraged using the person's drives. Later, you will be shown the methods to identify a person's sources of dopamine in under a few minutes. Remember, this applies to yourself as well. The more you understand how to modify neurochemicals in yourself, the more you will see how you can leverage the neurochemistry of others.

I recognize that this section on becoming persuasive is extremely dense. I've packed it with enough resources to last an entire year as your mentor! Be sure to continually refer back to these resources when you need advice, guidance, or reminders.

As you develop as an operator, keep in mind that while the other sections cover how to persuade people, this section is about *becoming* persuasive. They are entirely different things.

Next, we're going to cover the Behavioral Table of Elements, and I'm going to show you how to leverage behavior profiling like a world-class interrogator.

SECTION 04:
THE BEHAVIORAL TABLE OF ELEMENTS (BTE)

READING BEHAVIOR USING THE BTE

THE BEHAVIORAL TABLE OF ELEMENTS WAS designed to have multiple applications across unlimited platforms and to work in any environment and in any country. As an organic document, the table will continue to evolve and progress in its complexity, accuracy, and applicability.

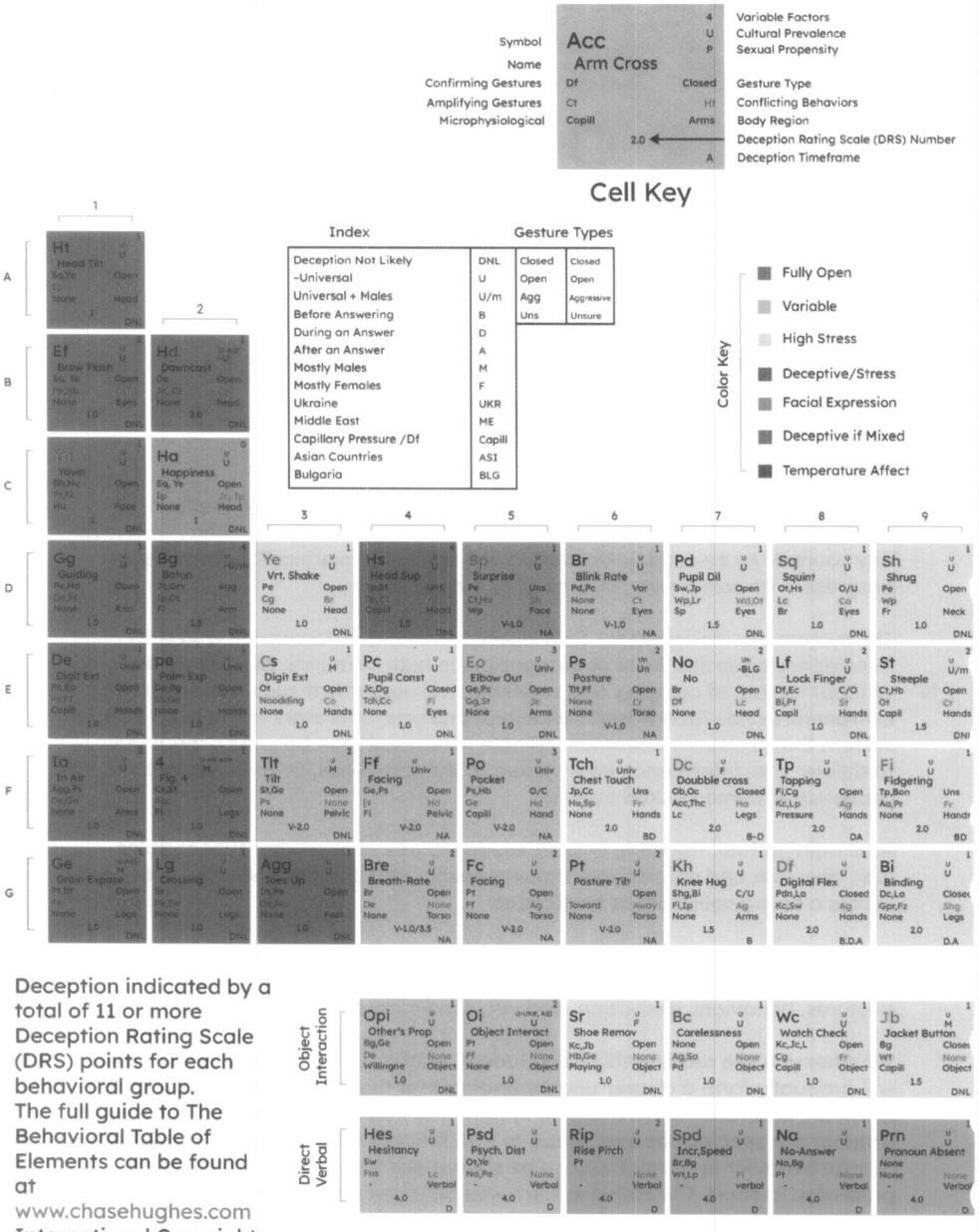
The system was designed for field-operators of law enforcement and U.S. intelligence agencies. Field operations place high demands on operatives. Without the aid of complex and sophisticated equipment such as polygraph instruments and video-based behavioral analysis, operators are in need of a system that produces extremely reliable results and can be used expediently to deliver vital intelligence information to the front lines, or to determine causation in crime-related events.

As a training tool, the table is an invaluable piece of hardware that enables fast, accurate and measurable training results that can be replicated with ease across a broad spectrum of employees.

As an analysis tool, for the first time in human history, an interaction can be mathematically broken down into accurate and universally understood gestures, behaviors, deception, and vocal indicators.

Whether you are reading this as a student, analyst or an instructor, the tables will gradually form a clearer understanding that the Behavioral Table of Elements is actually quite a simple system that exemplifies the closest possible attempt our species has ever made to scientifically understand and categorize human behavior in a way that can be shared and understood by anyone or presented in court. The rating system was developed to account for variables and automatically change numeric values in response to organic events within interrogation and conversation.

THE BEHAVIORAL



Deception indicated by a total of 11 or more Deception Rating Scale (DRS) points for each behavioral group.
The full guide to The Behavioral Table of Elements can be found at www.chasehughes.com

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TABLE OF ELEMENTS



10	11	12	13	14	15	16	17	18
							Ga Gest Absent Fz,Br Closed Er Yw,Agg Body 4.0 DA	Ct Chin Thrust Co,Df Agg Ec,Ag Vh Head Jc 4.0 D
		Lc Lip Compress Jc,Df Cl Ct,Shg Ot Face Ff 2.0 B	Ts Teeth Suck Lc,Df Swl Ct Sq Face Ag 2.0 B	Tu Turtling Sh,Fz Uns Ec,Cl Bn Head Fr 2.5 BDA	Om Object-Mouth Jc Uns Lr,Bn Ps Face Ip 2.5 B	Jc Jaw Clench Df,Wd Agg Lc,Cr Bn- Face Cap 2.5 BA	Wd Wing Dilation Pd,St Agg Cg Ha Face Df 3.0 BDA	Cg Conf.Glance Pe,Ss Uns Hu,Fns Jc Face Ip 4.0 BDA
		Fl Flushing Sw,Hd Open Ha,Lc Wd Face Ha,Lc 1.5 DNL	Hb Head Back Ct Open Lp Sw Head Br 1.5 DNL	Lr Lip Retract Oi,Bn Uns None Sq Face Br 2.0 DA	Ot Orbit Tension Oi,Bn Uns Fz,Ag Ha Fc 2.5 Eyes BD	Bn Brow Narrow Lc Uns Eo Hd Df 2.5 Eyes BD	Vh Ventilation Bon Uns Sw,Fr Sp Neck Breathing 3.0 BDA	Aa Adam's Apple Vh,Ft Uns Sw Fr Fi Neck 4.0 BA
Sa Sadness Sa Open Sg Jc Tearing Face 1.0 DNL	Dg Disgust Dg Open Dg Wd None Face 1.0 DNL	Fr Fear Fr Open Fr Sp Lp None Face 1.5 C,D	Co Contempt Ot,Jc Open Tk,Ct Vh None Face 1.0 DNL	Ag Anger Df,Bon Agg Jc,Wd Pe Pc Face 1.0 DNL	Pr Protecting Sw,Hd Closed Df,Shg Jc Eyebro Arms 2.5 BDA	Sw Swallow Hd,Pr Closed Ttc,Ec Ts Aa Neck 2.5 BD	Ec Elbow Close Ip,Df Close Fw,Gpr Fr None Arm 3.5 BD	Ss Single Shrug Sw,Fz Uns Ot Pe None Shoulder 4.0 D
Bh Behind Hd Ge,Bon Open Ct,Co,H Lc None Hands 1.5 DNL	Ah Arms-Hips Ct Closed Sw,Ff None Thumbs Arms 1.5 DNL	Shg Self-Hug Cr Closed Lp None None Shoulder 1.5 DNL	Bb Behind Back Jc Open Lc,Ha Hd Music Arms 1.5 DNL	Cr Const. Raise Fr,Ss Uns Ot,Cg None None Shoulder 2.0 BD	Wp Const. Raise Ss,Cg Closed Jp,Wt None None Arm 2.5 BD	Fz Freeze Pr,Br Uns Gpr Fr None Arm 3.5 BD	Ft Digit Ext Hu,Fns Uns Vh,Sw Pr Hands None 4.0 D.A	Ttc Throat Clasp Hu,Vh Uns Fi None Sw Hands 4.0 DA
Grs Grasping (xZ) Gm,Br Closed Fz,Fw None None Hands 2.0 BA	Bon Backof neck Bh,Wf Uns Ld,Fw Vh Capill Hands 2.5 BDA	Lp Lint Picking Fl,Tp Uns Cg,Lc None None Hands 2.5 BA	Wf Wrist-forehead Er Uns Lp None None Hands 2.5 DA	Bar Barrier Pr,Ob Closed Gs,Cc Cr,Fr Proximit Arms 3.0 B	Bc Barrier Cr Gpr,Lf Closed Grs Shg None Legs 3.0 BDA	Pdn Palms Down Df,Ff Closed Sw,Cg Ag Capill Hands 3.5 DA	Gpr Genital Pr Sw,Cw Closed Bl,Tch Pr Jc Hands 4.0 BDA	Hu Hushing Fns,Fw Uns Sw,Tu Sp Br Hands 4.0 BDA
La Lock Ankle Dc,Bi Closed Gm,Br None None Legs 2.0 B.D	Gm Grooming Lp,Vh Uns Wf,Cg None None Hands 2.0 A	Thc Thigh Clasph Pe,Hb Open Pd,Wd Jc,Br Capill Hands 2.0 B	Wt Wrist Touch Vh,Ps Closed Cc,Br None Speed Hands 2.0 D	Ip Inward Pt Tch,Pr Closed Sw,Grs Pe,Hb Fi Feet 2.0 BA	Er Eyelid Rub Tch,Sw Uns Bon,Fw Sa Capill Hands 2.5 BDA	Kc Knee Clasp Tch,Fw Uns pf,Ca None Capill Hands 2.5 A	Fw Foot Withdraw Cl,Jp Uns Fr,Ot Agg None Feet 3.5 BA	Fns Finger-Nose Hu,Cg Uns Gm,Fw None None Hands 4.0 BD
Cc Covering (pull) Jb,Bg Closed Vh,Pf None Tugging Object 1.5 DNL	Ob Obj. Barrier Df,Lc Closed Bg,Cg None Using Object 2.0 B	Ca Chair Arms La,Cl Uns Br,Sw None Holding Object 2.0 BDA	Gs Groin Shield Gpr,Oc Closed Pf,Wf None With Object 2.0 BDA	Bs Security Check Jb,Wt Uns Jp,Bi None Persona Object 2.0 BDA	Ftb Fists-Table Pd,Ag Aggr La,Ge,H Sa,Sw On Object 2.5 DA	Oc Concealment Tch,Ff Closed Jb,Cj Sa Hiding Object 3.0 BDA	Jp Jewelry Oi,Ct Uns Tch None Playing Object 3.5 BA	Cl Chair Legs La,Er Uns Pr,Ec None Wrap Object 4.0 BDA
Res Resume Bg,Pe Fr,Sh None - Verbal 4.0 D	Nc Non-Contract Bg,Cg Ag None - Verbal 4.0 D	Qr Quest. Reversal Bg,Ag La None - Verbal 4.0 D	Am Ambidiguity Ss Lp,No None - Verbal 4.0 D	Pol Politiness Pf Pe None - Verbal 4.0 D	Oa Over-Apology No Pe None - Verbal 4.0 D	Mc Mini-Confess Pe No None - Verbal 4.0 D	Exc Exclusions No Ot,Bg None - Verbal 4.0 D	Chr Chronology Bg None None - Verbal 4.0 D

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Every time the table is used for any reason, the user begins to develop a more intimate understanding of behavior, the cell abbreviations, and the importance of their position within the table. After a three-week period of periodic use, most clients in the test group experienced significant results and were able to recall over 95% of the cell data and the relationship of behaviors. Field agents will be able to use this table daily and it will eventually become an intuitive competence that is developed and will very likely save hundreds of lives in law enforcement.

An 'instinctive' ability to use the table in real-world environments to profile behavior usually takes about nine to eleven weeks of exposure. The tri-fold wallet cards that accompany the advanced training package are absolutely indispensable for field agents. You'll find that it will be easy and enjoyable to take the table home and use it to watch the news, TV shows and to interact with your children. Employees will take this table into their personal lives and use it in myriad of ways that will vastly speed up the process of their familiarization and development of their 'unconscious competence'.

In the CIA and other interrogation schools, the first principle of interrogation is the suspension of judgment. As you progress, you will slowly learn that judgment and opinions about a subject can have horrible effects on the outcome and can sometimes even cause a profile to read negatively, potentially getting someone hurt. Suspend all judgment and become open to the ideas and the self-image of the subject. Keep this single thought in mind throughout the training manual and let it stay with you during operations.

The BTE is laid out in a way that makes it easy to find a gesture based on two axes: The vertical axis represents the region of the body wherein the head is on the top and the feet are at the bottom. The two sections at the far-bottom are behaviors that take place outside the body; the top being how we interact with objects in our environment and the bottommost being our verbal expression methods and syntax.

The left-to-right axis represents the lowest stress and deception likelihood on the left and gradually increases to the right to end at the most stress and deception related behaviors and gestures.

The numbering system in the upper left-hand corner of each cell is simply there to give reference to its position within the table, while the other datum within each cell is representative of the qualities associated with the behavior therein.

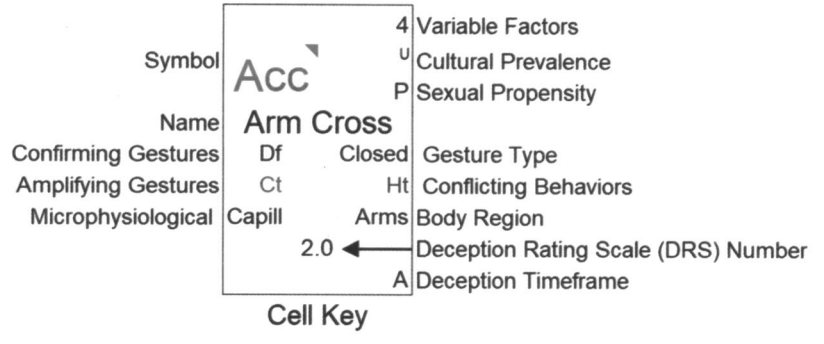
The table can be used in almost any scenario. This field guide, while serving as the reference text for the table, is also intended for use by the analyst who performs systematic analyses of interviews and interrogations.

THE KEY

Just like a key on a map, the key enables the user to identify the specific datum contained in each cell.

Each cell contains 14 individual data points that provide reference and identifying data about each behavior:

1. Reference Number
2. Symbol
3. Name
4. Confirming Gestures
5. Amplifying Gestures
6. Micro Physiological Amplifiers
7. Variable Factors
8. Cultural Prevalence
9. Sexual Propensity
10. Gesture Type
11. Conflicting Behaviors
12. Body Region
13. Deception Rating
14. Deception Timeframe



Cell Key

REFERENCE NUMBER

Each cell contains a number in the upper-left corner. This number is used to identify the behavior/gesture's location on the table, not the gesture itself. As the table will continue to evolve on a monthly basis, the numbers will remain constant in presentation and location within the table. The reference number can be used only to identify a location within the table, not a specific behavior. As the table evolves, and new cells are added or removed, the numerical system of numbering of the cells will remain the same.

SYMBOL

Each cell contains an abbreviation of the name of each behavior. These abbreviations are used to identify behaviors. For instance, to refer to an arm cross on a report, the letters, 'Acc' would be used to annotate it on the interview timeline provided in Appendix 1. When referring verbally to the gesture, the same abbreviation will be used. Every effort was made during development to ensure each symbol within the cells are easy to memorize and intuitive in their written and spoken forms. In training scenarios, symbols should be used as a stand-alone object and presented to trainees without the whole cell as often as possible to facilitate rapid absorption of the symbols and their associated behaviors.

NAME

The name is given under the symbol in each cell. In some cases, for lack of cell-real estate, an abbreviated form of the actual name is listed. The data file associated with the BTE contains full names of each gesture/behavior.

CONFIRMING GESTURES

The Confirming Gestures area provides the most closely related behaviors/gestures that will confirm the translation or meaning of the behavior. For instance, Foot Withdrawal (Fw) has confirming gestures of Chair Legs (Cl) and Jewelry Play (Jp). Both of these confirming gestures amplify and resonate with the original intended meaning of foot withdrawal. Any gesture in the 'Confirming Gestures' data point will confirm a 'diagnosis' of that particular behavior as indicating the intended message set forth in the table.

AMPLIFYING GESTURES

This area shows other behaviors within the table that can also confirm the intended meaning as above but can also add more meaning or relevance to the behavior. For example, Lip Compression (Lc) is confirmed by Jaw Clenching (Jc) and Digital Flexion (Df). However, this behavior is amplified by Chin Thrusting (Ct) and Self-Hugging (Shg). The second two elements give us a sharper picture of what is going on and allow the observer to infer more data than would have otherwise been available seeing the gesture alone.

MICROPHYSIOLOGICAL AMPLIFIERS

This section contains smaller and subtler cues to look for to either confirm a gesture or measure the intensity of it during interactions. Some Microphysiological references may refer to a different gesture on the table, and some may simply contain a small bit of data. Sometimes, as in the example of Arm Crossing (Acc), capillary quality (which will be covered in depth later) is the Microphysiological reference. Anything in this field is something that can be easily missed but plays an important part in measuring the meaning and/or intensity of a gesture in question.

VARIABLE FACTORS

This section refers to the number of different ways this gesture can present itself in human interaction; the variations can sometimes convey very different behavioral messages. In the earlier example of the Arm-Cross, the Variable Factors rating is 4. A person can cross their arms in what we have determined to be 4 common ways. Each arm-cross can produce a different result, so the data table must be referenced to determine which variable was seen.

CULTURAL PREVALENCE

The Cultural Prevalence sections will indicate whether a certain country or region of the world identifies this gesture with a different meaning than the one intended within the table. For example, some countries do not usually shake their heads horizontally to indicate they are saying, 'no'. This occurs in Bosnia and Croatia and it's common in Balkan, Turkey, and Greece as well. Where any cell has a particular country listed in the Cultural Prevalence section, the data table will provide more information and the cited research for each datum. The 'U' most commonly seen in this section means that most countries, with few exceptions, perform this gesture or behavior for the same reasons.

SEXUAL PROPENSITY

In this field, data is displayed to indicate whether the gesture is more common in women or men.

GESTURE TYPE

Within this body of research, behaviors are divided into four types of gestures:

1. Open
2. Closed
3. Unsure
4. Aggressive

CONFLICTING BEHAVIORS

The Conflicting Behaviors field contains behaviors that would be indicative of results other than what is described within the table. For example, in Digital Flexion (Df), we assume this is a stress and anxiety behavior. Humans do this in conversation when confronted with troubling, accusatory, stressful, or otherwise anxiety-producing information. However, the conflicting behavior listed is Anger (Ag). Digital flexion with an anger facial expression is not in line with the meaning of digital flexion according to the table. The flexion, in this case, is caused by the anger, not stress.

BODY REGION

This field shows the region of the body the behavior usually takes place in.

DECEPTION RATING

This field is a representation of each behavior's individual deception level according to the table. Using the deception scale (discussed later), and factoring variables and influencing factors, the numbers in the deception rating fields of each cell can be added to form a total deception rating for each response to a question, or statement.

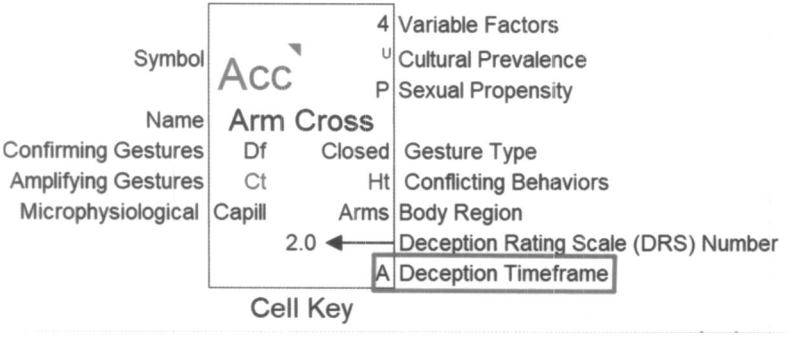
DECEPTION TIMEFRAME

Within an interaction, there are basically three times to look for deceptive behaviors:

1. **Before** a person answers a particular question or makes a statement.
    - This includes the time from when a question is being asked to the time they begin to answer.
2. **During** a person's response or statement.
3. **After** they have made the response or statement.

Using these three times as guideposts, each deceptive cell has a rating of B., D., or A., respectively and is making the assumption of the best time to observe the person for the deceptive behavior contained in each cell. You'll see this in the bottom-right corner of relevant cells on the BTE.

*Anywhere within the table a minus (-) symbol shows up, this field indicates the lack of the associated behavior or gesture.



THE BEHAVIOR ANALYSIS PROCESS

Attempting to learn influence without learning behavior analysis is a misguided endeavor; using covert influence methods with no knowledge of a subject provides minimal results. This book isn't designed to produce minimal results. Behavior analysis allows you to custom tailor your methods to the person you are speaking to. This makes the process of influence exponentially more powerful and creates a deep connection between the subject and your words. This connection is the difference between a subject who will entertain an idea and a subject who will willingly shove your idea into their subconscious and be happy about it.

Using the table—whether for training, interview analyses, interrogations, political debates, or even in pub conversations—is much easier than it appears at first glance. As you progress through this chapter, the table's potential for easy application to almost any environment will become clear.

Earlier, the form and shape of the table were explained. The key and the contents of each cell, with their characteristics and variations, were then described. Here, we will build a fundamental understanding of how to apply the table to real-world settings.

It's important to remember when performing analyses that an observed behavior is only as valuable as the stimulus that causes it. For example, a chronology statement, in which an interview subject describes a course of events in a seemingly memorized and rehearsed fashion in perfect chronological order, is rated a 4.0 on the deception-rating scale DRS).

But if an interviewer pointedly asks that a course of events be described in their actual order of occurrence, the chronology statement would have no weight in the analysis of deception.

First, we will use an example of a post interrogation analysis using the BTE.

INTERROGATION SCENARIO

First, a single question and response will be documented and analyzed for deception.

> You are a senior interrogator and have been informed that your staff has finished interrogating a suspect for child molestation. The video of the interrogation is available, and you sit at your desk with the BTE to perform an analysis of the interaction.

For analyses, the table provides the most useful method of obtaining data for any interaction. The table has variables (discussed in the next chapter) that shift the contents a bit, but the concept comes first.

> The video is ready to watch, and you begin observing the behavior of the suspect. You've entered the variables into your initial notes on the BTE "quick notes page."

As the behaviors are observed, it becomes apparent that they take place in clusters. A person may make three or four small gestures or behaviors when giving one statement. These are called groups. A group is a series or collection of several gestures and behaviors that are performed within a very small timeframe and usually in response to a single stimulus. Conversational behavior—though most people observe only a single gesture at a time—often comprise groups of gestures that contain several unobserved movements in the face, fingers, feet, and body. As observations are made using the table, the observations should be recorded in these groups.

> As the interrogation begins, your suspect, a male, is seated. After the interrogator introduces himself or herself and establishes the purpose for the suspect's having to be there, the interrogator asks the suspect the following: "Mr. Phillips, what happened when you were with Kyle Williams in your car last week?"

Whenever a question is asked, the clock starts when the first word leaves the mouth of the interrogator or interviewer. On the deception timeframe, "Before" is considered to be the time the question is asked and before an answer is given; "During" is the answering of the question; and "After" is the moments following the answer until someone speaks again.

> In the current scenario, you notice as the question is asked that you see digital flexion (Df). One of the confirming gestures of Df is knee clasping (Kc). The suspect's hands are on his knees as he listens to the question, and you have both gestures to start formulating the group before he has even spoken a word to the interrogator.
>
> Now the suspect begins his response: "I am a well-respected member of this community. My entire neighborhood knows who I am, and I'm an usher at our Presbyterian church. He and I did not do anything while he was in my car." As you observed the suspect's reaction and behavior, you noticed when he said "he was in my car" that his right shoulder raised as he shook his head to signal no and exposed his palm while answering. (In all likelihood, the suspect would have displayed associated facial expressions, changes in posture, blink-rate changes, rising vocal pitch, and several other behaviors while giving his "innocent" response to your junior interrogator's questions.)

Let's break down the scenario.

1. The first statement he makes is a résumé statement.

2. The cell for this behavior is rated as a 4.0 on the deception scale.

3. In the lower-right corner, the letter D is present, indicating that this behavior most commonly takes place **during** an answer, response, or statement. Confirming this gesture using other confirming, amplifying, and conflicting gestures should be saved for the post interview analysis.

4. Following Mr. Phillips's résumé statement, he makes a noncontracting rejection of any wrongdoing. This means he used two words to deny his actions instead of simplifying his language with a contraction. In this case, "did not" is used in place of "didn't."

5. This behavior is listed as 4.0 on the deception scale as well. It is marked as such in your notes, and it matches the deception timeframe with a D (during), as well.

6. In this block, also notice that there is only one variation of this behavior. This means that there is no other way to interpret this behavior. Now let's observe the other behaviors contained in his response to your interrogator.

7. The next behavior Mr. Phillips exhibits is a single-sided shoulder shrug (Ss).

8. This behavior is listed as a 4.0 on the deception scale. While by itself it may be completely innocuous, when combined with other high-rated deceptive behaviors, deception becomes glaringly obvious.

9. The next behavior exhibited by Mr. Phillips is the horizontal shaking of his head, or the "no" gesture.

10. This behavior is rated 1.0 on the deception scale and is noted as "no" in the notebook.

11. Palm exposure comes next; it occurs when Mr. Phillips is denying his involvement in anything corrupt or immoral. Humans frequently expose palms when they want to appear nonthreatening, trustworthy, or friendly.

12. This gesture has a 1.0 deception-scale rating and has a "deception not likely" tag (DNL). This also goes into the interrogator's notebook.

13. All of these gestures would be grouped as one in the notebook. Let's tally up the results and see whether Mr. Phillips is a monster:

Total score: 17.5

With a score of 12 being extremely deceptive, 17.5 is almost a sure bet. For the example above, we are identifying only a few of Mr. Phillips' behaviors. In reality, you'd identify many more behaviors. For example, in the final sentence of his statement to your interrogator, Mr. Phillips also engages in psychological distancing (Psd), a deceptive behavior that would add four points to his overall score. This will be covered later, but it is quite evident in this example that we are in the company of a dishonest person.

As you can see, a single question can cause several behaviors to occur. However, some of the behaviors are often innocuous and will not yield results.

BASELINING BEHAVIOR

Much attention is paid in the behavioral analysis community to the baselining of human behavior. Baselining is the careful analysis of a person's behavior while they are comfortable and thought to be truthful about safe and easy conversational topics, such as the exchange of facts, or a discussion about one's employment activities. This behavior is then used later in the interview to compare it to behaviors exhibited by the subject during questioning and statements surrounding his guilt or innocence, when he is most likely to be deceptive.

Many experts believe baselining does not produce accurate results for a few reasons:

- A subject may anticipate the efforts of the interviewer and deliberately display conflicting or dishonest gestures in response to truthful questions.
- During the initial process of an interview, the intimidation, stress, or anxiety felt by a subject in the interrogation room will likely produce behaviors that appear deceptive.
- The base-lining phase of the interview isn't measurable and therefore cannot be a credible source of information to the interviewer.
- Getting a false-read while base-lining a subject will produce faulty results and create confusion in both the interviewer and the subject. The interviewer's behavior in response to the subject may create false red flags in a subject's behavior during the interview.

For the Behavioral Table of the Elements interview process, we will baseline all subjects (when possible).

Establishing a behavioral baseline is critical. Even if the subject knows a baseline is being developed on them, the information they non-verbally provide to the interviewer is still very valuable. Despite the beliefs and opinions of what I'm sure are thousands of psychologists, nothing related to human psychology and behavior is absolutely quantifiable. Any possible time we can gather information about a subject's behavior during an interview process before the high-stress questions come up should be utilized to collect data to the furthest extent possible.

If a subject is deliberately being deceptive during the baseline, the deceptive behaviors alone will show his/her intent. The conflicting gestures (listed in each cell) will start to raise red flags across the board when a gesture or behavior is deliberately 'faked'.

As any interview progresses, the collection of information about idiosyncratic behavioral mannerisms should never stop.

INFLUENCING FACTORS

Several factors can have an influence over the behaviors of subjects. These factors will always affect the results obtained using the table whether the interviewer is a parent of a teen who might be using drugs or a seasoned government interrogator. From the temperature in a room, to a subject's opinions about the race or sex of an interviewer, influencing factors will always be a part of the interview. The structure of the behavioral notebook and the general formulae provided herein are designed to serve as both a mitigating and amplifying element. Knowing what factors are influencing the interview will allow the analyst to shift the numerical value of cells, make more accurate determinations of behavior inclusion or exclusion and provide a clearer picture of the meaning of the observed behavior.

INFLUENCING FACTORS ARE BROKEN DOWN INTO TWO GROUPS:

- Observation-Influencing
- Non-Measurable Effect

Observation-influencing factors are things that can be taken into account when performing analysis. Non-measurable effects are factors that cannot be accurately measured or considered due to their ambiguous, social, unknown, and sometimes unconscious effects.

OBSERVATION-INFLUENCING FACTORS

These factors are events and circumstances within an interaction that can be factored into the table and will have an effect on the end-result of deception likelihood and stress analysis. There are six observation-influencing factors that can be somewhat accounted for in the behavioral interview.

- Temperature
- Interviewer Behavior
- Emotional State of Subject
- Proxemics
- Handicap or Missing Limbs
- Presence of others

TEMPERATURE

The temperature in a room or in the air will always play a part in the interaction. Looking at the table, you will find some of the cells with blue lettering. These cells are behaviors that will automatically increase as the temperature decreases. For every 10° increment below 69, closed-type gestures will automatically lose 1 point on the Deception Rating Scale.

INTERVIEWER BEHAVIOR

The behavior, demeanor, attitude, projections, and opinions of the interviewer can and usually will become a factor that will influence the outcome and results of the analysis. This becomes a judgment call on the part of the analyst, but the guidelines that follow will serve to assist in the decision to exclude or include the factors of Interviewer Behavior to the overall score or an individual behavior response score.

If an interviewer begins an interview with any type of behavior that induces stress, it will automatically increase both the resistance of the subject and his non-verbal and verbal stress indicators. At this point in the interview, there is no way to tell whether or not the behaviors that seem deceptive are a result of induced stress or deceptive stress. Even when an interviewer corrects his behavior or modifies his approach, the resistance remains constant, even though stress behaviors begin to decline.

An interrogator can very easily destroy an interview that would have otherwise produced significant fruit. Every effort must be made to ensure the behaviors that are observed and recorded are a result of the subject's emotions and not the subject's emotional response to the interrogator.

While it may be necessary in the process of an interview to become confrontational or accusatory, this shift must be accounted for if the observations are to be kept honest.

For each confrontational and/or accusatory behavior exhibited by the interviewer, subtract 2 points from every 4.0-rated behavior and subtract 1 point from every 3/3.5-rated behavior.

EMOTIONAL STATE OF THE SUBJECT

The emotional state of the subject will always play a role in the interview. The following tables are presented to show the relationship to what have been identified as the four basic emotional states that can alter the presentation of behavior during an interview:

- Fear
- Aggression
- Defensiveness
- Unresponsiveness

FEAR

This reaction is by far the most common in government and law enforcement interviewing. Even with innocent, non-offending citizens, the anxiety produced by simply being in the interview room or sitting down with an interrogator can cause complex emotional reactions that are hard to account for. An apprehensive, tense, or fearful subject will produce more fear-related gestures as a result. These gestures must be accounted for, and their value should be adjusted in order to increase analysis accuracy. It is ultimately the judgment of the analyst or interviewer to determine whether the stress reactions are due to an emotional factor or deception and to make the appropriate annotations in the notebook sheet.

AGGRESSION

This emotional state could be caused by so many factors that there is almost no way to discern its origin. Innocent people experience aggression as often as guilty ones in interview rooms.

DEFENSIVENESS

The overall behavior of subjects undergoing interrogation will almost always cross into defensive territory. A seasoned interrogator can almost always immediately discern the difference between guilty/feigned defensiveness and the defensive attitudes of the innocent. They have a very different 'feel'. The table below will help to discern for analysis. While this is not a text on interrogation, note that innocent people, when questioned, will be defensive and absolutely vehement about denial. The focus is usually on the denial and not on the reasons why they wouldn't have committed the act in question.

UNRESPONSIVENESS

This is probably the hardest emotional element to 'defeat'. An unresponsive subject can appear to have no emotional reaction to the information and questions presented to him. Every effort must be made to emotionally involve

the subject to the furthest extent. This emotional behavior is the physical equivalent to a response of 'I don't remember' from a subject. There's no way to refute the claim and it's the hardest behavior to counter as an interrogator. The behaviors in the table below associated with unresponsiveness will also indicate when an emotional nerve has been struck if the behaviors take place any time in an exaggerated manner.

PROXEMICS

Proxemics is a subcategory of nonverbal communication that studies the way human beings use their space, from personal space to the way a city is designed. Our use of space in the interview room can sometimes help the subject become more truthful or cause the subject to become closed and defensive. The personal space of the average person is 1.5 feet, according to Edward T. Hall (Hall, 1966), an anthropologist and cultural researcher. This area is considered to be a personal space that we only allow our close friends and family inside of. According to the Lewis Model of Cultural Types, different cultures will have varying personal distances within which they normally conduct conversations, but the average is 1.5 feet.

As an unfamiliar interviewer occupies the space, the subject's reactions will immediately dictate what outcome can be expected. In the table below, the proxemics ranges show what behaviors will likely come up as the space is invaded if the subject is closing off or becoming defensive.

Cultures differ in their personal space with Asian cultures being the most distant and Arab and sub-Sahara African cultures having the closest face-to-face inter-personal 'comfort zones'. Use caution when deliberately crossing the personal space barrier.

HANDICAP OR MISSING LIMBS

Fifth on the list of Observation-Influencing Factors is the subjects who have missing limbs or a handicap which prevents them from making gestures in the same way an average person would. Any cell listed as a specific body part that is affected by a handicap should be completely dismissed and not used-annotated or otherwise analyzed.

PRESENCE OF OTHERS

The presence of other people during the interview will impact the behavior of the subject in many ways we cannot measure. However, there are observations we can make in order to determine the possible affect that the presence of a person has on the subject. Every effort should be made (in interrogation) to separate a subject from other sources of stimuli; human or otherwise.

Whether a child is being interviewed in the presence of abusive parents, or a subject is being shown photos (that remain face-up) of an abusive partner, the behaviors associated with this kind of social influence are almost always predictable and easy-to-spot.

The presence of other people, assuming it has a negative effect on the subject, will become apparent.

NON-MEASURABLE EFFECT BEHAVIORS

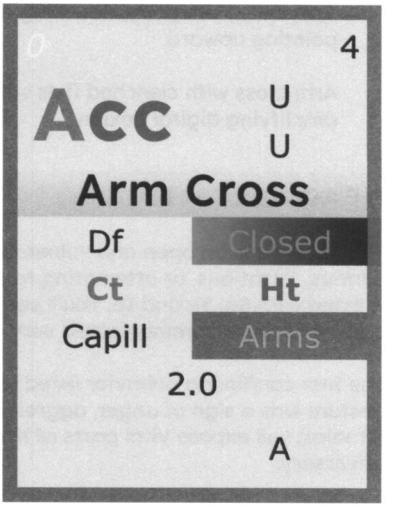
Since the effects of the behaviors listed on the BTE are non-measurable by the naked eye, we will ignore the factors that may contribute to conditions we are unable to measure.

THE ELEMENTS OF BEHAVIOR

This section contains a full description of each cell. Each cell will have its own page in order to make bookmarking and training easier. The Behavioral Table of Elements was intended to have limitless use. There is no need to make notes when using it for people watching or reading someone's body language in a video. The elements described below will help you to understand the meaning of the behaviors within each cell and the variations thereof.

Throughout the cell reference chapter, cell numbers will frequently be shown before a behavior symbol to provide you with a quicker way of reading and referencing a printed copy of the BTE.

THE ARM CROSS - 0



The arm cross gesture is used universally and has four basic variations important to the interviewer. This gesture is frequently seen in magazines, detective shows and books. All of these sources say the same thing: "Crossing your arms is defensive."

While there is a hint of truth in this 'translation', the actual meaning reveals much more. When making an observation of the performance of this behavior, note the closeness of the palms to the body, the direction the thumbs are pointing, the tightness of the cross, the flexion of the fingers and the distance from the humerus (upper arm) to the torso.

These variations all broadcast small but significant details about the gesture's true meaning.

Crossing the arms is something we do when we need assurance, warmth or when we feel threatened.

Here are a few generalized rules to follow when making observations about arm-crossing behavior:

- The tighter the grip, the stronger the need for reassurance.
- Palms go toward the body in such a way that we hug ourselves when needing reassurance.
- When thumbs protrude upward, this is an almost certain sign of confidence, despite the crossed arms.
- Digital flexion increases in sync with the level of anger experienced.
- Crossing arms, when grouped with posture and facial expression, can be a clear sign of pride.
- Hands wrapped around upper arms and the associated display of Ag or Co is an intimidation attempt.
- When women do this during socially stressful situations, it is almost always accompanied by Sh.
- When the fingers wrap around the arms and pull toward the sternum, look for Ag. This is a warning sign. If you see this with Wd, your subject is about to become violent.
- The dominant hand is almost always the one on top, while the dominant arm is on the bottom.

The four variable factors to be annotated in the notebook are as follows:

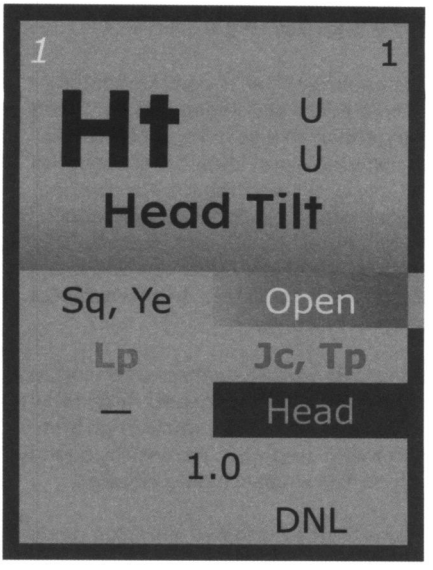
Arm cross with palms touching body	Acc1
Arm cross with hands wrapped around arms	Acc2
Arm cross with palms touching body and thumbs pointing upward	Acc3
Arm cross with clenched fists with or without amplifying digital flexion	Acc4

HEAD TILT – 1

The head tilt is an open and vulnerable gesture. We tilt our heads when we are curious, flirtatious, or attempting to appear innocent. This is why this gesture is listed with Sq, Ye and Ip. You'll see Pe appear when someone is explaining a point they want communicated very clearly in a friendly environment.

The first conflicting behavior listed is Jc. This behavior could indicate that the gesture was a sign of anger, aggression, or a challenge. Males (and sometimes females) will expose vital parts of the body in order to appear fearless to their adversary.

The second conflicting behavior is Tp, as the head-tilt is sometimes associated with boredom. Feigned boredom is far more likely to present with a head tilt than actual boredom is.



Some research, including that of Desmond Morris, details the possible or observed differences between the leftward and rightward tilt of the head. Thus far, no significant study has been conducted to validate these observations and the direction of tilt in the BTE is irrelevant.

CHIN THRUST - 2

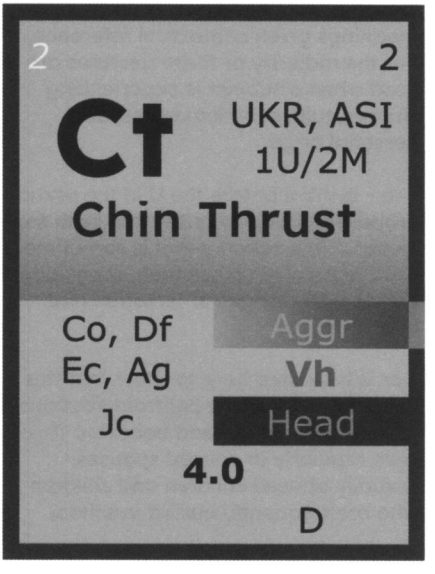
The chin thrust is a gesture that has cultural implications in the Middle East and some South Asian countries such as southern Ukraine and the Slavic Republic. In the exceptional regions, the chin thrust is communicated very regularly in conversation to indicate agreement and to point directions in lieu of an extended finger and arm in America.

In the BTE there are two variations. One is used as a deliberate movement while in conversation and the other is a seemingly involuntary and short-lived micro-gesture of sorts.

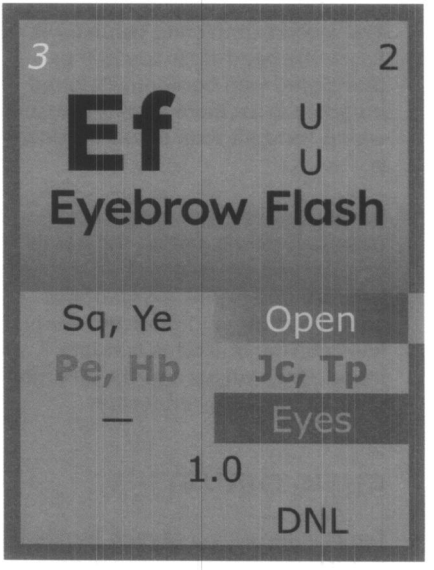
In the first variable, the majority use the chin thrust to communicate anger, dissatisfaction, or a challenge between competing humans. The chin thrust is usually a challenge in the USA and is so due to the deliberate exposure of the vital organs to another person.

The second variable is actually a ventilating gesture used mostly by men. This type of chin thrust is a way for men to adjust the collar of a collared shirt without having to use their hands to do so.

You'll notice that the sexual propensity field contains '1U/2M', meaning that variable 1 is universal and variable 2 is performed by mostly men.



EYEBROW FLASH - 3



The eyebrow flash is common among almost every developed culture. When performing this gesture, subjects will quickly raise and lower their eyebrows, usually upon greeting another person. Anger makes the face crumple and lowers the eyebrows significantly. This gesture raises the eyebrows and is used to convey friendliness, trustworthiness, and vulnerability.

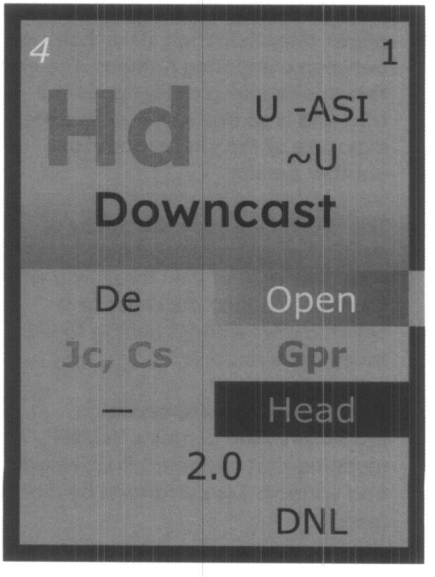
Constantly-raised eyebrows can indicate anger and fear and is used frequently to communicate an extremely important point with emphasis. Parents frequently will do this when scolding children.

This is divided into two separate gesture **variations:**

The eyebrow flash:	Ef1
The constantly-raised eyebrows expression:	Ef2

NOTE: When people see someone give them an eyebrow flash, an unconscious phenomenon takes place that causes the majority of people to return the eyebrow flash gesture unconsciously. Most people aren't aware they have even made that expression after they've done it.

HEAD DOWNCAST - 4

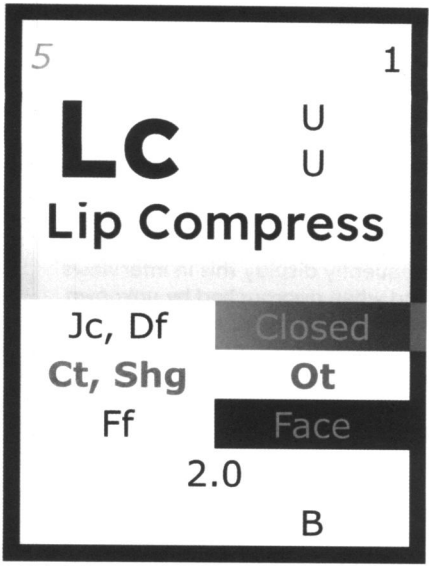


The downcast head has multiple meanings given contextual reference, but the majority of these gestures are used when a subject is experiencing shame, guilt, submissiveness, and personal anger.

The ~ symbol before the U in the sexual propensity field indicates that both sexes perform this action and it is sometimes used more often by women, especially during early stages of flirtation and courtship.

Gpr is indicated here to show that this behavior will display contraindications of typical downward head behavior. This is seen regularly in abused spouses, sexually abused children and children who are frequently bullied in school.

LIP COMPRESSION - 5

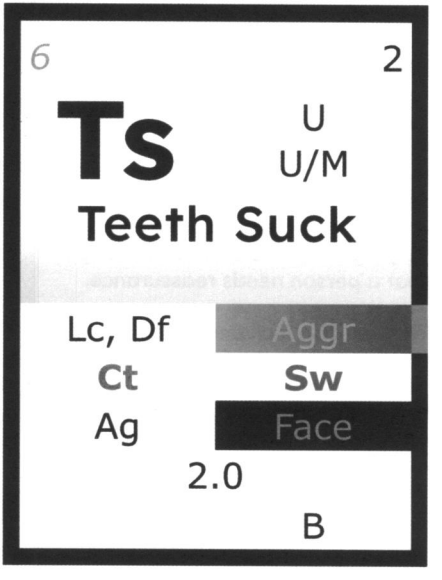


There are several gestures that involve lip compression, but this expression is one that is almost universally indicative of someone suppressing opinions. This action creates a barrier that prevents them from speaking and you'll see this in conversations on a daily basis.

While lip compression is usually performed when someone is holding back information, it doesn't mean deception is likely at all. Social rules and norms, peer pressure and societal influences cause us to hold our tongues regularly in conversation. The only time it will be extremely significant is if you are observing a subject listening to a hypothetical reenactment of a crime or being provided possible reasons the crime committed is an understandable and somewhat acceptable offense given the circumstances. This will sound alarms and should increase the Lc deception likelihood number to a 3.0.

The above scenario is simply an example and should not hinder an analyst from making a judgment call on a behavior involving Lc that seems deceptive in context.

TEETH SUCKING - 6



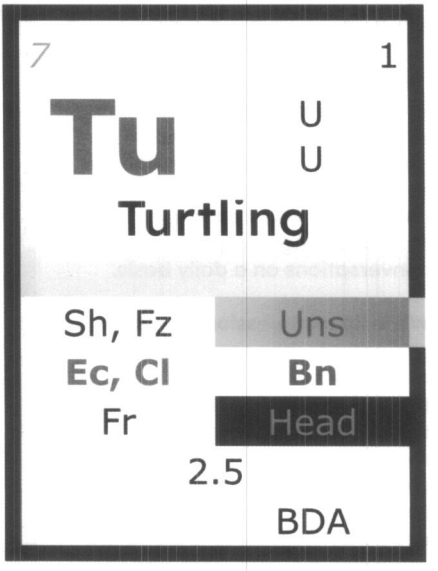
This behavior is almost universally anti-social in conversation and thus becomes an aggressive behavior when deliberately performed in the conversational presence of others. This behavior is usually performed as a challenge to another person or to express latent disrespect or contempt. There's even a Jamaican text-abbreviation for this. They use KMT to describe this, which stands for 'kiss my teeth', which I think describes the behavior very well.

Variations

Sucking teeth as a deliberate anti-social act:	Ts1
Sucking teeth as a hygienic gesture:	Ts2

TURTLING – 7

Turtling behavior is seen when the shoulders draw upward, and the head is lowered downward simultaneously. This behavior protects the neck and other vital organs and is a fear-based gesture. Children who have been abused will frequently display this in interviews and when approached by unknown strangers. (Darwin, 1872) These children will also reflexively turtle their bodies in response to sudden movements by a nearby abusive parent. (Schutz, 1958)



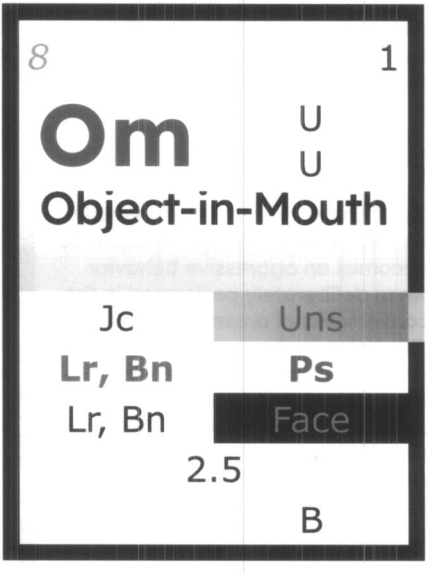
The gesture occurs in adults when fear is present and should be contextually relevant to arouse any suspicion of deception in interview scenarios.

This is a temperature-affected behavior and is more common in colder temperatures.

OBJECT IN MOUTH – 8

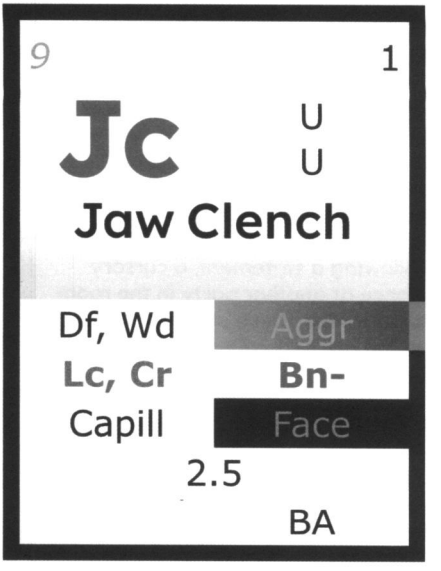
The insertion of any object into the mouth by a subject is not likely to be a deceptive behavior. This behavior is performed mostly out of a need for reassurance or due to uncertainty. Men and women do this equally. A good rule of thumb is to assume that anytime an object or finger passes the barrier of the lips that a person needs reassurance.

This cell also includes the biting of the lip wherein the lip actually passes the teeth and goes into the mouth. A simple 'lip' can be annotated in the comments section of the accompanying gesture block in the interrogator's notebook.



JAW-CLENCHING - 9

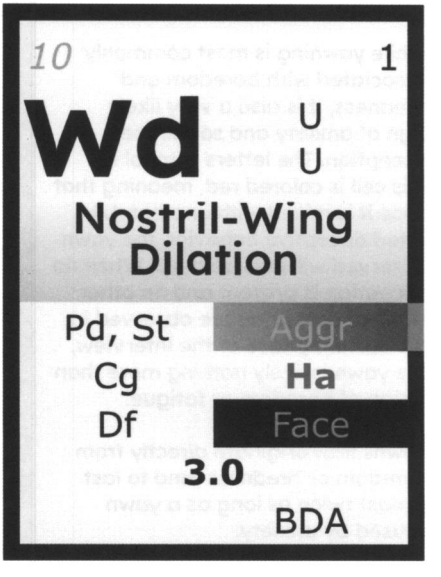
This nonverbal cue is seen in the jaw muscles and the temple area. It suggests a subject is withholding aggressive action or feelings most of the time and can also signify latent hostility or anger at what is being done or discussed.



NOSTRIL WING DILATION - 10

All mammals require oxygen to survive. As our hearts beat faster in response to stressors, our body sends a signal that more oxygen is required to meet the needs of the impending adrenaline rush. In conversation and social settings, instead of taking a giant breath, you will see the slight flaring of nostrils when this occurs. This is a way for us to increase blood oxygenation by taking in a larger volume of air.

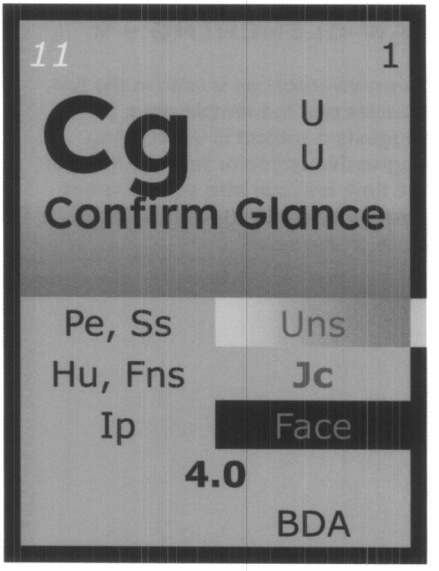
Situations that create physical or emotional arousal produce some of the same neurochemicals as stress. Likewise, you will observe wing dilation (the nonverbal term for this) in emotionally aroused subjects engaged in conversation. You'll see more wing dilation in attraction and arousal scenarios while a subject is listening to someone speak that they are attracted to or aroused by.



CONFIRMATION GLANCE - 11

During the course of an interview or conversation, subjects will tend to look at people or a group of people to confirm that a statement has been understood and sometimes to confirm they are being believed. Following a statement, a cursory glance at another party in the room to verify that their 'story' is working on the group is called a confirmation glance.

While this behavior can occur b efore, during or after a statement, it is more likely to occur just after a statement, answer, or denial of guilt in an interview setting.

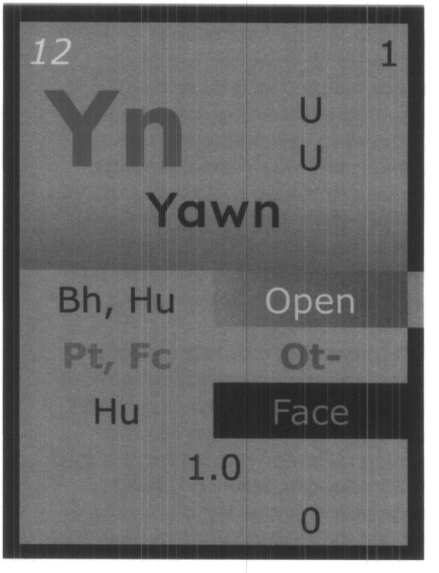


In social settings, you'll see that confirmation glances always tend toward the most socially influential or powerful person in the group while people are engaged in conversation.

YAWN - 12

While yawning is most commonly associated with boredom and tiredness, it is also a very likely sign of anxiety and sometimes deception. The letters symbol in this cell is colored red, meaning that once it is mixed with another 4.0-rated deceptive behavior, the yawn observed will also be a 4.0. When no deception is present and no other signs of deception are observed in the current phase of the interview, the yawn is likely nothing more than a sign of boredom or fatigue.

Yawns that originate directly from boredom or tiredness tend to last almost twice as long as a yawn caused by anxiety.

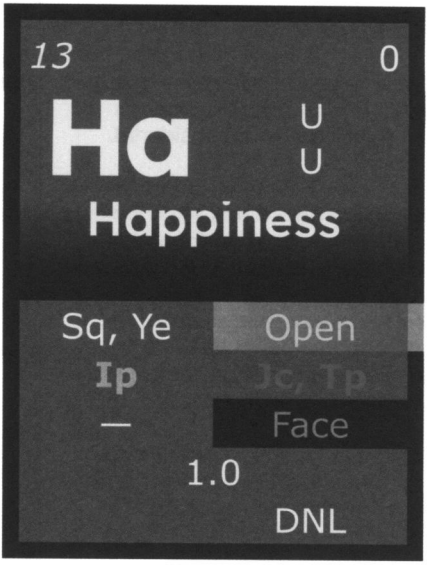


In some cases, a false yawn is produced prior to questioning, and although it has not been proven yet, guilty people almost exclusively exhibit this behavior. (Navarro, 2011)

HAPPINESS - 13

This facial expression and its associated micro expression cause the upper parts of the face to draw upward, causing wrinkling of skin in the outer corners of the eyes and causing the eyelids to draw closer together.

A fake (or social) smile is mostly done using only the lower face and can appear to have unequal muscular contraction on both sides of the face.

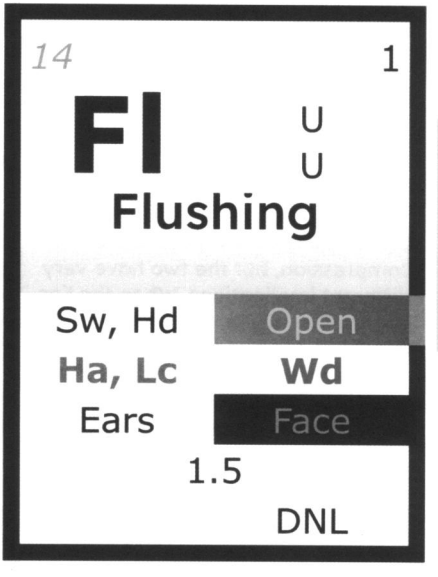


FLUSHING - 14

Flushing is a natural reaction in all humans because of an adrenaline spike. The adrenaline produced during an embarrassing moment causes vasodilation and opens up blood vessels in order to receive more oxygen. (Darwin, 1872) (Ekman, 1992) (Vrij, 2001)

In an interview setting, the appearance of blushing may be due to embarrassment, guilt, or fear. The other gestures observed within a group will tell you which meaning the subject is communicating.

Other causes of blushing or flushing to be aware of are alcohol, sexual arousal, menopause, prescription drugs, niacin, and the consumption of certain 'party drugs'.

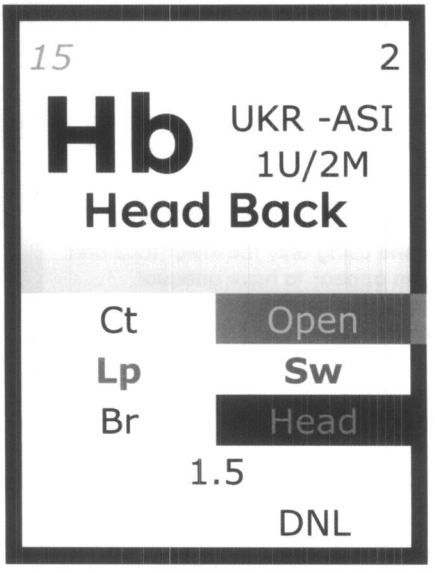


HEAD BACK – 15

Tilting the head back can have multiple nonverbal translations when the context is considered.

First, many people unconsciously tilt their head backwards while looking upwards to retrieve information. When in conversation and asked to recall a set of data about a remembered event, subjects will often tilt their head back while attempting to retrieve information, whether it's true or false.

Tilting the head backwards also exposes the vital part of our neck. Males will typically perform this movement while challenging another person physically or while preparing for a fight. Exposing vital parts of the body to an adversary in the animal kingdom shows that one has no fear of being harmed by the other.



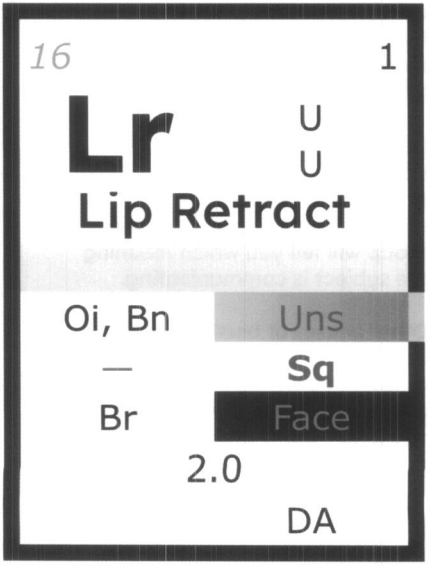
Variations

Head back to recall data:	Hb1
Head back to expose neck:	Hb2

LIP RETRACTION – 16

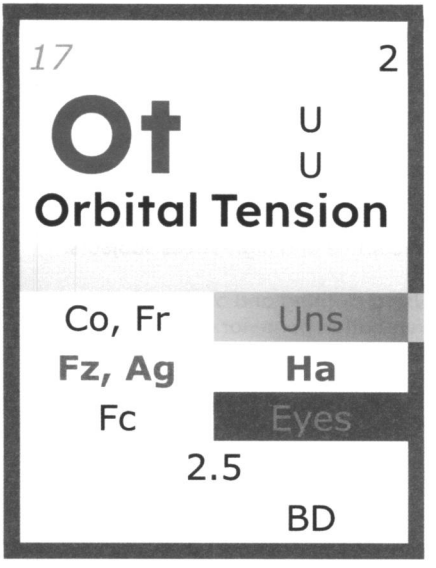
Lip retraction closely resembles lip compression, but the two have very different implications. When the lips go into the mouth, as mentioned in Oi earlier, there is a need for reassurance or an uncertainty about what is being discussed or what the subject is being questioned about.

This occurs equally in men and women alike.



OCULAR ORBITAL TENSION - 17

This behavior refers to the muscular tension around the human eye. When we experience things like curiosity, focus and intense conversational emotions, the muscles around the eye contract and appear to make the ocular opening smaller. Squinting developed in humans in order to temporarily allow the eye to see things with slightly clearer focus by slightly modifying the shape of the eye and reducing the amount of light taken in by the pupils.

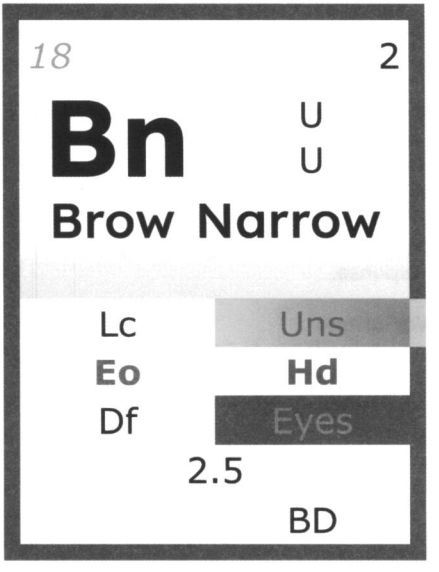


Variations

Orbital tension classical:	O21
Orbital tension associated with disgust:	Ot2

EYEBROW NARROWING - 18

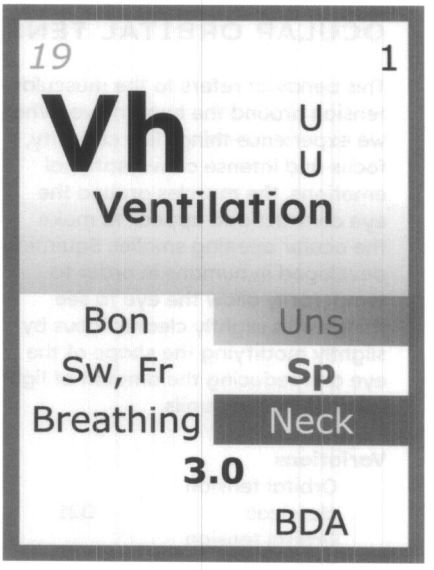
The narrowing of the brow is typically associated with anger in westernized culture and is almost universally recognized as being connected to deep levels of concentration as well. This usually presents itself before and during the question/answer phase and, depending on context, indicates an angered emotional response to the current subject or an emotionally related thought during the question phase of interview.



Variations

Narrowing brow associated with anger:	Bn1
Narrowing brow associated with contemplation:	Bn2

VENTILATION - 19



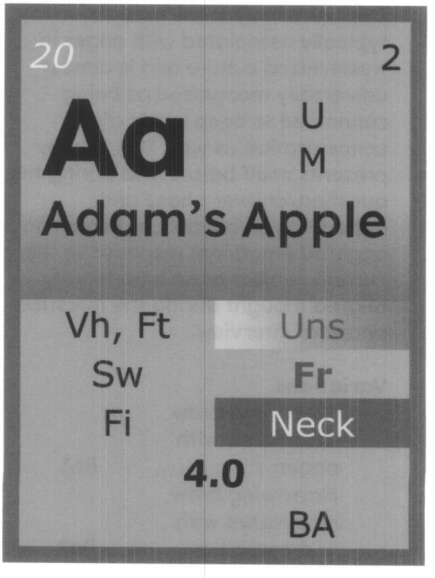
As heat builds up in the body—caused by increased stress, anxiety and adrenaline spikes commonly associated with deception and stress—subjects will perform various behaviors intended to lower body temperature. Sweating is common with both the guilty and innocent, but the need to ventilate physically appears far more in deceptive and high-stress subjects.

Using clothing and other objects, ventilation behavior can appear in several forms:

- Pulling or tugging a shirt collar to force air into the shirt and allow heat to escape. (Most commonly seen in male subjects)
- Pulling the front of a shirt to ventilate heat.
- Moving long hair away from the back of the neck to allow airflow.
- Adjustments wherein a subject lifts their bottom from a chair for an unusually long period.

Regardless of the type of ventilation behavior exhibited, all are intended to pacify the same need. All ventilation behavior is thus grouped into one single category without variable fluctuations in the upper right corner of the cell.

ADAM'S APPLE RAISE - 20



The sudden rise of the Adam's apple can indicate disagreement and stress.

Conflicting: The gesture that conflicts with the above meaning is the facial expression of fear. The Adam's apple, in this instance is directly associated with the Reticular Activation System, a precursor to the 'fight or flight' response.

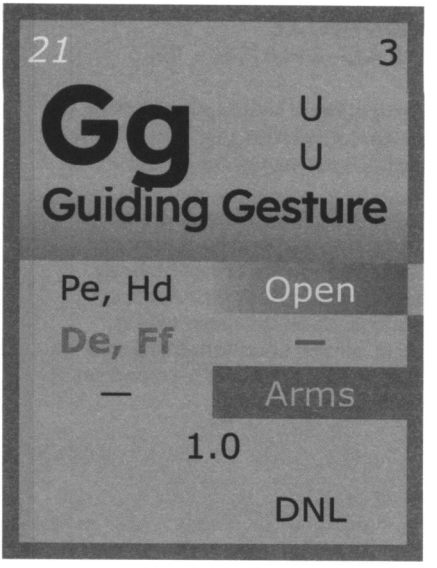
Variations

Adam's apple jump associated with swallowing: Aa1

Adam's apple jump without an immediate swallow: Aa2 (emotional reactive)

GUIDING - 21

The guiding gesture is used when telling or showing someone where something is or where to go. When someone points to an object or direction or emits any form of nonverbal communication with the intent of guiding the gaze or direction of travel of another person, it is considered a guiding gesture. This is the gesture that is frequently made by a hostess at a restaurant to signal to a guest to follow them to their table.

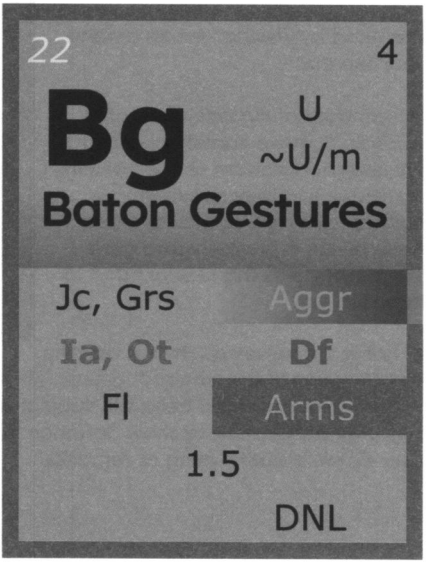


Variations

Guiding with hands:	Gg1
Guiding with head motion:	Gg2
Guiding using removal of self from path:	Gg3

BATON GESTURES - 22

The gestures made while speaking that are used to accentuate syllabic emotional punctuation are all baton gestures. These hand motions seem to keep time with spoken rhythm. Important things to take away from the observation of baton gestures are intensity, capillary presence and whether or not the baton gesture is in synchronous rhythm with the spoken words.



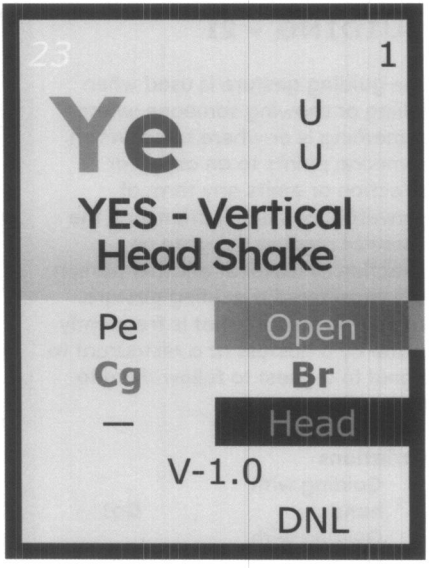
An asynchronous baton gesture can indicate a rift between what is being felt and said. Subjects will very often gesticulate and express a statement that coincides with it. When there is a timing gap, the emotion is almost *never* genuine.

82Df is listed as the conflicting gesture here, not because it implies a different meaning, but because it implies a different emotional state. The 82Df will serve as a gauge that indicates anger, stress, anxiety, or negativity associated with the 22Bg.

VERTICAL HEAD-SHAKE - 23

Vertical head shaking is a motion we all use to indicate 'yes' in the United States and most other countries.

The conflicting gesture here is protective and barrier behaviors. These include covering the body, closing the legs, and protecting genitals. Look for these only to occur almost simultaneously and to be associated with 5-Lc and an increase in 26-Br.



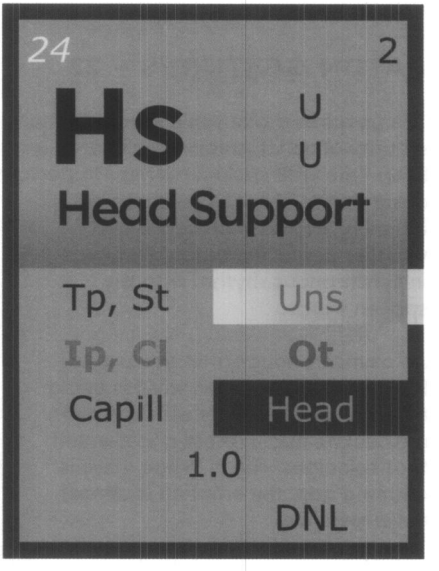
HEAD SUPPORT - 24

While this behavior is performed by way of an arm and hand movement, the head is listed due to its body-region priority. The support gesture involving the hand resting has two basic identifiable variables:

The chin rests on the hand.

The head is tilted to rest on a hand near the ear.

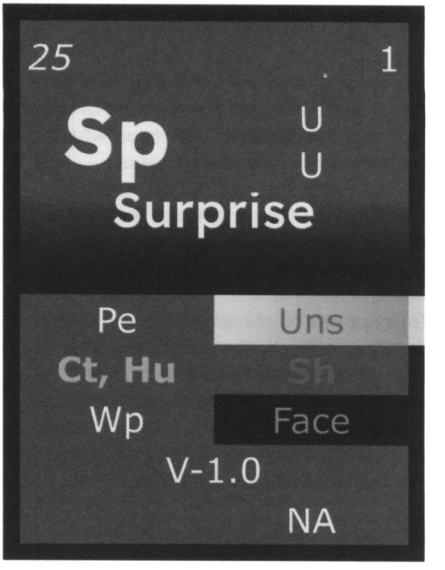
The amount of surface contact in variable 1 above can often indicate the level of boredom or the intensity of fatigue in subjects. When boredom is feigned, it is far more likely to see a more upward gaze and slightly less than usual hand to face contact.



Variable 2 involves a 1Ht and tilts the head to expose the side of the neck. The associated meanings conveyed with 1Ht are also conveyed here; the subject is likely feeling trusting, curious or might be attempting to show defiance if it's performed in the course of an interviewer's questioning or remarks.

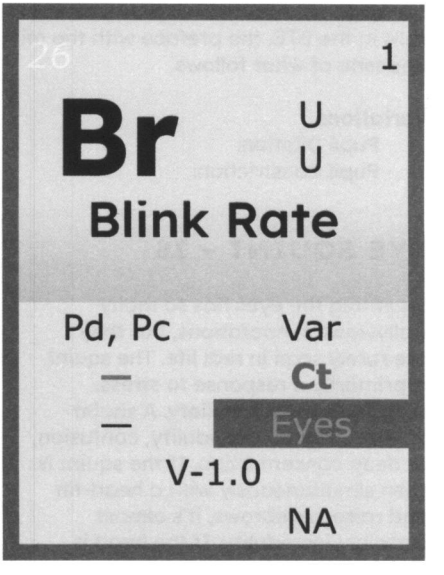
SURPRISE (FACIAL EXPRESSION) - 25

The most authentic facial expression of surprise will cause the eyebrows to rise, exposing the sclera (white part of the eye) above the iris. The lower jaw will also drop in response to genuine surprise. Even when surprise is being suppressed, a small, but noticeable drop of the lower jaw can be seen in a subject's face. It would take countless hours of training and/or practice to successfully conceal surprise on the face.



EYE BLINK RATE - 26

The blink-rate (the number of times a subject blinks per minute) varies with exposure to emotional and physical stimulus. Being a variable cell, the Br factor is given a 1-5 rating found below in the table.

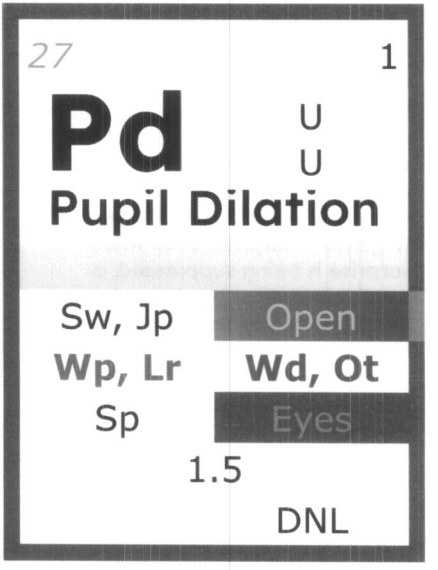


When humans are captivated, interested or otherwise curious about something in their field of view, the blink rate will slow and gradually decline as the interest piques. Conversely, an increasing or rapid blink rate is indicative of high-stress and associated with low levels of concentration and interest. Watching a great movie causes blink rate to decline, and taking the SAT causes a marked increase in blinking. During courtship, increases in blinking can be attributed to attraction. Rapid blinking during conversation can also be interpreted as a feeling of superiority and contempt.

2Ct is listed as a conflicting gesture due to the deliberate decrease in 26Bl due to anger or physical threat/challenge.

A blink rate would be recorded with the numerical value immediately after the gesture name in the interrogator's notebook: i.e., "Bl3"

PUPIL DILATION - 27



The pupils have only one physiological function: to control the amount of light passing into the eye. However, when humans experience emotional fluctuations, the pupils can respond by signaling the emotional response to a subject, person or photograph that is present.

In response to pleasurable emotional or visual stimuli, the pupils expand and dilate. Babies looking at their mothers will do this. Prospective mates will show pupil dilation. Even exposure to photos of baby animals can cause the pupils to dilate significantly.

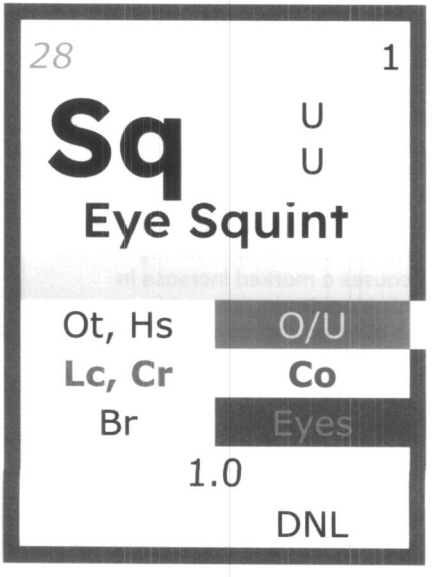
Exposure to disgusting, repulsive, ugly, or traumatic images and subjects causes pupils to constrict and, with a consistent light source, can be rather easy to spot.

The documentation of pupillary constriction is annotated as -Pd. As with all cells in the BTE, the preface with the minus symbol indicates a lack of, or the opposite of what follows.

Variations

Pupil Dilation:	Pd
Pupil Constriction:	-Pd

EYE SQUINT - 28



Squinting the eyes has so many Hollywood connotations, but they are rarely seen in real life. The squint is primarily a response to stress, disagreement, or anxiety. A squint can also signify incredulity, confusion, or deep concentration. If the squint is seen simultaneously with a head-tilt and raised eyebrows, it's almost certainly incredulity. If the head is tilted while squinting and the eyebrows are narrowed or lowered, deep concentration is more likely to be the cause.

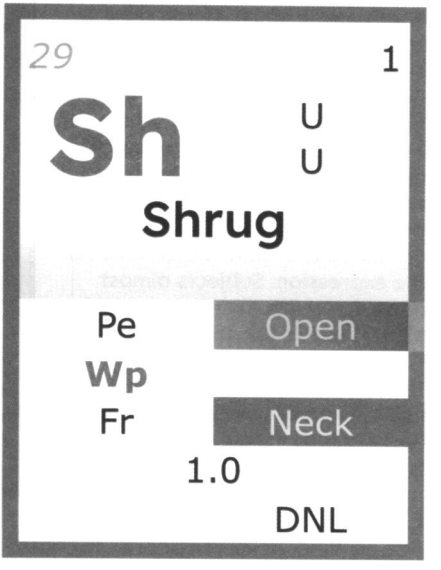
It is important to note the difference between orbital tension (17Ot) and the squint 28Sq: a squint involves a more

pronounced rising of the cheek muscles (levator labii superioris and zygomaticus). The cheeks will seemingly lift when a squint is performed, and the small degree of muscular tension in the ocular/orbital muscles rarely raises the cheeks in such a way.

SHOULDER SHRUGGING - 29

The shoulder shrug has been documented since Darwin first wrote about it in his journal musings in the late 1800's (Darwin, 1872). Today, the shrug is widely accepted for meaning one of about four things, given contextual detail:

Uncertainty -	Amplified by 1Ht
Surrender -	Amplified by 3Ef
Fear -	Amplified by 32Fr
Denial of guilt -	Amplified by 45No



While some books and research articles cite this behavior as being possibly deceptive, it has been observed by some (Goffman, 1963) as mostly fear-based. The single-sided shoulder shrug, however, is much more likely to be associated with deception in an interview scenario.

SADNESS (FACIAL EXPRESSION) - 30

The sadness facial expression is nothing more than a pronounced effect of gravity on the face and a full relaxation of the facial and ocular muscles. The listed conflicting element here is jaw clenching (9Jc) due to its likelihood to immediately precede anger or violence.



DISGUST (FACIAL EXPRESSION) - 31

This facial expression is seen when someone is experiencing emotional or physical disgust. If you were to imagine putting your nose into the mouth of a jug full of rotting milk, this expression will show on your face; all of the parts of the face can be seen almost drawing toward the middle of the face. When this facial expression is seen in social and interview settings, the subject being discussed is usually responsible for the expression. Subjects almost never feign this expression, and it is highly reliable for observation.

The conflicting gesture listed here is nostril wing dilation (10Wd). This nostril dilation may indicate a need for air more than disgust.



FEAR (FACIAL EXPRESSION) - 32

The fear facial expression causes the eyes to widen and exposes the sclera around the top and bottom of the iris. The lips stretch horizontally backwards, and the eyebrows rise outwardly.

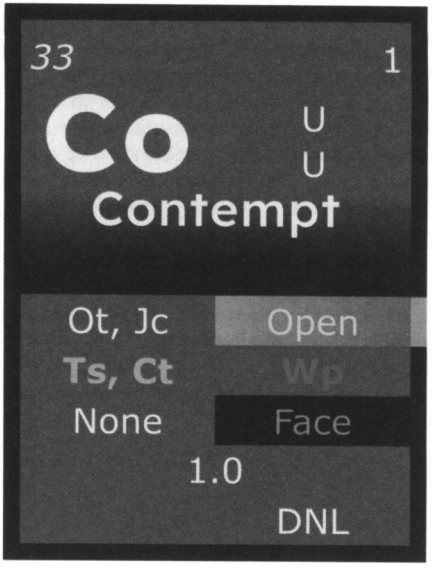
Conflicting gestures listed here are 'arms behind back' (51Bb) and 'arms in air' (57Ia). These two behaviors could indicate that the facial expression is resulting from pride-smiling (in the case of 51Bb), and intense excitement (in the case of 57Ia).



CONTEMPT (FACIAL EXPRESSION) - 33

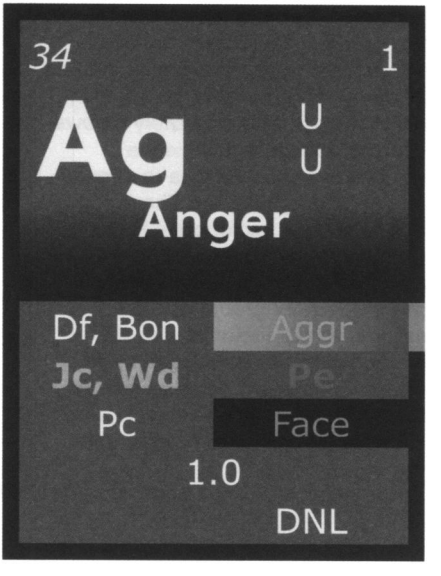
The contempt facial expression is the only genuine facial expression that shows stronger on one side of the face. Contempt is best described as a self-assured feeling of moral or social superiority.

Note that this expression became popular in recent television shows such as 'Lie to Me' and 'Criminal Minds'. Though it is a recognized human expression, our recent societal influences and shifts have made it a gesture that is now commonly seen in flirtatious and courting behavior.



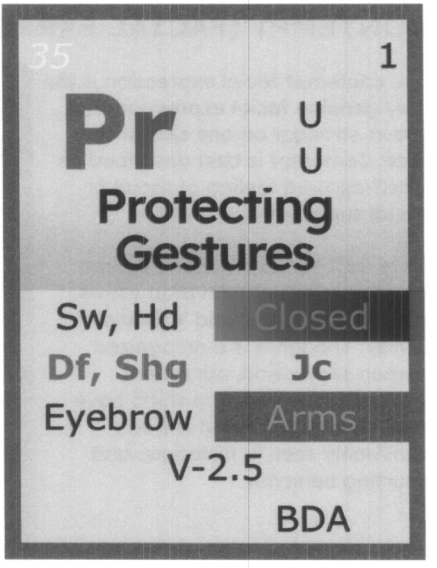
ANGER (FACIAL EXPRESSION) - 34

This facial expression forces the eyebrows down and compresses the lips together. 40Pe is listed as a conflicting behavior not due to its negation of the emotion of anger, but its implication that the anger is due to innocence and a result of innocent protest to an interviewer.



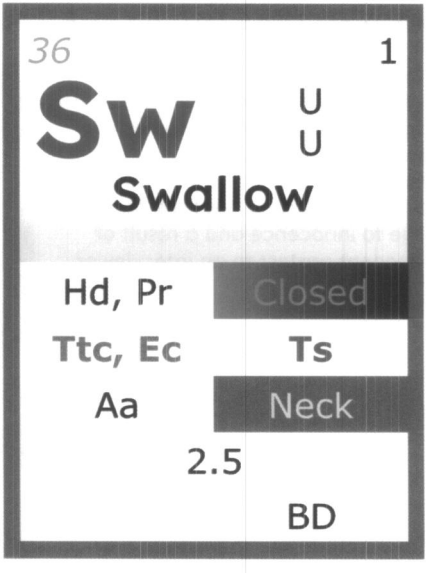
PROTECTING GESTURES - 35

Protective gestures involve one or more of the limbs crossing over the body to cover a vital area or piece of property. This is associated very closely with anxiety, insecurity and uncertainty with a person or subject. It is, however, a closed gesture in that it allows limited access to the body. When a protecting gesture is observed with 9Jc, it is usually a masked anger behavior and directly conflicts with the meaning of the given 35Pr.



SWALLOWING - 36

When associated with deception detection research, swallowing behavior is inconclusive at best. We do know that excess saliva is produced during Reticular Activation System activation and the spike in adrenaline that immediately follows. There is no way to determine whether a swallow is due to stress, anxiety, deception, etc. The reason it is given a red color code is that if we start to see several other 4.0-rated behaviors exhibited in the same behavior group, we can assume it is associated with the deceptive mindset. Exceptions to this, of course, would be excessively thirsty or dehydrated subjects, and subjects who swallow regularly (in the baseline).

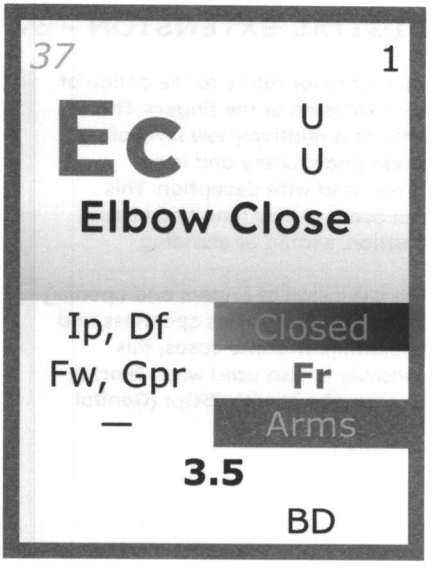


ELBOW CLOSURE - 37

This behavior can only be observed in a seated subject. It involves the inward drawing of the elbows as they sit on the table. This drawing together instinct has its origins in the same place as protective gestures. It is designed to bring non-vital body parts in front of vital ones. This is especially common in deception with police interrogations studied in the United States.

This gesture indicates discomfort, insecurity, and a need for protection.

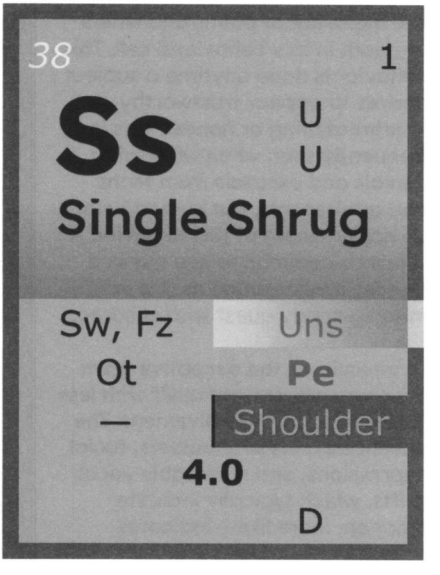
This behavior is also affected by temperature, as seen above in the color scheme.



SINGLE SHOULDER SHRUG - 38

The single-sided shoulder shrug is a gesture that is almost exclusively tied to doubt and disbelief. The deception timeframe specifically states that this will be almost exclusively seen during a verbal expression vice any other time. Alone, of course, this is not enough to throw a flag and other high-rated deceptive behaviors must accompany it.

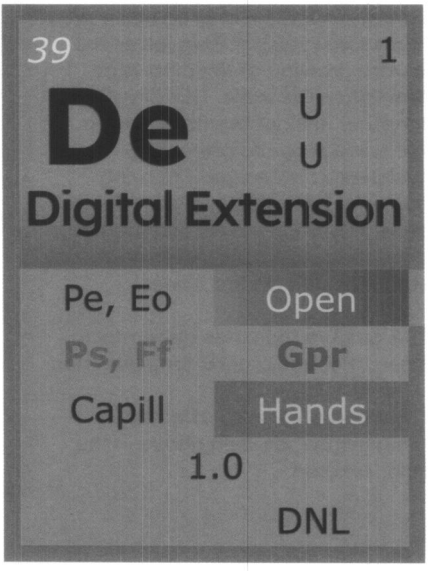
Anytime a subject shrugs a single shoulder, it indicates a disbelief in what the subject is saying or what is being discussed at the moment it occurs.



DIGITAL EXTENSION - 39

This behavior refers to the action of the extension of the fingers. It reflects a relatively low level of stress and anxiety and is not associated with deception. This can occur at any time and in any position, seated or standing.

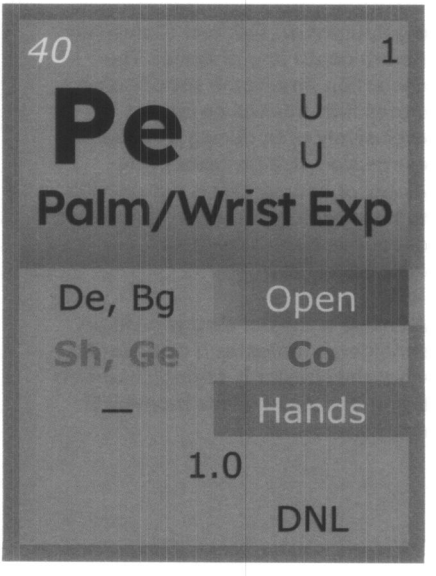
The extension of fingers and opening of the hands signifies openness and relaxation. In some cases, this behavior is also used when fearful, as seen above with 73Gpr (Genital Protection).



PALM EXPOSURE - 40

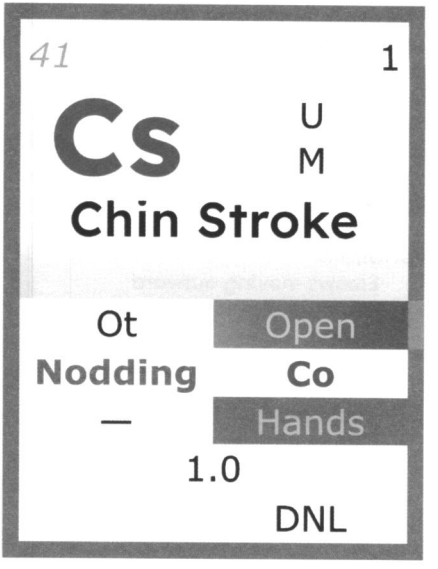
The exposure of palms and wrists are both in this behavioral cell. This behavior is done anytime a subject desires to appear trustworthy, nonthreatening or honest. This is frequently seen when witnessing denials and excusals from teens and adolescents, but human beings do not grow out of this behavior. It is just as common to see this in a murder investigation as it is in a missing candy quest with children.

In interviews, the deceptive palm exposure will present itself with less bodily and facial involvement. The absence of raised shoulders, facial expressions, and noticeable vocal shifts, which typically indicate emotion, more likely indicates deception.



CHIN STROKE - 41

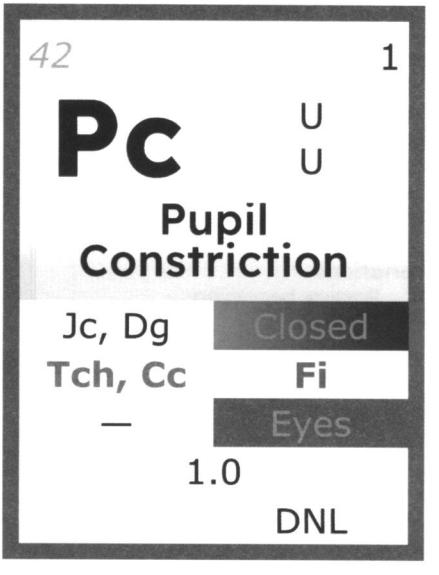
This behavior, wherein a subject strokes or rubs the chin is mostly contemplative and indicates curiosity, thought and internal processing. When associated with 33Co (Contempt), the behavior indicates contemplative ownership or deviant thought about the subject's audience.



PUPIL CONSTRICTION - 42

The constriction of pupils is a relative measurement in the interview process. Regardless of their initial size, any decrease in pupil size will qualify to be registered as a 42Pc.

The pupils normally constrict to restrict the amount of light coming into the eye, but they also respond to emotional stimulus. Seeing or hearing something we have a serious aversion to, will cause the pupils to constrict. Some subjects will experience much more drastic contractions than others, and there is no way to measure this or identify how a subject will respond before an interview begins.



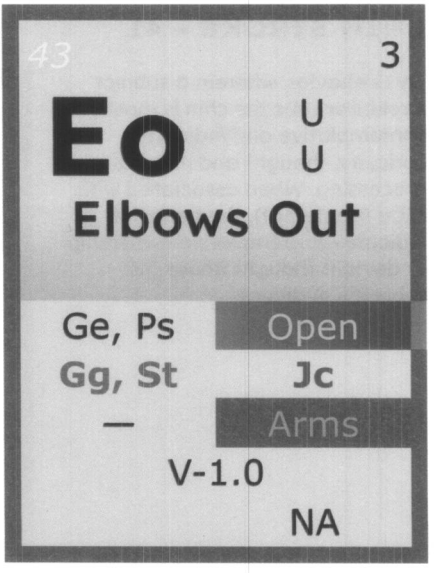
It is especially difficult to note a size change in pupils in subjects with dark colored irises. This should be noted if desired in the notebook.

ELBOWS OUT - 43

This cell refers to three types of variable behaviors related to the outward motion of the elbows. This is an opening gesture. This gesture exposes vital organs and is seen when a subject suddenly becomes confident or feels more secure in their environment.

Variations

Elbows moving outward less than shoulder width apart:	Eo1
A single elbow shooting outwards during i nterview:	Eo2
Elbows moving outward further than shoulder-width:	Eo3

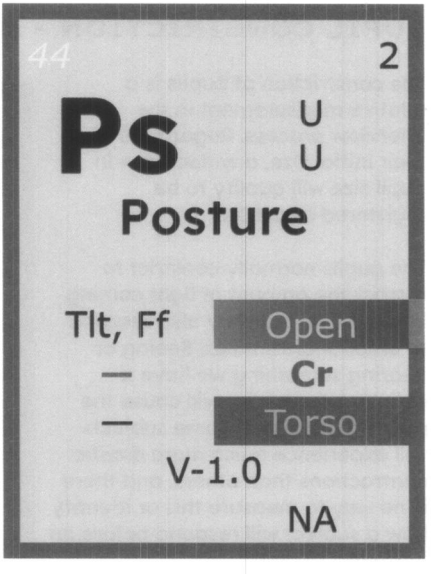


POSTURE - 44

The posture is highly variable and, like other behaviors, should only be recorded if a shift occurs within interview scope and the behavior is observable as such. Posture cannot be attributed to a likely root meaning in that it is such a baseline behavior that it often plays no part in the current mood of subjects.

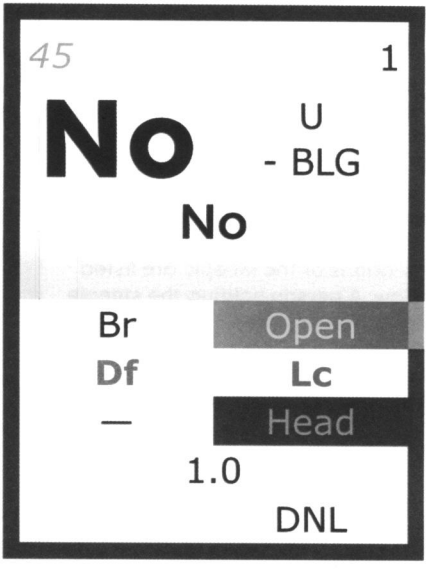
Variations

Posture becoming vertical:	Ps1
Posture becoming convex:	Ps2



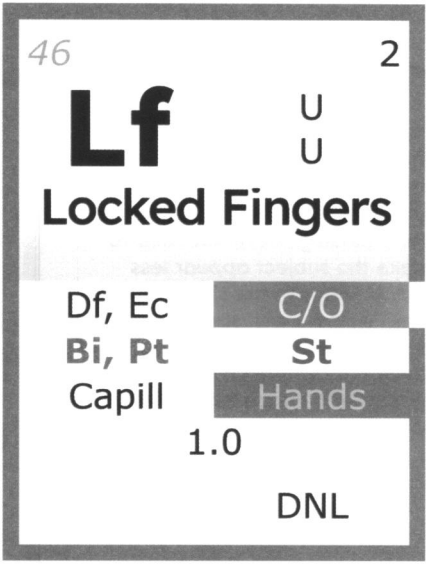
NO - 45

This behavior is simply the horizontal shaking of the head to indicate 'no' as is done in 90% of our planet. However, its relevance here is that it can occur during a statement when the subject is affirming a statement or attempting to confirm something. While saying that something is true, their head shaking reveals the truth of what they are actually thinking.



LOCKED FINGERS - 46

This behavior is not indicative of stress or anxiety in itself without confirming microphysiological indicators and making a determination as to which gesture is being seen in the interview. Variable 2 is likely indicative of stress and anxiety and, if associated with other high-scoring behaviors, should be moved to 2.0. Subjects who lock their fingers are showing attempted self-restraint and will likely also exhibit restraining behaviors such as shallow breathing and wrapping legs around the legs of the chair. It's important to note the degree of digital flexion when the subject locks their fingers.



Variations

Locked fingers loosely and restfully 'laced' together:	Lf1
Locked fingers with visible signs of capillary/muscular tension:	Lf2

STEEPLING - 47

Steepling is when a subject is seated and the palms of the hands are facing each other and the tips of the fingers touch. The steepled finger gesture is a sign of internal confidence in a social setting or particular subject matter. The three variations of the steeple are listed below. A person holding the steeple high is far less likely to listen and absorb as a subject who is holding the steeple close to the surface of a table or at near-waist level.

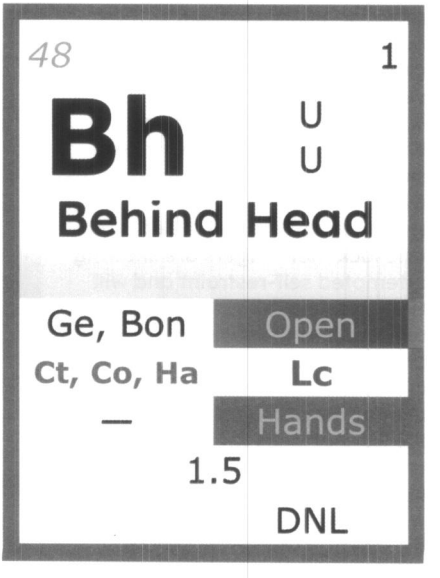
Variations

Steeple at head height:	St1
Steeple at chest height:	St2
Steeple at waist height or lower:	St3



BEHIND HEAD - 48

This behavior typically exhibits a false confidence and is very closely associated with feelings of contempt and insecurity. This is a deliberate dominance gesture intended to make the subject appear less concerned with the situation around him. The hands clasped behind the head also indicate the presence of a feeling of ownership over a group or person with whom the subject is socially engaged.

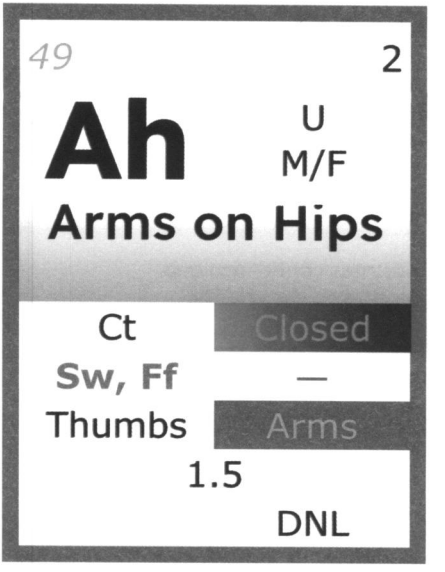


ARMS ON HIPS - 49

Placing the arms on the hips is indicative of more than one meaning given contextual variations. The thumbs going backward can indicate a desire to appear 'in charge' in a male and a desire to present the body to a mate for a female. The context will play the largest role in determining meaning for this behavior. The thumbs will also show a variation in meaning, with the thumbs pointing forward indicating an emotional tendency toward curiosity and interest.

Variations

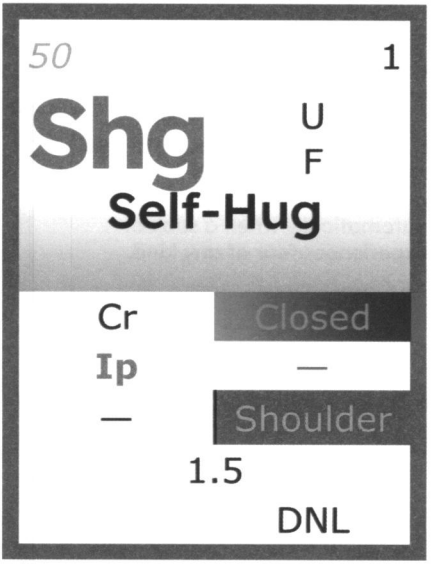
Arms on hips with thumbs facing backward: Ah1
Arms on hips with thumbs facing forward: Ah2



SELF-HUG - 50

This differs with the arm-cross behavior in that this involves both arms actively embracing the subject's body and the palms facing the body with thumbs not pointing upward. This is a closed and uncertain gesture used to self-soothe and gives the subject reassurance when stress or anxiety is high. This self-hugging behavior is slightly more common in women.

If the subject's thumbs are facing upward and the palms are making contact with the body, the subject is exhibiting confidence and relaxation.



ARMS BEHIND BACK - 51

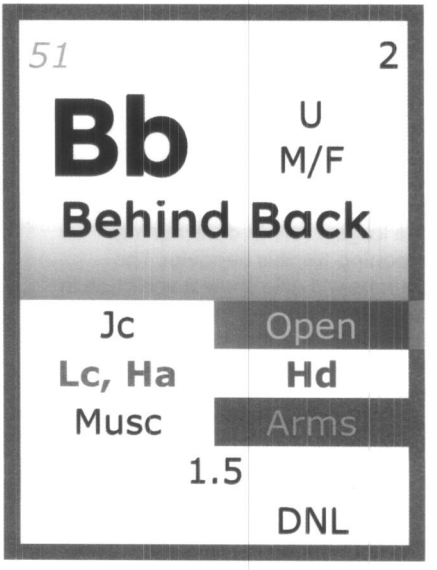
The placing of the arms behind the back indicates one of two basic categories of associated thoughts:

The subject holds hands behind back: Bb1

Indicates confidence and sometimes, superiority.

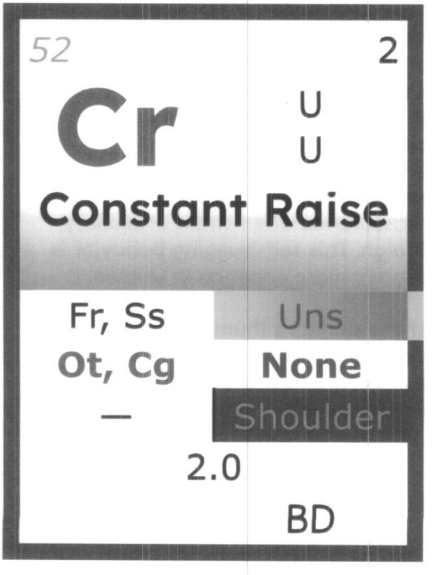
The subject holds a wrist or part of the arm with the opposing hand: Bb2

This is indicative of self-restraint in times of anger and the higher the grip on the opposing arm, the higher the level of anger. While it will sometimes be displayed for confidence, it is much more likely to be a display of restraint.



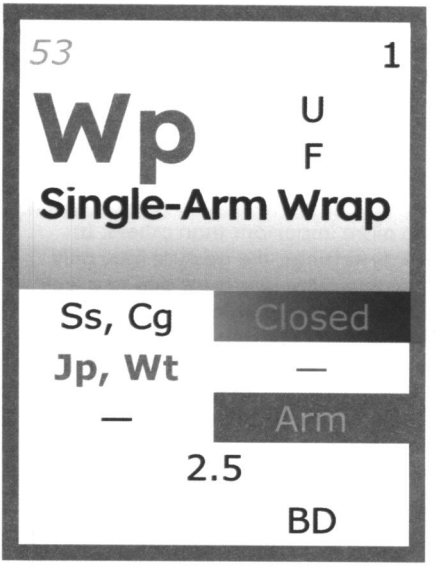
CONSTANTLY RAISED SHOULDERS - 52

This can happen for a few different reasons depending on contextual influences, but almost always will be a sign of social fear or self-consciousness. The raising of the shoulders is a vital-organ protection mechanism that occurs automatically when a subject experiences fear of any kind.



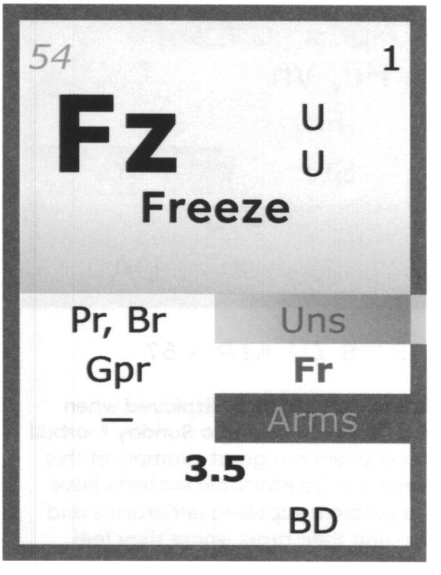
THE SINGLE-ARM WRAP – 53

Mostly performed by women, this behavior is a self-conscious signal and involves the crossing of a single arm across the midsection of the body. Women typically display this behavior in social settings where they know few people or are feeling threatened or insecure. This is common in schools with new students during the first several weeks of class. As the females in groups begin to socially connect with others, the arm-wrap behavior begins to diminish respectively.



FREEZE – 54

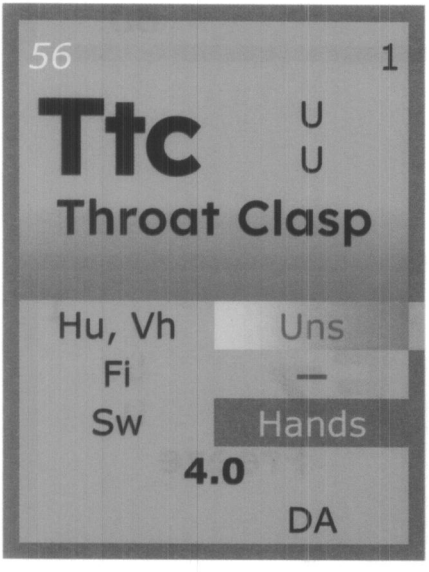
When the cognitive system in a subject becomes loaded with scenario management and behavior regulation during deception, the movement of the body will sometimes come almost to a complete stop. The amount of mental energy exerted to manage their deception leaves little room for 'authentic gesture management'. The exception here is the fear facial expression, wherein the Reticular Activation System in the brain overrides movement in order to focus on more important things like threats to safety.



FACIAL TOUCHING – 55

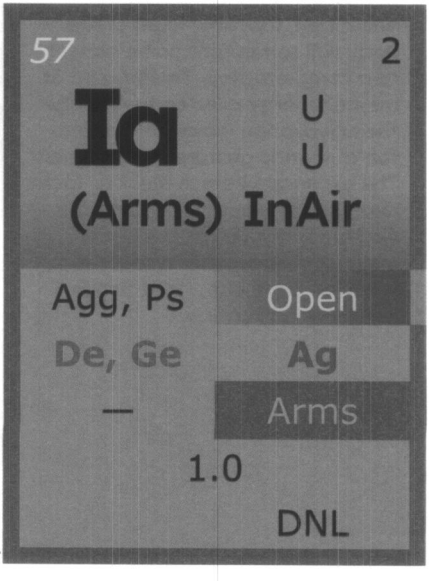
Perhaps no other gesture has gained so much notoriety for being deceptive as the facial touch. Touching the face, as noted in over 90 behavioral studies, has been shown to be the most common behavior displayed in study subjects during deliberate deception. As with all elements, the facial touch is no more important than others. In study settings, the gesture may only become more prevalent due to a lack of interviewer dominance, decreased stress levels causing no leakage elsewhere on the body and the overall 'safety' of knowing that a study is being conducted, causing participants to relax more than if they were lying about a more important matter.





THROAT CLASPING – 56

Clasping of the throat is almost identical to facial touching, with the small difference that this gesture is associated with fear and grave consequences. While an operator can assume that the subject is feeling all of the associated meanings of facial touching, this is specifically related to fear.

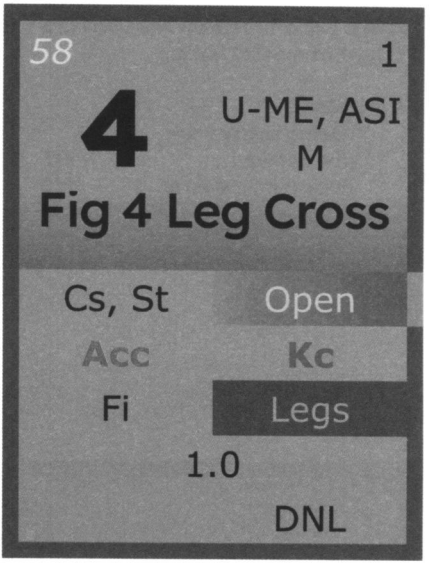


ARMS IN AIR – 57

The visible comfort displayed when the arms rise during a Sunday football touchdown is a great example of this behavior. Comfortable subjects have no problem exposing underarms and moving their arms where they feel comfortable with fluidity. This demonstrates comfort, elation,

and excitement. Subjects using this while telling stories are demonstrating a high level of comfort with the operator and those involved in the conversation.

FIGURE FOUR LEG CROSS - 58



This seemingly Americana body movement is associated with comfort, relaxation, and trust. The crossing of one ankle over the other knee is frequently seen around the world as a socio-gestural tolerance spread. Due to the exposure of the sole of the foot, this is not acceptable in many countries throughout the Arab world and most of Asia.

90Kc is listed here as a conflicting gesture in that it can communicate apprehensiveness and a desire to end the conversation, whether in a figure four position, or traditionally crossed.

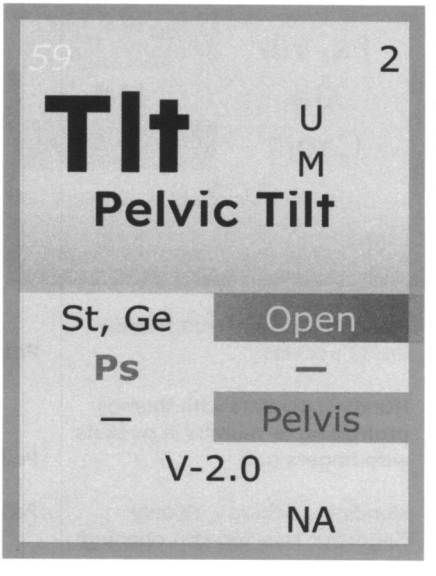
THE PELVIC TILT - 59

This variable movement is visible almost immediately when observing a subject. It is often overlooked and can provide crucial information to the smart observer. This is primarily an observation that should be made while the subject is standing but can be made in a seated position as well if it is visible.

The pelvis can tilt forward and backward. The forward motion of the pelvis arches the lower back and pushes the groin to the rear. The backward motion of the pelvis brings the groin forward and rounds the lower back.

The forward rotated or positioned pelvis is seen in confident subjects and when they experience situational emotional confidence.

The backward rotated or positioned pelvis indicates a lack of confidence and the associated emotions.

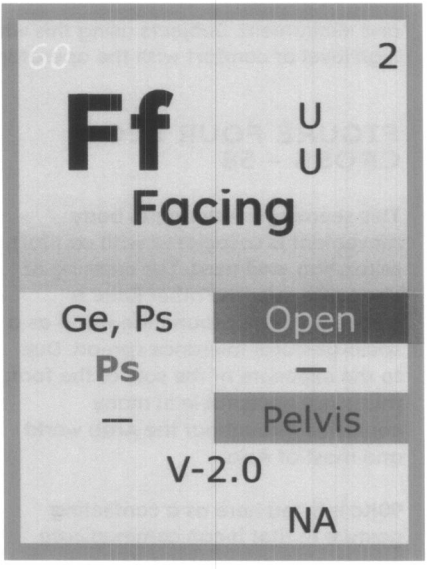


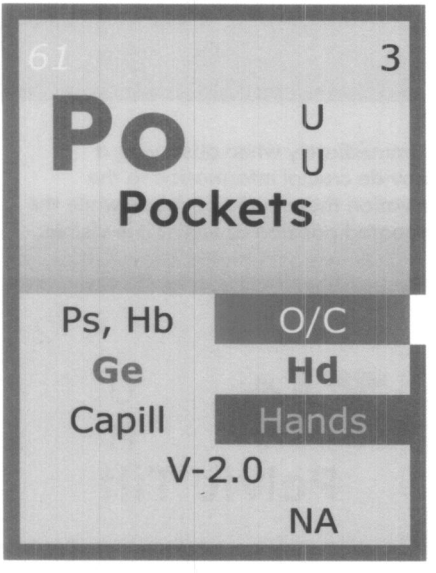
FACING - 60

Even when the upper body isn't facing the direction a subject is paying the most attention, when standing, the pelvis will often follow the subject's object of mental focus.

Variations:

Facing away from interviewer:	Ff1
Facing interviewer:	Ff2



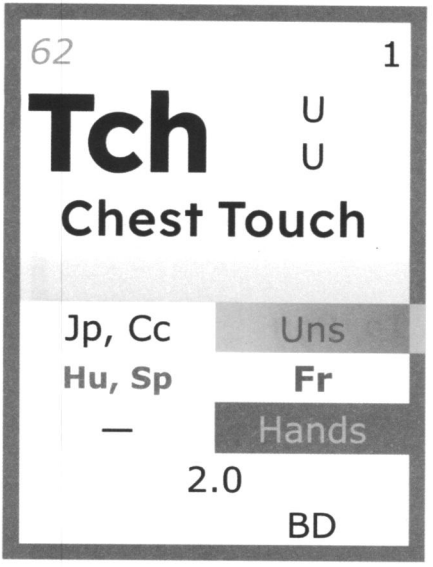


HANDS IN POCKETS - 61

Seeing the hands being placed into t he pockets or noticing a subject in this position can give vital clues to their internal thoughts in the moment. There are three variations in this behavior set:

Variations:

Hands in pockets with thumbs inside pockets:	**Po1**	**Indicating lack of confidence, uncertainty, and willingness to show deference.**
Hands in pockets with thumbs protruding or thumbs in pockets with fingers out:	Po2	Indicating situational confidence and (contextually) sexual availability.
Hands in pockets with only fingertips inserted into opening:	**Po3**	**Showing readiness and/or reservation (contextually).**



CHEST TOUCHING - 62

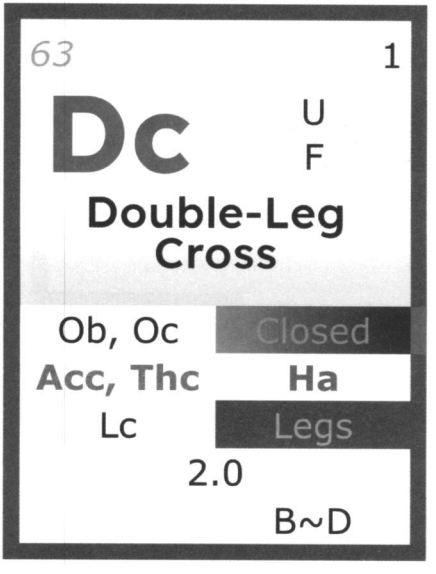
The touching of the chest is a behavior commonly seen in movies by women while they receive bad information from a sheriff. This is an unsure and nervous gesture performed in response to stressful or anxiety-producing stimuli.

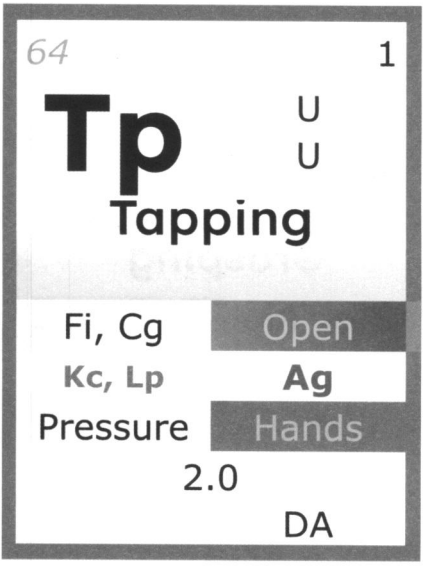
DOUBLE LEG CROSS - 63

The double leg cross is quite different in meaning from a cross as a Figure 4 or a traditional cross at the knees. The double cross is when the legs are crossed in the traditional over-the-knee manner and the foot crosses once more around the lowest leg. This is a very distinct gesture that indicates withholding and probable concealment.

TAPPING - 64

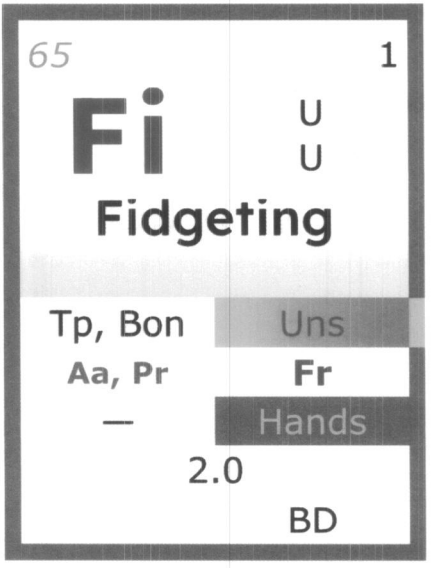
Tapping fingers on a table can have multiple meanings. It is contextually dependent and can indicate boredom, inner thought, nervousness, and tension release. There is no specific tapping movement that indicates one or the other. Context must be taken into account before making a judgment call on the scenario or scoring an interrogation.





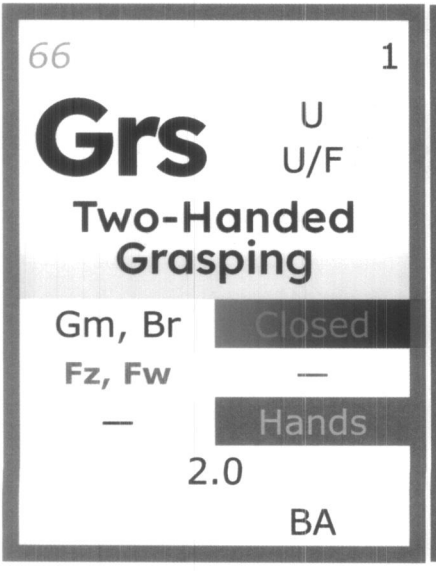
FIDGETING - 65

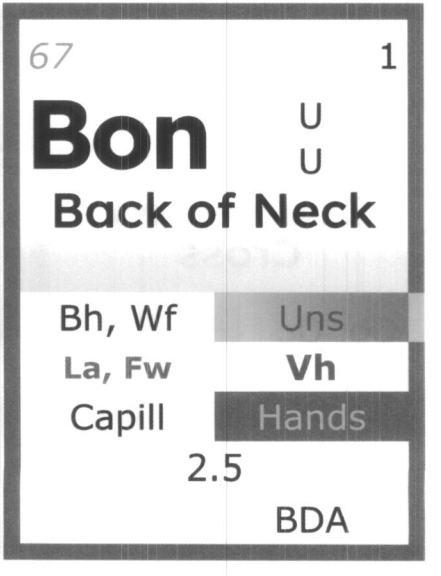
While this gesture can be performed by subjects with or without an object, it typically involves the seemingly non-productive and not intended to accomplish a specific task. The further a body part is away from the head, the harder it is to control during times of anxiety and stress. The accumulation of nervous energy and the buildup of adrenaline causes the body to need to 'burn off' the excess by making small muscular movements in the extremities.



TWO-HANDED GRASPING - 66

This is the behavior wherein a subject grasps an object with both hands. It can be a thigh, leg, object, clothing, or any other object. This is a closed gesture but can be displayed during anxiety and could indicate a need for reassurance and control. Women who are untrusting or overly cautious about their environment will do this to their purses (more on this in the Phoenix Seven people reading system).



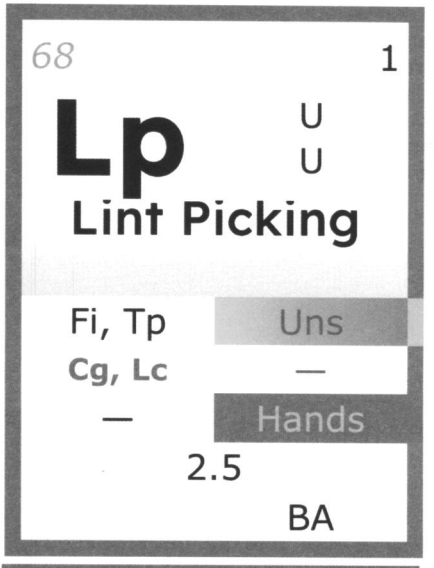


HANDS ON BACK OF THE NECK - 67

The hands will draw rearward to the back of the neck on occasions that present the subject with an opportunity for stress, anxiety, or deep contemplative thinking.

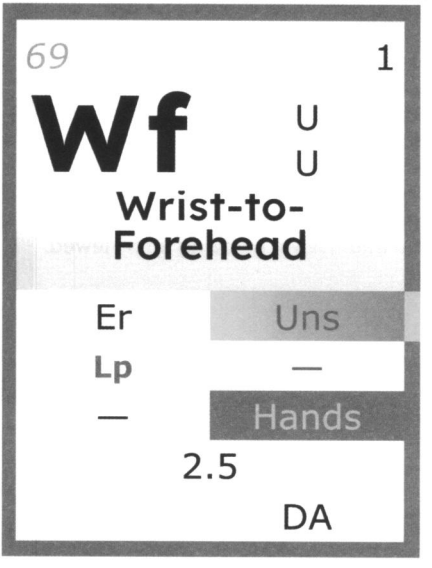
LINT-PICKING - 68

This is a self-conscious behavior that manifests itself in the form of picking lint (real or imaginary) from clothing or nearby objects. This behavior shows nervous energy and insecurity. A person in an uncomfortable lull in a conversation will pick at their clothing in order to do something 'productive' in the passing time that serves as an 'excuse' for not talking.



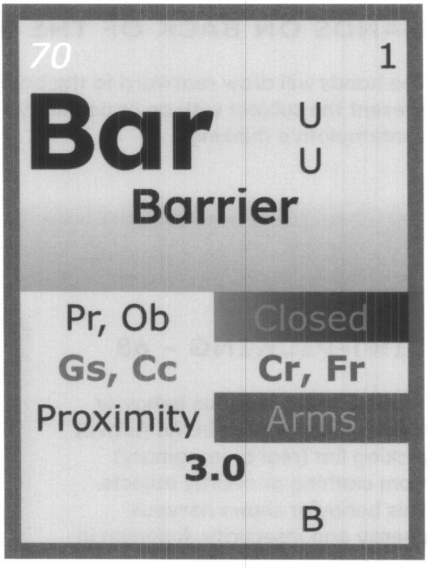
WRIST TO FOREHEAD - 69

This behavior is similar in all regards to the ventilation gestures, in that it communicates a pacifying of stress or a need to reduce internal conflict or anxiety. This behavior, in theory, calms the subject down and is used when the need for self-assurance arises.



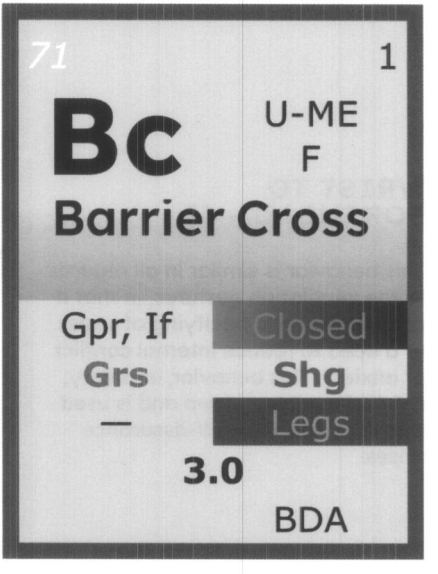
BARRIER GESTURE – 70

This behavior is somewhat difficult to pin down in a social context. Typically, arms will move in various directions throughout a conversation, but the barrier gesture is a behavior that specifically involves an arm coming in direct line between the interviewer and the subject. This is a subtle and mostly unconscious gesture that occurs in sometimes fragmentally significant increments. In social contexts, this can be a way to feel more secure and protected in an environment that causes a person to feel slightly threatened or insecure.



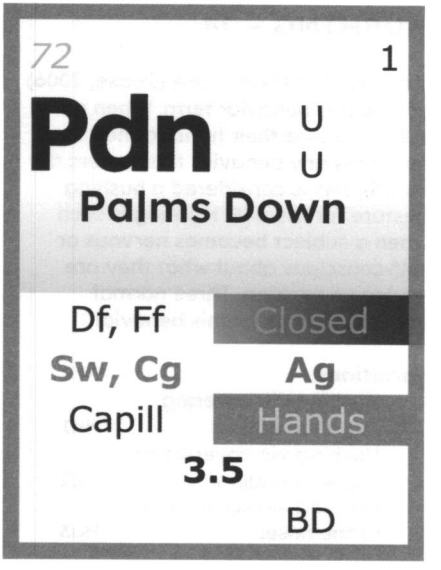
BARRIER CROSS – 71

This differs from the figure 4 and the traditional crossing of the legs in that the legs here are mostly pointed toward the interviewer and are crossed at the calf placed over the knee. This is a closed gesture and where other leg-crossing gestures indicate comfort and relaxation, the barrier cross is indicative of withholding and concealment. This can also be nervous tension associated with the appearance of the interviewer or being interviewed.



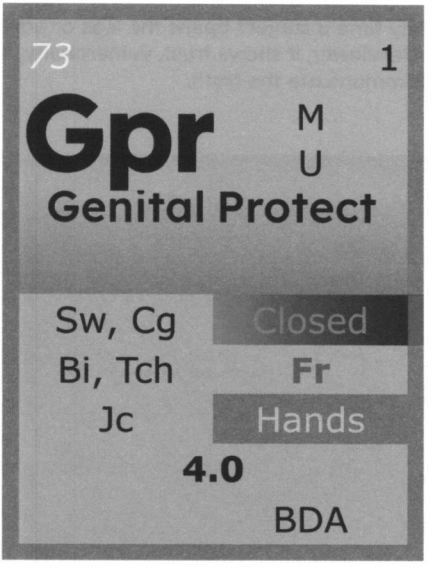
PALMS DOWN - 72

This occurs for various reasons and indicates lack of willingness to be transparent, honest, and forthcoming in an interview. It is a lack of a subject's willingness to 'show their hand', so to speak. During interviews, this is typically seen when a subject becomes threatened, or an operator begins to expose a flaw in their statements. In social scenarios, this may be as harmless as a subject disagreeing with the operator and not wishing to voice their opinions. Subjects who are withholding information will also perform this while listening to questions before they speak.



GENITAL PROTECTING - 73

This behavior is unconscious and indicates the subjects immediate need to protect themselves when a verbal, physical or psychological threat is presented to them. Imagine a man who isn't prone to public speaking standing on a stage while being introduced to a large crowd. The need to cover the genitals is innate in most men and is seen when a subject is feeling vulnerable, threatened or otherwise insecure.

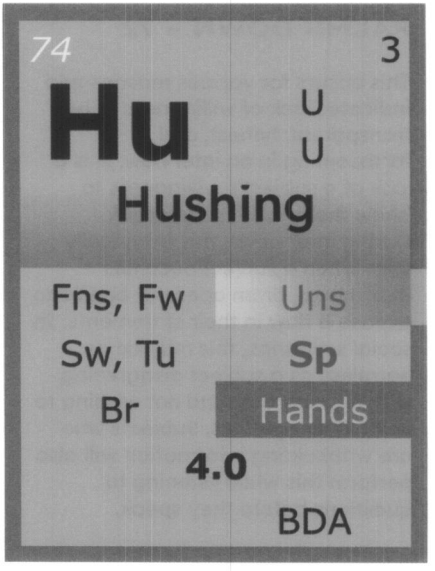


HUSHING - 74

Barbara and Allan Pease (Pease, 2006) coined this behavior term. When a subject brings their hand to their face and does any behavior that covers the mouth, this is considered a hushing gesture for the BTE. Hushing is seen when a subject becomes nervous or self-conscious about what they are saying or thinking. Three normal variations exist for this behavior:

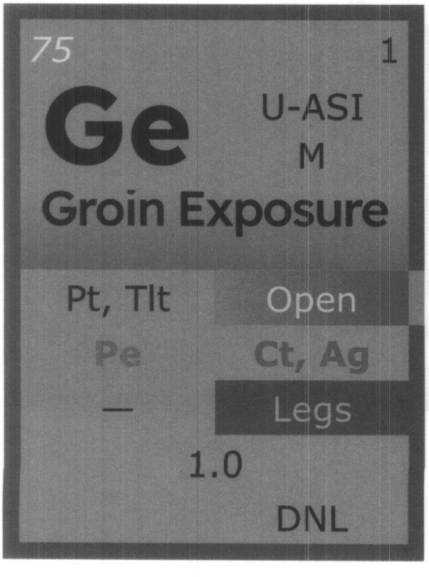
Variations:

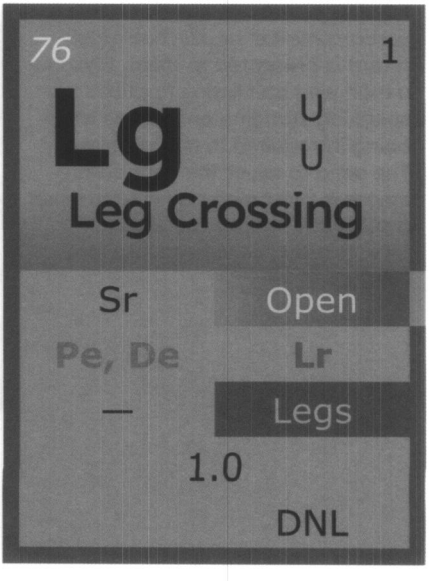
Hushing via covering mouth to cough:	Hu1
Hushing via covering of lips with fingers:	Hu2
Hushing via scratching of the nose:	Hu3



GROIN EXPOSURE - 75

Any time a subject opens the legs or parts them in the direction of the interviewer, it shows trust, vulnerability, honesty, and a willingness to communicate the truth.





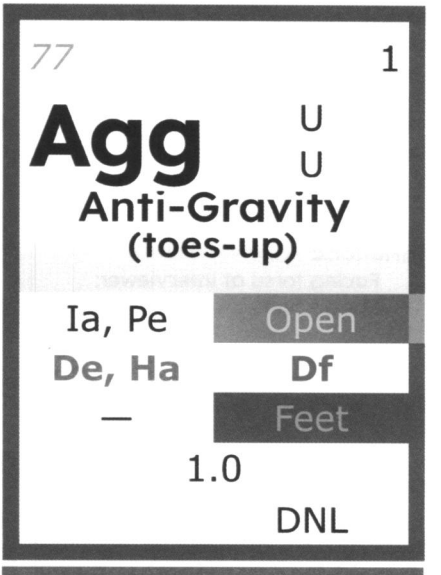
LEG-CROSSING - 76

This behavior is seen when the legs cross in the traditional way; where one knee is crossed over the other and the legs remain mostly together. This is indicative of trust and comfort. Subjects will also typically cross their legs toward the people they trust in a social scene when first sitting down.

While this gesture is important to note during an interview, it's opposite is of even more value. The uncrossing of the legs indicates the opposite of the meaning above.

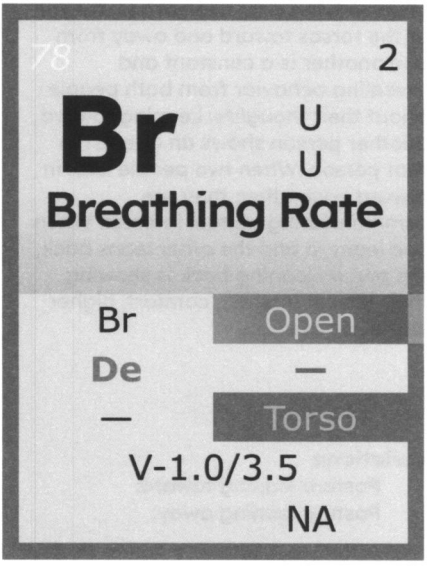
TOES UP - 77

This is an anti-gravity gesture that is frequently seen with arms-in-air gestures and is usually a relief, celebratory and exclamatory gesture. This indicates elatedness and happiness. This occurs when the toes of a subject's shoes are lifted off the ground slightly by the toes. The common rise of the feet is one inch or less.



BREATHING RATE - 78

The subject's breathing will be a fluctuating factor throughout the interview. The average breathing rate is 12-20 breaths per minute for a healthy adult. Breathing rate will typically increase proportional to the amount of stress the subject is experiencing.



TORSO-FACING - 79

While this sounds much like the previous behavior of Twisting Torso, it is specifically referring to the direct frontal or away facing of the torso. For instance, the torso is pointed slightly away from the interviewer at the beginning of a question group and the question causes the subject to immediately face his full body toward the interviewer while either answering or listening to the question. Conversely, the complete opposite is the second variable of this, where the torso would be completely turned away from the interviewer.

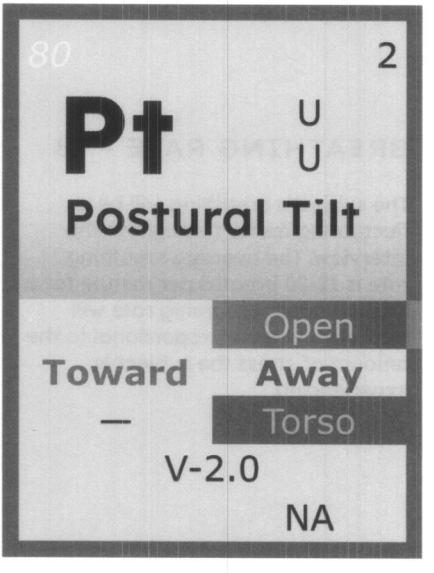


Variations:

Facing torso at interviewer:	FcT
Facing torso away from interviewer:	FcA

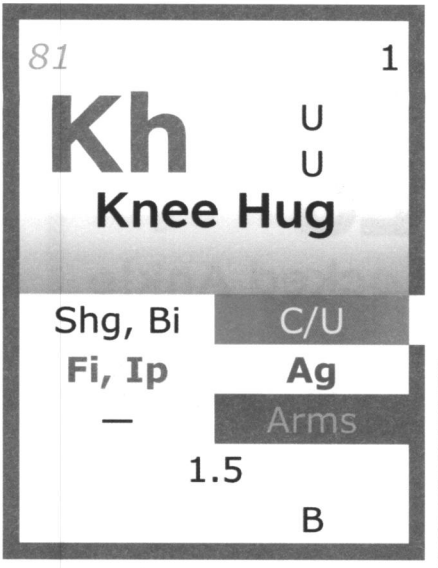
POSTURAL TILT - 80

Within any social encounter, especially one involving only two parties, the tilt of the torsos toward and away from one another is a constant and revealing behavior from both people about their thoughts. Leaning toward another person shows an interest in that person. When two people lean in toward each other, they are communicating mutual interest. When one leans in and the other leans back, the person leaning back is showing their lack of interest, comfort, higher status, or trust.



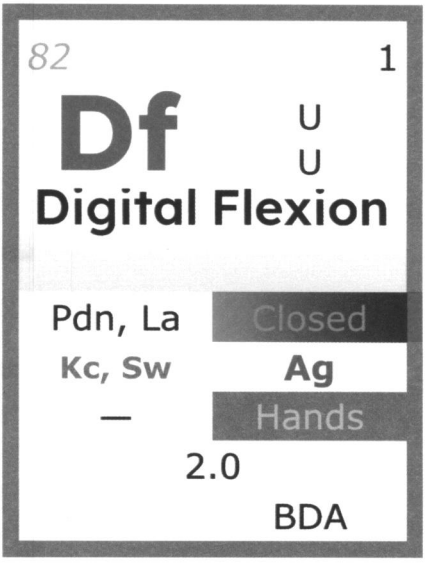
Variations:

Posture leaning toward:	PtT
Posture leaning away:	PtA



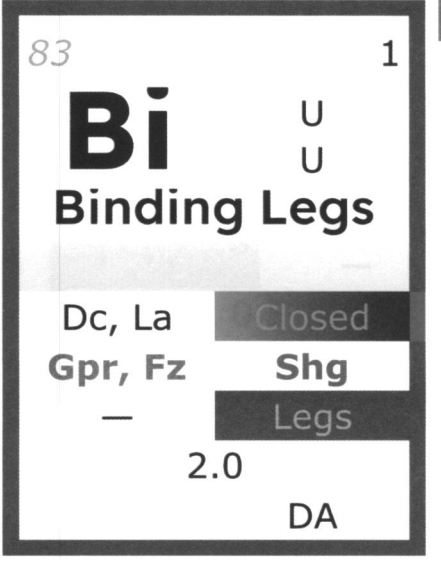
KNEE-HUGGING - 81

This is a rare occurrence in an interview, but this is where a subject, in a seated position, wraps both arms around legs that are pulled up to the chest. The knees have been hypothesized to be an imaginary 'person' and that a subject will hug their arms when a real person is unavailable to pacify anxiety or stress through hugging.



DIGITAL FLEXION - 82

The flexion (drawing in) of the fingers toward the palm is a fantastic in-the-moment barometer of the anxiety of the subject in that specific moment. Noticing a small movement of the fingers in an interview can produce a lot of information when paired with the associated verbal and emotional content within the interview question group. The further the fingers draw into the palm, the more momentary anxiety the subject is feeling.

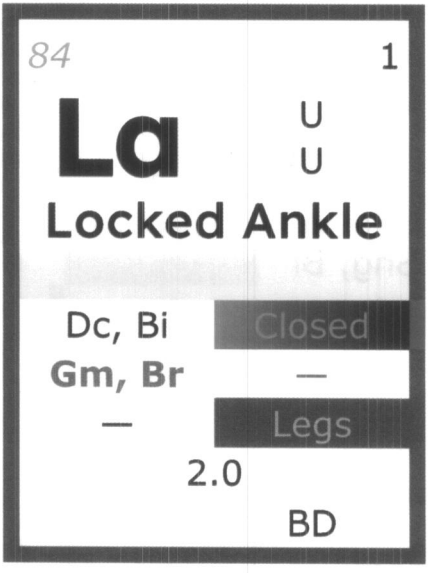


BINDING LEGS - 83

This occurs when the legs come together and show no relaxation. This behavior also frequently brings the feet together to touch. This is associated with secretiveness, fear, anxiety, worry and mistrust.

THE LOCKED ANKLE – 84

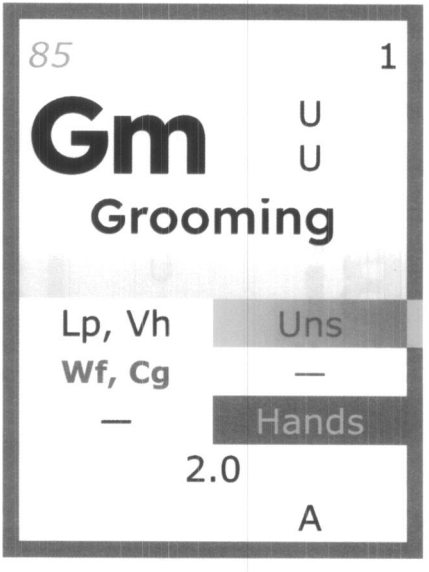
This occurs when the ankles are locked and usually under a chair. Subjects who are unwilling to provide a lot of information, are withholding or concealing information will do this. It is best to deliberately modify this behavior by asking them to stand or move in a way that causes their ankles to unlock.



GROOMING GESTURES – 85

Any behavior conducted with the intention of improving physical appearance or visual presentation is a grooming behavior.

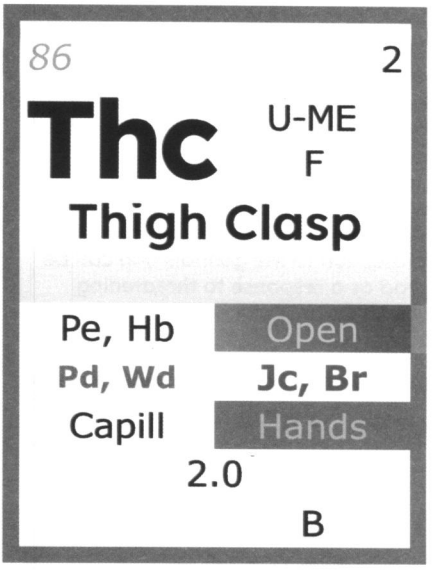
These behaviors exhibit themselves in various forms and are relevant to a degree when connected to the stimulus that caused it. Several variations of upbringing can increase or decrease the frequency of these gestures; subjects who experienced an upbringing that showed more favor to neat appearances will revert to grooming behaviors during times of anxiety. Noting this in your notebook (or mental notebook) should be an easy observation in conversation, regardless of the environment.



CLASPING THE THIGHS - 86

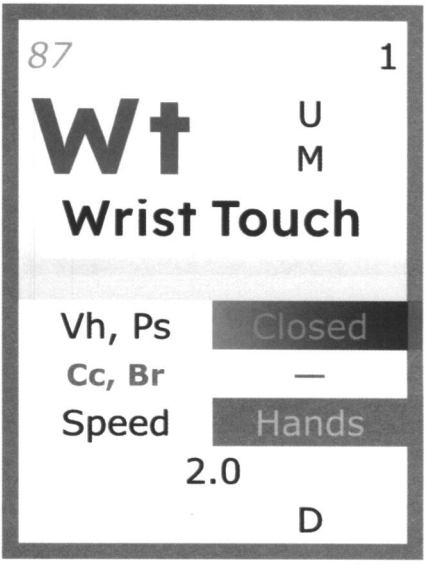
While this is more prevalent in women, men can also display this. This auto-contact behavior is commonly displayed during physical attraction and sexual arousal. Women will do this in a similar way to a pacifying behavior, in that the hands are taking the place of another person and instead of soothing them, they are caressing them.

In interviews, subjects will perform this behavior to control themselves and to minimize the amount of stress they feel. While this isn't a pacifying behavior, it serves a similar purpose. Imagine the thigh clasp as another person, beside the subject, inflicting slight discomfort to prevent the release of information or deceptive behavior.



WRIST TOUCHING - 87

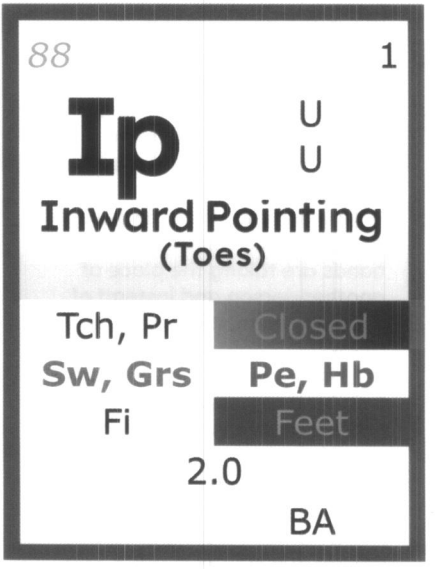
This is another form of auto-contact behavior. It involves the touching of wrists. It is listed as a closed gesture due to its barrier-creating properties and its meaning in social context. This behavior is used as a barrier and comforting movement and gives subjects a sense of protection and security when experiencing social pressure, nervousness, or anxiety. This is often seen in men when in public in the form of reaching across and using one hand to adjust the wristwatch or shirt cuff of the other hand. Performing this same behavior to pop knuckles, rub hands, adjust a sleeve or any other similar action is all considered 87Wt. The second variable here is when a subject reaches across and physically grasps the wrist of the opposite hand. This is an anger-related and self-restraint behavior that sends a completely different signal (hence the red lettering).

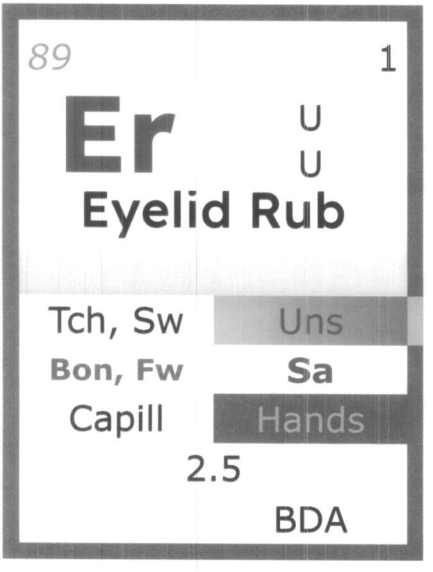


"Adjusting": Wt1
Grabbing: Wt2

INWARD TOE POINTING - 88

This happens very slightly more in women than men and indicates self-consciousness. When paired with barrier-behaviors, it can indicate concealment, mistrust or withholding. Toes point inward when people feel insecure and when a subject wishes to occupy less space. This behavior also offers some protection to the genitals and can be read as a response to threatening scenarios or social environments.



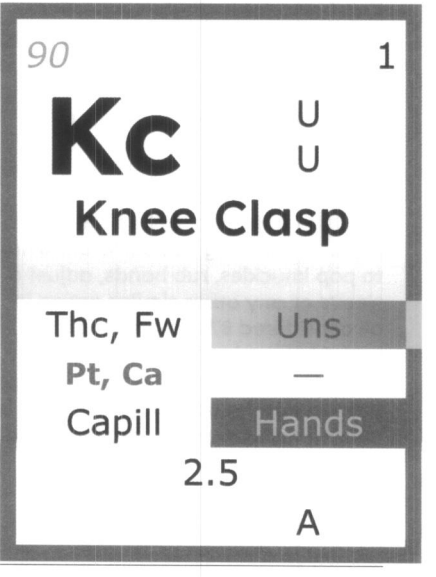


EYELID RUBBING - 89

This is another hand-to-face gesture that shows signs of concern in addition to the stress immediately identified by the hand-to-face gesture. Rubbing the eyelid is mostly performed by men and can indicate the need to stop thinking of something or to end a train of thought.

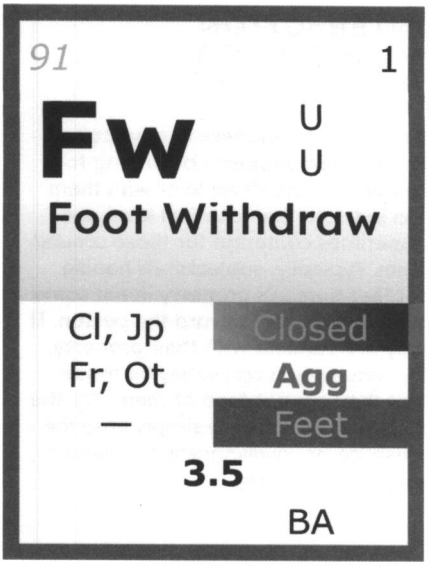
KNEE CLASP - 90

The knee clasp behavior is indicative of a need to leave or end a conversation. This takes place only in the seated position. This is when a subject (usually with both hands) takes hold of their knees. It's usually followed by a longer inhale than normal.



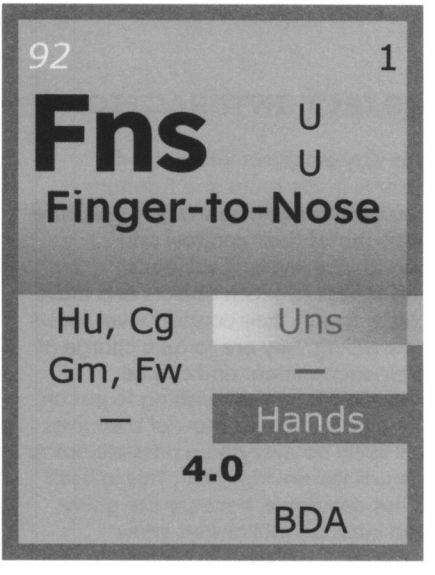
FOOT WITHDRAWAL - 91

This is the sudden withdrawal of the feet during conversation while seated. The feet draw rearward underneath a chair. This behavior indicates the sudden and immediate need for withholding and can also indicate loss of trust in the interviewer, self-consciousness, and concealment.



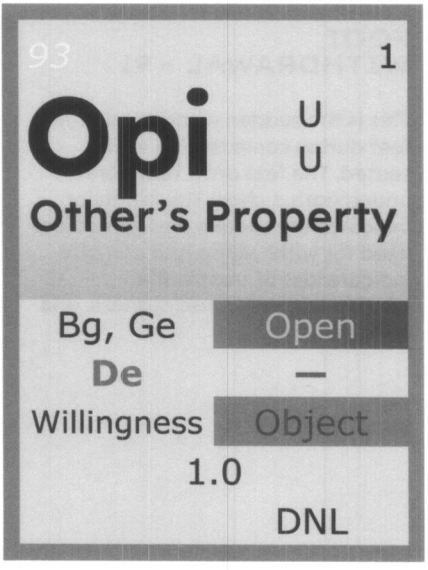
FINGER TO NOSE - 92

This is a variation of a hushing gesture with the added meaning of concealing the instinct to cover the mouth. This is a high-rated behavior in that it is one of the most deceptive in all of nonverbal deception research. While this behavior alone might not score high enough on the scale to be qualified as deceptive, when it is seen in interviews, it is almost always accompanied by a similarly rated gesture.



INTERACTION WITH OTHER'S PROPERTY - 93

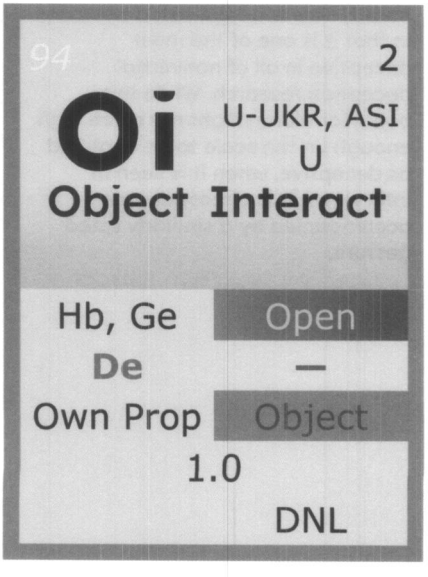
A subject's willingness to physically interact with property belonging to people who aren't familiar with them can indicate their comfort level and sometimes contempt for those around them. Typically, subjects will handle another person's property in the same manner they feel toward the person. If they are careless with their property, the assumption can safely be made that they are not fond of them. For the BTE observations, we simply note the presence or unwillingness to interact with such property.



Voluntary interaction with belongings: Opi
Unwilling to interact, even when presented opportunity to do so: -Opi

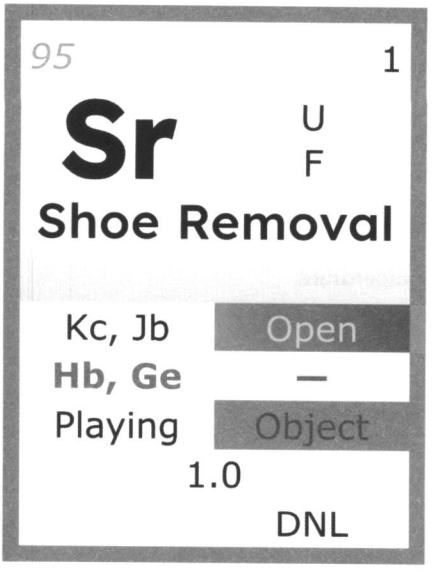
OBJECT INTERACTION - 94

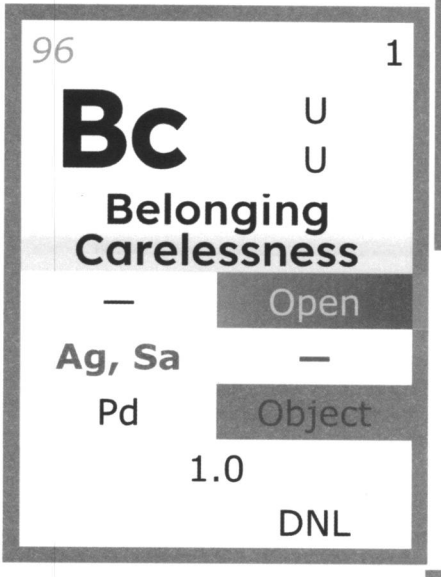
The way a subject interacts with objects in the room and furniture around them can be a highly accurate indicator of their comfort and confidence levels. A subject's willingness to touch objects and move chairs to suit their comfort level shows how willing they are to take charge of their environment and can be revealing. A subject wishing to put on the best deception show of their lives will likely do everything possible not to disturb the environment. This in itself is not deceptive, because the guilty and innocent will always show different baselines of confidence and comfort.



SHOE REMOVAL - 95

The willingness or display of the removal, partial removal or unconscious fidgeting with footwear shows signs of comfort, confidence, and trust. This can occur in numerous ways and if seen, should be interpreted as a sign of subject comfort and trust.





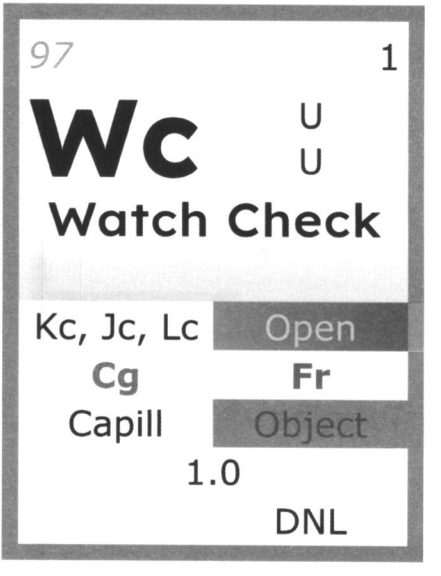
BELONGING CARELESSNESS - 96

This behavior refers to the subject's carelessness with his or her own property. Whether conscious or unconscious, a display of carelessness will communicate a careless attitude and an aloof nature that is not conducive to a good interview.

Examples of this are throwing phone, keys, and objects onto table, tossing purse onto seat, yanking chair out to sit and throwing jacket onto chair back.

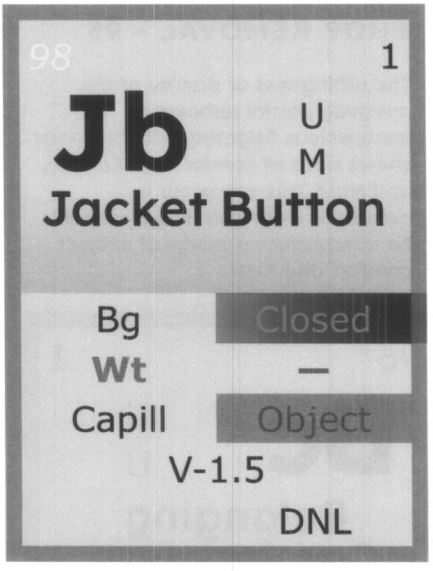
WATCH CHECKING - 97

This behavior is commonly understood and easily spotted by a novice interviewer. Pay particular attention to whether the checking of the watch involves the subject using two hands and if the opposing hand places an unusual amount of tension while 'holding' the watch to view it.



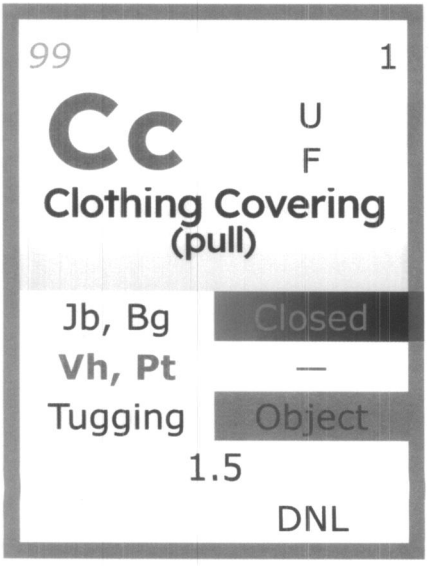
JACKET BUTTONING - 98

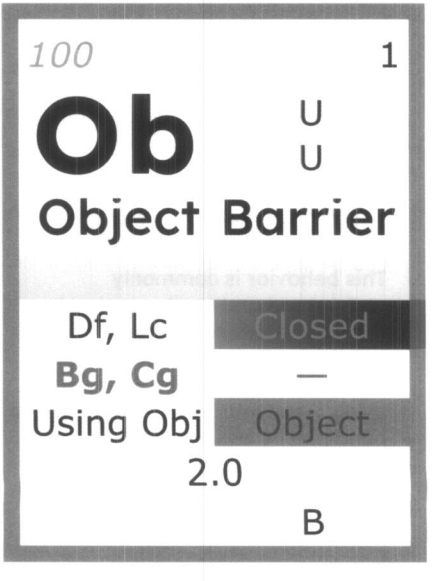
This is more common in males simply due to the type of clothing worn regularly by men. The buttoning of a jacket usually indicates a stopping point in trust, withholding and anxiety. This is heavily affected by temperature.



CLOTHING COVERING - 99

This refers to the pulling or adjusting of clothing in a way that increases its amount of coverage on the body. This can be seen in women pulling a shirt down to cover themselves, lifting a sleeve to decrease breast exposure and puling sleeves to cover more wrist area. This behavior is affected by temperature.



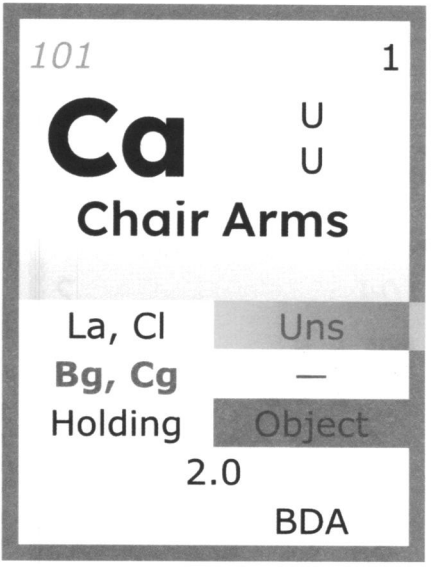


OBJECT BARRIER - 100

This involves the covering of the body with any object. Girls walking to school holding books across their chest, holding a drink at a bar in front of the body, using a book or clipboard as a barrier on a table by lifting it and putting objects (even cups) in between the subject and interviewer are all examples of this behavior. It indicates signs of insecurity, need for protection and sometimes a subject with withdrawn social behaviors.

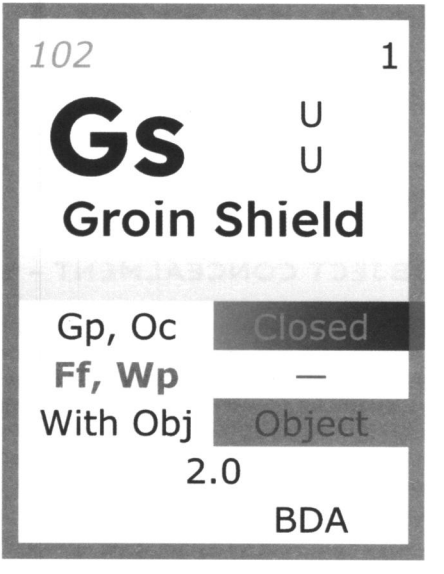
CHAIR ARMS - 101

This involves the wrapping of the hands around the arms of a chair. This is a sign of self-restraint and can indicate the withholding of information. Make note of the pressure with which the subject grasps the arms of the chair and if one hand is tighter, showing more capillary response than the other. Discerning the meaning of this behavior without associated behaviors is almost impossible.



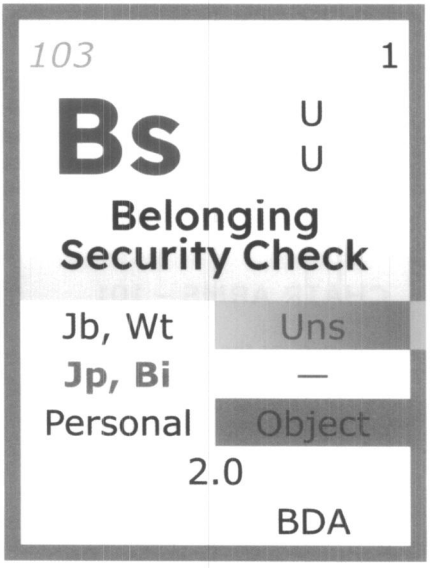
GROIN SHIELD - 102

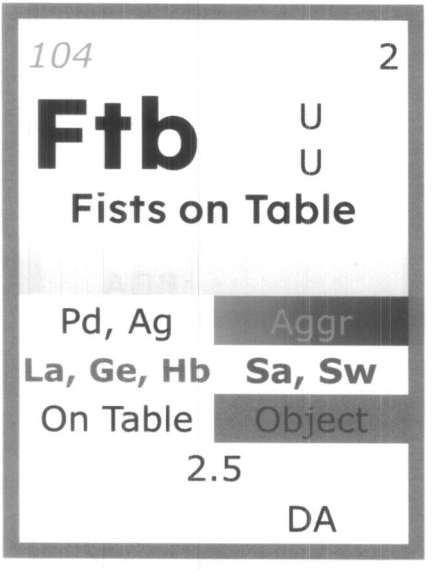
This is a barrier gesture, but it differs from object-barrier behaviors in that the same behaviors are made to cover the genital areas. This carries the same meaning as groin shielding in that the behavior is unconscious and indicates the subjects immediate need to protect themselves when a verbal, physical or psychological threat is presented to them.



PERSONAL BELONGING SECURITY CHECK - 103

This occurs when a subject visually or physically interacts with an object belonging to them for the purpose of checking its safety, presence, or exact location. This is a strong indicator of mistrust and shows signs of nervousness and insecurity. This is commonly seen in interviews when a female subject unconsciously grabs her purse or pulls it closer to her without looking. Another common example of this is men reaching back to check for the presence of their wallets, pulling a phone on the table closer to them and patting a shirt pocket to ensure something is still there.



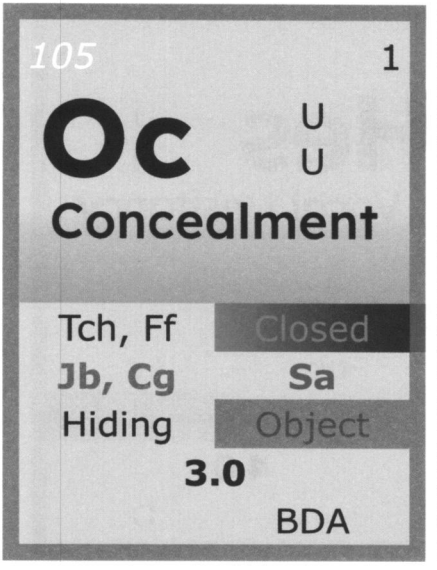


FISTS ON TABLE - 104

This is a highly aggressive behavior but is almost equally shown in deceptive and genuine people. Discerning the difference between deceptive and honest subjects exhibiting this behavior must be done in real time, watching for associated behaviors, and ensuring the timing coincides with the behavior. Honest behaviors happen simultaneously, whereas deceptive behaviors tend to happen microseconds apart from each other because they all have to come from different parts of the brain, instead of one.

OBJECT CONCEALMENT - 105

This behavior is seen when subjects conceal something from view or attempt to do so such as when you approach a subject and they tilt the screen of their phone away, close the opening of a purse or unconsciously draw their hand over a phone screen. This is also seen when holding a phone at the side of the body. The angle of the phone is unconsciously adjusted away from the interviewer. This behavior can also indicate a desire to conceal information not contained in a subject's phone at all. The phone is simply the unconscious surrogate that is used.



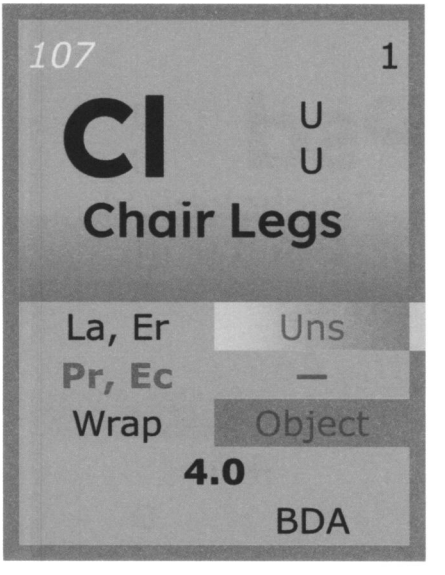


JEWELRY PLAY - 106

The jewelry most people wear is closely associated with identity and self-image. Playing or fiddling with jewelry can be a way subjects pacify themselves during social stress or anxiety. This is frequently seen in women playing with or reaching up to grasp a necklace or bracelet.

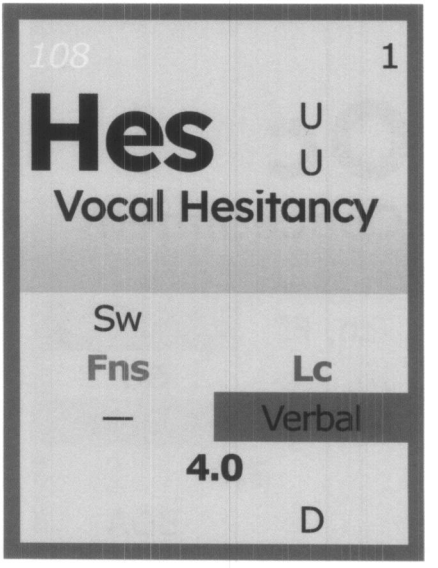
FEET AROUND CHAIR LEGS - 107

When a subject wraps the ankles around the legs of a chair as if to stay put when someone is pulling them upward is marked as Cl. This behavior is a self-restraint gesture and almost always indicates the withholding of information and unwillingness to openly participate in conversation. This is an under-researched behavior but has been seen more commonly in young adults during interview scenarios.



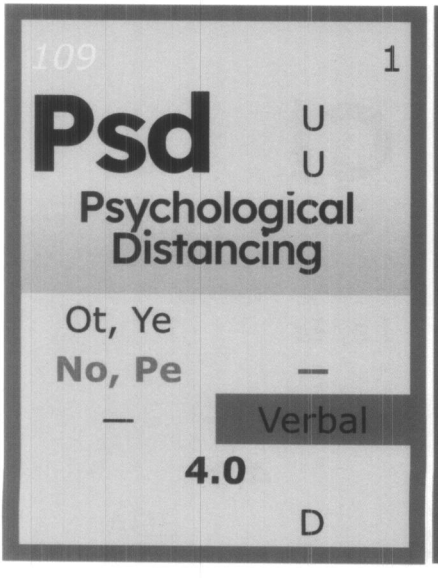
VOCAL HESITANCY - 108

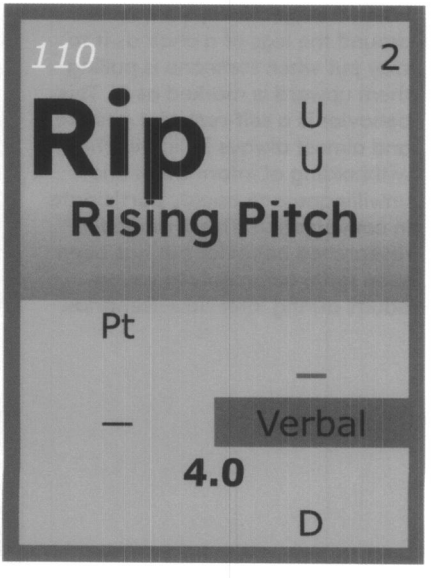
The hesitancy seen before an answer begins is a time gap that allows a subject to process their story in their mind and ensure its success before vocalizing out loud. We know this occurs because the subject displays a distinct pause prior to answering a question or making a statement.



PSYCHOLOGICAL DISTANCING - 109

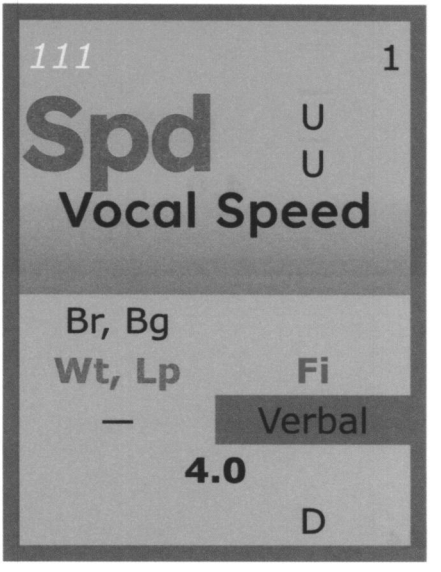
This occurs when a subject euphemizes the crime or offense in question and replaces it with a less-severe word. Examples include using 'hurt' instead of 'kill', 'take' instead of 'steal', 'relations' instead of 'sex' and 'touch' instead of 'molest'. This is a very common deception tactic employed by the subconscious to lessen the guilt experienced in the presence of interviewers. It is a psychological way of reducing the amount of nonverbal stress that shows in the body during interviews as well.





RISING VOCAL PITCH - 110

The stress of deceiving an interviewer and the anxiety caused by fear of failure with high stakes causes the muscles in the vocal production area to tighten and raise the natural pitch of the voice during testimony and conversation. This is measured only as a deviation. If this is a baseline element, it must not be recorded as a 4.0-coded behavior.

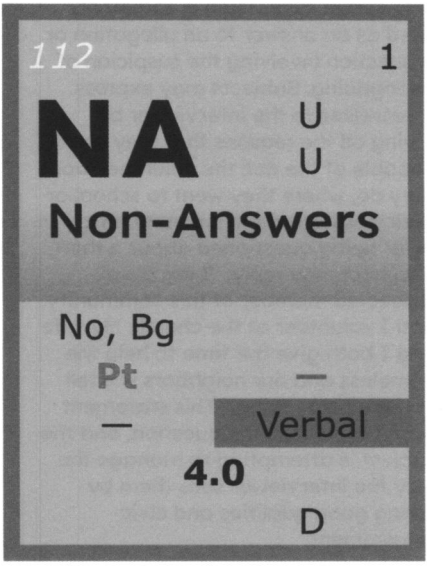


INCREASE IN VOCAL SPEED - 111

This observation requires the interviewer or analyst to establish a vocal baseline, noting the cadence with which a subject speaks. In an attempt to quickly 'get it over with', subjects will frequently speed up the rate of speech in order to lessen the amount of psychological stress experienced and exude fewer nonverbal signs of deception during the deceptive statement.

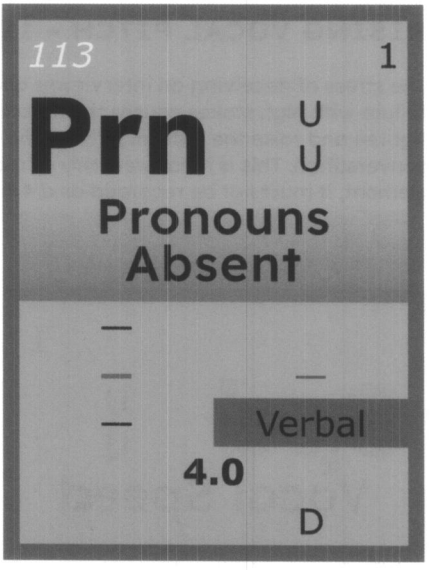
NON-ANSWER STATEMENT - 112

This occurs when a subject replies to a question with a lengthy response that does not answer the question. Any reply to a question that doesn't answer the question is considered a non-answer statement. An example of this is the interviewer asking, "Did you go to the liquor store last night?" and the subject responding, "I don't even drink."



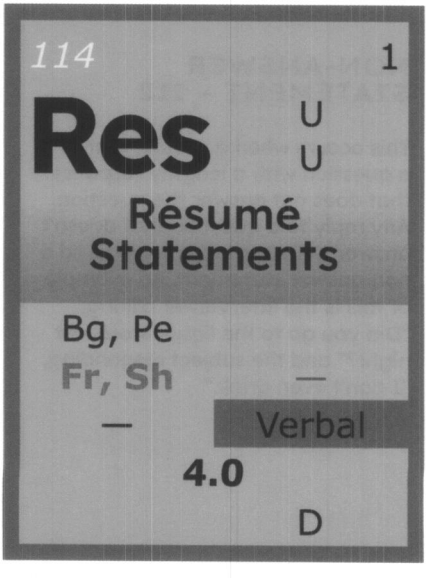
PRONOUN ABSENCE – 113

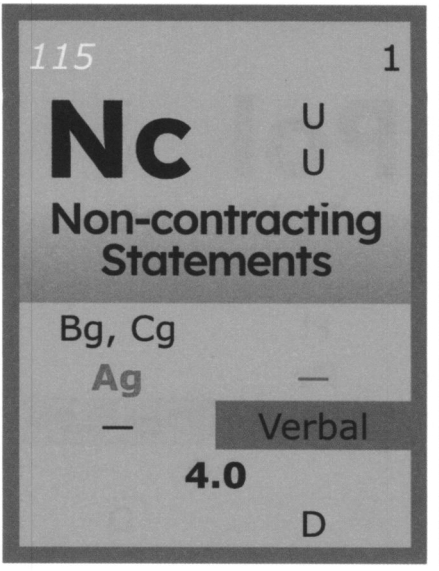
Deceptive statements will sometimes lack pronouns because of the load placed on the cognitive faculties during deception. An example of this is a subject, after being asked to recount events, saying the following: "Well, woke up around two, went to the ATM at the gas station, left the bar around two AM and got back to the house around two thirty." You will see the absence of pronouns come up more regularly in conversation when you begin to listen more closely to regular daily conversations you have with others.

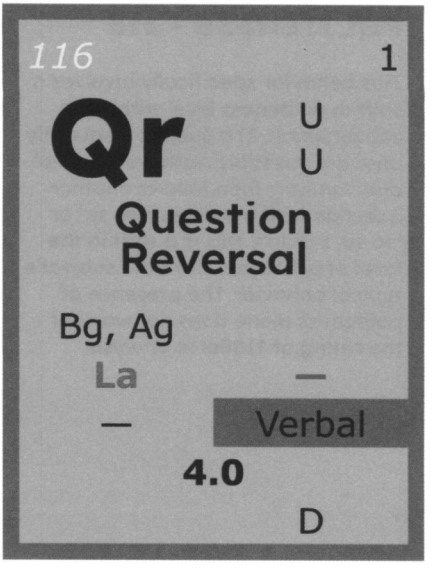


RÉSUMÉ STATEMENTS – 114

This verbal expression is commonly used as an answer to an allegation or a question involving the suspicion of wrongdoing. Subjects may express themselves to the interviewer by giving all the reasons that they aren't capable of the act: the volunteer work they do, where they went to school or their position within a community. After being questioned about a theft, a subject may reply, "I am a well-respected member of this community and I volunteer at the church. My wife and I both give our time to help the homeless and our neighbors will tell you the same thing." This statement hasn't answered the question, and the subject is attempting to manage the way the interviewer sees them by listing good qualities and civic involvement.

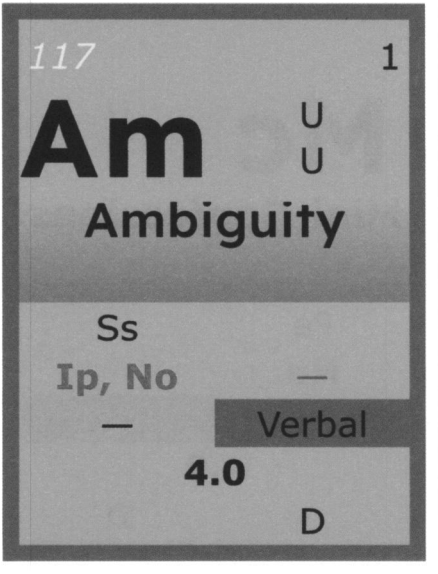






NON-CONTRACTING STATEMENT – 115

When a subject denies or rejects an accusation, in order to make the statement easier to believe, they may remove the contraction of two words, such as 'did not' instead of 'didn't' and 'could not' instead of couldn't'. This is a way the subject can feel like they are more clearly communicating to the interviewer and it is done on a subconscious level. The subject's subconscious mind is doing its best to remove ambiguous communication in order to make the statement sound more matter-of-fact.



QUESTION REVERSAL – 116

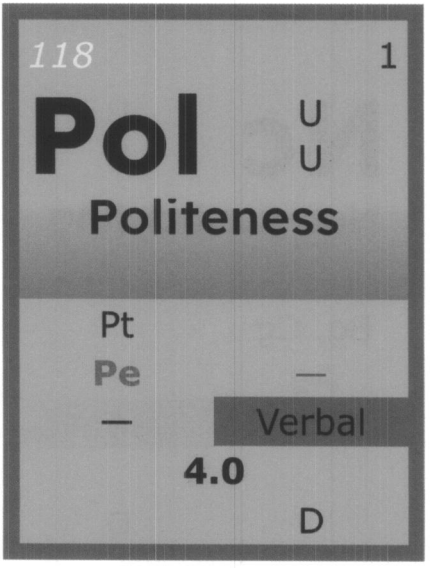
This is an aggressive reversal of questioning by the subject. When asked a question, the subject will respond with a question that implies guilt in the interviewer or designed to question the motives of the interviewer for asking the question.

AMBIGUITY STATEMENTS – 117

This occurs when a subject answers a question and provides vague statements about the incident or their recount of the events therein.

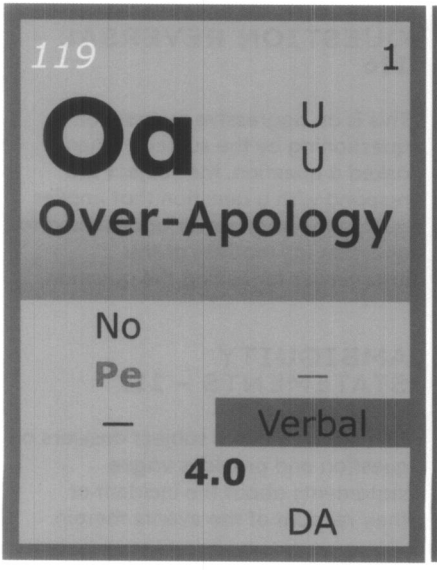
POLITENESS - 118

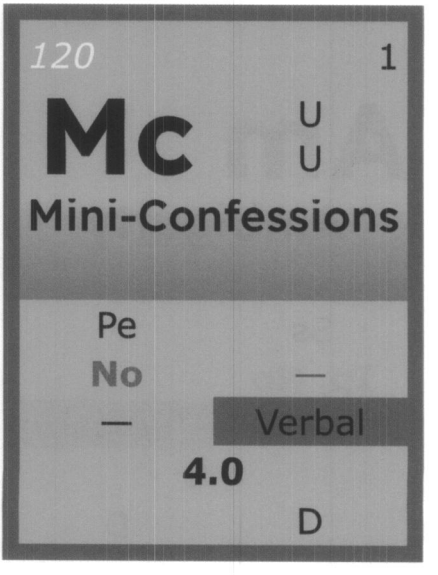
This behavior specifically involves a shift in politeness level within the conversation. If a subject frequently answers questions with 'yeah', 'yep' and 'mmhm', then follows another question with a sudden 'yes sir' or 'no sir, I didn't' this is a shift in the level of politeness from the subject's typical behavior. The presence of politeness alone does not warrant the rating of 118Pol in analysis.



OVER-APOLOGIZING - 119

When a subject continually apologizes for things that occur during the interview, like not being able to provide more information, having inadequate detail or not having what they think the interviewer is looking for, this is a subconscious apology for other things that needs to be uncovered. The sudden presence of apology in conversation is very much a red flag, regardless of its associated reason.





MINI CONFESSION - 120

This takes place in the form of a confession that isn't for the event for which they are being questioned. In the subject's mind, if they can confess to a few small things, they will appear to be more open and honest, and then the interviewer will eventually either forget to ask them the bigger questions, or they will trust them. The mini confessions take place during the interview and seem to be genuine, honest confessions of small and insignificant wrongdoings.

EXCLUSIONS - 121

Words that seem to answer the question, but deliberately exclude an unknown item are exclusions. It is a polite way of withholding information from an interviewer. Examples include the following.

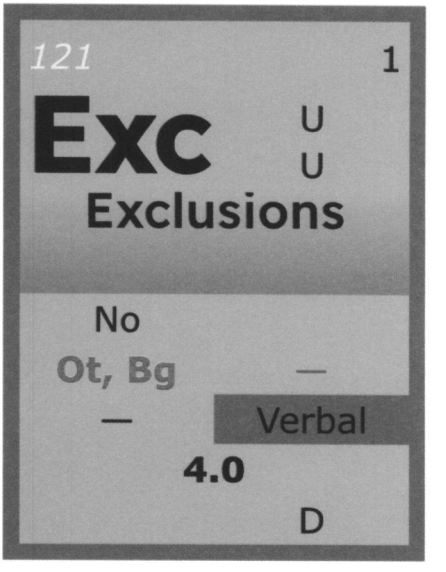
"...as far as I know..."

"...to the best of my knowledge..."

"...basically..."

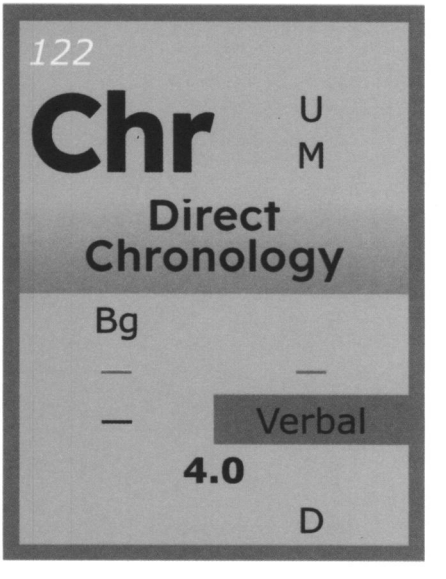
"...probably..."

"...I suppose..."



DIRECT CHRONOLOGY - 122

This behavior is difficult to spot because the interviewer has the potential to inadvertently trigger it and therefore make it void and unrecordable. When a subject recounts a story or chain of events in perfect chronological order, this is a 122Chr. Emotional stories will often be jumbled and the subject will almost always start with the most traumatic part of the story. However, if the interviewer directly asks the subject to recount events in the order they occurred, the chronology of their statement is basically irrelevant.



SECTION 05: PROFILING HUMAN BEHAVIOR

ANIMAL BEHAVIOR IN HUMANS

THE CREATURES ON OUR PLANET were shaped and formed in ways that changed over time. These changes were gradual, but they were a result of the things that hurt us and things that kept us safe. Animals adapt by getting faster, smarter, thicker skin, more dangerous to approach, and harder to hunt down. Proportionately, their predators would also risk extinction without an equally scale-tipping shift in capability.

We've got a unique gift as humans: we're one of the most adaptable species on the planet.

I GOT BIT BY AN EEL

While stationed in Pearl Harbor, Hawaii, my friends and I would routinely go scuba diving along the gorgeous reefs of Hawaii. On one Saturday afternoon, we were on the southeast coast of Oahu, and we had taken a series of stunning photos of the vibrant fish along the reefs. A swell pushed me backward onto a reef and I felt a sensation I can only describe as part of my arm being put into a blender.

There was blood everywhere. When my friends pulled me up to the beach, everyone thought I had been bitten by a shark because of the amount of blood. I spent six hours in a hospital and went home with a wrap around my arm, with unbelievable pain still shooting through my nerves like fire for several months.

I later realized I had been bitten by an eel. Now is a good time to mention that a moray eel can grow up to about 13 feet long, and they are one of the meanest-looking creatures you can imagine. We are talking horror movie stuff.

Several weeks later, I was having lunch with Milton, a 72-year-old man who I viewed as my mentor. I was complaining about a total douchebag named Erik at my work, giving examples of how this guy's behavior was so atrocious. I explained how Erik would try so hard to act tough and cool, behaving in a weirdly aggressive manner,

so that people would see how badass he was. Erik also had a natural tendency toward being angry when someone asked him a question, or even suggested he should do something differently. Just communicating this to my mentor made me visibly upset. Milton could tell I was angry describing this guy, so he asked me a question that changed my life, and after 20 years, became a part of the book you're holding now.

"Did Erik rip the muscles in your arm in half?"

I stared at him, waiting for a punchline. He tilted his head and waited for an answer.

I shifted in my seat and cleared my throat. "Um. No. Why?"

He smiled. "Well, that eel that bit you did a lot more damage than Erik ever will, yet you're not mad at the eel. I was just wondering why you'd be mad at Erik and not at the eel. Maybe you could hunt the eel down and kill it?"

I squinted at him, trying to understand. "The eel? You want me to be mad at the eel? It's just a creature that was scared and bit me to defend itself. This is how it evolved. It was scared. It was just protecting itself."

Milton sat his coffee cup down onto the table and waited for my slow ass to finally grasp what I had just said.

When it happened, my shoulders fell. The skin on my face relaxed into the holy-crap moment of understanding.

When we see someone who is prone to aggression and bouts of shouting, we may tend to make the mistake of shaking our head in dismissal or disapproval. However, if, like a scientist, we looked at this 'creature' as the *result* of what has shaped its growth, everything suddenly changes. We start to see the creature as a result of what hurt it in the past, and what kept it safe.

This may cause an almost out-of-body experience, seeing this aggressive behavior as nothing but the result of perhaps an 8-year-old being bullied, getting taunted relentlessly on the playground only to head home to an abusive, alcoholic father. If we imagine this, and we see this child crying alone in bed, unconsciously vowing to *never be hurt again*, we'd understand their evolution into a loud, aggressive, and posturing individual who no one would ever consider attacking in the future.

How would this change you, if you had this type of x-ray vision when you saw people? What might this change for the world?

The journey I'm about to take you on is going to change the way you see the world, and maybe yourself, forever.

ANIMALS AND BEHAVIOR

If you confuse and anger a rattlesnake enough, it will bite itself - and die.

We tend to harbor a lot of resentment, judgment, and anger toward other people. In the end, it winds up hurting us the most.

If I took you through a magic portal where you could instantly see the private thoughts, insecurities, and maybe even the internet browsing history of everyone you know, your life would change...both permanently, and immediately.

In the end, it's my sincere hope that you never see the world the same way again. I want to fundamentally change the way you see people - forever.

When you can see through the masks people wear, and you grow to eventually see the reasons behind the shapes people take, everything changes. Every interaction you experience becomes a connection to something deep and powerful with the power to transform not only that conversation, but your time on earth.

We aren't here for long. Let's do our best to see that in others too.

THE PROCESS

We've been changing shape for a long time. As a species, humans have been adapting to all kinds of challenges.

I want you to meet a friend of mine. Her name is Amy.

> Amy lives in a time one hundred thousand years before the iPhone came out. She's a cavewoman.
>
> In Amy's time, she dealt with a lot of serious conflict. Tigers, famine, disease, lack of resources, and medical issues were daily threats to her existence. Amy couldn't order a pizza when she was a little hungry. She had to work with her tribe for resources.

Our ancestors left us a lot of tips written into our DNA. The reason we instinctively fear snakes as children (and adults) is that our ancestors did - and it kept them alive. The reason we are obedient to authority and conform to group norms is because our ancestors did, and it kept them alive. We're born knowing how to smile, frown, and even show disgust on our faces. This is the result of millions of years of communication and survival keeping our ancestors alive long enough to reproduce. Since literally zero of your ancestors died a virgin, you have some pretty good genes!

We've not only evolved over the course of millennia, but we continue to evolve over the course of our lifetimes. Much of what we are as adults is a product of patterns of behavior we learned in childhood.

Some of us were bullied, some were coddled and spoiled. Some were dirt-poor, and some were wealthy. As we age, our brains pick up on every behavior we need to stay safe, get along, and get rewards.

- Stay safe.
- Get along.
- Get rewarded.

In that order.

Those are the programs we have been running in the background of our minds since we were children. For a child with an alcoholic father who's abusive and mean, staying safe might have meant staying hidden, remaining quiet, and making as little fuss as possible. For another child with a narcissistic parent, getting along might have meant complimenting their parent all the time not only to stay safe, but to get along, and get rewarded. Then, as an adult, without knowing it, they carry forward these behavioral patterns of complimenting people a bit too much. Not because they are conscious that this behavior is from childhood, but because it's just 'who they are.'

In another case, a child who grew up in opulence and was wealthy beyond what most of us could dream about, stayed safe by blending in, conforming to social 'rules' and keeping their manners in the highest possible form.

Some in the same situation rebelled against the wealthy family, staying safe by revolting against the norms and becoming a child who sought safety in a group of non-conforming friends. Staying safe meant deviating from family rules as much as possible in order to get along with their 'tribe' of friends. Their 'reward' came in the form of belonging and feeling powerful by breaking from tradition and conformity.

In another instance, a child is bullied at school and consistently treated like a doormat by his parents. Somewhere around the age of 9, this little boy unconsciously makes a decision to never be hurt again. He over-corrects as a child, posturing and displaying aggressive and loud behavior so that the kids at school won't approach or hurt him anymore. He yells at people, begins displaying bully-type behaviors, and adopts an aggressive attitude, secretly hoping no one will ever see him as a target again.

Later, as an adult, he unknowingly brings this behavioral pattern (life script) into his life; he postures at work, drives a vehicle that makes him look tough, and is loud and aggressive in his interactions. He's not aware that he's brought this fearful, protective behavior into adulthood. He's not aware that his actions are rooted in a deep fear of someone hurting him – and avoiding an attack. He's just continued the behaviors that...

- Kept him safe.
- Got him into social groups.
- Gave him rewards (safety and lack of fear).

THE CHILDHOOD TRIANGLE OF DEVELOPMENT



These three drives, that all children have, end up building behavioral drives that last a lifetime. The sad part is most of us will never realize the behaviors that kept us safe and got us rewards as children are largely a part of who we are today.

Our behavior isn't a random mixture of parenting and other boring things psychologists like to tell us. Our adult behavior is a result of a mixture of **the childhood triangle of development**.

- Safety
- Friends
- Rewards

Rewards are different for us all. For some, in dire circumstances, it might have been food. For others, it might have been praise from parents. For others, it might have been a feeling of accomplishment or success.

Here's another example:

> Emily is 6 years old. Her father works long hours and rarely pays any attention to her. As she grows up, she realizes that when she becomes sick with a cold or hurt from a bicycle accident, her father shoots from his living room chair and provides her with attention, care, and reassurance - everything she craves as a child. Unconsciously, she forms a behavioral equation (life script) in her head that she will later bring into adulthood.
>
> "Being injured or hurt equals positive attention, praise, and affection from people."

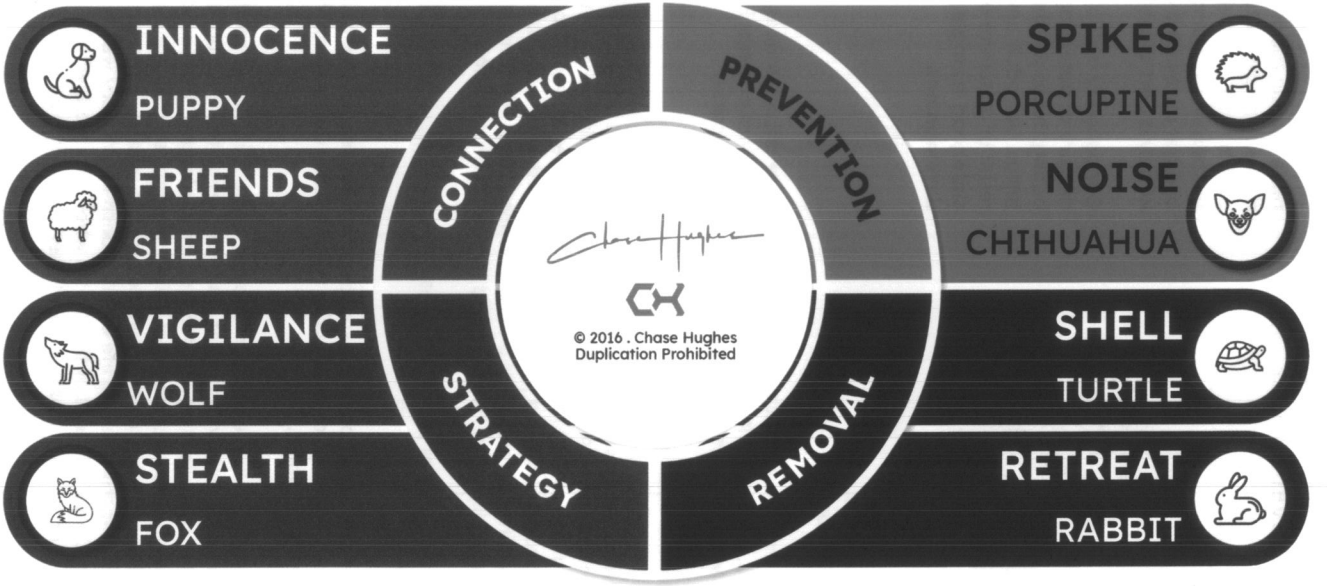
Notice how her equation didn't say 'dad,' it said 'people'. That's how our brains work as kids - parents and authority figures serve as our 'map' for how the rest of the world works.

Now an adult, Emily is employed at a car dealership. In her relationship, she uses these same behaviors to get what she needs from her partner. In her job, she uses the behavior to gain affection and belonging from others. Neither is very successful. The foundational beliefs she formed as a little girl are coloring every action she takes as an adult. Being hurt, injured, offended, crying, and complaining about stressful life events doesn't work very well to get her what she wants. Despite dozens of therapists who try to work with her (without understanding these scripts, or how to see them), she's still suffering.

She is unable to fully live her life because the therapists feed her behavioral patterns - giving her all the belonging, affection, and appreciation she needs when she comes into the office and talks about her 'injuries'. And *not once* has a therapist addressed the foundational beliefs she formed about the world as

THE ANIMAL BEHAVIOR CHART

How our childhood protective mechanisms transform into adult behaviors



There is nothing positive about any of the traits. They simply identify how we tend to solve problems and conflict in our lives.

a child. Emily continues to devolve, her relationships suffer, and her employment is eventually terminated...giving her more 'injury' to use as a tool in the future for the next relationship, and next employer.

So much of what we see in others is the result of how they achieved the three aspects of their child development triangle in their childhood. So much of who we are is a result of how we did the same in our own childhood.

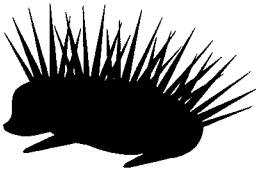
The moment we can understand others in this way, everything changes. And when we understand ourselves this way, our lives can change - dramatically.

I'm about to introduce you to a concept that I hope will change the course of your entire life.

The chart on the left is the Animal Behavior Profiling chart that I developed to assist children in understanding each other. I never could have imagined how impactful this would be for adults. I continue getting daily emails that this chart has changed someone's life, or made their children more in tuned in to the world around them.

Let's meet the animals on this chart to learn how animals (and humans) develop protective mechanisms and problem-solving methods to deal with the world around them.

THE PORCUPINE (SPIKES)

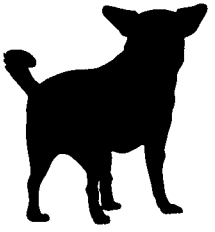


The porcupine uses its spikes to ensure no one can hurt it. Over the course of its evolution, it grew spikes because of frequent attacks that left them injured. The spikes wound up keeping the porcupine safe over the years so that it could live its life. The spikes aren't for attacking anything, per se, but anything that attempts to get close and make contact with it—even if it's another creature trying to help—will be injured by the spikes.

Underneath the spikes is soft hair and skin. The porcupine is an herbivore, and never seeks to attack any creature. The creatures who are injured are the ones who get too close to the porcupine, regardless of whether they are trying to help or hurt it.

Of course, we can see some similarities on how a human might grow up to become a porcupine.

THE CHIHUAHUA (NOISE)



It's a bit of a stereotype, but let's talk about why chihuahuas are known for barking and aggressive behavior. As a small dog, they developed this behavior to ward off attackers. They are typically more willing to escalate to aggression than most other animals. Most dogs are social and will default to peace over conflict.

The Chihuahua uses aggression, barking, and its willingness to escalate a situation to ensure it stays safe. These behaviors communicate their willingness to escalate the situation before any other animal gets too close. The barking isn't anger, hatred, or malice; it's fear. Fear is more likely to be the root feeling of most outwardly loud and aggressive behavior in humans as well.

This behavior was essential for a smaller dog. Larger animals would witness this behavior, and often choose to stay away from the chihuahua.

When humans develop into this behavioral archetype, they obtain safety by showing aggressive behavior in childhood. Other children will simply keep their distance, including bullies at school.

THE TURTLE (SHELL)



A turtle uses its hard shell to protect itself. In moments of conflict, the turtle has a very limited ability to run, so the turtle retreats into the shell to prevent injury and conflict. Instead of running, which turtles cannot do, they pull the essential part of themselves into the protective shell and wait until the conflict is over.

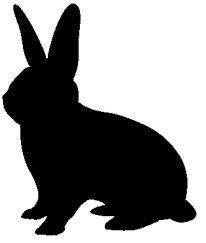
With a limited ability to physically escape, the turtle developed this shell over time so that it could stay protected during conflict.

People may develop similar behavioral habits in childhood. In many cases, this behavior might be called dissociation.

When someone's mind uses dissociation as a defense mechanism, they cope with severe emotional stress (conflict) by detaching from reality. This occurs as a change of awareness where they are detached from their body, the environment, and other sensory information. This can lead to amnesia in severe cases. This dissociative mechanism can cause some people to lose awareness of surroundings, which interferes with their ability to solve problems in their life.

For others, they may simply retreat internally without dissociation, remaining in place and trying their best to stay in a 'shell' during periods of conflict. (Giesbrecht, 2007).

THE RABBIT (RETREAT)

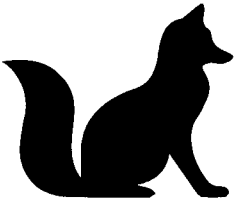


Rabbits use their speed for protection. They solve conflict by physically escaping the environment. The rabbit's ancestors developed a faster and faster physiology to escape animals like the fox, whose speed was also evolving in order to catch the rabbit!

The rabbit avoids conflict at all costs, and this behavioral trait can even lead to it abandoning its own babies in a moment of panic.

A child who learns that escape is an effective method to stay safe or avoid conflict in their early lives will continue this behavior in adulthood. Without consciously knowing the behavior is carrying over from childhood, it continues to show itself in their lives whenever conflict arises.

THE FOX (STEALTH)



The fox evolved to stealthily stalk enemies and use its intelligence to outwit both predator and prey. Foxes are closer to the bottom of the food chain than you might think. Several animals prey on foxes for their survival. When faced with a predator such as a large owl, they use their uncommon intellect to outwit the other animal. They tend to think ahead like a chess-player and use every element of the environment to their advantage. Surprisingly, they even behave differently based on which predator they are facing. Their stealth and cunning shifts based on the psychology of their attacker, and they adapt their defense strategy based on how the predator thinks, instead of relying on a single technique.

Children with higher intellect will also develop behaviors to avoid conflict that adjust in accordance with the psychology of the 'predator'. Bullies come in all shapes and sizes, and children who used stealth and cunning to avoid these conflicts build lifelong behavioral habits that they will use later in life to solve conflict and stay safe.

THE WOLF (VIGILANCE)



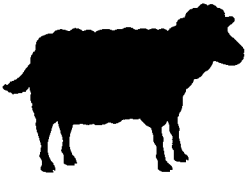
Though intelligent, wolves can be outsmarted by many of their predators, and even more of the animals they prey on. They rely on their senses to spot opportunities around them. As wolves evolved, they became acutely more aware of their environment than other animals. They observed fine details that allowed them to spot impending danger in their environment, but they *also* became sharply focused on observing the

behavior of other wolves in their pack so they could be aware of any danger early. By recognizing that the other wolves would *also* be acutely aware of their environment, a wolf could observe the other members of their pack for trouble signs. Conflict is common in wolf packs, and spotting tribal conflict early was vital to a wolf's survival.

Even the alpha of a wolf pack relies on its vigilance to spot tribal conflict. The alpha gets challenged for their position almost daily, and if they don't see the challenging wolf's demeanor changing as he approaches, they could face severe consequences.

Humans who grow up in environments where conflict is a regular occurrence can grow to develop a very similar pattern of constant vigilance. As children, they were forced to constantly pay attention to their pack (family) and this kept them safe. Conflict happened so often that they could spot the signs. This led to them developing a type of radar for approaching trouble. Like all other behaviors, this has its downside – staying in a constant state of hyper-awareness is unhealthy, especially in humans. This type of hyper-awareness can cause people to misinterpret normal behaviors for aggressive ones. Their constant overreactions can lead to an erosion in their social standing in no time at all.

THE SHEEP (FRIENDS)



The sheep is a flock animal. They prefer to stay in their herd where they feel safe and protected. They are gregarious and feel secure when they are in a group. This group is their key defense against predators. Even when you take a sheep away from its herd and place it in another herd it has never met before, it will continue to rely on the group for protection.

In fact, when a region has more predators, the sheep's flocking behavior will become even stronger.

A sheep's instinct to flock is as strong as their instinct to follow. The sheep will follow the other sheep even when the direction they are going is dangerous or not in their best interest. This behavior can be exploited in sheep. They can be easily kept in areas without fences because of their flocking behavior.

Their herd is more important than their own survival in many situations.

This type of behavior can show up in human children who find solace, safety, and comfort in social groups. It then can become a lifelong pattern if their social group is what keeps them safe during times of real conflict or danger. Humans with this behavioral pattern have a powerful desire to make social connections and an exceptional skill in keeping them. The danger that comes with this behavioral pattern is when a person is encouraged or influenced to act in ways that aren't in their best interest by their social group.



THE PUPPY (INNOCENCE)

The puppy has little to no defenses. Puppies are naturally trusting and open to the world around them, but this tends to lead them into danger. When it comes to their defenses, puppies use their innocence and vulnerability to their advantage.

Many creatures are hard-wired to respond to the innocence of baby animals with protective instincts, even if it's an entirely different species. The puppy uses its innocence to reduce the chances it will be hurt, and to develop sympathy in would-be attackers.

In humans, you'll see this behavior in cases where a child was rewarded for their innocence, their submission, and for 'looking cute and harmless'. If a developing child learns that the easiest way to earn the three sides of the Childhood Development Triangle (Safety, Friends, and Reward) is through 'innocent' behaviors, these behaviors get codified into patterns that become increasingly hard to change as they become an adult. People with this tendency have a strong need to be liked and will often be exploited through the deliberate creation of conflict. The predator knows that they will default to absolute submission.

These people are often the (unwitting) targets of narcissists and parasitic partners. Their downfall can be severe if they are made to feel threatened for prolonged periods of time without being able to 'innocent' their way out of it. When I've experienced this type of behavior in interrogation situations, 'Puppy' humans tend to morph into a porcupine when their attempts at innocence aren't effective or even cause them harm.

In many cases, when an adult reaches a situation on the Animal Behavior Chart where their common protection and defense strategy isn't working, the solution (from their perspective) is to embrace the *opposite* of what they have been doing. Instead of making small movements toward a centerline, they tend to make a large shift toward the animal they see as opposite to where they fall on the chart. For example, if someone lived life as a porcupine, but begins to encounter difficult situations that they can no longer solve with this strategy, they often shift to the behavior of the sheep or rabbit - the opposite behavior of what they have been doing.

When a person begins vacillating between animal behaviors on opposite ends of the spectrum, problems tend to occur. Their behavior can become more erratic, creating an 'animal pendulum'.

THE SIX MINUTE X-RAY PROFILING SYSTEM

There are four essential rules that govern influence, persuasion, and success at influencing and persuading:

1. The extent to which someone can be persuaded varies for everyone.
2. The time it takes to get someone to the maximum level of influence also varies.
3. The person who is doing the persuading is typically more important than the techniques being used.
4. People who can read others enjoy a completely different world than others do.

In point number 4 above, I stated that people who can read others enjoy a completely different world than other people do. This is a fact. When you have the ability to read people—not just see basic body language but actually see behind the mask—everything changes. Every interaction and conversation for the rest of your life will be drastically different.

I would like you to become the most 'dangerous' person in the room. The skills you're about to learn are going to change your life. Many people *think* they have these skills, but in reality, less than 1% of people do.

SKILLS AND TECHNIQUES OF BEHAVIOR PROFILING

We can trace almost all of our failures back to three things:

1. Our Communication
2. Our Observation
3. Our Self-Management

COMMUNICATION

When we communicate, we persuade. We do it all the time. Whether we're convincing someone to try out a new restaurant or answering questions during a job interview. We can trace many of our failures in persuading others to adopt our way of thinking back to communication.

OBSERVATION

We can all look back and find several events that we regret. In many of them, we failed to notice red flags, or we didn't recognize something about a person that we should have. Observation entails not only reading people but reading

situations as well. How well we can observe the world drastically changes how we interact with it. A lack of observation, and an inability to see the truth, is likely responsible for a many of our past failures.

SELF-MANAGEMENT

How we manage and carry ourselves matters a lot. Poor choices in our daily habits have likely resulted in past failures. The way we speak, walk, talk, move, and interact with humans tells them a lot about us. I am sure that in the past, even with your best intentions, you failed to get the outcome you wanted; little did you know that the person had a negative 'gut feeling' about you that set the stage for failure right from the beginning.

This book will teach you about observation, the critical superpower that makes the difference in every single interaction.

MASTERY

Mastery over a topic is something that's easy to gain if you put in the work. In my (extremely basic) estimation, there are four levels of mastery.

SURGEON - LEVEL 4

At the top level, we have a person who's put in countless hours toward a specific skill. It's not their classroom education that gave them the skills of a surgeon; rather, it's the ingrained skills they've acquired from training and repetition. Although their education is necessary, no one becomes surgeon without thousands of hours of practice and repetition. We would never allow someone to cut us open and mess with our organs if they hadn't done it many times before. We want the experience that comes from thousands of hours of practice.

I'd like you to get to this level, and I think you'll be very surprised when you discover just how fast it can be done. It may have taken me twenty-two years to develop the 6MX system, but I've done it in a way that makes it easy to learn and even easier to adapt into a skill.

Developing the skills is on you, however. I'm the college that educated you and gave you the degree, but the practice is up to you. Although I'd love to be beside every one of my readers, walking you through the steps, it just isn't realistic. But I have faith that once you see how powerful this system is, you'll be as addicted as I was. I see my job as first showing you how powerful this system is, and then getting you addicted enough to keep working, putting in the daily practice, and eventually becoming the behavioral surgeon.

NURSE - LEVEL 3

The nurse has put in the hours of practice, but still could never accomplish what the surgeon is capable of. The nurse has put in the work required for the

education and is able to perform some complex tasks and diagnoses. The nurse knows a lot about medicine, and knows enough to be dangerous, but will never see the world through the eyes of the surgeon.

PARAMEDIC - LEVEL 2

The paramedic was educated and has a variety of medical skills, but they are limited. It's easier to get to this level compared to Levels 3 and 4 and doesn't take that long relative to the others.

GREY'S ANATOMY GUY - LEVEL 1

In level one, we have the person who's watched a few seasons of Grey's Anatomy and somehow thinks they are at the Surgeon Level 4. This is called the Dunning-Krueger Effect. (Dunning, 1999)

The Dunning–Kruger Effect (Dunning, 1999) is a cognitive bias in which people with low ability at a task overestimate their ability. It is related to the cognitive bias of illusory superiority and comes from the inability of people to recognize their lack of ability.

People who have read a few articles or books and have limited skills in a subject are far more likely to call themselves an expert. With regards to this book, please be careful, and be suspicious if you find yourself thinking 'I've heard that before.' The best way to get the most from this book is to get into the 'beginner' mindset, as if everything here is brand new.

In the military, they have a common phrase I've heard thousands of times: "Knowing is the enemy of learning."

KNOWLEDGE VS. SKILL

I have a small online presence, but I'm amazed at how often I receive messages from people who tell me how many journal articles they've read, books they've consumed, and websites they've 'researched' on behavior.

Of course, they are all well-meaning, and many of the things I've received have been fascinating. But I noticed a trend over the years: people get addicted to information and knowledge.

Many people have an insatiable appetite for information and knowledge, but they are rarely able to perform the techniques. After a while it struck me that *these* are the people teaching body language, people-reading, persuasion, and influence around the world. They have academic knowledge but no real-world skills. This lack of real-world skills makes all the difference.

If we took the top salespeople from every Fortune 500 company, and the top 100 interrogators in the world, and sat down and really got to know them, would they be:

1. The people who have read every book on techniques, tactics, and tricks for sales or interrogation?

   OR

2. The people who have social skills that are through-the-roof, can read anyone they speak to, and can make anyone feel incredible?

Clearly, the answer is #2, because skills beat information every time. And that is what the 6MX process is all about.

This book will present you with both information and skills. It may seem overwhelming at first, but please stay till the end. I'm going to show you how to learn one step at a time, in a way that won't overwhelm you. In fact, there is a method at the end of the section that takes about two minutes and fits on a Post-It note!

All of these skills will culminate into one behavioral profiling method called 'The Behavioral Compass,' that will allow you to develop a behavioral profile beyond what 99% of psychologists are capable of, in less than six minutes.

"THE 2/3 RULE"

There are many body language trainers around the world who enjoy citing a study that was done by a man named Albert Mehrabian at UCLA in the 1970s.

Mehrabian's study demonstrated that 93% of communication is nonverbal, with words making up the remaining 7%.

I—and many other experts such as Mark Bowden, Scott Rouse, Greg Hartley, and Tonya Reiman—disagree. We call this the 'body language myth,' a phrase coined by behavior expert Mark Bowden, who hosts The Behavior Panel Show online with me.

If you're reading this with your eyes right now, 100% of this communication is words. If you watched a movie in a language you don't speak, you wouldn't understand what's being said by the characters in the movie.

What is interesting is that the same university that published the study (UCLA), doesn't actually teach nonverbal communication, at all. If you obtain a Psychology PhD from UCLA, you will average eight minutes of learning about nonverbal communication over your many years of study. This isn't saying that UCLA is a bad college; in fact, all universities have about the same amount of training for psychologists in nonverbal communication.

So, if nonverbal communication is 93% of communication, and all psychological therapy is communication, why do schools spend less than .003% of the time training people in what is so critically important?

I don't have an answer for this.

For the purposes of this section, let's conservatively estimate that about 1/3 of communication is what's being said and 2/3 is nonverbal.

If the UCLA study shows us anything, it shows us that nonverbal communication is massively important, regardless of what precise number we assign it.

For simplicity's sake, we will simply use the 2/3 rule. So why is nonverbal communication so important?

THE BRAIN

In the grand scheme of our time as humans on earth, we only began "talking" to each other fairly recently. For tens of millions of years (if not more), we didn't have language at all. Our ability to communicate with each other was nonverbal—the same way animals communicate.

In the same way that language evolved over time, our brains did too.

Our brains evolved in three fundamental 'parts':

- The Reptilian Brain
- The Mammalian Brain
- The Neocortex

The reptilian brain was the first to form in our heads. It's also called the Basal Ganglia or brainstem. Its functions are mainly instinctive responses, impulses, and physical sensations. It's basically what's in a snake's head—pretty basic.

The next phase of our mental development as humans was the mammalian brain. This is where we store implicit memories (we'll talk about this later), emotional experiences, feelings, and desires. This part of our brain is literally right between our ears. For about a hundred million years or so, this part of our brain has been communicating with other humans nonverbally—it predates language by a long shot. The mammalian part of our brain is what is behind most of the decisions we make in life.

The mammalian brain reads the behaviors of other people. For millennia, this part of our brain has passed down nonverbal communication techniques to the next generation. Humans are capable of passing down 'genetic memories,' and nonverbal communication is one of the pieces of 'software' that comes pre-installed in all of us. This is the reason we are born with certain nonverbal communication skills. For instance, facial expressions are pre-installed, along with hundreds of other gestures and behaviors our ancestors used to communicate with each other before we all invented language. Babies smile, frown and cry all because our ancestors gave us these behaviors.

Let's look at an example of the mammalian brain in action. Think back to a time you met someone, and their behavior seemed to be great, they were well-spoken, and appeared to be a really cool person. But ...

There was something about them that didn't 'feel' right. Something was off; something about the conversation didn't add up but you couldn't quite put your finger on it. You had what we often call a 'gut feeling.'

This happened for a few reasons. First, the mammalian brain doesn't use language at all, so it makes sense that you cannot articulate the problem. The mammalian brain, the part of our brain that 'reads' other people, deals in behavior and emotion only. Using the accumulation of millions of years of training, this part of your brain is constantly scanning people during every conversation and interaction you have. However, without language, the mammalian brain can't let you know what it's seeing. It deals in emotions, so what we get is a 'feeling' when it sees something that doesn't add up. We often refer to this as intuition. The reason we can't put our finger on it is because we're experiencing an emotional reaction to what our mammalian brain sees, not what it *thinks* about it.

Second, there's an information barrier from the mammalian brain to the neocortex. When the mammalian brain sees something relevant, the neocortex takes all the credit. Often, we will go backwards in time to rationalize what we saw in the conversation, and even fabricate memories of what took place to justify the 'gut feelings.'

A perfect example of this is buying a product. We tell ourselves we're not manipulated by television commercials, advertisements, or other people. Instead, we insist that our decisions are based on research and facts (neocortex). But in all reality, it is far more likely that the decision was made by our mammalian brain, possibly in response to an advertisement or comments from an individual, that provoked a desire to buy the product.

When we are exposed to communication that influences us, it lights up the animal brain. It creates emotional drives to action that flow upward to the neocortex. This is when all of us, as humans, reverse-rationalize the decision and convince ourselves that it was based on logic and facts. The funny part is... it wasn't!

Think of good communication as a tool that is able to break through the wall the separates the neocortex and the mammalian brain. By breaking down this wall, desire, action, impulse, and emotion are created.

The neocortex, the intellectual and executive functioning part of the brain, is what makes us human. It is relatively new compared to the reptilian and mammalian parts of our brain. The neocortex is where we process logic, creativity, questions, art, music, and ponder why we even exist in the first place.

We read behavior using our genetically inherited skills. The reason the 6MX process is so effective is that it capitalizes on seeing behaviors that are not only unconscious but are deeply programmed into our brain. We are learning to see with the 'human' part of our brains in order to shine light on what's hiding behind the mask.

YOU'RE COMPETING WITH SOCIAL MEDIA

For years now, an article has been circulating the internet suggesting that people's attention span over time has been shrinking. While it makes sense that this is factual, given that we are inundated with marketing, popups, ads, flashy videos, and non-stop notifications on our electronic devices, it's totally not.

Our attention spans aren't shrinking - they are ***evolving***.

Because we are flooded with attention-grabbing material throughout our day, our brains have simply learned what to pay attention to and what to ignore. While this has the appearance of an attention deficit, it's actually an interest deficit.

Our brains simply learn what to pay attention to. You might struggle to focus during a horribly boring college lecture, but the capacity to binge-watch three seasons of Game of Thrones is still completely within you.

We are able to selectively choose where our focus goes, and our brains are getting better at rapidly identifying something that is interesting or important.

Our brains are highly adaptive; they are able to memorize patterns to instantly recognize when something is relevant or interesting. With this new skill that our electronics have given us, we've become selective even in conversations. Scrolling through social media and having the ability to flick away a video the moment it becomes boring or uninteresting has led to the eventual development of a *hyper-screening* brain.

When you're in conversations, you're competing for attention with clickbait, funny cat videos, and possibly even porn. Later in the book, I will walk you through the 'Surgical Communication Protocol,' which will show you step-by-step how to create intense focus in anyone you speak to and pierce through the barrier between the neocortex and the mammalian brain.

THE 'WAIT TILL THE END' FALLACY

In sales, dating, interrogations, or a host of other scenarios, people tend to wait until the end of the interaction to discover the other person has objections. Interrogations sometimes last hours, only for the officer to realize that he's not going to get a confession. A sales professional may also spend hours talking with a customer, only to find out at the end of the interaction that the customer is a hard 'no.'

This was one of the problems I spent years addressing. The 6MX process will show you how you can spot these shifts as they happen in real time. This will allow you to not only spot the objection, but to deal with it the moment it occurs.

You'll also be able to see every hidden and repressed disagreement that your customer is experiencing, even if they aren't fully aware they're experiencing it.

But it's not just negative behaviors you'll be trained to see. As you interact with people, you'll be able to immediately spot when they are happy, excited, or interested in something you've mentioned. This is valuable insight that will help you guide the conversation. I'll show you exactly how to build a behavioral profile in less than six minutes - a skill you'll be able to use in every conversation you'll have for the rest of your life...and no one will know.

SUMMARY

Human behavior matters so much more than most people realize. In every human decision and interaction, behavior takes the reigns - mostly in the background, and without our knowledge. So much of what influences us arrives through a nonverbal channel and secretly influences how we behave.

As the human brain evolved, we became more complex creatures, but there's still a mammal in there that calls the shots when it counts. Once we develop the ability to read behavior with clarity, the whole world changes. We see more and therefore know more about an interaction, and with this, we can almost see the future based on our observations of behavior.

In the next chapter, you're going to be shown the exact way that a true behavior profiler sees the world around them. Pay close attention - this skill has the ability to literally change your life overnight. The four Laws of Behavior, covered in the next chapter, are the four ways you will start seeing people in your daily interactions. These four laws will make all the difference in your ability to read human behavior.

LAWS OF HUMAN BEHAVIOR

These laws have not been tested using rigorous academic scrutiny, but as we learned earlier, there's a massive difference between **science-based** and **results-based** techniques.

I created these four laws to be used as a filter. If you're able to develop the habit of seeing people through this 'filter' on a regular basis, I can promise that it will change your life, even if this is the only thing you take away from this book.

With each of the laws of behavior, try to imagine as many scenarios as you can that prove the law and illustrate it to be real, because they are all very real.

After learning how to read behavior, one thing you will begin to notice in your interactions is that people tend to look quite sad and scared. When I first learned how to read human behavior, I thought I was doing something wrong. Everyone seemed to be hiding sadness, and I remember seeking out guidance from my mentor. We sat down to lunch one afternoon in Hawaii at the Naval golf course clubhouse diner called Sam Snead's Tavern. My mentor quietly explained to me that in Buddhism, suffering is the universal condition of all creatures. It turns out to be true that everyone is indeed hiding their suffering

from the world around them. This discovery changed my life, and I'd like to pass on what I've learned to you. This brings us to the first law of human behavior.

LAW #1: EVERYONE IS SUFFERING AND INSECURE

This might sound like doom and gloom but it's actually something you can keep in mind the next time you feel like you're faking it, or the next time you start to believe that people really do live the way they portray themselves on social media (note: they don't).

People are fragile creatures. A few hundred thousand years ago, we had to worry a lot about being social. The average tribe or group of people was about 70 to 150 people. Within this small group, if we were to appear unstable, unpredictable, weak, or even anti-social, we stood a chance of being cast out by the group. This hurts our chances of finding a partner, having sex, and passing our genes on to the next generation.

Since *none* of your ancestors died a virgin, you did okay!

They passed down these behavioral traits to you to help you survive. The brain in your head is no more evolved than it was *two hundred thousand years ago*, so it's still running the exact same programs it did for your ancestors. The hard truth, however, is that we have no ability to go into our 'settings menu' and delete or stop some of these programs from running in the background, even if we no longer require them. We are all frail creatures, and it's okay.

LAW #2: EVERYONE IS WEARING A MASK

Some people call it a persona. We all present a curated image to the world because we have a strong, primal desire to be socially accepted. We create a persona that we believe will help accomplish this. If we didn't, we'd risk being an outcast.

We all know people who claim they don't wear a mask - and we struggle to interact with these people as they typically have the thickest mask of all. This innate need to be accepted and to fit in, or to be social at all, is programmed into our brains so deeply that it's almost our default operating system, like a Windows or Mac OS.

Some masks are thin, some are thick, but we all have a face we present to the world. In this training you'll not only learn how to identify the mask, but also how to see through it - without anyone knowing.

LAW #3: EVERYONE PRETENDS TO NOT WEAR A MASK

It would be a silly interaction if we engaged with other people while openly referring to the masks we are wearing. Even the thought of someone wearing a mask versus being their genuine self (whatever that might be) is enough to

make people want to leave a conversation. It sets off a series of feelings in people that range from shame to anger.

We pretend that we are not wearing a mask because if we acted otherwise, the entire purpose of presenting ourselves to the outside world would be meaningless. The mask is meant to stay private; we may all wear one, but we don't talk about it. We want our mask to look as much like our face as possible, invisible to those around us.

Later in this book, I'll show you how you can bring up the idea of a mask in conversation while making sure that the other person remains comfortable, even to the point of them feeling comfortable enough to start peeling theirs away ... a little bit.

LAW #4: EVERYONE IS A PRODUCT OF CHILDHOOD SUFFERING AND REWARD

We form a lot of our beliefs and behavioral patterns unconsciously. By the time we reach about twelve years of age, 90% of our behaviors toward other people are solidified. By the age of 18, it's very unlikely that anything is going to change regarding our interpersonal behavioral habits.

Imagine you've just gotten off work. You're driving along the highway on your way home, and an asshole in a giant pickup truck cuts you off in traffic. After he jerks his vehicle in front of yours, he reaches out the window and flips you off.

Most of us would be upset about this. But what if you were able to see this person through the lens of the laws of behavior? What would they look like?

As you get more involved with this book, it will become easier for you to see people through this lens. The guy in the truck won't look like an asshole anymore. Instead, you'll see him for who he really might be: a scared little boy who grew up vowing to always be the angry tough guy. That little boy, who's now driving that big truck, likely cried into a pillow, and promised himself "I will never be hurt again". Somewhere in the recesses of his mind, a permanent belief about the world was formed: "If people are scared of me, then they won't hurt me."

That little boy was hurt, and he still is. He's reacting out of God knows what from his childhood. It could have been an alcoholic mother who made fun of him, a deadbeat dad who ignored or abused him, a school bully who hurt him in front of people. We don't know what it was, but just imagining what it could've been, can help you to start seeing people through the lens of the laws of human behavior.

What about the person we all know who wants to show you how smart they are? No matter what you say, they respond with 'Actually...' or they want to tell you more about your own ideas. It's an annoying behavior that can rightly make anyone mad. But what if you saw the little girl whose parents made her feel inferior and stupid? What if you saw her sitting in a classroom with a

teacher who made fun of her in front of the class for getting her answers wrong?

The whole world changes when the laws are placed in front of your eyes becoming your new lens.

Have you met a person who always wants to take charge of everything? Try seeing them as the child who felt insignificant in their home when they were little.

Have you met someone who always wants to argue about everything? Try to see the child who was never listened to and was always told they were wrong or stupid. It suddenly makes sense that this person, as an adult, feels the need to prove they are right.

Those are the laws of behavior for 6MX. There is actually one more law (Law #5), but I am saving this one for a bit later, once we've explored a few more people-reading techniques. I find the fifth law makes a lot more sense once you've been exposed to something called The Needs Map, so we'll get to that 5th Law in an upcoming section.

THE FOUR WAYS OF SEEING PEOPLE

The Laws of Behavior give us a lens to use to see people. The Four Ways of Seeing People offer us ways to *both* see people *and* figure out how they are seeing us.

The Four Ways of Seeing People can be viewed as a technique to change your perceptions plus a profiling tool to read behavior. To help explain the Four Ways, let's use the example of the person in the truck who cuts you off on your drive home from work (the asshole).

Here are the four phrases:

1. People are broken.
2. People are different.
3. People are facts.
4. People are reasons.

PEOPLE ARE BROKEN

These people tend to see the behaviors of others as being screwed up or stupid. They will have an emotional response to getting cut off by the guy in the truck and they will feel a strong desire to correct the situation. By fixing the situation, they will feel back on 'top' of the person who cut them off. They might speed up and cut him off to show him he's not powerful or try something else to re-establish their power and control.

In this lens, the person is actively participating in the resistance against another person. They typically will also make an identity statement in their mind in response to the situation, meaning they will take the actions personally. They will feel as if they have been personally chosen to be the target of this person's aggressive actions.

PEOPLE ARE DIFFERENT

This group of people will also have an emotional reaction to events and negative behaviors from other people, but the difference is that even though they may take it personally, they will likely not take action to rectify the situation. Even though they may *fantasize* about the truck running off the road into a ditch, they aren't going to be responsible for making it happen.

PEOPLE ARE FACTS

We can't change or correct facts. When something happens like a hurricane or a flood, we know internally that we have no control over, or ability to change, the negative event. This is the fundamental reason we humans don't get mad at natural disasters. We may get mad at the *results*, or the *consequences* of a negative event, but not at the hurricane itself. When something is absolute and unchangeable, we don't get mad.

One reason for this is that anger represents a secret desire for something to be different. Most times, it's a secret desire to change something. These people view humans as facts: unchangeable and permanent. They don't look at people in a negative way at all, they only default to assuming there's nothing that will change the person.

These people are typically much happier, in contrast to the previous two, because of this.

PEOPLE ARE REASONS

This is the highest level.

As the truck swerves in front of them, they slow down safely and increase their distance from the truck. As they do this, their mind automatically defaults to the laws of behavior. In particular, the first and fourth law.

They see the actions of others as a product of behaviors, mostly those learned in childhood. Without a single negative thought about the other person, they recognize that the behavior is something all humans are capable of. All judgment disappears at this point.

When we see through the lens of 'reasons,' we accept that everyone is human, and everyone is equally screwed up, just in different ways.

SUMMARY

While you might have identified yourself on a lower level than you might like, that's actually great news that you've identified yourself at all! We can't manage what we don't measure and recognizing your shortfalls is an important first step.

When we learn to see through the lens of psychology and behavior instead of logic or bias, all of our interactions change. People are all reasons. The moment you're able to steer your thoughts back to this during interactions, the more you'll be able to pull back the curtain and see people in a light that might not be flattering but it's accurate.

In the next chapter, we're going to dissect behavior skills, and learn how to use a thing called The Behavioral Table of Elements ©. This table will allow you to profile anyone you'll ever meet in a matter of minutes.

BEHAVIOR SKILLS

We see a lot of body language articles out there promising to deliver the secrets to 'when she's ready to be kissed' or 'sure signs he's cheating on you.' The trouble is that these articles typically all make one major mistake: the Attribution Error.

The Attribution Error is something that happens when we are told a single gesture has a singular meaning. For instance, one I see regularly is when body language 'experts' tell you that someone crossing their arms is deceptive, withholding, concealing, defensive, closed-off, etc. This is not true, and this type of thinking and training is deceptive in and of itself.

> When we read behavior, context is key.

If you were in a discussion with someone and they showed a tiny facial expression of disgust, we might recognize the facial expression, but the training in body language or people-reading is useless without learning how to establish the context, topic, or subject that caused the facial expression. For example, if you saw disgust immediately after mentioning Hillary Clinton or Donald Trump, you'd immediately know a lot about the person in front of you. You'd even have a small window that shows you how they view the world.

If you're in a sales position and you see something I call 'lip compression,' where the lips squeeze together, one could assume you're seeing 'withheld opinions.' But not knowing what was being said in the conversation when you observed the behavior makes the skill of observation next to meaningless.

If you're talking to a customer and you start going over payment terms or interest rates on payments, and they tell you it sounds good to them, but their lips compress as they nod to you in approval, you've got work to do. Not only have you spotted a concealed objection that has the potential to ruin the sale,

but you've also identified exactly where to take the conversation next to disarm or overcome the unconscious objection.

In a moment, I will walk you through the Behavioral Table of Elements and explain how to read it. But before we do that, I would like to illustrate a key concept called 'clusters'.

The table has been laid out in a way that resembles the Periodic Table of the Elements for two reasons:

1. I thought it looked really cool and recognizable.
2. It shows us that, just like the elements, they get 'added' to each other to form something.

The cells in the Behavioral Table are all laid out in such a way that the elements of behavior must be combined together in order to form a cohesive opinion about a behavior. Without context, we fail. Without clusters, we don't know much.

THE BEHAVIORAL TABLE OF ELEMENTS

The Behavioral Table of Elements (BTE) was designed by me over a decade ago for analyzing the behavior of prisoners overseas who were undergoing interrogations. It has since been hung on the walls of the FBI Academy and is used in hundreds of police departments around the world. I wanted to develop a cohesive system that had the potential to track observations of human behavior in a manner that could be communicated and understood by anyone.

However, as badass as it sounds, the *actual* BTE origin story is probably a lot more interesting...

In 2005, I was watching an episode of *The Bachelor* with my mom (don't judge me). We sat in my parent's study in two leather chairs as she introduced me to a show I'd not seen before. We sat there, each holding a glass of wine, fixated on the television. My mother walked me through how the show 'works,' and detailed the girls in the show she liked, and described at length the nasty qualities of the women in the show she didn't like. It was a fascinating concept.

My mother pointed out one of the ladies on the show and remarked that she was 'really sweet and honest'. I had to interrupt. They had TiVo so I was able to rewind and point out to my mom that the 'sweet and honest' woman had just lied to the Bachelor three times while they sat in a hot tub. I paused the TV at just the right moments, pointing at the deception indicators. (She was very impressed, which made my evening. Who doesn't like impressing their mom?)

My mom then said, "Chase, I wish I could just borrow your eyes to watch this show..."

On the one hand, it was humorous that she wanted to use my nearly one million dollars worth of training in interrogation and behavior analysis to watch *The Bachelor*. But on the other hand, her statement really intrigued me.

Later that night, as I lay in the bedroom I grew up in, I couldn't help but think of my childhood. As a child, my mother had a dozen or so kids' placemats, each of them featuring some type of educational material. As I scarfed down my cereal or oatmeal each morning, I would look at the placemat and learn something new: the continents, the planets, the list of US Presidents, or the capital cities of the states in a colorful (waterproof) map.

As I laid in bed that night, I thought, 'How can I translate every piece of training I have in behavior into something that could literally fit onto a placemat?'

I spent years researching and countless hours on my knees in my living room arranging and rearranging notecards and counter-checking against academic research to ensure I had something that was both complete and valuable.

I learned a lot about behavior creating this table, but I reluctantly learned even more (it seems) about Microsoft Excel putting this beast together.

By the time I finally had a product, I sent it to my mom - she was impressed, but also extremely confused.

"Okay," I thought, "I can fix this." So, I built one more 'placemat' that contained all the instructions on how to read the table.

And just like that, it was done.

> The BTE is available in Section 04 where each element is broken down. You can also download the entire Behavioral Table of Elements for free by visiting:
> https://www.chasehughes.com/opsmanual

The Behavioral Table of Elements is something you can keep on your phone, iPad, or anywhere you can refer to it often. I promise I'm not going to go through this thing cell-by-cell, but do let me introduce you to how it works.

As the world's first behavior profiling tool, The Behavioral Table of Elements (BTE) was designed to be used everywhere, from an overseas interrogation room to a first date. The table not only allows advanced, standardized analysis of behavior, it also assists in training operators in recognizing behavior signals and seeing the crucial elements that most will miss during conversation.

THE CELL KEY

- **Symbol:** Each cell has a unique symbol for abbreviation.
- Name: Short description of the behavior.
- **Confirming Gestures:** Confirm the original intended meaning of the gesture or behavior.
- **Amplifying Gestures:** Add meaning to the original intended meaning of the behavior.
- **Microphysiological:** Small physiological indicators to measure the severity/intensity of the behavior.
- **Variable Factors:** Shows how many variations of this single behavior have been identified.
- **Cultural Prevalence:** Shows whether a certain culture is more/less likely to perform behavior.
- **Sexual Propensity:** Shows whether men or women are more/less likely to perform behavior.
- **Gesture Type:** Identifies which of the 4 behavior types this behavior is: Closed, Open, Aggressive, or Unsure.
- **Conflicting Behaviors:** Behaviors that indicate conflict with behavior's intended meaning.
- **Body Region:** Identifies which body part or region is mostly involved with the behavior.
- **Deception Rating Scale (DRS):** Likelihood of stress/deception on a 1-4 scale.
- **Deception Timeframe:** Whether the behavior is likely to be seen Before (B), During (D), or After (A) a response is given to a question.

ARCHITECTURE

The BTE is laid out so the top of the head is on the top of the table. The feet and lower body are lower. From left to right, the BTE indicates least stressful/deceptive behaviors to most stressful/deceptive behaviors. The bottom two rows contain behaviors that are verbal or take place outside the body or with objects.

COLORS

- Red letters may show up on a non-stressful cell. This means that if this behavior is seen in the same period as a behavior that contains a 4.0 on the DRS, the behavior with red letters automatically becomes a 4.0 on the DRS.

- Blue letters in cells mean that temperature will increase this behavior in all humans. In cold environments, these behaviors can be lowered in point-value, or overlooked.

- Green background are the least stressful behaviors on the chart.

- Blue background indicates variable behaviors, in that they can present in different values, such as breathing rate – fast or slow.

- Turquoise cells indicate facial expressions and microexpressions.

- Tan cells indicate slight discomfort and stress.

- Yellow cells indicate higher discomfort behaviors.

- Gray cells indicate the behaviors with the highest level of stress (4.0).

DECEPTION

Deception is rated per question-and-answer scenario. If a subject's behaviors tally up to more than 11 points on the Deception Rating Scale during the entire question and answer period, deception is highly likely.

The Behavioral Table of Elements is a lengthy study, and I did promise that I wouldn't have you going through the entire Behavioral Table.

Instead, we're going to focus in the coming chapters on the most powerful and reliable behavioral indicators I've discovered in my 15,000 hours of interviews, interrogation analysis and research.

I can assure you that once you're able to take these basics and graduate from information-stage to skill-stage, everything will change. You'll start seeing the 'human matrix' immediately, even after finishing this next chapter.

SUMMARY

If you haven't downloaded your free copy, you can do so at the link in the front of the book.

Now that you're at least familiar with the basics of the BTE, you'll be able to reference it as you read this book, as you watch The Bachelor, or even while performing job interviews.

KNOWLEDGE CHECK

1. How many points are needed to grade a response or statement as 'likely deceptive'?

2. What does a green background represent in a cell?

3. What do blue letters signify on the BTE?

THE EYES

We spend most of our time in conversations making eye-contact. In fact, experts have suggested that you make eye contact 50% of the time while speaking, and 70% of the time while listening. That's a lot of eye contact.

I'll dispense with the old trope about the eyes being 'windows to the soul' and such. Let's instead break down the results-based techniques for seeing behind the mask, and I'll show you how much the human body reveals during a conversation.

Since we are making eye contact most of the time, even if we're addressing a group of people, it's essential that we pay attention to them. They reveal so much information that if you only studied the behavior of the human eye, you'd still be privy to more information than anyone else in the room.

BLINK RATE

How often we blink reveals a lot about our internal state of mind.

In most conversations, the typical blink rate in conversations is somewhere around nine times per minute, although it can increase to up to 20 or so without much happening.

In stressful conversations or situations, our blink rate can increase to upwards of seventy times per minute! When I took the Math portion of my SAT exams (I suck at math), I'm certain my blink rate was at least in the high seventies.

When we are calm, focused, interested, or relaxed, our blink rate can decrease to as little as three times per minute. When you last watched a movie that really captivated your focus and attention, your blink rate was probably very low. When you had a conversation with someone who was very interesting or fascinating, your blink rate was probably the same as it was during the captivating movie.

What's interesting is that we aren't aware of this shift in behavior. It's almost never in our conscious awareness and it's extremely difficult to control.

Since this is a wholly unconscious behavior that occurs without our awareness, it's a reliable indicator of stress, discomfort, interest, and focus.

Almost all the behaviors you'll be learning about are similar to this—unconscious, hard to control, and occur outside our normal awareness.

The good news is that you don't have to count blinks for an entire 60 seconds; instead use this simple formula. Count how many times you see a person blink in a roughly fifteen-second period then multiply this number times four.

This trick works whether you're speaking to a large group or one-on-one. Once you've calculated the blink rate, you'll know immediately if they are interested and focused, or stressed and bored. This invaluable information can help direct your speeches, trainings, lectures, sales presentations, or anything, really.

If you don't want to spend your time in conversations counting blinks like a behavior nerd, here's what I recommend. When you start a conversation, observe the person's blink rate, and simply make a determination whether it is fast, average, or slow. With this information in mind, as the conversation progresses, you'll be able to notice changes in the blink rate.

While you're speaking with someone, if you mention something that captivates their focus and interest, you'll be surprised at how easy it is to see the shift from average or fast to slow. It's easier to spot than you think.

If you're in a conversation and you see the blink rate speed up, you've received an immediate indicator of stress or disagreement. Depending on the context, you'll be able to identify a stress-point. For instance, you're in a business negotiation, and as you mention a detail about the contracts someone signed, you see their blink rate spike from 12 per minute to somewhere around 60 per minute. That contract, and the mention of it, is causing a negative reaction. This invaluable information is an insight you've gained immediately in that moment. Of course, you would have to have knowledge of the contract in order to determine the context of the behavior, whether it is a stress reaction, or some kind of fear about losing the negotiation.

I regularly train legal teams for what is now called 'Trial Consulting.' One of the many indicators I teach to legal teams, whether it's for deposition, jury selection, or cross-examination, is blink rate. If you're an attorney speaking to a jury and you want to ensure they are completely focused on a story or narrative, you need to be looking for slow blink rates. The jurors who exhibit no change in blink rate will show you that you need to do a little more work in getting them on board. If you want the jury to experience a stressful recount of a crime, you'd be looking for jurors who exhibit faster blink rates. This indicator alone could spell the difference in a courtroom between failure and success. Using this indicator, you'd know the jurors who were on your side, and the ones who needed more of your attention.

In any conversation you have, start noticing this behavioral indicator. As the conversation begins, make note of the person's blink rate. Is it normal, fast, or slow? Most of the time, your goal will be to not only cause the person to exhibit a slow blink rate, but to identify what causes changes in their blink rate. Did it speed up? Then your immediate goal is to identify what caused the change, and act on it. For those in sales, you can pre-empt any objections. For legal teams, you can immediately shift course to whatever subject caused the jurors

blink rates to lower earlier in the conversation, or you can discuss something right away that makes them agree with you before proceeding.

Identifying blink rate is much easier than you think. Just go onto YouTube and watch a few videos of celebrities getting grilled on sensitive issues; you'll see how easy it is to spot the immediate shift in blink rate.

I am obsessive about notes and records. I have stacks of journals locked away filled with research and notes. When I would perform an analysis of an interrogation or interview, I would use a simple symbol code to take notes on what I observed. One of the requirements, especially if I was taking notes live in an interview, was that I could not allow the note-taking system to be deciphered.

I call these 'Compass Notes'.

For blink rate, the notes look like this:

1. Add a simple 'Br' to a sheet.
2. I observe the blink rate as the conversation begins.
3. If the blink rate is normal, I will simply put a hyphen '-' next to 'Br'.
4. If it is fast, I'll add an up arrow.
5. If it is slow, I'll add a down arrow.
6. When a change occurs (faster or slower) I will add that arrow to my notes.
7. If I was able to determine what caused the change, I would circle the arrow.

GESTURAL HEMISPHERIC TENDENCY (GHT)

There is a lot of information regarding GHT circulating the interwebs and cop television shows that is inaccurate. Even popular TV shows like CSI have fallen victim to this trap. Many resources state that if a person looks a specific way, an observer can tell if they are accessing certain types of memories, fabricated memories, or engaging in outright deception.

In reality, this has been proven to be unreliable at best. Eventually, however, experts did agree that there are certain behavioral habits regarding eye-movements that are reliable.

Our eyes do move in order to access our memories, and they move when we think of certain types of memories in specific ways. For example, if you asked someone about a car crash they experienced, or an ex-spouse they disdain, you're likely to see their eyes move a certain way when they speak, say, to the left.

If you asked them about a fantastic vacation they went on or a really good movie they saw, you'll likely see their eyes move in the opposite direction. Not only will they access positive and negative memories using different directional glances, but they will also almost always use that same-side hand to gesture as they speak about the positive or negative events.

If you're in sales, and a person is recounting to you how they just got back from an amazing trip they took to Belize, and they look to their right, they will also likely gesture with their right hand when they speak about it. If you then asked them about the previous company that they were unhappy with, they will look in the opposite direction as they recall all of the reasons they are displeased with the other company.

Everyone is different, and I've never seen a strong correlation between which direction a person looks and whether they are right or left-handed.

Within the first 60 seconds of a conversation, you'll be able to identify which side of the body the person uses to discuss positive information. All of us move our eyes to send our mental 'file clerk' into the brain to retrieve information.

This is a great technique to reveal a person's mental preferences for which side of the body they use to access positive and negative information, but let's unpack how to turn this into a behavioral tactic.

It's a rainy morning. You're the lead salesperson at a car dealership and you've just been introduced to a new customer who's interested in buying a pickup truck. You ask him about his life, and he begins recounting the horrible experience he had last time he bought a truck. As he starts to recount the horrible experience, his eyes move to his left and he begins a series of small gestures with his left hand. You've immediately identified that he is what is called 'right-positive' by nothing more than elimination. If the left side is for accessing negative information, the right side will be what he uses for positive information.

As you begin to close the deal, you can now lean to your right (his left side) and gesture with your right hand (also on his left side) while you describe the benefits of owning this new pickup truck. You've physically moved a bit to his right side and forced his body and eyes to start moving in the direction of his positive memories and associations.

To summarize, if they look a certain direction when they recall positive information, then you move that same direction and gesture that direction as you close the sale.

If I'm speaking with someone and I see them look to their right as they talk about anything that they view as positive, fun, enjoyable, interesting, or good, I'm going to move that direction when it's time to close the deal.

The bonus of identifying GHT is that you also know which side they associate with, and access to retrieve, negative information. If you would like to make a subject or topic viewed in a more negative light, all you need to do is move in that direction. For example, you may wish to have a customer feel apprehensive about a competitor. As you describe the type of experience you believe they will have at the competitor, adjust your posture and lean in the negatively-associated direction.

GHT is a powerful tool. You can go online today and almost any video with people in it will show you how easily you can profile GHT.

NOTES

To take notes in meetings about GHT, I will simply write 'ght' followed by 'lp' or 'rp'; those standing for left-positive and right-positive.

My notes on GHT might look like this: ght-lp. It's simple, and no one will be able to figure out what these letters actually stand for.

SHUTTER SPEED

Blink-rate identifies how *often* the eyes blink, Shutter Speed identifies how fast they blink.

Shutter speed refers to the speed of a camera shutter. In behavior profiling, it refers to the speed of the eyelid. When we blink, we reveal more than just blink rate. Changes in the speed of the eyelid can indicate lots of information.

Shutter speed is a measurement of fear/stress.

Think of an animal that has a reputation for being fearful. A chihuahua might come to mind. In mammals, because of evolution, our eyelids will speed up to minimize the amount of time that we can't see an approaching predator. The greater the degree of fear an animal is experiencing, the more the animal is concerned with an approaching predator.

In an attempt to keep the eyes open as much as possible, the eyelids involuntarily speed up. Speed, when it comes to behavior, almost always equals fear.

In humans, if we experience fear about something, our eyelids will do the same thing as the chihuahua; they will close and open more quickly. In a conversation, if you see a change in shutter speed, it can indicate either an increase or decrease in level of fear.

As fear takes hold in the body, you will see an immediate increase in how fast the eyelids open and close.

Side Note:

Now that you know that fear causes the whole body to move faster, not just the eyelids, be aware of your own movements during every interaction. Think about the person you're speaking to and how their mammalian brain is unconsciously reading your behavior. In order to send the right signals, follow this helpful rule of thumb: never move faster than you would if you were in a swimming pool. By following this rule, you'll keep any of your *own* unconscious fear signals from revealing themselves during a conversation.

PUPIL DILATION

In conversation, we spend most of our time making eye contact. How often do you notice the size of someone's pupils? Probably, like most people, not often. Our pupils change in response to lighting conditions but they also respond to visual stimuli, emotional reactions, and arousal.

Since we aren't aware of the size of our own pupils, and the constriction or dilation of them is outside our conscious control, this makes it a very reliable unconscious behavior.

If we are having conversations in a location where the lights aren't changing, we can assume that the movement (the constriction and dilation) of the pupils is a psychological response instead of a physical one.

First, our pupils respond rapidly to threats. If someone were to burst into the room shouting as you're reading this, your pupils would dilate (get bigger) as much as possible. Our bodies do this in response to threats because of how this served our ancestors. If we were about to be attacked, our pupils needed to enlarge in order to let in the maximum amount of light. This allowed us to see better and therefore fight better - or escape better from the potential threat.

Our pupils also respond to psychological stimuli.

When we are attracted to someone, for example, our pupils dilate as we look at them. When I teach interrogation courses, I show police officers how to display photos to suspects in order to observe the pupillary response to them. If a suspect's pupils dilate while observing a photo of a bloody crime scene, for example, it gives a strong clue as to how they feel about the results of the crime.

When we see or hear something that we really like, our pupils dilate. Things we dislike will cause our pupils to constrict.

Scientist Eckhard Hess pioneered the art of what he termed 'pupillometry.' He performed a series of experiments that gave us the foundational body of knowledge regarding pupil dilation and animal imprinting.

When babies are first born, their pupils dilate when they look at their parents. As humans, when we look at a person with dilated pupils, we are more likely to find them attractive. If you're out in the bright sun, however, don't be discouraged if you notice someone's pupils are constricted and small. Anytime the lighting is bright, we can ignore pupil sizes in conversations because the bright light will automatically cause constricted pupils; you won't be able to see any fluctuations in the pupils of people you're speaking with.

In sales, you might see a pupil dilation response to something you're showing to a customer. This is noteworthy. Likewise, you might see pupil constriction in response to something, exposing their dislike or disagreement.

Not all pupils are equally visible. People with lighter colored irises will be a lot easier to spot. This nonverbal behavior is something that I recommend trying in conversations to get the hang of. Not only will you be able to track changes automatically after just a few days of practice, you'll be able to make much faster assessments of someone's agreement or disagreement.

CONFIRMATION GLANCES

A confirmation glance is something we all do occasionally, some more than others.

When you're speaking with more than one person, a brief glance toward the third party for 'confirmation' is what we're referring to when we say confirmation glances. This typically occurs just before or just after they speak. They will be making eye contact with you as you ask a question or make a remark and will briefly look at the other party just before they speak.

This glance lets you know that they are confirming their opinion with the other party, or that they are nonverbally checking for approval of the other party. If you see the glance before they speak, it's likely that the person they looked at is the decision-maker and can be persuaded.

If you see them look at the other party after they speak, you can assume the person they looked at is still the decision-maker, but also has the final say.

The confirmation glance is simply a way to determine who's in charge, who makes the decisions, and who you will ultimately need to persuade to adopt your ideas.

When I teach law firms about this behavior, I show them how this works in the courtroom. A witness on the stand may glance at someone in the courtroom after they speak, and it could mean a major red flag, or that you need to speak with this other person. In juries, the jurors will typically select 'decision-makers' before the end of the first day. You will see the juror's confirmation glances go toward decision-makers any time a fact or turning point in the case is discussed in the courtroom.

In interrogations, a confirmation glance has a new meaning as well. If an interrogator is interviewing two suspects, and one of them looks at the other before speaking, this behavior flags potential deception. If there are two interviewers and one suspect, deception potential is seen when the confirmation glance takes place after the person gives an answer. For example, interviewer A asks the suspect a question. The suspect answers, then makes a brief glance at the other interrogator/interviewer afterward in order to ensure their story is believed.

This behavior is culturally universal and can be seen anywhere humans talk to each other. Try watching a celebrity being interviewed and see whether their glances tend toward the host or to the audience - and you'll know which one they want to please the most.

THE EYEBROW FLASH

Make an angry facial expression. Seriously - go ahead. I'll wait.

Did you feel what your eyebrows did? They pulled downward and together. As primates, we communicated with our bodies and faces for millennia. If we wanted to show another primate that we were non-threatening, friendly and open, we would make a movement with our face above the tall grass to prevent conflict.

The eyebrow flash, defined as our eyebrows going upward and apart, is an expression that is the opposite of anger. Think back to the last time you met someone you were excited to see. Those millions of years of genetic memories activated to show that you were friendly. As you greeted them with enthusiasm, or introduced yourself, your eyebrows 'flashed' upward to show them you were not a threat.

This isn't something we do consciously. So many of us are completely unaware of the behavior of our eyebrows. As an experiment, try introducing yourself to someone today and perform an eyebrow flash. There's about a ninety percent chance the person you do this to will return the same eyebrow flash. The only difference is that their body did it completely unconsciously! We tend to exhibit a lot of the same behaviors that primates do unconsciously.

We've all seen the articles or the online videos that tell us that our bodies play a role in our psychology. Some say if we make facial expressions of happiness, we actually start to make happiness chemicals in the brain. If we sit up straight when we feel down, our mood will start to shift. On an internal level, we are all pretty aware of this. The movement of our bodies can create moods. Moods create movement (body language) and movement creates moods. But what does this have to do with the eyebrow flash?

Within the first few minutes of any conversation, you're already able to apply everything you've learned in this chapter. You're able to profile various eye movements and you have The Laws of Behavior to use as a lens to see through. But the eyebrow flash? You can use this tool in the first few *seconds* of an interaction, never mind minutes.

If you display an eyebrow flash in the first few seconds after meeting someone and they return the eyebrow flash unconsciously, they've begun to exhibit behaviors of compliance, non-threatening, and open body language. We've started moving their bodies to get psychological results within seconds, versus minutes. This is the first step to something I developed for intelligence work and our persuasion courses called 'behavioral entrainment' - wherein we guide the person into a gradually increasing number of compliant behaviors as the conversation progresses. You'll learn more about this in the coming chapters.

SUMMARY

The eyes communicate (reveal) so much information, but only if you have the skill to identify it. Since we've been using our eyes to communicate for millennia, they know what they are doing so much so that they are on autopilot.

If you studied nothing more than the eyes, and made this your only skill, you'd still be better than 95% of people in the world at profiling behavior.

Keep in mind, reading people is not just about seeing these behaviors, it's about watching for changes and identifying the causes of those changes. Next, let's look at the face, since we're already making eye contact all the time, and I'll show you a few things you might have never seen or heard of before that expose a lot more than most people would believe.

THE FACE

We started with the eyes because we make eye contact a lot as humans. The next part of the body we look at the most is the face. A person typically glances at the face 11 times per minute in conversations.

The most impactful researcher in facial movement science was Dr. Paul Eckman. Eckman travelled to the depths of jungles to seek out tribes who had never had human contact outside their tribes in order to verify that facial movements and facial expressions are universal. We truly are born with the same facial expressions and nonverbal communication strategies, and Dr. Eckman proved it. His groundbreaking book, Unmasking the Face, paved the way for modern researchers in behavior science.

In this section, I'm going to introduce you to the absolutely essential elements of the face that you will need to know in order to read people. I'll list the behavioral indicators in order of how I view their relative importance.

LIP COMPRESSION

When a person squeezes their lips together, they are performing one of the first ways humans learn how to say 'no.' When babies don't want to breastfeed, they close their lips.

If I were to give you the most accurate two-word description of what this behavior means, it is 'withheld opinions.' Lips compress to withhold.

In sales, if a customer is speaking to you and you see their lips compress right after they say, 'Yeah, that sounds pretty good...', you know you've got work to do. There's a hidden or concealed objection waiting for you at the end of the sale, so you had better deal with it now.

What if you asked a close friend how they like their new job, and their response was, 'Oh, it's great!' followed by a lip compression. Try it out right now and you'll be able to feel how it feels. It's withholding something isn't it?

In the courtroom, when you see lip compression in a jury, you've got work to do. If you're deposing someone and they answer a question followed by lip compression, you know that there's something being held back.

In the beginning of the 6MX, I mentioned the importance of context. This is no exception. It's critical that you're able to identify the cause of the lip compression. Otherwise, spotting the behavior is next to useless.

If you are speaking about the price of a product or service when you see lip compression, you know that that detail is what you need to make note of. You can deal with the objection in the moment or keep the information in your pocket till the end of the sale when you start closing the deal, and then bring it up and overcome it before they can raise the objection.

OBJECT INSERTION

This is one to be on the lookout for. Object insertion simply means something is being put into the mouth. It could be a pencil, the end of a pen, a woman's hair or even their own lips. Once something passes the barrier of the teeth, it qualifies as object insertion.

This behavior is indicative of a need for reassurance. Regardless of the situation, if you see this behavior in a conversation, it should be a red flag, notifying you that you have work to do.

When we see this behavior, we know the person most likely needs reassurance. Our priority here is to identify the subject matter or topic the person reacted to with object insertion.

From here, you have the option to immediately provide some kind of reassurance about the issue or save the information and preemptively address the issue later, providing the needed comfort as their desire to be reassured comes to a head.

TRUE VS. FALSE FACIAL EXPRESSIONS

In conversations, it's a valuable skill to know when a facial expression of disagreement, happiness, or even surprise is authentic – or not. In negotiations, for example, false disagreement in the face shows you that you've made an offer they are likely to accept, even if the other party says otherwise.

In the courtroom, a witness pretends to smile as they talk about how happy their home life is, then they make a confirmation glance at someone in the courtroom. You're able to immediately identify the expression as false, allowing you to sharpen your questions around the topic.

Regardless of the environment, our faces tend to betray us when we express ourselves to others. We've been making facial expressions and sending nonverbal cues for a hundred million years or so, and we've only begun speaking quite recently – relatively, of course!

Since our nonverbal (mammalian) brain has been making genuine facial expressions and passing behaviors down for millennia, it's fairly good at getting the expressions to look a certain way on our face. Genuine facial expressions are automatic and are generated when we feel emotions. False facial expressions, on the other hand, come from a completely different part of our brain. This provides us with a number of clues when it comes to spotting false or fake expressions.

THE STOP VS. FADE OF EXPRESSIONS

False facial expressions will drop off the face instead of fading. Real facial expressions come from our animal brain whereas false expressions come from our neocortex, otherwise known as the 'human' part of our brains. The neocortex is so inexperienced at the art of facial expressions that it will stop the expression right after it makes it. True facial expressions are chemically based, and therefore, as the chemicals wear off in our bodies, a genuine expression gradually fades off the face versus just stopping suddenly.

> Our takeaway: Genuine facial expressions fade, and false facial expressions suddenly go away.

THE ASYMMETRY OF FALSE EXPRESSIONS

Since the neocortex is so inexperienced (relatively speaking) at making facial expressions, it lacks the precision the mammalian brain does to equally tighten facial muscles. The mammalian brain has millions of years of practice at expressions and therefore our true facial expressions are almost always symmetrical.

False expressions are likely to have more muscular tension in the face on one side than the other. You will be able to see the asymmetry when someone is telling you that they agree, when they actually don't.

THE ARTIFICIAL SMILE

An artificial smile isn't deceptive. We often see articles referencing 'fake' smiles, referring to them as being artificial or deceptive. This isn't the case.

Humans are social animals and much of how we get along in life depends on our social skills. A smile to others simply means we are friendly. We smile to people all the time to be polite, with no intent to deceive, only to get along and show respect.

The smile that's artificial is easy to spot. It's something you can scroll through social media right now and find. In genuine smiles, the upper half of the face is very involved. The cheeks raise and show what are called 'crow's feet' in the outer corners of the eyes. Regardless of our age, those crow's feet show up when we smile. Even babies display this when smiling genuinely. One study was able to show that people who smiled genuinely in their college yearbooks were happier decades later than those who displayed false smiles!

Ostensibly, you should be able to look at someone who is smiling, cover up the entire lower half of the face, and still see that they are smiling.

For smiles, always watch the eyes.

NOSTRIL FLARING

In behavior science, this behavior is called 'wing dilation.' Nostril flaring occurs mostly as a response to an increase of adrenaline in the body. As the adrenaline levels increase, the brain needs more oxygen, so the nose opening widens.

Since we are social creatures, when our body needs air, we don't open our mouths wide and pull in a huge volume of air...especially if we're trying to hide the emotion.

The nostrils will flare due to the need for oxygen, and the need for oxygen is caused by adrenaline. Adrenaline can be a product of strong feelings of excitement, happiness, or even anger.

It's up to you to determine the context. If you're in a sales situation and going over how much someone will have to pay in order to use your service, and you see lip compression and nostril flaring, you can assume this isn't a good sign. All emotions leave clues, and it's our job to figure out not *whodunnit*, but *whatdunnit*.

If you're a police interrogator and a suspect hears their name has been cleared, and you observe nostril flaring behavior, you can rightly assume this adrenaline is anticipatory excitement.

Learning how to spot this behavior doesn't take much time at all. Since we are already looking at the face most of the time, you won't have to divert your attention away from the conversation to spot this behavior.

Also note that nostril flaring can indicate attraction. If you're speaking to someone and see this while you are speaking, this can indicate that they are attracted to you. The evolutionary cause of this has its roots in our desire to smell the breath of someone we find attractive or see as a potential partner.

HUSHING

Another behavior we see children do all the time is hushing which is one's hand instinctively coming up to cover the mouth. If you accidentally drop the F-bomb in front of your parents for the first time, hushing is a natural reaction. As we grow up, we don't outgrow this impulse, we just figure out ways to mask it a bit.

Any behavior that obscures the mouth from your view is considered to be hushing behavior. Hushing can indicate a few things...

When listening, hushing can indicate a person wants to stay quiet out of respect. They might casually bring a hand to their mouth as they listen. Context is important.

Mouth-covering and facial touching have proven to be one of the most reliable potential deception indicators, but remember there are no behaviors that indicate deception, only stress. Imagine you're speaking to someone and the moment you mention interest rates on a loan they tell you that sounds good to them—but they also touch their face as they say it. You've got work to do.

In the courtroom, jurors, witnesses, and even the judge will exhibit facial-touching and hushing gestures when a topic creates internal stress.

If you're explaining something to someone that they may object to and you see mouth-covering (hushing) behavior, it is a noteworthy indicator that you will need to explain further or ask the person if they have any reservations or questions about the issue.

SUMMARY

The face is our first major source of information about how we are doing in a conversation. Stress, agreement, concealment, and even deception show themselves more often than you realize. When you learn to read the face, you get some serious XP.

Moving to the next section, we cover the most exposing and critical behaviors you can easily learn to spot that reveal stuff people would much rather stay hidden.

KNOWLEDGE CHECK

1. What is the likely meaning of lip compression?

2. What does it mean if someone places a pen into their mouth during a negotiation?

THE BODY

Over the years of developing the 6MX process, I've concentrated the research and training to include only the most reliable and most common behaviors to spot to gain the most accurate information about who you're communicating with.

The behavior of the body is just as reliable as the face, but we spend less time in conversation looking at the body. This section of the 6MX contains the essential behaviors that can be observed on occasion as well as others that you will be able to observe through peripheral vision while making eye contact.

CROSSED ARMS

There are countless articles that cover the many varied meanings of people who cross their arms. The problem is most are unreliable. If you observe someone crossing their arms, the causes and reasons can be so varied that it becomes an inaccurate assessment.

Generally, I say that if you observe arm-crossing behavior, ignore it.

However, there are generally two exceptions to this:

1. When the palms are in contact with the body, this is a self-hug. It is a reassuring/pacifying behavior that can indicate a need for reassurance or insecurity. This behavior is not considered arm crossing.
2. If the person is making fists instead of simply crossing their arms, this is significant. It can indicate anger, restraint, or serious disagreement.

If you see a simple 'normal' looking arm-cross, generally you can ignore the behavior with one exception: The fingers of the person you're observing should be taken into account. The tension in the fingers can illustrate the psychology of the person. Relaxed fingers show us that this person is generally relaxed, and that the behavior is simply an extension of that. If the fingers are curled and dig into the arm, you are seeing discomfort, stress, or disagreement. This finger movement is called digital flexion and will be covered later in more detail.

> **NOTE:**
>
> We tend to think in terms of still images when learning behavior and body language. This is a critical error that many make as they learn the art of people-reading. As you imagine each of these behaviors, picture the movement from one behavior to another. For instance, instead of memorizing what the curled fingers mean with the arm-cross, imagine a moving picture of what that behavior looks like with the fingers going from relaxed to curled on the arm. Now you can place the behavior within the context that created it. Remember that in all of behavior analysis, we are watching for **changes** and **movement**, not still images.

GENITAL PROTECTION

Men and women will perform different actions that qualify as genital protection.

Men will perform a behavior known as the 'Fig Leaf' whereas women will perform something called a 'single arm-wrap.' Both of these behaviors communicate the same internal feelings: vulnerable, threatened, or insecure.

THE FIG LEAF

With the Fig Leaf, a man's hands retract toward the genitals, eventually ending up being held together in front of the genitals. We have all seen this behavior in a standing position —a man standing upright with both hands held together in front of their groin. This same behavior can be observed in a seated position, with one or two hands covering the genitals. The movement of this behavior is what you are going to be looking for.

Imagine a conversation with someone. A man's hands rest comfortably on his legs. As a certain topic is introduced, the hand(s) slide backward toward the groin area, covering the genitals.

The movement in this case is what tips us off to the context that created the emotion. We see the hand move toward the genitals and can immediately identify that it is the topic being discussed that caused the movement.

EXAMPLE: You're a therapist speaking to a patient with depression and as you mention their relationship with their mother, their hands shift, settling in front of the genitals. You know immediately that you need to ask questions about this.

EXAMPLE: You're in a high-stakes business negotiation and as you talk about the terms of the deal, you mention that a new board member will be appointed to the company. As you say the name of the new board member, you observe the retreat of the hands toward the genitals. This indicates that you need to ask more questions about their relationship with this potential new board member.

These examples show ways that you may be seeing vulnerability, insecurity, or the feeling of being threatened.

THE SINGLE-ARM WRAP

Women will exhibit the single arm wrap when experiencing the same feelings.

Imagine you're a hiring manager at a financial firm. You sit down to interview a young woman, and everything seems to be going well. As you ask her about why she left her previous employer, she says, "Everything was fine there. I just needed a change of scenery." As she begins this statement, you notice her arm fold over her lower abdomen and her hand gently grasp her forearm. You've identified genital protection. You know you have work to do here.

Now imagine you're a doctor. A female patient comes in and is complaining of headaches. While gathering her medical history, you ask her about feelings of depression or self-harm. As she denies having these feelings, she crosses her arm across her belly and her hand comes to rest on the opposite forearm. Again, this is a sign that more questions may be appropriate.

Genital protection is woven into our entire psychology. While we no longer have to protect our reproductive organs from attacks by tigers and lions, the instinct to do so is still alive and well within us. Through these actions, internal feelings are on *public display.*

DIGITAL EXTENTION

Our fingers reveal a lot about how we feel. Typically, *the further a body part is from the head, the harder it is to control during stress and elatedness.*

Our fingers are pretty far from our heads, and as a result, digital extension is a behavior that can reveal comfort, agreement, relaxation, and focus. In other words, it's useful when you see it.

Digital extension is a small movement of the fingers away from the palm. The fingers are moving from a curled position (not a fist) to a less-curled position. They are relaxing. This behavior is something that can be seen out of your peripheral vision and doesn't take long to learn. Simply watching a few online videos can show you exactly how common this behavior is and how easy it is to spot.

In most seated conversations, hands are placed on the table or within your view. If they aren't in your view, you can obviously ignore the need to profile the hands. But since the hands are visible most of the time, they serve as a reliable barometer of how well the conversation is progressing.

SCENARIO: You're a senior executive and involved in negotiations with another company for a massive deal. Amid the tensions, you've agreed to a meeting with the other company's representatives. As you go through your list of points, you notice digital extension across the table when you make your initial pricing offer. This is a good sign, as you've discovered the number is favorable to the other party.

SCENARIO: While checking in to your flight, you observe digital extension in the airline employee as you mention the topic of cocktails. This discovery lets you know that the topic is favorable, so you decide to elaborate on it, and wind up being upgraded to First-Class.

Digital extension is a great barometer for conversations. Whenever you see this behavior, take special note of what is being discussed. This is something you may want to bring back up at the end of the conversation when it's time to ask the person for a favor.

Over the course of a conversation, negotiation, or discussion with anyone, digital extension alerts you to every detail that causes the person to relax and pay attention.

DIGITAL FLEXION

Digital flexion is a negative behavior. It can illustrate disagreement, doubt, anger, stress, and even fear. Since you will already be on the lookout for digital extension, digital flexion will be equally easy to spot.

Consider this behavior to be the reverse of digital extension, wherein the fingers curl inward toward the palm instead of extending outward. This behavior is not the making of a fist; rather, it is a gradual and often subtle behavior that can involve minimal movement of the fingers.

Context is very important. When you see digital flexion, its meaning is unknown until you're able to understand the topics, subjects or events that likely created the behavior.

SCENARIO: In a sales office, a customer shows digital flexion at the very same moment you mention a warranty. You immediately identify this and ask them if they have any questions about the warranty by saying, "I realize there's a whole lot here. This warranty thing is especially confusing sometimes. Did you have any concerns about it?"

SCENARIO: It's Friday night and you've been dragged to a speed-dating event with friends. You sit down at a table with a man who is charming and friendly. As you make a casual joke about 'criminal records,' you spot strong digital flexion. He hands you his number at the end of the evening. Instead of calling him right away, you search online and discover a felony assault charge. Yikes.

Digital flexion isn't a sure-fire indicator of deception or even concealment, but it is something to look for. Now that you've been trained, you know that once you see it, it becomes a relevant data point, and you should look for others. Any time you see digital flexion, identify the context and consider it a valuable data point to either deal with in the moment, or contrast to future behaviors.

FIDGETING

Fidgeting is constantly written about in body language articles and books. Fidgeting happens when a person repetitively makes small movements with the feet or hands. This behavior typically serves no real purpose but can alert us to a few possibilities of its cause.

Fidgeting occurs when we have increased adrenaline or when our brain is under stimulated (bored) and is making an attempt to keep our mind active.

A good rule of thumb from body language expert Joe Navarro is that 'all repetitive behavior is self-soothing.'

If you observe this behavior, the person you're speaking with is likely either excited or bored, but it could be neither. Once you've taken the context into account and observed the other behaviors that are visible, you'll be able to determine the causes behind the behavior.

Fidgeting serves us only as a data point among many and is not a behavior that I would recommend you pay close attention to. That being said, it is worth noting when you do see it. Make note of the context anytime you see this behavior.

FEET HONESTY

Our feet are honest. What do I mean by that? Well, your feet tell a story about intent. Let's say you approach a group of people who are talking, if you look, you'll notice that everyone's feet are pointing toward the person in the group who has the most attention from the group. This will typically be either the leader of that group or someone who is the most socially connected to them all. The direction feet are pointed can tell us quite a bit, and the good news is you don't have to stare at them during a conversation.

The feet are furthest from the head. They are far more likely to betray our intent nonverbally than our other body parts, which live closer to the brain and are easier for us to manage.

In any conversation, make an occasional note of which direction feet are pointed. If they are pointed at you, that's a great sign. If they move from pointing at you to pointing at an exit, this might indicate a person's desire to leave the conversation. Feet broadcast intent and focus.

When speaking to multiple people, note where feet are pointed as well. If you're speaking to two people and you notice that feet generally point to the other person, you've probably identified the decision-maker in the group.

Feet will also be the first body part to display fidgeting although we are less likely to observe it if we're making eye contact or seated at a table.

ARMS BEHIND BACK

This behavior is similar to the arm-cross. It's widely written about and often misunderstood. Our species once walked on all fours and therefore our soft bellies were protected from predators by the hard ground below us. Now that we are upright creatures, we walk around with our abdomens exposed.

Behavior expert Mark Bowden has coined the term 'truth plane' to describe this area. People who speak with exposed palms just above waist-level, and who expose their abdomens are more likely to be trusted by others. Mark Bowden refers to this as 'navel height', wherein the hands are used with exposed palms at belly button height while communicating.

When someone places their hands behind their back, they are showing us that they have no need to protect the abdomen whatsoever, which means they don't feel threatened.

We also see this behavior in authority figures who unconsciously do this to illustrate their confidence. In all reality, however, it simply means that someone feels just fine.

There is one exception to this, however, and it is when arms are behind the back and one hand is *clasping* the arm behind the back. This is indicative of self-restraint. This gesture can indicate someone is restraining either due to anger or out of fear they will do something they would rather not. In the anger scenario, you can see this in courtrooms as a suspect stands to listen to a jury's verdict. In the fear scenario, you can see this when someone who doesn't want to bungee-jump is peering at the equipment looming near the edge of the platform.

HANDEDNESS

Identifying someone's dominant hand is something we can all do. From seeing which pocket they carry a wallet in, to simply watching them write something, we can all identify clues to spot someone's dominant hand.

Our dominant hand, and that side of the body, play a major role in our behavior and reveal a lot more than most people think.

In my courses that I teach for police and government, I show people how to predict violent behavior before it happens. One of the most common indicators of pre-violence is a behavior called 'dominant leg retreat.' Picture yourself standing normally. If you were to get into a fighting stance, or about to hit a punching bag, your dominant foot would draw backward to prepare your body for action.

In police encounters, and especially when someone is attempting to conceal their intent to attack, this backward leg movement is very subtle, sometimes moving only a few inches backward.

I've discovered something after decades of watching human behavior: When a person experiences strong disagreement with you, their dominant shoulder will move backward just like the foot does before a fight occurs.

If you're seated, imagine the person across from you pulling their dominant shoulder away from you. Most of the time, it will be a very subtle movement, only an inch or two backward. But this behavior is a reliable indicator that the person is experiencing a strong negative reaction to something in the conversation.

This behavior is easy to spot without staring at the shoulders and it may save you a lot of money and time once you're able to spot it.

Here is the method that I teach interrogators and law firms around the country:

When you identify that someone is left or right-handed, place an imaginary red circle in front of that shoulder. It only takes a second to do this. Now that you've done this, even if the circle vanishes, your brain is still primed to watch for movement in that area of the person's body. You will now be able to see any movement in that shoulder a lot easier.

BREATHING LOCATION

If you watch a baby sleeping, you'll always see one thing they all have in common: they breathe into their abdomens. Their bellies rise and fall with every breath.

Ours do the same when we sleep. In fact, anytime we are fully relaxed, we will breathe into our abdomen. Most of us, however, breathe into our chest area, especially in new social situations.

Chest breathing can indicate someone is in disagreement, but this behavior can also be the default behavior for people as well. What is important about identifying breathing location early in the conversation is that it enables us to identify when it *changes* to a different area.

If I see someone breathing into their chests in an interrogation room and I notice a shift to abdominal breathing, this becomes a good data point. Conversely, if I'm speaking with someone who is relaxed and breathing into their abdomen, then their breathing location shifts to their chest, this can indicate something is off.

Even if you're looking at someone's face, you are able to tell if their chest is rising and falling. If their chest isn't rising and falling, you can assume they are breathing into their abdomen.

SCENARIO: You're on a date. The conversation is going well, and you casually mention reading an article about shoplifting. As you do, your date's breathing immediately shifts from relaxed, abdominal-breathing, to chest-breathing. While this may not indicate your date is a serial shoplifter, you do now have a data point that can help you guide the conversation. Later, once you've established more data points, you can decide if you need to run.

SCENARIO: You are selling life insurance. After speaking with a client for a few minutes, you note that they are a chest-breather by nature. But as you begin talking about renting an RV for a family vacation, you see the person's breathing shift into their abdomen. This gives you valuable information about what's important to this person and allows you to discuss the benefits of the insurance policy in a way the client will appreciate.

Breathing location is important, but only when we see a change.

SHOULDER MOVEMENT

THE SHOULDER SHRUG

A shrug of the shoulders can mean a few different things; it can indicate submission, an apology, or a lack of information.

When both shoulders go up, our body communicates that we are sorry. If someone asks if you have any idea when a flight is leaving from a gate at the airport, this gesture would probably be exactly what you would do if you didn't know the answer.

Our shoulders also come up when we are fearful. With our fear of large cats still in us from long ago, our shoulders raise to protect the neck. All fear behaviors will protect arteries and blood vessels in one way or another.

Shrugging our shoulders also serves to make us smaller and therefore can reveal someone's fear of situations or people. When I train police, an indicator I teach them to look for during domestic violence calls is shoulder shrugging. Does the victim show raised shoulders in the presence of the abuser? This can help an officer see what's really going on behind the scenes.

This expression is also a way to show deference to authority figures. Subordinates may approach a boss with shoulders raised or a child who wants something from their parents may do this to show deference.

In general, people who are experiencing fear of any kind will raise their shoulders. People with anxiety will carry their shoulders high most of the time until they fully relax.

When you see shoulders dropping or relaxing, this is a wonderful sign that you've made someone comfortable and accepting.

In conversations, look for this behavior. Not only will the raising of shoulders show you when the person is feeling fearful or uncertain, but the relaxing of shoulders will also expose the conversational topics and discussion points they are comfortable with and interested in.

When taking notes on this, abbreviate using Sh. Raised shoulders should have an up arrow, circled if you're able to identify the cause of the behavior. And lowering shoulders should be a down arrow, circled for the same reason.

THE SINGLE-SIDED SHRUG

The single-sided shrug occurs when someone quickly raises one shoulder. This differs from the general shoulder shrug in that it communicates an entirely different message. This behavior communicates a lack of confidence in what's being said.

It doesn't always imply someone is lying but it can certainly show when someone has little to no faith in the statement they are making.

Imagine asking a friend how they like their new job. As they say, 'It's great!' one shoulder spikes up. We know they don't fully believe in the accuracy of their statement.

SCENARIO: As a newly minted salesperson at a car dealership, you're speaking with a couple about buying a new SUV. When you ask them if a particular model is the one they are looking for, you see the woman's shoulder rise quickly as she says 'yes.' Right away, you know that you should explore a few more models and see if they like any of them.

SCENARIO: You're on a date with someone you met online. The moment they tell you they would like to go on a second date, you observe a single-sided shrug. You've either got work to do, or better luck next time.

BARRIER BEHAVIOR

Countries and cities erect barriers, and so do we. Most of the time this is an unconscious behavior. The table between you and a client is clear with nothing on it, then they take a sip of water and set their glass between you and them. This is a barrier.

We place objects between ourselves and others when we feel a need to distance, conceal, or protect ourselves from the conversation or the person.

Barriers can take many forms. For example, someone suddenly buttoning their jacket in a meeting could be a barrier behavior. A woman pulling a sweater closed as she speaks to someone can be a barrier gesture. Even something as small as placing a phone between you and the other person can be a barrier.

It's important when we're communicating to eliminate these as much as possible on our end. Unbutton the jacket, move that water glass, loosen the tie, and scoot that notepad a little to the side. Our removal of barriers, even our own arms, can show transparency and honesty, allowing the other person's subconscious to process the information we give them with openness and more trust.

Here are two points to consider when assessing barrier behaviors while speaking with someone.

1. **Identification**
    a. As accurately as you can, identify the things taking place that have caused discomfort. If you identify the placement of a barrier, ask yourself, 'What were we just talking about before the barrier behavior was performed?'
    b. You may need to backtrack in the conversation and address the issue, or simply decide not to mention it again.
2. **Removal**
    a. If you see a barrier placed, try to get them to remove it. For instance, if I observe someone placing a glass between me and them on a table, I may decide to show them something on my phone which makes them have to move the glass to the side.

HAND TO CHEST

We tend to touch our chests when we express something we feel emotionally sincere about. This behavior can indicate someone feels strongly about an issue or topic, and this knowledge can help you steer the conversation.

If you see this behavior suddenly in conversation, make note of the topic of discussion.

HYGIENIC BEHAVIOR

Any behavior that has the intention of improving physical appearance is considered hygienic.

These behaviors include:

- Lip-licking
- Adjusting hair
- Picking lint from clothing
- Adjusting to a more upright posture
- Smoothing wrinkles on clothing
- Adjusting clothing (such as a jacket or tie)

These behaviors can reveal a lot depending on the context of the situation.

In interrogations, these behaviors will most often be seen before someone begins to speak. In the subconscious, this is designed to improve physical appearance and assist you in believing the story they are telling.

In sales conversations, this can reveal the moments someone is becoming excited about the potential uses of a product or service they are hearing about. This can also show us when someone is preparing to discuss something they are proud of, such as an accomplishment or achievement.

In normal conversations, however, this behavior can indicate arousal, attraction, and interest. Not all of this is romantic, though. People do this regularly in conversations with people they have just met or people they admire.

Unless you're an interrogator, or you're speaking to someone who may be deceptive, these behaviors are usually a good sign.

SUMMARY

The body moves a lot but now that you know what you're looking for, spotting these important movements won't take long to master. Understanding these data points will give you the ability to see well into the subconscious of anyone you speak to.

And this is only the beginning.

In the coming sections, we're going to investigate very detailed scenarios where you'll be able to observe these new skills in action. And even better, you'll see exactly how to employ each one of the techniques you're now learning in real time.

Let's talk about lying and deception.

DECEPTION DETECTION AND STRESS

There are no behaviors that directly indicate that someone is deceiving or lying. Instead, what we are looking for is discomfort, stress, and uncertainty when someone is speaking. So, although you're learning how to detect when deception is likely in conversations, you're actually learning how to detect stress. This skill reveals all kinds of internal emotions whether you're in sales, medicine, negotiations, or any situation where you speak to humans.

Becoming a stress-detector has tremendous benefits. You can start to see where disagreement, discomfort, and uncertainty creep into the mind of anyone you speak to. When you see these behaviors, you will be able to identify the precise moment they occur, and what was being discussed that might have caused it.

We are now going to cover both verbal and nonverbal 'deception' indicators. The verbal indicators are written to address deception but remember to read through them with the intent of applying them widely to identify any form of stress.

ABOUT LYING

There is no machine or human that can 'detect' lies. Even the polygraph is a machine that measures only stress responses. In fact, one of the reasons polygraph results are inadmissible in court cases is the fundamental unreliability of the machine. They are prone to subjective interpretation, manipulation, and are even biased against truth-tellers.

To get proficient at determining the likelihood of deception, you must read behaviors in groups and clusters. When we see a single data point, we must obtain another before making any kind of determination about the presence of deception in someone's statement. One of the reasons I designed the Behavioral Table of Elements to resemble the Periodic Table of Elements, aside from the fact that it looks cool, was to show that just like elements, they come together to form things. Behavior is the same in that we need to combine multiple data points to form a cohesive opinion about the interaction.

We are all affected during conversations by something called the 'truth bias.' This phenomenon suggests that when we like someone, even just a little, our brains will make a decision, without our knowledge, to see only truth. Deceptive indicators and warnings are deleted from the memory of

experiences with people we like. Our brains are working to do the right thing and when we interact with someone we like, our brains will seek confirmation of this and basically ignore anything that conflicts with it.

We see this in extreme situations where a husband is cheating on his spouse. Everyone in the neighborhood knows about it except for the spouse. She has ignored fundamental indicators of deception and bad behavior simply due to her firmly held belief or desire to believe that the relationship is still solid and going well.

We can be affected by truth bias anywhere, from the courtroom to the sales floor, and in almost any conversation we have. It's not just something spouses and interrogators deal with. Something as small as looking like someone, sharing the same first name, or even being the same race as someone can trigger this truth bias. While there's no cure to prevent this from happening, being aware of it can help. Before you enter into an important conversation, examine the situation. Determine if you're likely to suffer from truth bias and keep it in mind during the interaction. This won't prevent it, but it can certainly limit the influence of the bias on you.

Let's now walk through the verbal deception indicators.

HESITANCY

Hesitancy occurs in two forms. In one form, there is an unusual pause before a person answers a question. How do we know what's unusual? We only measure how unusual the pause is based on how they have responded to all the other questions during the conversation.

The second form that hesitancy takes is a direct repetition of the question. If you asked someone, "What's the reason you decided to do that?" and their response is, "What's the reason I decided to do that...?"—this is hesitancy. The person has basically echoed the entire question back before answering. This behavior is designed to buy time and provide room for the person to prepare an answer to the question in their head.

However, if someone simply repeats a part of the question, it's most likely for clarification, not buying time. For instance, if you asked the same question, "What's the reason you decided to do that?" and their response is simply, "The reason?...Well...," this is simply a partial repetition of the question for clarification and does not qualify as hesitancy.

PSYCHOLOGICAL DISTANCING

When someone speaks about something they feel guilty about, they will soften the severity of the crime and distance themselves (with words) from the object of the question.

In police work, criminals will use words to describe crimes that are less revolting or severe. Examples include:

Kill = hurt	Steal = take
Rape = have sex with	Molest = interfere with / touch
Assault = hit	Shoot = harm
Stab = hurt	

People also do this in business, referring to negative actions in the workplace with less severity than an innocent person would. Innocent people typically have no problem using the specific 'harsh' word to describe an occurrence. Guilty people, on the other hand, tend to soften how bad it sounds.

People also do this with names. Criminals are less likely to use the name of victims, instead referring to them as he or she, or 'the woman.' In the workplace, employees will do the same for people they either disdain or they may have victimized.

Consider the following statement that you may have heard before:

> "I did not have sexual relations with that woman..."

In this phrase, we see two instances of psychological distancing. Sex has become 'sexual relations,' and the name of the subject, in this case 'Monica,' has been omitted. Only after this distancing phrase was spoken was the actual name of the subject used, and this was only after a pause.

When I train interrogation teams, one strong piece of advice that I always offer is that *your* language should utilize psychological distancing when you're questioning someone. If you ever have the need to question someone, never use harsh or criminal words to describe the event or action. Instead, always soften the severity. Suspects have a mental tendency to assign blame, dismiss how severe the crime is, and rationalize their actions and your job is to *help them* do just that. There are seven specific tasks an interrogator must accomplish to get the job done and one of them is to 'Minimize the Seriousness of the Situation.' Psychological distancing helps to achieve this.

RISING PITCH

The tone of our voices tends to rise when we lie.

As stress creates adrenaline in our bodies, it also tightens the muscles in the neck around the vocal cords. A deceptive statement will likely sound higher pitched than the rest of the conversation.

This deception-indicating behavior is easy to notice but it won't sound like you might think. When I was first trained in this, I imagined Dennis the Menace lying to Mr. Wilson about the baseball flying through his living room window.

Sadly, I discovered it's not that dramatic. The tone increases only slightly in contrast to the other statements in the conversation.

SCENARIO: You've been interviewing a new hire for your company. The moment you asked about why they left their previous employer, the pitch of their voice goes up. Everything else looked entirely believable but you decide to call the previous employer and when you do, you discover they were fired for stealing from the company. Crisis averted.

INCREASED SPEED

Liars will increase the speed of potentially deceptive statements. This happens unconsciously, like all the other indicators. This typically has roots in one of two reasons in the subconscious mind.

First, the brain is stressed out. If the person delivers the statement as fast as possible, they will minimize the time they are experiencing stress. The speed will differ from the rest of the conversation.

Secondly, the person being deceptive will speed up their answer to avoid being interrupted. If they pause, their brain views this as an opportunity for you to interject and question certain aspects of the statement.

SCENARIO: In a business merger discussion, the CEO of one business speeds up when speaking about the integrity of the company and how they have been forthright in submitting all the requested paperwork. A week later, the Securities Exchange Commission (SEC) announces they are investigating the company directors for insider trading. (Try watching the videos of Enron staff make similar statements.)

NON-ANSWERS

If a person responds to a question in any way that doesn't answer your question, it is considered a non-answer. We'll be coming back to this a few times to illustrate how this combines with other deception indicators to increase the DRS (Deception Rating Scale) rating of the behavior.

PRONOUN ABSENCE

When we speak, we typically use all kinds of pronouns. It's built into the fabric of our language. Deceptive statements will contain fewer pronouns than our normal speech and may be completely devoid of pronouns all together.

An interesting fact is that technical manuals normally don't contain pronouns. If you bought a new washing machine and read the instruction manual, I'd be willing to bet you'd find no pronouns in the entire document.

Somehow, in the subconscious, our brains view a lack of pronouns as highly technical, as if it was just a list of facts. In much the same way, our brains recall untrue events with fewer pronouns because we didn't actually experience the event. Whatever the reason, deceptive statements are far less likely to contain pronouns.

Imagine asking someone what they did last night, and their answer is, "Well, left the house at about nine. Went to the bar and had like six or seven drinks, stopped at the store on the way home, got a six pack, got home at like eleven and played on the X-Box until about 2 in the morning."

You guessed it - pronouns are missing from the entire story. While deceptive statements may not be this obvious, you will definitely be able to notice when the pronouns begin appearing less. James Pennebaker's book, *The Secret Life of Pronouns*, describes this and many other fascinating phenomena about the way we speak and write.

SCENARIO: You're speaking to a co-worker about their recent vacation. As they describe the short trip to Miami, you notice there are almost no pronouns in their description. You make note of this, then only a week later discover they were interviewing for a job in NYC, not sunbathing in Miami.

RÉSUMÉ STATEMENTS

Many of us get defensive if we're questioned about something we didn't do. However, most of us would simply deny having committed the offense if we were innocent. A frequent tool unconsciously used by deceptive individuals is called the résumé statement.

After being questioned, they will respond to the interviewer with a long list of the reasons why they would never do such a thing and provide you with a résumé of sorts. This details the reasons they are a good person who's honest, kind, caring, and full of integrity. People who frequently speak about their integrity may be preemptively giving résumé statements to everyone they encounter to remove doubt or to quell their own guilt or shame.

SCENARIO: You're a senior interrogator. You've been tasked to interview a suspect in a sexual assault case against a minor. You ask the suspect where they were at the time the victim stated the crime took place and this is the response you receive:

"I've volunteered coaching that softball team for over seven years. I have a Master's degree in Psychology; I know what inappropriate touching would do to a kid. Not only do I respect people in my life, but I've also been teaching Sunday School at Riverside Baptist for the last four years."

This is an impressive résumé statement, but consider this: did it answer the question? Nope. In fact, in this example, we have a non-answer statement, two instances of psychological distancing, and a résumé statement.

Total score: 16 on the Deception Rating Scale (DRS)
(not including nonverbal responses)

NON-CONTRACTIONS

We know our brains default to the most logical and technical language possible when trying to deceive others; after all, a tale needs to sound highly believable in order to successfully deceive.

If you go back to that washing machine manual we discussed earlier—the one without the pronouns—there is something else you're not going to see there: contracted words. Where you would normally say to someone, "Don't use chemicals to clean the washing machine" the manual would remove that contraction, and instead say, "**Do not** use chemicals to clean the washing machine."

This non-contracted technical language is not something people turn on and off on purpose (or consciously). Rather, it's something the brain defaults to when not telling the truth. The reasons for this are still up for debate, but we do know it happens.

Don't = Do not	Can't = Can not
Wouldn't = Would not	Shouldn't = Should not

Let's re-look at the statement: "I did not have sexual relations with that woman..."

Now, if the former president routinely spoke this way, we could easily discount this as non-deceptive, since it could be considered normal behavior. Luckily, we have access to thousands of hours of him speaking and from this we can conclude that this isn't his baseline behavior. He scores a 4 on the DRS here. With the two other instances of psychological distancing, the statement becomes a 12 on the DRS, alerting us to likely deception. And this isn't even including the nonverbal behaviors.

While it is true that sometimes we may make these little mistakes when speaking, rarely do they tally up to numbers higher than 11 on the DRS. Even people who tend to use many of these 'deception indicators' in their normal speech won't score above 11.

QUESTION REVERSAL

Question reversal is when you ask someone a question and they ask the question (or a similar question) back to you with a tone of defiance or indignance.

If you ask someone, "What were you up to Monday evening?" and their response is, "Well, what were you up to Monday evening?!", we've got an interesting data point.

What makes this even more interesting is that their response is not an answer to your question, so it qualifies as a non-answer statement. This makes almost all question reversals an 8 on the DRS.

AMBIGUITY

Ambiguity simply means the answer a person gives is not fully functional as an answer.

If you ask someone in a business setting, "John, what were you doing after hours in the office at around 9pm on Saturday?"

An ambiguous answer might sound something like, "Well, I usually come in to check emails."

This one is easy for us to get tripped up on. If someone uses phrases like this, our brains, being experts at filling in gaps, will assume they answered the question and will move on. Even worse, our brain notices the ambiguity gap, so we often follow up with a question that gives them what they need to completely escape. For example, a reply like, "So, you just checked your email?" allows him to say a simple 'yep' - the perfect escape that also leaves us with little room for further deception detection.

Also, if we examine closer, we see that John's initial answer was not a direct answer to our initial question, making it a non-answer statement.

POLITENESS

Good manners don't mean deception. When we are detecting deception, we are looking for a *sudden* rise in the respect the person is showing the interviewer.

I had a concierge interrogation case in Los Angeles where I interviewed someone about stolen money. He came into the room and addressed me as 'dude' and 'bro' throughout the first twenty minutes of our conversation. When I broached the question of whether any of the other employees would have seen him take any of the money, or if one of the security cameras would have shown him taking money, his response was priceless:

> "Oh, no. No sir. Absolutely not sir. I mean, that kind of thing is not something I would do, Mr. Hughes."

This was a drastic deviation is his baseline behavior for dealing with me. The politeness spiked in response to the question about the actual event.

OVER APOLOGIES

When we hear a spike in apologetic speech and behavior, it should be classified as unusual for the person we're speaking with.

For example, if you're speaking with someone and you hear this after asking a pointed question, you will have a strong indication of potential deception:

"What did you guys do on Thursday evening again?"

"I'm sorry. I don't know how I can possibly recall everything you want. I apologize, my memory isn't perfect. I don't know what else you want. I'm sorry."

MINI-CONFESSIONS

Our need to confess is almost hard-wired. As we feel an increasing sense of guilt about something, our need to confess, or 'get it off our chest,' also rises. The human need for confession, the desire to release our troubles to someone else, goes back ages. Some religions even have specific outlets for this, such as Confession in the Catholic church.

There is a second reason why someone may choose to confess, and this is to attempt to derail the interview.

For example, in a police interrogation, a suspect may confess to a smaller crime in order to appear honest, derail the interviewer, and fulfill the need to confess. These small confessions are typically unrelated to the original event in question. If you hear small confessions, it's easy to get side-tracked, and begin a whole new line of questioning based on this mini-confession. Don't. The mini confession will still be there at the end of the conversation. Your best course of action is to stay on track and calmly explain the mini-confession is no big deal and not what you're interested in.

SCENARIO: You are serving the government as an FBI Agent. You are in the middle of interviewing a suspect for a homicide investigation when they suddenly say, "I didn't have anything to do with that, but I've been meaning to tell someone that I have nineteen grams of heroin in the trunk of my car. It's parked right outside." That's a lot of heroin. Enough to make the news. It's exciting and makes you want to go search the car immediately. However, you stay the course and continue your line of questioning by dismissing the confession as 'no big deal' and reassuring the suspect that you're not in the drug business. After the suspect realizes you have no intention to latch onto the smaller confession, and they see it as 'no big deal,' they are much more likely to confess to the larger event if they were involved. Our display of comfort and acceptance of all the other things they mentioned serves to gradually ramp up comfort levels when it comes to confessing.

SCENARIO: You're casually looking for a recipe you texted your partner on their phone. You see a completely deleted conversation from someone named 'Nicole' that you don't recognize. You walk the phone over to your partner and ask about the conversation and hear the following: "Oh. Yeah. That's someone from work. It's nothing. But I have been meaning to tell you something. A few weeks ago, I downloaded a dating app and chatted with a few people. I thought it was a social networking app and I deleted it afterwards."

You dodge the mini confession immediately and dismiss it as nothing, knowing it will still be there when the conversation is over. After they see that the mini-confession didn't work, your partner confesses to even more inappropriate actions with people at work.

EXCLUSIONS

Exclusions are behaviors we see all the time in politics. Politicians muttering phrases such as 'to the best of my knowledge,' 'as far as I recall,' and 'if memory serves...' are so normal we don't pay much attention.

Exclusions remove you from the original answer by creating a caveat that allows escape from anything definitive. These phrases include the following:

- As far as I know
- To the best of my knowledge
- As I recall
- If memory serves
- As far as I am aware
- As far as I've been made aware of

These statements are stock-in-trade for politicians. We hear them daily on the news as well. But do note, before you conclude that you've observed exclusion statements, that these types of replies can be appropriate in some circumstances.

For example, if someone asked you if your neighbor four houses down was selling drugs, you might rightly say, "Not to the best of my knowledge." But if someone asked you if you were selling drugs, it would be quite suspicious if you said the same phrase.

If you're ever grading someone on the deception scale for exclusions, be sure the question is something you can reasonably assume the person has knowledge of.

Exclusions require that the suspect reasonably has knowledge about the event in question.

CHRONOLOGY

We tell most of our stories chronologically. However, if we're being questioned about an emotional event, or a specific day when something significant occurred, we will tend to lead with the emotional event.

If you were in a car accident on Wednesday and someone asks you, 'What happened on Wednesday?' you'll likely respond by talking about the accident. We start our stories with action, movement, and emotionally charged events.

If you ask a question and the recollection includes unnecessary detail and follows a detailed timeline, this is likely to be deception. The exception to this is if the person is specifically asked to provide a chronological recall of events. If we ask someone to walk us through an event from the beginning, we can hardly judge them as being deceptive.

We've all made up some serious stories, most of us as kids, but some as adults too. As we made up the stories, we added in details, rehearsing the lie until we had the entire thing memorized and packaged into a perfect narrative.

There's one problem though. When we memorize something and rehearse it dozens of times, we get really good at retelling it. How many times have you said the alphabet? Ten thousand? More? So, we have our story memorized and are able to recite it back at the same level as reciting the alphabet, meaning really good. But what if you were asked to say the alphabet backward? No matter how many times we rehearse something forwards, we will still have an extremely difficult time saying it backward.

> **Truthful events can be recalled in reverse.** You can recall any event in your life backward. Even now, you can think in reverse without much difficulty to what you were doing at this time yesterday.

If we spot chronological stories that sound like they may be deceptive with too many details, we can ask someone to recall the events in reverse.

CONFIRMATION GLANCE

We look around at people all the time, but if we do it at certain times, it can indicate quite a bit about our psychology and our relationship with others.

Examples of a confirmation glance are where a person glances at a friend *before* telling a story, or when someone glances at another interviewer *after* telling a story. These are the only two times they are a 4.0 on the DRS.

If you're speaking to someone and a co-worker is present, a confirmation glance occurs if the person you're talking to maintains eye contact with you but then glances at your co-worker right after saying something. This glance indicates that they are looking to the co-worker for 'confirmation'.

If you're talking to two people, a confirmation glance occurs if one person glances at the other just before their story or answer begins.

SCENARIO: Having been promoted to Sales Manager at a real-estate company, you have been asked to speak to a reluctant client who has concerns about buying a home. You sit down with the man and his wife to see what's going on. The moment you ask if they are ready to buy a house, the man immediately looks at his wife before answering. You've confirmed she is likely the decision maker and now you can tailor your conversation to better adapt to her communication style and desires. They end up buying a home.

PRE-SWALLOW MOVEMENT

Just as we begin to swallow, the throat visibly moves upward. Try it now. Place your hand on your neck and you'll feel the upward movement of the trachea as you prepare to swallow.

When people feel a sense of stress or anxiety, you will see a slight rise in this area of the throat. Anxiety associated with deception not only increases saliva production, but it also causes a sensation in the throat called Globus Pharyngeus, aka the old 'lump in the throat' that we've all experienced.

You'll most often see this behavior while you're asking a question. As the person realizes the severity or consequences of the question, their bodily response in the throat will be immediate.

SCENARIO: You are a medical doctor. A patient comes into the office and asks for a prescription for a controlled substance. During your questioning, you ask if they've seen any other healthcare providers for this issue, and you see their throat (trachea) rise almost an inch. You spot the behavior and immediately call the pharmacy they requested. You're able to confirm that they've received several scripts for this medication this week alone.

SINGLE-SIDED SHRUG

We see this behavior all the time. When we speak with people, they will raise one of their shoulders as they explain something. This, like all the other behaviors, doesn't indicate deception on its own.

A single-sided shrug indicates someone most likely lacks confidence in what they are saying.

If you were speaking to a close friend and asked how they like their new job, and you saw this behavior as they said, 'It's great!', you'd know they may not like the job so much.

However, if you're in a high-ticket sales situation, and you see this as you ask the client if they feel good about the deal, you've got problems. As you see this

behavior, you instantly know you have some work to do. You can choose to address the issue right away or ask them about their concerns later. Either way, you will know ahead of time which is better than waiting until the end.

THROAT CLASPING

As we now know, context must always be identified in order to understand behavior. Even if we are able to spot behaviors and we know exactly what they all mean, that's still only half the battle.

If someone you're speaking with touches their neck or throat, this can strongly indicate a self-soothing or pacifying behavior. The hand does not have to raise up and wrap around the neck; any contact with the neck can be illustrative of doubt or a need for reassurance.

When you observe throat-clasping behavior, identify the context. If there is a point in the conversation you can identify that caused it, this gives you the opportunity to overcome the doubt or uncertainty the person may be feeling in the moment.

HUSHING

We inherit a lot from our ancestors. All of the nonverbal behaviors we have today can be traced back to either the need to signal other humans or the need to protect ourselves from large predators. These behaviors are so ingrained that we don't grow out of them.

The hushing behavior is simply defined as any behavior that obscures the person's mouth from your view. Whether it's a cough, a nose-scratch, or someone directly covering their mouth, this is hushing behavior.

Imagine a child accidentally dropping the F-bomb in front of their parents for the first time. We all instinctively picture the child immediately reaching up to cover their mouth. We do this because that's what we would do in the same situation. This is so ingrained in us that our behaviors are compulsive.

Unlike with clothes, we don't grow out of these behaviors as we grow up, but we do come up with more creative ways to satisfy the impulses. This impulse to reach up and cover the mouth might be masked by someone scratching their nose or turning their head to cough briefly. The impulse is satiated, and our social standing remains intact.

As you've learned thus far, not all of these deception behaviors are indicative of deception in every situation. Sometimes they indicate stress, and other times we just don't know.

In social situations, for example, covering the mouth is seen as a respectful way to listen to someone. We tend to do this to subconsciously prevent ourselves from interrupting and it's often a respectful gesture when we speak to others.

In deception, this may be the most reliable indicator of lying. Research suggests that facial touching is the most commonly seen indicator of deception in westernized countries.

In sales or interviewing, it's important to make a note when you see this behavior. It can indicate respect, concern, uncertainty, or deception.

THE FIG LEAF

This gesture occurs when a man folds his hand in front of his genitals. The hands draw inward and rest or cover the crotch area. While we tend to imagine this as a still image with both hands over the crotch area, I'd once more like to suggest you imagine this, and all of these behaviors, as moving images. Remember that as practitioners of this art, we are concerned with movement and changes, not still shots.

The term for this behavior was coined by Allan Pease. It tends to indicate that a person is either feeling vulnerable, threatened, or insecure.

SCENARIO: You're seated with someone and going over details of a contract. His hands are gently placed on his legs as he listens. Right when you mention the payment terms, you observe his hands retreating toward his crotch area. As you notice this, you ask a few questions about the terms to determine if there is an issue or if he'd like to modify them and he opens up, admitting that he actually does not agree with the extended timeline of the contract and would like to change it.

You were able to identify the movement as genital-protective behavior and resolve the issue before things got to a point of no return.

SINGLE-ARM WRAP

Remember, while men perform the 'fig leaf,' women are likely to perform the single-arm wrap. This behavior indicates the same internal feelings as the fig leaf: feeling vulnerable, threatened, or insecure.

Women will instinctively cross an arm across their body and hold the opposite arm, covering the area near their uterus. You can see this behavior in high schools and college campuses around the world. Where women are in or around new social situations and unknown groups of people, this behavior flourishes.

Much like with the fig leaf, it is the *movement* that you are looking for. When one arm begins to fold across the lower abdomen, that's the time to identify the conversational context.

SCENARIO: As a therapist, you're interviewing a young woman who's complaining of depression. She talks about her family life and childhood, and as she says the word 'stepfather,' she performs a single-arm wrap. You observe the behavior and recognize there

may be an issue. During the next therapy session, you ask about this and discover a traumatic history she wouldn't have revealed without you questioning her.

ELBOW-CLOSURE

Fear makes us protect arteries. It's an impressive reaction we're born with originally designed to save us from tigers, but tigers are no longer the threat we face today.

The upper bone in your arm is called the humerus. Elbow closure is when these bones move inward toward the torso. If someone you're speaking to suddenly moves their upper arms inward, you've established a strong data point worth dealing with. This is mostly visible only when someone is seated.

This fear behavior is also indicative of stress or anxiety. The arms will instinctively pull into the body to protect the brachial artery near the armpit.

SCENARIO: You are at a party, and you've just met someone. You both sit to chat, and you notice instant elbow closure the moment you mention swimming. Later, you discover she has a fear of water due to a childhood traumatic experience. You refer her to a good friend who deals with phobias and save the day.

DOWNWARD PALMS

We show our palms to others to indicate sincerity. Picture a scene where a child is trying to plead his innocence to his parents. I bet you instantly imagined the child's arms out to the side with palms exposed to the parents.

Throughout your life and during the thousands of conversations you've participated in, you've likely seen this behavior tens of thousands of times without noticing it. We expose our palms to indicate sincerity or openness, but they go downward to indicate the opposite.

When someone is seated, their hands will be resting on their legs, the table, or the arms of a chair most of the time. The downward palm behavior occurs when someone's hands turn downward toward the table or body, further concealing the palm from view. This gesture can be subtle, but it becomes easy to spot after a bit of practice.

Downward palms can indicate disagreement, stress, concealment, deception, or even anger, depending on the context. If we see this in sales, for instance, we might be seeing an objection to something being discussed. In the courtroom, however, we may be seeing a reluctance to proceed with questions or a concealment of information.

SCENARIO: You're at your doctor's office. You talk her through all the symptoms you are having, and she takes notes on a notepad. Before prescribing you anything, she asks what other medications you're currently taking. You let her know you are

taking a certain prescription from another doctor, and you suddenly notice her palms turn down toward her legs as she listens. Later, you ask her if she thinks you should keep taking the prescription from the other doctor and she convinces you not to. She was hesitant to undermine the other doctor, but she lets you know that given your condition, the medication could be more dangerous than you thought.

SUMMARY

There's no behavior that indicates deception; there are only behaviors that indicate stress. Whether you're observing these behaviors while locked in an interrogation room with suspects or in your teenager's room discussing drug use, the same behaviors will help you better understand the person you are talking to.

If this seems like a lot, don't worry, it is. To help, at the end of this book, I've included a learning plan plus a training guide to help you progress through the materials.

Coming up, I will actually show you the techniques that FBI spy hunters and intelligence operatives use to get information out of people...without them even knowing.

ELICITATION

Elicitation is the art of obtaining information without asking many questions. This skill is very highly effective but often people are underwhelmed when they learn it. I think this is because it just seems too simple. But don't let the simplicity fool you. When these techniques are applied in conversation, they are nothing short of astounding.

The techniques you're about to learn are by far the most effective information-gathering tools taught to intelligence agencies and spies the world over. However, the techniques do more than just make someone divulge information.

When someone discusses sensitive information with you, a bond forms. Someone who has already begun sharing secrets is highly likely to continue doing so. Think of the last time you were able to talk to someone without a filter. I am not sure where in our brain this switch is, but there is a switch that flips when we start talking. This switch makes us more connected with the other person and also opens up the gates for even more information to flow out.

You've probably used a few of these techniques before without even knowing it. And you've probably heard them from others without realizing it as well. Now you'll be able to use them strategically instead of accidentally. When I teach these to intelligence personnel, they are always shocked by how quickly they work and how effective they are.

The core of 6MX is developing your ability to read human behavior, and the following techniques make this all the more powerful. If we're attempting to read someone, it makes sense that this would be easier if they feel comfortable revealing more information than they usually do. Incredibly, all of these techniques can be put into use in *under six minutes*, adding critical data to your behavior profile of anyone you speak to.

Initially written into history by John Nolan, in his book '*Confidential*', the elicitation techniques are still being added to and developed further by people who work and train in the field of intelligence operations.

HOW ELICITATION WORKS

Elicitation works in three ways:

1. The elicitation techniques are subtle, conversational, and social.
2. The exchange doesn't feel forced because statements are used instead of questions, making it feel more natural.
3. The information flow has a compound effect; as the conversation begins to feel more comfortable, the person becomes more likely to continue to reveal more information.

> The more sensitive the information you need, the fewer questions you should ask.

Let's imagine you and I are standing in the produce section of a grocery store. A female employee is stocking oranges into a pile. I give you an assignment: approach this employee and find out how much she earns per hour in less than sixty seconds.

In this scenario, you might initially think of walking up to her and asking her how much money she makes. You might get an answer but it's far more likely that you won't, and even worse, you're likely to come across as rude or awkward or both. In Western culture, money and sex are both taboo conversational topics so asking someone about their level of income would be deemed offensive. This is not ideal.

If you ask questions in search of sensitive information, the person might feel as though you're prying. People tend to recoil when they feel interrogated. However, when they provide the information voluntarily, they feel much better about it and will remember the conversation positively.

Back to the produce section. Here is how I would obtain the information using elicitation:

First, I would walk up to the employee and ask her where the celery is. As she's walking me over to that area, I would make a brief comment about an article I just read online. "I just read this article on the news that said you guys all got

bumped up to 21 dollars an hour a few weeks ago. That's fantastic!" The employee would likely give me a confused look and then say, "What? No. We only make $14.75 an hour here unless you're a manager. Managers make like $19.50."

Not only did she voluntarily offer me her income, but I also got the exact amount, and I even got the income of the manager - all without asking a single question.

Elicitation can be used to warm up a quiet client, get your kids to tell you more about their day, or obtain national intelligence-level secrets.

Using these skills effectively requires good listening skills and an ability to suppress the desire to talk about ourselves. The good news is that these are valuable skills that will help you in most communication.

Good elicitation should sound and feel like normal conversation. The skills you're about to learn are actually effective anywhere.

ELICITATION SKILLS

Elicitation is effective for several reasons, with the main reason being that it allows the person to recall actively offering the information *themselves* versus being questioned or interrogated.

THE HOURGLASS METHOD

This method is taught in government intelligence training around the world. It relies on two psychological principles that describe how we remember things:

1. The primacy effect: our tendency to remember things that came at the beginning (e.g., numbers, conversations, events) with greater clarity than the middle.
2. The recency effect: our tendency to remember things that came at the end, or the most recent, with greater clarity than the middle.

The hourglass method uses these two principles by ensuring the sensitive information we need is couched within the middle of conversations. When this occurs, the person being elicited is far more likely to more clearly remember the beginning and end of the conversation and the memory of giving up information is far more likely to be remembered with less detail.

In a conversation, for example, you might start by discussing topics loosely related to the information you need to gather from someone. After this, you would narrow down the focus to the desired information you're seeking. After eliciting the desired information, you can simply walk the conversation back to general topics about other things.

If I wanted to obtain information from someone about a past relationship, my plan might look like this:

1. Discuss relationships in general.
2. Talk about a past relationship of my own.
3. Obtain the details of their relationship.
4. Redirect the conversation to dating.
5. Talk about living in modern times with dating apps.

I focused the conversation around general topics that are close to the sensitive topic I'd like to obtain information about.

This is in no way a requirement to use elicitation. You can use elicitation in almost any scenario without the Hourglass Method being necessary. The Hourglass Method should only be applied in instances where you need vital, sensitive information. Remember, elicitation is a technique to gather information, but it is far more effective than just an information-gathering tool; it produces an uncommon connection to the other person.

As someone realizes they are sharing more information than they normally do, there's a switch in the brain that flips. This switch activates a kind of connection, trust, and openness. Elicitation can do this all on its own.

THE HUMAN FACTORS THAT MAKE ELICITATION POSSIBLE

We all have a few human traits that allow elicitation to work. Some of them we all share and others you'll find to be stronger in different types of people (more on that later).

THE NEED TO BE RECOGNIZED

Our need to feel like we've done a great job or have achieved something is often something we look to others to confirm. This need for recognition shows up in many ways.

DIFFIDENCE

We all tend to downplay compliments when we get them. Our responses to compliments and praise will often contain an explanation or admission. Compliments can be viewed as a digging tool. When someone receives a compliment, we typically will get more information from them instead of a 'thank you.'

CORRECTING THE RECORD

When we hear information that is inaccurate, and we know otherwise, we tend to immediately offer the correct information in response. In the example earlier with the woman in the produce department in the grocery store, you saw a perfect example of this when we told her incorrect information.

WE WANT TO BE HEARD

We love talking about ourselves, especially when someone is interested and engaging in conversation. Our stories, successes, skills, and desires are very important to us, and we tend to enjoy sharing these things with others. When someone is interested in our story, we share.

WE WANT TO OFFER ADVICE

When someone is particularly interested, we open up. But when they begin to ask for advice about things we're knowledgeable about, we really open up! Our tendency to become excited and eager to share when someone expresses a degree of naïveté about the subject of our expertise is hardwired.

WE WILL OFFER INFORMATION TO THOSE THAT DISAGREE

When someone disagrees or doesn't believe us, we will go to great lengths to change their mind. We will offer up all kinds of information in defense of what we know or how we feel. Our knowledge and beliefs are two things we will defend with all we got—and all we got in most conversations is information. This trigger works exceedingly well when meeting new people, as you'll see in the next section.

ELICITATION TECHNIQUES FOR CONVERSATIONS

Let's go over a few techniques you can use in just about every conversation you have. These techniques are great at getting the information you want but they are even better at creating connections with others.

While the techniques that follow will seem like individual building blocks that snap together, instead try to see them as much more fluid—they can be woven together to form longer statements or be used individually.

PROVOCATIVE STATEMENTS

A provocative statement is any statement that provokes a response. For instance, if someone tells you they work in a medical facility, your response may be something like, "Wow. I bet that's an interesting job."

No doubt, you would get a response from them and maybe even a descriptive story about how 'interesting' their job really is. Mission complete!

Provocative statements can take many forms. Any statement you make in response to someone's words can serve as a provocative statement.

Example 1:

Client: "I've been traveling most of the month."

You: "You've got to be exhausted."

Client: "You wouldn't believe it; three of my flights got delayed and I was stuck in airports for almost forty-eight hours. I had to miss Danielle's birthday and we missed a major contract with a pharmaceutical company in Boston because of it."

In this example, the simple statement you made caused an outpouring of information. The client has given you a lot of information while all you did was make a short, concise statement.

Example 2:

Person: "I've been watching the kids all week. It's been hard to reach out."

You: "Sounds like a tough week for sure."

Person: "I don't know what to do now. I got buried in email. Susan is supposed to be coming back on Friday, though."

Example 3:

You: "I bet this is a great place to work!"

Cashier: "It's not that bad. We get pretty good hours."

You: "I imagine you guys have to keep busy with all the storms coming in."

Cashier: "It's been insane recently; we've had to take extra shifts to fill the back of the store with stuff we probably won't sell. They like to stock us up for the smallest storms and we don't have room in the back for all the food. Most of it ends up being thrown out. It's sad."

In this example, we stacked two provocative statements together to gain even more information.

Example 4:

Call center employee: "I can see your account and I've made the changes you requested."

You: "Thanks so much. You guys must be on the phones all day."

Call center employee: "Yes. It's pretty busy here. We work nine-hour shifts most of the time."

You: "Nine hours...that's a long time!"

Call center employee: "We get to pick our days, though. Most of the time the phones are ringing non-stop. People call in a lot. Next time you call, you can press *22 and go straight to the front of the line if you like."

You: "Thanks!"

In this example, the small connection you formed by getting them to talk paid off! As you move through the next technique, try to imagine how you can apply this in conversations to make it something you do automatically.

INFORMATIONAL ALTRUISM

We have a human tendency to feel compelled to do something for someone if they do something for us. When someone shares something sensitive with us, it can feel a bit awkward if we don't reciprocate with something similar.

If you're in a conversation, and you share a personal problem you're having with someone, the other person starts to feel an obligation to do the same.

If you wanted to get sensitive business information from someone, you'd need to use the Hourglass Method and discuss business and the company, in general, before using this technique. The conversation might sound like this:

You: "...I just don't get it. Our security staff are falling way behind. We have these barcode scanners for our employee ID cards that are supposed to unlock the main door to let you into the building, but I scanned a barcode on a candy bar a few weeks ago and it let me in. People have even gotten in scanning their gym membership cards."

Person: "Oh man. That's bad. We have a similar issue - our employee ID cards are yellow, and the security staff are so far away from the entrance that you could just wrap a Post-It note around your driver's license and they will buzz you right into the door."

The person you're speaking with feels almost compelled to tell a similar story or share something similar to what you've shared.

If you wanted to gain information about someone's ex-partner, you might begin by talking about relationships and then transition to a discussion about your ex-partner, revealing personal information in the process. They would feel compelled to do the same.

In a sense, you're giving information not only so that they feel compelled to share similar information, but also to give permission for them to be equally open in the conversation.

This technique also works in reverse. If someone tells you something particularly sensitive or private, you can do the same in order to make them feel as though there is a mutual exchange of information taking place.

FLATTERY

We all like flattery but that's not the purpose of using it for this technique. This technique uses flattery because flattery and compliments tend to activate our innate desire to appear humble. And in our efforts to appear humble, we tend to spill more information than we otherwise would.

When someone dismisses a compliment or explains away something with self-effacement, they will reveal a deeper level of information with each flattery/compliment statement we make.

Example 1:

You: "That was a great job. It was easy to tell who led this whole thing."

Them: "Well, thanks, but it wasn't all me. We had a good team."

You: "No doubt, but I'm sure they realized who really brought it all together."

Them: "They were the ones who did most of the work. We had a lot of setbacks too that most people don't even see or hear about. We had to hire outside help from another state just to get it all done on time."

Notice how as they continue to provide explanations to dismiss the compliments, more information flows.

While offering compliments is a great way to get information, it's not recommended that you use this more than a few times, as it's not exactly socially-smart, or just good conversation.

Example 2:

You: "This is the cleanest Uber I've ever ridden in!"

Driver: "Thanks. I try to keep it clean but it's hard with the hours I keep."

You: "I can imagine. But it looks really amazing."

Driver: "I try to keep it clean. I'm usually working nights and picking up drunk morons who occasionally vomit in here. I go to the local hospitals a lot too for pickups."

You: *Sanitizes hands after exiting.

ELICITING COMPLAINTS

Most of us don't complain to strangers. But when we do, it's freeing. We get to vent to someone, and often don't realize how much information we are providing to them.

When we use elicitation to get someone to complain, we can also identify their negative GHT (Gestural Hemispheric Tendency) side. This outpouring of information also serves to create connection, as the person sees genuine empathy and is able to speak to you in ways they don't typically speak to others.

Let's examine how we can use the other techniques of elicitation to elicit complaints from someone.

If we went with a provocative statement, we could simply comment on the negative aspects of something they might be likely to complain about. If you were in an Uber, and made a comment such as, "I bet you guys don't get much of the money paid through the app," you're very likely going to get lots of information about their income, and complaints about the company in general.

If we decided to use the Citations Method, we could comment that we heard something from a friend or read something negative in an article. We could even say we read something very positive in order to have them correct us, triggering the need to correct the record.

Example 1: (Using Provocative Statements)

You: "I bet the hours here are difficult to work with."

Person: "It's been tough. We get assigned all kind of shifts, but they are never the same, so I have to rearrange day care at the beginning of every week when the schedule comes out."

You: "Yikes. I had no idea they did all that to you guys."

Person: "That's not even the half of it..."

Using a simple provocative statement, you were able to get them to open more than they ever have to a customer. With one more provocative statement as a follow up, you opened the gates even wider.

Example 2: (Using Citations)

You: "I just read online that people have been leaving the company a lot."

Employee: "Yeah, I think the management has made some bad decisions with staffing. Our hotel doesn't even have a manager right now."

You: "Wow. I had no idea. The article said most of the employees who left went to another hotel chain."

Employee: "I don't doubt it. They probably went to Marriott. They are well-known for treating their people well. It's not that bad, but there's not much we can do if we work the front desk. Would you like an upgrade?"

Using two similar techniques of Citation, we were able to develop a much faster bond; as the person complained a bit, they felt like they were able to voice their opinion. Since you were the one there to hear it, it feels like a good connection that developed organically.

CITATIONS

When we went through the example of the grocery store employee and obtaining her income, this is what was used.

When we cite or reference something we saw, heard, or read about, we are using citations. This helps to elicit information because it allows someone to fulfill the desire to correct the record or offer additional information.

If you're speaking to someone who works in a bank, and you'd like to figure out when a new branch is opening, you should use Citations. You might simply tell them you read somewhere online that they will be opening the new branch of the bank in November. In reply, they're likely to correct you. You might get a response such as, "Oh! Actually, it's going to be a lot sooner. It's set to open in June as of now."

Example:

- You'd like to start a conversation with an A/C repair person about how much they charge compared to other companies.

You: "I was just looking online last night, and I saw this article that said so many repair companies compete on pricing, and a lot of them have lower prices for smaller jobs to build relationships with homeowners."

In response, you will probably hear a lot about their opinions on that, and they will most likely discuss the pricing in their own company.

Example:

- You are in sales and looking to establish how much your competition offered to perform services to your client for.

You: "I've just heard from a few folks that they got offered a gig to work with them for about $13,000."

If the information is inaccurate, the client will most likely correct the record and set you straight. If it's accurate, they will confirm it, and offer even more information about the offer.

Example:

- You're on a first date, and you'd like to find out how often the other person does this kind of thing. You'll want to offer up a huge number in order for them to appear much 'better' than the people who go on first dates all the time.

You: "It's crazy. I just read something recently that said most men in the US go on an average of twelve first dates before they find someone they are happy with."

In their response, they will likely spill their own habits. Instead of twelve, they might admit to their own dating experiences and how often they go on first dates.

VERBAL REFLECTION

When someone mentions what they do, where they work, where they live, or almost anything else, we have an opportunity to reflect a bit of understanding and connection.

When we hear our words and ideas reflected by someone we are speaking to, a connection forms, and we get more information.

There are two main methods for this. The first is the Verbal Mirror technique taught by the FBI. In this technique, when someone speaks, the final few words (usually the final three), are the most important. When they finish a statement or question, repeat the final three words.

Example:

Prospect: "I really think we could do this deal if I was able to get the full package."

You: "The full package?"

Prospect: "Yes. I mean the order, deliveries, and the follow up all in one custom offer."

You: "Easy. We can do that in one custom offer."

We obtained more information, and a crystal-clear picture of what the client was actually looking for. It flowed more easily from their lips because they weren't being asked specific questions, and they were able to clarify exactly what they needed to make the deal happen.

Example: (Police Officer)

Suspect: "I tried to get them to stop but they kept telling me no."

You: "Telling you no?"

Suspect: "Yes. They continued to throw everything out the window to get rid of it. Johnny still has a lot of the drugs in his house, though."

You: "In his house?"

Suspect: "Yep. He keeps it all inside cereal boxes in his pantry."

Simple repetition made more information flow out of the suspect in this example. The final few words are often the most important when someone is speaking. All we need to do is repeat them back. Whether it's in statement-form or question-form doesn't matter. If you go back to those examples, you could change all of the question marks to periods, and it would still cause a very similar verbal reaction from the person across the table.

The second way you can perform this is to repeat the general theme of what you've heard, instead of specific words. I've seen the best results from my trainees when they use Theme Repetition followed by a provocative statement. To do this, simply reflect back to the theme of what was just said followed right away by a provocative statement.

Example: (On a plane)

Guy: "I've been an orthopedic surgeon for almost eleven years now."

You: "Saving lives. I bet it's a really rewarding job."

In this example you reflected a general theme back to the person and used a provocative statement to elicit further information. You would have likely gotten a lot more information, and possibly complaints from the doctor seated beside you.

Example: (Dating)

Woman: "There are so many reasons why I love keeping bees. They are the best employees I've ever had."

You: "Beekeeping. I bet that took a long time to learn."

In the simplest form, you reflected back the theme of her statement in a single word and followed it with a provocative statement.

Example: (Sales)

Client: "I've been working in the oil industry for fifteen years. I've seen a whole lot."

You: "Long time. I can only imagine all the deals you've made."

As the man put the emphasis on fifteen years, you noticed that was the important part of his statement. You repeated the theme of that back with two words. Those two words would usually suffice to draw more information out, but the provocative statement ensures it.

This technique is nothing short of magic. It works in almost unlimited situations and creates a massive opening for the person to speak and offer up more information. There is one drawback, however. Using it too much can cause the conversation to be awkward. Let them be a part of the elicitation toolkit as a whole instead of a single go-to technique.

NAÏVETÉ

When we are proud of our knowledge or expertise on a given topic and meet someone who's interested in it, it's hard to resist the urge to educate them a bit. When using naïveté, we have to consider three factors:

1. We need to express ignorance about the topic.
2. We need to express interest or fascination with the topic.
3. The topic needs to be something they take pride in knowing, such as a skill, trade, educational background, or expertise.

The urge to educate others lies within all of us. When you apply these three principles, the elicitation will be much stronger, and the flow of information is virtually limitless.

Example: (Airplane)

Person: "I actually wrote my thesis on the fish population; how they are dwindling over time."

You: "That's absolutely fascinating. I have always been really interested in learning about that. Granted, I literally know next to nothing about it."

Example: (Business)

Employee: "I've been working around the clock on this Excel spreadsheet. I think the formulas I put into the financial columns are going to blow your mind."

You: "That's awesome. Thanks. I've always wanted to know how all of that stuff works. It's fascinating. I can barely copy and paste into those things."

Example: (New client)

Client: "...Yeah, I've been a videographer for most of my life now. I've got several films under my belt."

You: "How incredible! I have always wanted to know how that all works. It's so interesting to me. I can barely make a movie on my phone!"

CRITICISM

This one is tough. When criticized, the person you're speaking to may feel compelled to provide information in defense of the situation.

Criticism isn't usually directly about the person, it can be about a topic around the current situation, the company they work for, or even someone they know. When you offer criticism, it should be indirect. The criticism is only designed to make someone feel the need to justify or clarify something by providing you with information.

Example: (Dating)

You: "It's really a shame so many people don't open up and just be themselves."

Using this technique, not only will they agree with you, but they will also give you information on their thoughts. As a second bonus, they will also make a silent, unconscious agreement to be more open during the conversation.

Example: (Buying a car)

You: "I hear so many people tell me that these cars don't last that long."

Salesperson: "Wow. I don't hear that often. They actually have a wonderful track record. I will admit that last year, there were a lot of recalls, and they took a hit in the market for it. But this year's model is upgraded from that, and our service department has parts on hand for any anticipated recalls that might be coming this year."

You: "Well. That's good, but the expected issues this year are all different from what I've heard. They aren't the same issues."

Salesperson: "True. But the steering wheel thing isn't major, and the airbag deployment issue is expected to be resolved within the next few months."

By simply using two complaints, you were able to uncover quite a bit of valuable information.

Sometimes, in order to soften the severity of the complaint, you can reference someone else. Instead of the complaint coming from you, you are able to remove it to a third party. In the example above, we cited an article in order for the complaint to be more casually mentioned and indirect.

You can also use the 'someone told me' or 'I heard from a friend that...' to soften complaints.

When offering complaints, keep rapport and trust as the key point of focus.

BRACKETING

A range is sometimes better than single digits. When you need numbers, such as dates, times, age, etc., you can give a range and let someone 'correct the record.' Instead of saying a single number to trigger the need to correct the record, sometimes a range of numbers will do.

Let's step back to the produce woman example and examine how that would sound:

You: "I just read an article that all the employees here got bumped up to somewhere between 25 and 29 dollars per hour, that's fantastic!"

The range of numbers might be more likely to trigger a response from someone.

Example: (Business)

You: "I heard you guys were going to be doing like 12 to17 deals this month."

Them: "Actually, it's going to be more like 8 or 9."

Example: (Business)

You: "I read somewhere that the company is going to be moving operations out of California next summer."

Them: "Not next summer. It's going to be a lot sooner than that for sure. Probably February."

Example: (Police)

You: "So, we're mostly hearing there was about 10 to 14 grams of the substance in the car."

Suspect: "What? No! It was only like a gram at most!"

Example: (Buying a car)

You: "I've read so many things saying you guys get between 3,000 to 5,000 over invoice on your vehicles."

Saleswoman: "Actually, it's a lot closer to 1,200."

When we provide a range, people can be more likely to give us the accurate number. The range of numbers we offer up is undefined and non-distinct, making the other person more likely to want to give you something more concrete.

DISBELIEF

This might be one of the most powerful elicitation techniques out there. When we express disbelief in response to something, people will typically offer even more information to help us understand, or to convince us.

The Disbelief technique works because, as humans, we tend to want to be believed. When someone expresses any kind of doubt, we feel compelled to open the floodgates of information so that we can set the record straight, convince someone it's as bad as we say it is, or explain in more detail.

Example: (Sales)

You: "There's no way you guys are making a profit with just online sales. It's so hard with the economy right now."

Client: "We're doing really well. Sales have even spiked this year."

You: "That sounds amazing, but everyone is struggling; you guys had to take some losses."

Client: "Actually, we are hiring new people. We just wrapped this quarter with three million in gross."

The client offered more information either because they thought you didn't believe it, or you didn't have enough data to form a belief in the first place. Either way, you elicited a lot of valuable information.

Example: (Airplane)

Person: "Yeah, it was bad. They fired him."

You: "What? I've seen him on television; he seems like the nicest person in the world. There's no way that many people would dislike him."

Person: "It's worse than you think. He's a totally different person when there aren't cameras around. He was an asshole."

You: "There's no way I would believe he's rude to people. He seems so nice."

Person: "You have no idea. He even punched an intern in the face once. Got swept under the rug, 'cause they didn't want a legal battle. They are holding that against him if he goes public against the company."

Stacking disbelief works to uncover more information. And you've probably noticed that there are provocative statements woven into many of these techniques here. Those add power to the disbelief method, making the person more likely to respond not only to the disbelief, but the statement as well, giving you even more information.

SUMMARY

With what seems like a simple method, you'd be absolutely amazed at the results you can get from people using these. They don't have to be used in order, and they can be applied anywhere. In less than a nine-minute drive using a rideshare app, I showed one of my clients that I was able to use all of these techniques in a short period of time. The information that came forth from our driver was remarkable, extremely personal, and even contained information about the company we probably shouldn't be hearing about. In the next section, we'll take a close look at how to surgically analyze hidden

information in language that exposes hidden fears, drives, and even the exact words someone needs to hear to make decisions.

KNOWLEGDE CHECK

1. How would you trigger a need to correct the record?
2. What technique would be best to get someone to talk about their company's revenue?
3. How would you use disbelief to make a police officer tell you more about the things she's seen on the job?
4. Here are 112 loaded questions you'll want to ask that can help you reveal someone's true self:
5. What's your favorite strategy for avoiding tough situations?
6. How often do you do things just for the attention?
7. Would you prefer to be manipulated or to be the manipulator?
8. What did your previous partners always tell you to do more of?
9. What did your previous partners always tell you to do less of?
10. Who do you look to blame when things go wrong?
11. What is the one thing people assume about you that you wish was true?
12. What is the one thing people assume about you that you wish wasn't true?
13. When was the last time you lied to protect your image?
14. How often do you put on a happy face when you're really not feeling it?
15. When do you think you began putting your guard up so much?
16. Who made you feel most anxious when you were a kid?
17. How do you speak about others when they're not around?
18. What aspect of your life are you most delusional about?
19. How often do you admit you were wrong?
20. Which one of your biggest flaws do you like to rationalize the most?
21. Is it your fear of commitment or your fear of intimacy that makes you shut down more?

22. At what stage of a relationship are you most likely to withdraw emotionally?

23. What is the one compliment you always get that you're too embarrassed to accept, so you deflect it?

24. What would your ex say is your worst habit?

25. What is the one insecurity you're pretty sure has some basis in reality?

26. When was the last time you felt really insecure about the parts of yourself you pretend don't exist?

27. What is the most interesting white lie you've told?

28. Do you ever feel like an imposter?

29. Do your friends know how competitive you are?

30. What's the worst part about being in a relationship?

31. What's the hardest part about dating nowadays?

32. What's the hardest thing about being rejected?

33. How do you deal when you know you're being irrationally jealous?

34. 30. How do you deal when you know someone's not willing to give you what you want?

35. What's the weirdest thing you've ever wanted someone to do to you in bed?

36. Are you ever afraid of people knowing who you really are?

37. If you went to a therapist today, what would they say is holding you back the most?

38. When was the last time you lowered your standards just to get someone else's approval?

39. What do you like most about being a flirt?

40. Is it fun using your sexuality to get what you want?

41. Is your need for revenge greater than your need for peace?

42. Have you stopped trying to control things yet?

43. Which parts of yourself do you still seek validation for?

44. How do you cope with being unfairly ignored?

45. Do you like punishing yourself for things that are out of your control?

46. What did your co-workers say was your biggest problem when communicating?

47. Are you okay with not knowing what happens next?

48. Will you ever feel okay with being imperfect?

49. Does sabotaging yourself give you an odd sense of comfort?

50. How do you feel about being disliked by some people?

51. Are you afraid of missing out on love because you are always looking for the next best thing?

52. What's the strangest thing you've done just to avoid failure?

53. What is the biggest risk you've taken just to prove yourself?

54. What's the boldest thing you do every day, just to feel like you're still in control?

55. What accusation would you defend yourself most fiercely against, even though you know it's true?

56. What's the most toxic thing about yourself you actually kind of secretly like?

57. How much do you enjoy being in control?

58. When do you give yourself permission to lose control?

59. What guilty pleasure are you currently justifying to yourself?

60. What is the most passive-aggressive way you've dealt with your rage?

61. What is the pettiest and most immature way you've avoided losing face?

62. What's the worst habit you have that rewards you the most?

63. How do you get your needs met when you're alone?

64. Are you more emotionally stable when you're single or in a relationship?

65. What is the most ridiculous thing you've done to please people?

66. What is the most ridiculous way you've rebelled?

67. What's your favorite way to channel your aggression?

68. What's the most shallow trait in a person you're willing to accept when you're dating someone?

69. How do you cope with being betrayed?

70. How quickly do you get over an ex, even if you remain friends with them?

71. Are you okay with disliking someone?

72. What is your favorite form of self-destruction?

73. What's the one thing you struggle most to manifest in your life?

74. What's the one thing that you manifest so easily, people are jealous of it?

75. What's the most irrational reason you've ever had for disliking someone?

76. What's the most taboo fantasy you've ever had?

77. What is one fear that you'd be ashamed of your friends knowing about?

78. Which one of your deepest secrets do you think is the least common?

79. What's the most irrational reason you've liked someone?

80. How do people normally know you have a crush on them?

81. How do people normally find out you hate them?

82. What is your go-to strategy to deflect criticism, even constructive criticism?

83. How do you divert from someone calling you out on something you're afraid to own?

84. What is one thing you're afraid to own about yourself that others have already pointed out to you?

85. What is one thing people always get wrong about you?

86. What emotion motivates you the most when you're down?

87. What emotion makes you want to give up?

88. Are people shocked when you stand up for yourself?

89. How often do you say yes to the things you really want to say yes to?

90. How often do you say no to the things that make your skin crawl?

91. What shallow aspects of a person do you focus on even at the expense of seeing their true self?

92. How far are you willing to go to maintain a relationship, even an unhealthy one?

93. What is the one thing you always do not because you like it but because you want someone's approval?

94. What would be the one thing you'd be willing to give up just to be loved?

95. What is the worst way someone's ever abandoned you?

96. What is the worst way you've ever abandoned yourself?

97. How do you entertain yourself when you're not around people?

98. Are you happier alone because you enjoy being alone or because you prefer it to being surrounded by horrible people?

99. What is the one trait you look for that tells you this person is compatible with you?

100. What habit do you know you could quit but don't want to?

101. What is your favorite strategy for avoiding difficult people?

102. What is your favorite strategy for avoiding conflict?

103. What is the weirdest thing that gets you angry?

104. What is the weirdest thing that makes you sad?

105. What do you love most about your sexuality?

106. What do you hate most about your sexuality?

107. What part of your sexuality do you repress the most?

108. How often do you take responsibility for other people's crappy behavior?

109. When are you most likely to shut people out?

110. Which insecurity would shock people if they knew about it?

111. What do you find yourself justifying to people, even when no justification is needed?

112. When was the last time you tried to please someone who made you

113. What do people often say that you need to focus more on?

114. What do people often say that you need to focus less on?

115. What is the one thing that could make you happy, but you refuse to do it because you're afraid of what others would think?

THE NEEDS MAP ©

We all need stuff. Abraham Maslow even made a pyramid for it. The Maslow Hierarchy of Needs illustrates what us humans need to live and be happy:

Maslow broke down human needs into 6 categories:

1. **Physiological Needs**—food, water, health, sleep, clothing, shelter
2. **Safety Needs**—security from predators, financial security, well-being, medicine
3. **Social Belonging**—friendship, social groups, intimacy, family, or tribe
4. **Self-Esteem**—confidence, competence, independence, freedom
5. **Self-Actualization**—spouse or partner, parenting, self-development, goal-pursuits
6. **Transcendence** (added to the hierarchy much later)—a desire to leave an impact, legacy, spirituality, altruism

In a business sense, the higher-level needs have a much more powerful influence over our behavior than the ones toward the bottom of the list. Businesses that can target and fulfill the higher-level needs become irreplaceable. Once the base needs are met, the customer will continue to strive for the next need. This is how customer loyalty is created.

In the 6MX process, the social and physical needs don't play a major role in most of our conversations, and we need to look for other indicators that provide real-time results when we identify them.

The Needs Map© does just that.

While it likely won't stand up to academic scrutiny, I believe there is a vast difference between academic-based and results-based skills. The needs map you're going to learn here is the result of twenty years of research and instruction in teaching elite groups of high value individuals how to speed-read people they communicate with.

The Needs Map© is a tool to identify someone's social needs, not just physical needs. So many of our decisions are made within the mammalian brain which means that social needs drive more of our behavior than we are aware of.

If you're able to identify someone's social needs, you have access to far more information than you might imagine. The social needs—what we need from other people—reveal the drives of our behavior, and even some of our most secret fears. In almost any conversation, you should be able to identify social needs within the first two minutes. Six minutes is a worst-case-scenario. People reveal so much about themselves in the first few minutes of conversation that I think you may be shocked.

There are six needs on the Needs Map: three primary drives and three secondary drives. Almost anyone you speak to will have one primary need and

one secondary need. Keep in mind none of these needs indicate anything bad about anyone, we are all equally 'messed up' in our own way.

THE PRIMARY SOCIAL NEEDS

The three primary needs are significance, approval, and acceptance. Each of these represent a question the person is asking, their hidden fears, and behavioral indicators of each need.

We will dissect each of the needs using four steps:

1. What is the definition of this need?
2. What is the question they are asking internally in social situations?
3. What are the behavioral indicators of this need?
4. What are the visible indicators I can see to identify it?

SIGNIFICANCE

Definition: This need is a desire to feel sufficiently important and is confirmed by the behaviors of others around them.

Question: The significance-driven person is internally asking, 'Do others view me as important enough and making an impact?'

Behavioral Indicators:
The need for significance shows itself in people who behave in ways that tend to make the most impact on those around them. They will typically speak about their accomplishments, impact on their community, and the way they have contributed to their workplace or family. They will be drawn toward projects, activities, and tasks that make them stand out from the crowd, become more memorable, or create a way for them to deviate from the norm in order to be seen as an outlier.

Outward Indicators:

- Designed to stand out.
- Obvious wealth indicators.
- Contributions to a cause on bumper stickers, shirts, or bags.
- Openly conveying wealth.
- Novel and distinctive facial hair.
- Showing musculature.
- Clothing showing musculature.
- Showing cleavage.
- Focus conversations on themselves.
- Status symbols—watches, cars, clothing, brands.
- Want to be first to make decisions in a group—leading the charge.
- Latest model of mobile phone or computers.

The significance need is something that is relatively easy to spot in almost any conversation. Later, we will go through a few examples to illustrate how easy they are to spot.

APPROVAL / RECOGNITION

Definition: The approval-needs people we speak to are looking for permission and recognition. They will typically make comments that are self-deprecating in order for you to offer approval in return. You might hear something like, 'I don't know if I can do the presentation today, I suck at public speaking.' They say this in order to hear something along the lines of, 'No you don't! You did a great job last time, and you need to stop doubting yourself!'

We've all met these people, and we all know a few of them at work or within our family. We will get into how these play into persuasive communication in a bit.

Question: 'Do others provide me with recognition, allowing me to move forward with confidence?'

Behavioral Indicators:
They will perform several acts in order to seek approval from others. They will change their position in order to gain approval when someone disapproves of their views. They will typically ask permission to do things when it isn't needed. They will often coerce people into giving them compliments in order to feel good.

Outward Indicators:

- Rigidness
- Commonly feel impostor syndrome.
- Derive strength from professional success.
- More formally dressed or a notch above the rest of the crowd.
- Standing out to compensate for impostor syndrome.
- Frequent competition participation, regardless of the type.
- More inclined to seek singular romantic partners.
- Will carry medicine or things to give to others.
- Will eat or drink beverages they don't like.
- Less likely to complain to employees of restaurants.
- Less likely to send food back.
- Less likely to argue or request refunds.
- Overtly pays compliments.
- Will be self-deprecating in order to hear someone tell them they are wrong.

ACCEPTANCE

Definition: The acceptance-needs people we speak to are concerned with membership, groups, tribes, teams, and connections. These are the people who get tattoos that show membership in groups; they have bumper stickers showing they belong to organizations; they talk about things that indicate the associations they are a member of.

Question: 'Do I belong, and do others see that I do?'

Behavioral Indicators:
These subjects will exhibit behaviors that draw appreciation and benefit others. They are interested in actively contributing to the well-being of those around them. They will show the need for social acceptance through conformity (even if it is feigned). These subjects will be drawn to activities that help others such as volunteering, cooking, helping animals, and participating in protests for things they believe in.

Outward Indicators:

- Prone to membership of all types.
- Easily swayed—ideal cult members.
- Biker gangs, fitness groups, fitness teams.
- Attracted to careers that help others, like cooking, healthcare, and therapy.
- More likely to have multiple pets.
- Will change appearance to suit (please) the environment they are in.
- Less likely to have eccentric or unique identity formed and developed.
- Smaller dogs as common pets.
- Strong sense of community.
- Wears shirts that indicate membership, tribes.
- Returns all eyebrow flashes.
- More likely to do favors for others.
- Will move out of the way as others approach on the street.

INTELLIGENCE

Definition: The intelligence-needs people will discuss things that allow you to notice how educated or intelligent they are. From what they wrote their thesis on in college to large dictionary words and phrases to show their intellectual prowess, you'll hear information that regularly draws your attention back to their intelligence and smarts.

Question: 'Do others view me as smart or intelligent?'

Behavioral Indicators:
These subjects have a need to be seen as intelligent and will exhibit behaviors that allude to their intellectual prowess or education. They will speak about their education, expertise, and how they have assisted others in their endeavors using their intellect. They will tie their need to feel intelligent to your goal helps them to automatically align their needs with yours. They will ensure compliance by acknowledging their need for power – making them feel like they're the one in charge initially, or compliment their leadership.

Outward Indicators:

- Break patterns and norms.
- More likely to be sexually deviant (legally).
- Less effort into appearance than others.
- Bowties
- Shirts advertising their university.
- College rings after the age of 25.
- Deliberately enhanced vernacular.
- Asking if you know things they know you don't.
- Over-emphasizes the intellectual aspect of stories.

PITY

Definition: We all know a few of these people. They will complain about stuff all the time, from traffic jams and weather, to 'that thing' that happened to them a long time ago. Keep in mind that they are asking for you to confirm that they have it bad, or that they are in unique circumstances not many others are facing.

Question: 'Do others realize and recognize how bad I've had it?'

Behavioral Indicators:
Pity subjects seek pity, sympathy, or comisery. They will discuss pitfalls, tragedy, misfortune, and annoyances to gain sympathy or support from others. They will express this through stories or conversations wherein they complain about being victimized or having 'bad luck.' Confirming the severity of their condition is the fastest way to build rapport. It's best to follow their

complaints with a brief pause before responding so they feel understood and fully 'heard.'

Outward Indicators:

- Typically unhealthy appearance.
- Hunched posture
- Visible disapproval on the face.
- Prone to bad health.
- Attraction of abusive partners—stay with them longer.
- Frequently stressed appearance.
- Visible reaction to the tiniest pain.
- Broken heart tattoos.
- Lots of tattoos (I have a story to tell).
- Medical or non-medical marijuana (shirts, talking about it, leaf shape on bags, etc.).

STRENGTH / POWER

Definition: The Strength/Power needs people have a dichotomy: There are highs and lows. On the high-end, we are likely to see people who strive to lead companies, teams, and processes. Their social choices are all governed by a need to be seen as a good leader or a powerful CEO. They find themselves in these positions not because they are the best fit (most of the time), but because they have spent a long time behaving in ways to be seen as a leader by others. On the low-end, you'll see the person who may have been bullied. They will over-posture, speak louder than necessary, and take actions to remind people that they have less power than they do.

Question: 'Do others see me as powerful and strong?'

Behavioral Indicators:
Strength and power-needs subjects don't need power, they need to feel powerful. This need is primarily fear-based. Strength-needs subjects will display their power in various ways in conversation and in their lives. From stories about toughness under fire to speaking about their individual power over their environment, they are trying to communicate their strength so that they can be seen as powerful. This is the 'tough guy,' the 'badass,' and the 'rebel.'

Outward Indicators:

- Obvious display of musculature through clothing.
- Deliberate loudness or volume.
- Exaggerated posture
- Exaggerated arm movement
- Fight brands like Tap Out, etc.
- Large dogs—aggressive breeds
- Avoids most eye contact during regular activities.
- Makes more aggressive eye contact if challenged or threatened.

- Aggressive behaviors such as over-posturing and rudeness to store employees.
- Heavy metal or death metal listening.
- Creates chances to talk about overcoming challenges.
- Discusses how they got one over on big companies or high-level people.
- Overly concerned with status and social pecking orders.

IDENTIFYING HUMAN NEEDS IN CONVERSATION

You will be surprised when you hear how often you've missed key insights into someone's psychology. If this was the only technique you took from the book, your life would still drastically change. When we know what internal questions someone is consistently asking when they interact with people, our language can adapt to what they need to feel and hear.

Within the first few minutes of a conversation, especially now that you know exactly how to elicit information, you'll hear people expose their deepest internal drives to you without even knowing it. Let's examine a few phrases and see if you can identify the needs being exposed in each of them.

"I mean, it's no big deal, it was only 80,000 dollars...":	*Significance*
"I can't believe I've been sick for an entire week...":	*Pity*
"I remember back at Harvard, we had this...":	*Intelligence*
"I've been working in this industry for over two decades...":	*Significance*
"My friends keep blowing up my phone non-stop.":	*Acceptance*
"We did a lot of work with them in that organization.":	*Acceptance*
"I told my wife to shut up until we got off the highway.":	*Strength/Power*
"Those microchips are pretty simple, really, not a big deal.":	*Intelligence*
"Here's the main reason I'm the go-to resource for those people...":	*Intelligence / Significance*
"There's no reason we can't work together; our team would be a great fit.":	*Acceptance*
"I can't believe this traffic. It's ridiculous.":	*Pity*
"How the hell can these idiots be in charge?": *(Use of the word idiots as a derogatory remark about others)*	*Intelligence*

"I really suck at getting these kinds of projects put together.":	*Approval*
"I don't know if I'll be able to get it all done; I'm overwhelmed.":	*Pity/approval*
"I've actually read a lot of books on that. What you need to do is...":	*Intelligence*
"I'm getting so fat these days.":	*Approval*
"Everyone there has to go through me in order to approve anything.":	*Significance*
"I've only got three days to get this done, and it's a week-long project.":	*Pity*
"I typically don't wear those off-brand clothes.":	*Significance*
"I can't make it; I actually have a motorcycle rally in Orlando that weekend.":	*Acceptance*
"I'm a cancer researcher, but it's gotten so boring. Same thing every day.":	*Intelligence*
"Well, I'm a full-time bartender, but I have a YouTube channel with 3 million subscribers.":	*Significance*

These are all things we would hear in conversations on a daily basis. It's amazing when I teach this to people to see their reactions, discovering how much they have been missing. But this is only the beginning. You're about to discover something incredible: once you can identify someone's needs, everything changes—you'll reveal a lot more about them than you ever thought possible.

REVEALING HIDDEN FEARS

We are all on the needs map somewhere. Sometimes, in different conversations, we may express different needs. You've no doubt met the badass CEO who you just know turns into a helpless baby when he gets a fever around his wife. At work he's *significance*, at home he's *pity*.

When you identify needs in a conversation, you've identified precisely what they need in this social interaction. This is also the largest, and most effective, lever you can pull to persuade and influence their decisions. You know more about their decision processes than most of their close friends and family now.

Since needs are so tied into social behavior, and social behavior is tied directly into our core sense of survival, these needs are pretty strong forces that are at work in the background every day. Each of them carries hidden fear—rooted in tens of millions of years of evolution.

Let's examine the list of needs and expose what fears these people secretly harbor that drive their behavior. Keep in mind, these fears aren't a word-for-word script, but more of a theme that governs them socially.

- **Significance** - abandonment, social ridicule, being ignored, feeling small
- **Approval** - dismissal, disapproval, contempt, feeling left out
- **Acceptance** - social criticism, gossip, peer mismatch
- **Intelligence** - being seen as dumb, being questioned, being 'called out'
- **Pity** - being disregarded, ignored, misunderstood, being disbelieved
- **Strength** - being "punked," disrespected, unacknowledged, challenged

Don't let the size of the list above fool you. Whether you're in a sales office, a courtroom, or an interrogation room, the list above illustrates the precise reasons you will fail to get compliance, or the reason the person will choose to comply.

There is no such thing as B2B sales, interrogation, or persuasion in the courtroom; they are all H2H scenarios—human-to-human. It's a social situation between humans that relies heavily on communication, observation, and influence.

Example:
You're an attorney involved in a high-stakes case. You've profiled the opposing counsel's client and identified them as a Significance and Intelligence need. You immediately know their fears on the stand revolve around social ridicule and being questioned or challenged. As you stand to cross-examine the opposing counsel's client, your questions are sharper than ever, and designed to surgically create emotional reactions. You know exactly how to ask the questions in a way that reflects the person's needs.

Example:
You're closing a high-level sales deal worth 3.8 million dollars. You've identified your client as Acceptance and Strength on the Needs Map. Within minutes, you're able to understand that the reasons they want to buy are related to family, friends, and how the purchase will make them seem like a badass to others. You also know the fears of buying will revolve around people talking bad about him behind his back, social criticism, and being disrespected. Those are the key reasons he may chose not to buy. You're able to highlight the deal in a way to reflect the positive aspects of his needs and avoid the unconscious fears he's wrestling with.

This is one of the most powerful tools I've created in my life, and I intended to keep it as a government-only tool for interrogations. If you harness this power, and get comfortable with identifying needs quickly in conversations, you've achieved a level of behavioral skill that not even 99% of psychologists possess.

These fears are a lot like little programs that run in the background of your computer. The only difference is that it's next to impossible to open your

brain's 'admin settings' and turn them off or delete them. They are so rooted in our biology that they are as forceful as our drive to procreate, except they run in the background, governing our decisions.

WHAT THE NEEDS ACTUALLY MEAN - THE SCARY PART

The Needs Map is more than it seems. I'd like to convince you of that now. You've already witnessed how powerful it is at identifying fear and insecurity. But it still carries a power you may not have realized. Let's talk about chemicals.

NEUROPEPTIDES

Neuropeptides are made inside the brain. They are short sequences of amino acids that are coexpressed with neurotransmitters. Essentially, they look like a little twisted paper clip—made out of protein.

They play a major role in behavior, addiction, and habits. These little guys, when they are released from the nervous system, flood through the body and attach onto cells. Our cells have little 'receptor sites' on them that I like to envision look like a docking station on a spaceship.

The receptors can only receive a specific neuropeptide, however. If a different neuropeptide tries to dock into a receptor site that isn't designed for it, it just won't fit.

Let's pretend, just for a moment, that each of the Needs above are associated with a certain neuropeptide. In the beginning, the surface of our cells has receptor sites on them that can receive all the needs: strength, intelligence, significance, pity, etc.

If a Strength neuropeptide tries to dock into a pity receptor site, no luck.

If someone is a Pity need, they will seek situations and interactions that flood them with specific Pity neuropeptide chemicals. Those little proteins will go to the cells, and dock into all of the Pity receptors.

However, over time, the person continues to only seek out the 'Pity' neuropeptides. So, all the receptors for the other needs get almost no attention. What ends up happening is that they see the Pity receptors getting all the attention and decide to rebuild themselves into a Pity receptor so they can get in on all the action.

Receptor sites will rebuild themselves in order to receive what the person is always seeking out.

This means, over time, the cells adapt to this person's behavior, and cells become more and more covered with these Pity receptors.

For a moment, let's pause and think about the process of drug-addiction. The same thing happens. As the cells become dependent on a specific chemical, they get upset when it's not coming in. The receptor cites are multiplying, increasing the need for the chemical to be released--more and more often.

The human Needs operate in the same way. They become a chemical addiction. When the body isn't getting them, the cells scream at the brain, "Make something happen to get these chemicals!"

The person who is a Pity need may go a day or two without these chemicals. His body begins to scream at him, begging him to get the chemicals. Since these are social needs, he's got to find someone to confirm his pity. When he takes a break from his desk, walks to the break room, and complains about something to a coworker, he's met with a full-body release of chemicals.

In order for him to get the chemicals his body is demanding of him, he has to manufacture a scenario where someone confirms how bad he's had it. The complaints get better and better over time, and he discovers new ways to get the chemicals through tragedy, complaints, being victimized, etc.

This brings us to our secret fifth law of human behavior: **Everyone is a drug addict. We all just have different drugs.** Our job is to discover these needs, as it shows us what will cause a chemical response.

USING NEUROPEPTIDES - BECOMING A BRAIN PHARMACIST FOR THE SUBJECT

Now that we're able to identify the needs, we *also* know what will cause a flood of hundreds of millions of neuropeptides to come to life.

We tend to want to tell people they shouldn't feel bad if they complain; if someone is over posturing and obnoxious, we'd like to put them in their place.

Imagine your response to someone in your office complaining about something petty. Your initial desire may be to tell them to 'shut up,' or remind them of all the things they have to be grateful for. But none of these responses create comfort, openness, or connection with them. The chemicals do.

> **Example:**
> You've been tasked with interrogating a man for aggravated assault. After hearing this, and a cursory glance through his social media activity, you determine he is a Strength need individual. Other interrogators like to go into the room and remind the suspect who's in charge, but you know better. Doing that would cause an immediate wall to be built between the two of you. Instead, you opt for going into the interrogation room with a calm demeanor, making him feel like he's more powerful initially. He relaxes, as he thinks he's in charge, and you're able to get a confession within minutes. Everyone calls you 'lucky.'

Example:
You meet a new prospect interested in buying a high-ticket product. She walks into your office and has a necklace featuring four kid-shaped charms hanging from it. She also mentions that she's a member of the local chamber of commerce. You immediately identify her need for Acceptance, and your language when you pitch your product is tailored to this need, and away from the associated fears of social problems within her group. The other salespeople call you 'lucky.'

Example:
As a psychotherapist, you're introduced to a new patient who suffers from an eating disorder. She tells you she's 'not good' at several sports in high school, and twice asks if it's okay to grab a tissue from the box beside her. You identify her right away as an Approval need, and provide her reassurance, and instead of giving her advice, you focus on permission. You know her disorder may be rooted in the Approval fears of being left out and unrecognized. Her therapy goes exceedingly well, and the other therapists congratulate you on having an 'easy' patient.

By no means does the Needs Map© illustrate all human needs. It simply shows us which social need someone is expressing, and gives you a firm grip on the most effective lever of persuasive speech and communication.

SUMMARY

It's a sobering thought – all of us are drug addicts to some extent. When you identify the Needs someone is showing you in a conversation, you've identified a lot more than a location on a short list. Their entire psychology is laid open for examination, revealing their social fears that not even their families know about. Identifying needs comes at a price; you'll see people differently at first, and you'll begin to notice everyone covering up some kind of suffering. At first, it might feel like you're misreading the situation, but you aren't. In fact, everyone is suffering and insecure at times. How we cover up the suffering is one of the ways that enables you to identify Needs.

The Needs Map shows us what someone is seeking on a social level. In the next section, we are going even deeper; I'm going to show you what I thought I would never reveal to the public: The Decision Map. This will expose the hidden patterns we all have that govern how we all make choices, from buying a car to deciding who to date.

KNOWLEDGE CHECK

1. If someone complains about how often they get sick, what Need are they showing you? What would their social fear be in that situation?
2. If your boss is Significance and Power/Strength, how would you approach a conversation where you need to persuade him? Would you ensure you remained dominant to remind him he's not as powerful as he thinks, or would you give him what he needs (a rush of chemicals)?

THE DECISION MAP©

While the Needs Map lets us identify what someone needs in social interactions, the Decision Map reveals how they make most of their decisions. In sales, this will show you the thought process someone goes through before making a purchase. In interrogation, this will be the reason someone decides to confess. In the courtroom, a witness will decide to be honest, and a jury will be swayed based on where they are on the Decision Map.

The Decision Map decision styles are interrelated, and people will most likely share two of the decision styles.

The Decision Map consists of six 'decision styles' that filter how we make choices, from who we choose to sleep with to what car we buy.

Let's first look at each of the styles:

1. Deviance
2. Novelty
3. Social
4. Conformity
5. Investment
6. Necessity

Each of these decision styles bleed into the one that's closest to them.

For instance, someone driven toward Deviance (a departure from accepted norms) will likely also consider Novelty when making decisions. Someone rooted mostly in Novelty will tend toward Social and Deviance. A person who is in the Social style will also tend a bit toward Novelty and Conformity, and so on.

To see this simply, you'll be asking yourself what the two nearest decision styles are to the person's decision style.

THE DECISION MAP UNPACKED

Each of the six decision styles, much like The Needs Map©, will have an associated question. Imagine thinking through these questions and knowing someone is going through that same thought process as you interact with them. It's truly magic, and the results, you'll soon see, are absolutely astounding.

If you're able to harness the power of The Needs Map, and know what questions someone asks unconsciously, the Decision Map reveals yet another question that becomes the steering wheel of their decisions and actions.

DEVIANCE

- **Question:** Will this help me stand out or break cultural / social norms?

Deviance decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on whether the action will help them deviate from normally accepted standards. Their personal appearance is set to show others that they don't conform to typically accepted purchase behaviors and social norms.

NOVELTY

- **Question:** Is this noticeably new and will others see it?

Novelty decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on whether the action will show that they are early adopters of new trends, technologies, and products. They will make decisions based on of how 'new' the experience is and thrive on choosing behaviors that give them experiences they haven't had before.

SOCIAL

- **Question:** Will this make people around me show interest or connect with me?

Social decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on how the action will be viewed and interpreted by others. They are more likely to adapt to new trends in fashion, hide their flaws, and display behaviors designed to impress or please the people around them. Their decisions are regulated by their estimation of how their behaviors will be interpreted by others.

CONFORMITY

- **Question:** Are others in my peer group doing this and is it acceptable to them?

Conformity decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on whether the action will maintain their status in a social group. They typically are averse to radical shifts in behavior and will make decisions based on how it will appear to their close peer group. As conformity decision makers choose their actions, they will consider the social implications first, and whether or not their close peers are doing similar things.

NECESSITY

- **Question:** What specifically makes this necessary versus other options?

Necessity decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on whether the action will fulfill a specific purpose. They weigh options more than others and will typically be more patient with decision making unless they are triggered by the limbic system to act.

INVESTMENT

- **Question:** Is this investment or behavior going to provide me with a valuable return?

Investment decision makers will choose products, behaviors, beliefs, attitudes, friends, personal image, and decor based on how the action could affect them on an investment level. The return-on-investment is usually the guiding factor. They are prone to overanalyze unless they are primed to be completely receptive.

Just looking at this list, you can see how easy these people might be to identify from across a room. If you were in an airport restaurant, how fast could you look around the room and identify someone who's a Deviance decision maker?

Pretty quick.

In a crowded restaurant, could you find the Conformity decision maker? Absolutely. They would have clothing that was chosen to conform to their culture. If you're looking at a Conformity person who is higher-income, you'd see the same khaki slacks that you see anywhere and the same sweater-vest that lots of other people in the same job tend to wear.

BUYING A CELL PHONE CASE

Let's use something small and silly as an example to demonstrate how The Decision Map permeates almost every aspect of our daily lives.

If you walked into an electronics store and stood in the aisle of cell phone cases with someone from each of the styles on The Decision Map, you'd *still* be able to spot them, even if they were all wearing a disguise.

> All of our decisions, big or small, are filtered through one of the Six Decision-Map styles.

The **Deviance person** will be looking for the case that really stands out. Maybe the one in the shape of an oversized cat, or one with bright colors or lights.

The **Novelty person** would be standing there, looking through the options, trying to find the most clear and minimal case possible. This would allow everyone they interact with to notice the brand-new iPhone they just bought—and probably got on the day it was released.

The **Social person** would be kneeling, looking at all the phone cases that contained glitter. They're asking themselves, 'What's going to help me connect to others?' They might be reaching for the one with the sports team logo on it, or one that draws attention.

The **Conformity person** would be looking for the case that doesn't stand out too much and matches the case that looks most like what everyone else has.

An **Investment person** would likely be studying the phone cases for just a little longer. They need a case that will protect the phone as much as possible, giving them the maximum return on investment for their precious new phone that they also chose because of its perceived return on investment.

We all know a **Necessity person.** Everyone begs them to upgrade to a new phone. Their phone is riddled with cracks, and they assure you, 'It works just fine for me. I don't need a new one.' But let's assume they finally broke down and bought a new phone. They'd be there in the aisle, looking for either the cheapest case or the one that is going to last a lifetime.

We could run the same scenario in a bar, where the same six people would be choosing a potential mate. They would choose someone close to them on The Decision Map initially but would decide to move forward with the relationship based on the questions associated with each of the decision styles.

From buying houses to cell phone cases, The Decision Map tends to be the 'hand on the wheel' when we make choices and decisions.

Let's go through a few examples:

Example: (interrogation)

> A suspect is escorted into the station, and you notice their arms are covered in tattoos. They also have hair that's dyed blue, and a few nose rings. You identify them as Deviance, and decide to remove your collared shirt and tie, opting instead for a t-shirt or polo shirt. In the interrogation room, you know the decision to confess is rooted in the question associated with their decision style: Will this help me stand out or break cultural / social norms?
>
> **NOTE:** Interrogations are a lot like sales. Sometimes they take a long time. If you were to go back to any online interrogation that lasted over five hours before the suspect finally confessed, you'll notice a shocking trend. The interrogator doesn't have this training and is trying to relate to them and get information. Throughout the interrogation they use random scenarios to convince them to confess. However, when you get right to the end, the interrogator accidentally uses language and ideas that speak to the suspect's Needs and Decisions - the confession takes only minutes after that. Try it out!

Example: Dating

> You're on a second date with someone and you are starting to like them. You identified them early on as Novelty - so are you. When you sit down to eat, you show them the brand-new phone that just came out, and you both make it a third date to get them one as well.

Example: Sales

> You have been introduced to a customer who is interested in buying a new home. As they walk into your office, you notice their hair, shoes, clothing, and everything else is all similar to everyone else in their income bracket. Later in the conversation, you hear them talk about friends on the golf course, the country club they belong to, and vacations they take with other couples. You've spotted the Decision Map style of conformity and social, and already know exactly what angle to approach from when you show them the house.
>
> **NOTE:** Conformity is common in high- and low-income areas. If you were to stand in the street of a fancy neighborhood in the morning, you'd no doubt see everyone walk outside to leave for work. They would all be wearing similar slacks, shirts, ties, and haircuts. They'd climb into their similar Lexus, Mercedes, or BMW and head off to work. All the grass is cut to the same length, and the yards all look very similar. Even the Homeowner's Association enforces conformity for the 'good' of the neighborhood. In a low-income neighborhood, you'd see much of the same. Similar clothing, cars, yards, and homes.

Example:

> You're a CIA Case Officer stationed in Europe. You've been tasked with recruiting an 'asset' to spy for the United States. As you make your first contact with the potential asset, you notice a waterproof case on their phone, a well-made shirt that is older but still looks great, and a wristwatch that looks as though it's been passed down for a generation or two. You identify the asset as an Investment Decision Map style, and immediately know that your pitch to him must include how his actions will provide a return on his investment. His decisions will be filtered through the question associated with his decision style: Is this investment or behavior going to provide me with a valuable return?

Usually, people we speak to will identify themselves on the 6P within the first few minutes of conversation. If they don't, we have plenty of visual cues to help us identify or confirm our assessment.

The 6P is a powerful tool for any human interaction. It's something you can start using immediately!

SUMMARY

The Decisions Map© is something I never wanted to release to the public. Most people who see it might assume it's just another little profiling tool, but I can

assure you it has been the key ingredient in over a thousand interrogations. Now, it's the key ingredient in sales, jury trials, and even psychotherapy sessions around the world. This tool, when paired with the Needs Map, is what makes this entire system an 'X-Ray' compared to other training. It was developed for Jason Bourne folks, but anyone can now use the 6MX system.

Once you master these skills in the 6MX, you'll have the x-ray vision to see between all the lines. But that's not enough. You will need to listen between the lines as well. In the next section, I'll show you the razor-sharp listening method to take your behavioral skills even further.

THE VALUES MAP

The Needs Map lets us identify what someone needs in social interactions and The Decision Map reveals how they make most of their decisions. The **Values Map** gives us an idea of why this all happens.

We will unpack this more after you learn the Values Map, but for now, understand that they follow a pathway.

Let's take an example of buying a car to briefly show the relationship between Needs, Decisions, and Values in context. Here's what might be going through the mind of a potential customer as they consciously and unconsciously process the decision to buy the car you're selling them:

"If I buy this car (Decision), then people will react by making me feel (Needs), and I can finally experience (Values). "

Needs Map: What we need from people to feel a certain way.

Decision Map: How we choose what to do to meet our needs.

Values Map: What we ultimately want from life.

THE VALUES

1. **Connection**: There's nothing more important than our tribe.
2. **Information**: Resources and data are what drive true success in life.
3. **Recognition**: When the world sees what you've accomplished - that's what success is.
4. **Experience**: A life well-lived is rooted in what you can look back on.
5. **Freedom**: When someone can decide to do anything at any time, they are successful.
6. **Growth:** We're either growing or decaying, and success is a lifelong journey.

I want to share something personal here, so this hits home for you. I am going to dissect my *own* life to illustrate it. I want you to be able to do the same, so

that you have a personal and deep understanding of how these three critical elements of behavior and psychology come together.

> **One critical point:** It is crucial that you understand that when you profile someone's needs, you're not only discovering what they need socially, and what produces chemical cascades in their brain. Rather, you are actually seeing (in most cases) what they were missing as they reached their developmental years. You're looking into a person's past when you see Needs, Decisions, and Values. I want the sheer depth of what you're capable of seeing to be clear to you. The better you get at profiling, the more you'll see people without judgment.

Here's how my life developed into *my* personal Behavior Compass.

In my formative years, my grades fell to Ds and Fs , and the teachers didn't do much. I was then sent off to military school, where I was in a sea of other kids who were all sporting cool military ribbons, medals, and ranks. I felt like I needed someone to reassure me that I was still smart, and that if someone would just make me feel significant in this massive crowd of kids, then I could perhaps feel differently about my life. But here's the thing, you'll always be deficient in something. There's no exception to this. Life is boring without it anyway.

As I grew older, when someone made me feel intelligent or significant, it felt amazing because I had craved it so much. My behavior changed so that I could receive more of this from others. A pattern emerged (as it does for us all), of a Needs Map for me. From age 11 to 17 I was in a military school where mandatory uniforms and a very strict schedule kept everyone looking almost exactly alike. The only thing I lacked with this repetitive schedule at school was Novelty. Anything that broke up the monotony of the routine felt amazing. It was stimulating to my brain. If you're reading this thinking my Decision Map style was conformity, that's the mask I learned to wear growing up. I'm Novelty all the way.

From about age six, through military school, and then through 20 years in the military, my Values were probably easy to predict. The one thing I desired most in life was freedom. We will get into these Values in a moment.

Since I'm being so open about everything, let me use my own kids as an example of how some of these behavioral traits are formed.

My children also grew up to feel certain things were missing during their developmental years. You know how some people say they served three long deployments to the Middle East? My kids grew up with a dad who did *nine* combat deployments. NINE.

My kids grew into developing Significance and Acceptance needs - luckily, their situation was socialized and normalized - we lived just off the Special Warfare base called Little Creek in Virginia. Every other kid in their school had parents who were Expeditionary Warfare Operators like me, or who were in the SEAL Teams. Since this socialization and normalization occurred, they didn't develop Pity and Approval needs because of the lack of an ever-present father figure in their lives.

So, when you see Needs, you're seeing something missing during formative years. When you see Decision Maps, you're seeing behavioral decision patterns that helped them get those things from others and protected them from social consequences. When you finally see the Values, you're seeing *their* view of what the opposite of a pendulum looks like. You're seeing what they *currently* (most likely) are lacking in their lives.

Let's unpack what values really are.

> Values, on the Behavior Compass, come from lack.

Typically, a person develops Values based on something lacking in childhood, and something that seems to remain out of reach as they mature.

Here's the interesting part about Values: they don't get fulfilled. If they did, life would be incredibly boring. What happens most often is that when someone achieves their values, they will build another box around themselves. They will create another barrier that they need to overcome. Our human drive for progress and achievement is building these boxes around us.

When someone becomes financially free, for example, they tend to move the goalpost of what they consider 'true' financial freedom. When someone achieves a previously held definition of success, they will modify their definition of success - building a new box to escape from, or a new barrier they can cross at a later time. How someone creates boxes for themselves is based on their Values.

IDENTIFYING VALUES

When you're in a conversation with someone, they will reveal their values whenever they talk about end-result topics. Something like retirement, achieving their goals, what they want in life, their ideal job (and what it would give them the opportunity to do) are all examples.

You'll hear Values reveal themselves in almost every conversation without ever having to use elicitation or probing questions.

When you hear phrases that sound like the following list, you'll almost always be hearing Values come forward:

- If I could just do that, I would finally be able to _____.
- Once I'm stable, I can finally _____.
- If I had all the money in the world, I think I would just _____.
- In the end, what matters most is that people get to _____.
- So many people don't ever get a chance to _____.
- If everything works out with this business plan, I can _____.
- Nothing matters more than _____.
- My goals are to _____ so I can finally _____.
- If I could just _____, I would be so happy.

You'll also hear the Values being echoed inside of phrases without someone directly telling you what they are. Interestingly, most people are unaware of where they reside on the Behavior Compass. Even if you asked them to rate themselves, they would probably choose incorrectly. This is something I've seen hundreds of times.

Imagine hearing the following phrases in a conversation:

- "At the end of the day, what truly matters is whether you take care of family and friends." o **Connection**
- "If I got that promotion everything would be perfect. I'd be able to get access to everything no one else can see." o **Information**
- "I don't see the purpose of doing that – you work your whole life and no one even notices." o **Recognition**
- "At the end of the year, we'll hit all the financial goals my husband and I set. We'll finally be able to travel." o **Experiences**
- "Once we move away from the city, I'll be able to finally relax, and I can do whatever I want." o **Freedom**
- "After retirement, I'll finally be able to go to med school. You're never too old." o **Growth**

When determining where someone is on the Values Map, it's simply an estimate of what their decisions will create once they pile up. After a person decides to do a series of things that fulfill their Needs, they will achieve their Values. Hopefully the power of the Behavior Compass is coming into focus for

you, and you're seeing that it's more than some personality assessment. It's a tool that will allow you access to anyone's past, so you can use it in the present, to change their future.

> Always try to suspend judgment of others: It's sometimes sad. It's humbling. It's beautiful.

HOW THIS ALL FITS INTO HUMAN NATURE

Since Maslow's Pyramid is something that represents human desire and behavior with such authority, I'm going to use it to show how a person develops these behaviors on the Compass. Let's unpack Maslow's Pyramid so you can understand it before we sneak inside of it. What you see on the inside, though, is going to shock you.

This five-stage pyramid is divided into two types of needs. The first four levels from the bottom-up, are known as **deficiency** needs. The level at the top (actualization) is known as a **growth** need.

Deficiency needs come up when someone is deprived of something. They motivate us to take action when they are unmet. The longer you're denied one of these levels, the stronger your motivation will be to fulfill it. For example, the longer you go without safety or water, the more you will desire it.

When a deficit need has been met, the motivation to pursue it goes away. We then direct our attention upward to the next level on the pyramid.

When it comes to growth needs, there is almost never a satiation point. As humans, we continue to seek higher ground in the growth-needs area.

As a quick note on this pyramid, Maslow worked to identify what makes self-actualized people. In 1970, he published a paper after studying several people who he deemed to be self-actualized. He came up with an incredible list of characteristics that, even though it's not relative to behavior profiling, I thought I would share with you here.

Characteristics of self-actualizers:

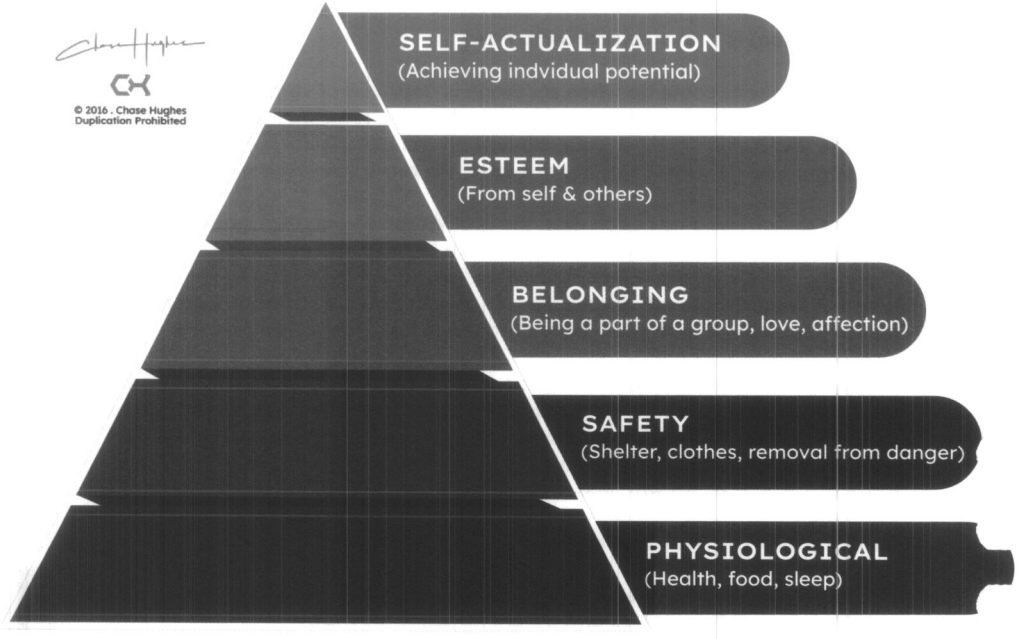
1. Perceive reality efficiently and can tolerate uncertainty
2. Accept themselves and others for what they are
3. Spontaneous in thought and action
4. Problem-centered (not self-centered)
5. Unusual sense of humor
6. Able to look at life objectively
7. Highly creative
8. Resistant to enculturation, but not purposely unconventional
9. Concerned for the welfare of humanity
10. Capable of deep appreciation of basic life-experience
11. Establish deep satisfying interpersonal relationships with a few people
12. Peak experiences

13. Need for privacy
14. Democratic attitudes
15. Strong moral/ethical standards

Behavior that leads to self-actualization:

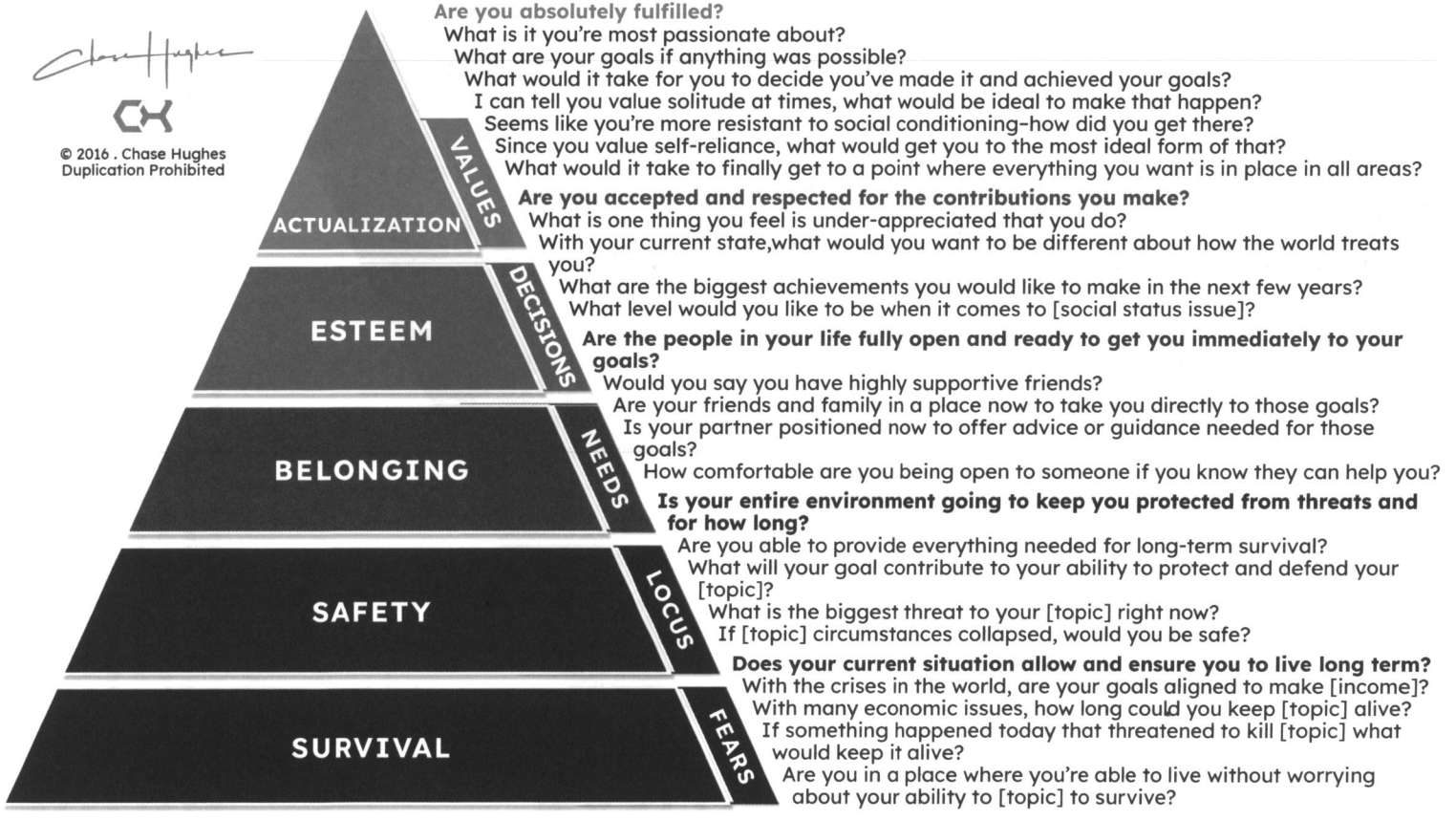
a. Experiencing life like a child, with full absorption and concentration
b. Trying new things instead of sticking to safe paths
c. Listening to your own feelings in evaluating experiences instead of the voice of tradition, authority, or the majority
d. Avoiding pretense ('game playing') and being honest
e. Being prepared to be unpopular if your views do not coincide with those of the majority
f. Taking responsibility and working hard
g. Trying to identify your defenses and having the courage to give them up

(Maslow, 1970)



MASLOW'S PYRAMID

I'm including one more valuable resource here so that you can understand the pyramid in greater depth. How can you identify where someone is on the pyramid? You need to determine what they are *seeking*, and what their current situation makes them desire. This list of questions will help you understand not only the pyramid itself, but the way that you can use it to make estimations about what someone is truly desiring. Wherever they are on the pyramid, they are trying to satisfy *that* level, so that they can move upward.


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ACTUALIZATION
VALUES
Are you absolutely fulfilled?
What is it you're most passionate about?
What are your goals if anything was possible?
What would it take for you to decide you've made it and achieved your goals?
I can tell you value solitude at times, what would be ideal to make that happen?
Seems like you're more resistant to social conditioning-how did you get there?
Since you value self-reliance, what would get you to the most ideal form of that?
What would it take to finally get to a point where everything you want is in place in all areas?
ESTEEM
DECISIONS
Are you accepted and respected for the contributions you make?
What is one thing you feel is under-appreciated that you do?
With your current state,what would you want to be different about how the world treats you?
What are the biggest achievements you would like to make in the next few years?
What level would you like to be when it comes to [social status issue]?
BELONGING
NEEDS
Are the people in your life fully open and ready to get you immediately to your goals?
Would you say you have highly supportive friends?
Are your friends and family in a place now to take you directly to those goals?
Is your partner positioned now to offer advice or guidance needed for those goals?
How comfortable are you being open to someone if you know they can help you?
SAFETY
LOCUS
Is your entire environment going to keep you protected from threats and for how long?
Are you able to provide everything needed for long-term survival?
What will your goal contribute to your ability to protect and defend your [topic]?
What is the biggest threat to your [topic] right now?
If [topic] circumstances collapsed, would you be safe?
SURVIVAL
FEARS
Does your current situation allow and ensure you to live long term?
With the crises in the world, are your goals aligned to make [income]?
With many economic issues, how long could you keep [topic] alive?
If something happened today that threatened to kill [topic] what would keep it alive?
Are you in a place where you're able to live without worrying about your ability to [topic] to survive?

Far too often, I see people ignoring the fact that different people may be in a different stage of their life when you meet them. Ask yourself where this person is on the Pyramid by understanding and developing an awareness of what they are trying to achieve, and what they are afraid of. From the top of the Pyramid, let's walk through what you're secretly hearing when someone is losing traction on the pyramid. As someone starts losing traction, they are losing the level of the pyramid where they are currently 'residing'. There are secret fears that I call 'screams' hidden within the structure of the Pyramid:

SELF-ACTUALIZATION NEEDS - I Am.

ESTEEM NEEDS - Am I?

SOCIAL/LOVE AND BELONGING NEEDS - I'm lonely.

SAFETY NEEDS - I'm threatened.

PHYSIOLOGICAL NEEDS - I'm dying.

THE REVERSE MASLOW STATEMENT

As a person progresses downward on the pyramid due to life circumstances such as illness, loss, or limiting beliefs, they will progress through a two-sentence structure that illustrates the thought process of someone traveling downward on the pyramid. Determining where someone is residing within these two sentences is very easy to do if you have the skills to perform 6MX. Let's look at what I call the 'Reverse Maslow Statement':

> "If I don't fulfill this purpose, I won't be worth much, or achieve anything. This will lead to loneliness and being deserted by people. No one will protect me and I'll eventually die without resources."

There's no need to profile behavior using the pyramid, but I'm including this here to give you a different camera angle or perspective. I want you to see this from as many angles as possible so you can have a deep understanding of how everything fits together, and why I chose to build the Behavior Compass the way that I did. A person doesn't exist in a vacuum, so we need to understand how they think, and how they behave. You already know more about behavior and how to use it than most psychologists, so let me show you one thing that will change your perception of human interaction and development forever. I'm going to show you how a person's Behavior Compass is born.

HOW WE DEVELOP NEEDS, DECISION-STYLES, AND VALUES

Maslow's Pyramid is able to reveal how powerful the Six-Minute X-ray is. It can show us how a person's Behavior Compass forms throughout their life. And if you're paying attention, when you begin to spot where someone is on the behavior compass, it's almost as if you're looking back into their childhood; you can see something occurring in the present moment that was formed long ago. This reveals tremendously powerful information about how a person grew up, how they behaved as a child, and even the serious struggles and conflict they faced. From dealing with parents and social situations at school, to being bullied at school, or abused at home, these form behaviors that show up in adulthood, and Maslow's Pyramid is a wonderful way to show you this.

From the bottom of the Maslow pyramid, let's explore each level in detail, and how it can shine a bright light on how we develop our adult behaviors. As we develop, we meet our needs and keep ourselves safe and connected to others using different strategies. Let's take a human-development tour from the bottom of Maslow's pyramid, and work upward to see how humans build their behavioral patterns through childhood:

PHYSIOLOGICAL NEEDS - LEVEL ONE
(CORE FEARS OF LOSS OR AVERSION)

- Air, water, food, shelter, sleep, clothing, reproduction

How it develops:

What did the child need to do to obtain resources during developmental years of their life?

SAFETY NEEDS - LEVEL TWO
(CORE METHODS OF DEALING WITH CONFLICT)

- Security, resources, health, property

How it develops:

What did the child need to do to feel safe and secure during developmental years of their life?

SOCIAL/LOVE AND BELONGING - LEVEL THREE
(NEEDS OF 6MX)

- Friends, social circle, belonging, family, connection

How it develops:

What did the child need to do to obtain connection with others, love or attention from parents, and affection from friends during their developmental years?

ESTEEM - LEVEL FOUR
(DECISION MAP OF 6MX)

- respect, status, self-esteem, recognition, strength, freedom

How it develops:

What life events boosted the child's self-esteem and self-worth during their developmental years?

SELF ACTUALIZATION - LEVEL FIVE
(VALUES OF 6MX)

- desire to achieve potential and be the best you can be

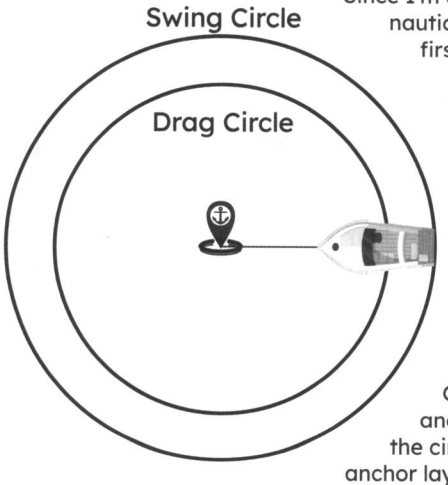
How it develops:

What core events did the child experience that made them feel exceedingly accomplished?

As you build your first Behavior Compass, you'll probably have a question that I get very often. You'll be wondering something to the effect of, "I'm different around different people. Doesn't this Compass only show me what's happening only in this moment?"

If you thought of this, bravo!

Our behaviors change slightly based on our environment, the social context we're in, and our level of comfort. Your ability to make someone comfortable is just as important as your ability to read and interpret behaviors.



Since I'm a Navy man, I'll explain this in a nautical way. Let me show you an image first.

A ship at anchor will swing around the anchored position in the wind and seas.

When we anchor a ship, we'll draw two circles like this on the nautical chart. The length of the ship, plus the length of anchor chain that we have let out will give us a circle to determine if the ship is dragging the anchor. The GPS is marked the moment the anchor is dropped to the bottom, and the circles are drawn around where the anchor lays on the bottom.

You can think of the development of behaviors much like this anchor point. A person may swing around in a circle, but they will be oriented around one focal point (their Behavior Compass). In extreme cases, where wind and seas (life circumstances) push the ship so hard that it begins to drag anchor (change behavior), the ship will drag in the direction the environmental conditions (someone's circumstances) become settled again. If the anchor is set well (the person is a grown-up), it will take tremendous force (life circumstances) to uproot the anchor, thereby moving the anchor's center point (Behavior Compass Norm).

No one's perfect, and we're flawed like everyone else. Hopefully you also saw yourself in here and didn't just think of the profiling tools as ways to see 'those other people'.

SENSORY PREFERENCE IDENTIFICATION

So far, we've spent a lot of time exposing things that have been visible all along. This is no exception. We hear people speak all the time, but we just didn't know the value hidden in the words and sentences.

This technique derives from a man named Walter Burke Barb, who in the 1920s, wanted to create an understanding about how people learn differently.

Barb identified three ways we humans learn best:

- **Visual** - watching or seeing
- **Auditory** - hearing and listening
- **Kinesthetic** - hands-on and doing

While these are great to identify learning modes, we can use them a different way. Two therapists named Virginia Satir and Fritz Perls used these tools to identify communication styles in the early 1970s.

When we speak, we communicate using words that describe sensory experiences. All of us do this. We may speak mostly in visual, audio, or kinesthetic terms. When we speak with someone, they will quickly reveal their sensory preference through their *language*.

For example, if someone is describing that they don't like a situation or person, you might hear it described using different sensory descriptions.

A **visual** person might say, "I just don't see why, but something doesn't look right to me."

An **auditory** person might say, "I hear what you're saying, but something didn't sound right to me."

A **kinesthetic** person might say, "I get that, but there's just something that doesn't feel right."

In our analysis of over 3,400 hours of interviews and conversations, people tended to use sensory words within the first three minutes and fifteen seconds of interactions with new people in social settings. This makes it ideal for our six-minute window.

When we hear someone use sensory words, it's important information. We should be adapting our communication to better resonate with the person. Not only is it more persuasive, it helps them to learn. Teachers, therapists, salespeople, and interrogators can all benefit from this invaluable technique.

Let's examine a list of sensory words:

VISUAL

- analyze
- appear
- clarity
- conspicuous
- dream
- distinguish
- clarity
- examine
- envision
- focus
- foresee
- horizon

- idea
- illusion
- illustrate
- imagine
- inspect
- look
- notice
- observe
- obvious
- outlook
- perception
- picture
- pinpoint
- scene
- scope
- scrutinize
- see
- show
- sigh sketchy
- spot
- survey
- vague
- view
- vision
- watch
- witness

AUDITORY

- announce
- articulate
- audible
- boisterous
- communicate
- converse
- discuss
- dissonant
- divulge
- earshot
- enunciate
- gossip
- hear
- hush
- listen
- loud
- mention
- noise
- proclaim
- pronounce
- remark
- report
- ring
- roar
- rumor
- say
- screech
- shrill
- shout
- silence
- sound
- speak
- speechless
- squeal
- state
- talk
- tell
- tone
- utter
- voice

KINESTHETIC

- active
- affected
- bearable
- callous
- charge
- concrete
- emotional
- feel
- firm
- flow
- foundation
- grasp
- grip
- hanging
- hassle
- heated
- hold
- hunch
- hustle
- intuition
- lukewarm
- motion
- panicky
- pressure
- rush
- sensitive
- set
- shallow
- shift
- softly
- solid
- sore
- stir
- stress
- support
- tension
- tied
- touch
- unsettled
- whipped

These are all words we hear all the time in conversation. You'll begin to notice a trend when you speak to people: **they will tend to use the same sensory preference all the time**.

Our job is to *identify* their sensory preference and adapt our language to communicate with them. If you're a visual person, and you're speaking with a kinesthetic person, for instance, you'll adapt to their behavior by using that person's preferred sensory words.

Example: Sales

> You listen in on a call one of your junior salespeople is making with someone. As you listen, the customer on the phone is using all auditory (hearing) words. You hear phrases like, 'he mentioned that', 'let's talk about it', and 'that other guy was a bit loud and proud.' You know right away he's an auditory person. However, your salesperson continues to use visual words when he communicates. You're able to provide some feedback that could change his career.

Example: Courtroom

> You've got a witness on the stand who's been thus far uncooperative and is having trouble remembering details about a crime they witnessed. Before you approach the witness, you glance at your legal pad and see the note you made that this person is kinesthetic. By asking more questions about temperature, clothing, and textures of object at the crime scene, you're able to trigger more memories than the witness thought they could recall.

Example: Conference call

> It's 4 pm. You're stuck on a video conference call with your office staff, and the boss is continuing to ramble, reducing productivity to a halt. You'd like to wrap things up. You know the boss is an auditory person, so you politely state, "I know everyone here has heard all the instructions and I believe the team got your message loud and clear. That was really well said. Does anyone have any questions the boss needs to hear? I know he's busy."

Sensory preference doesn't reveal itself only in spoken language. If you look online, people reveal all kinds of data from the 6MX process on their social media interactions. Before your next meeting, take a look online and identify your client's sensory preference, and much more, just by visiting a few social media sites before the meeting starts.

PRONOUN IDENTIFICATION

The second skill you'll develop with language analysis is pronoun identification. When we speak, we tend to reveal how we think in more ways than our sensory preference. When you identify which pronouns someone uses, you can begin speaking 'their' language.

There are three categories of pronouns:

1. Self
2. Team
3. Others

The Self pronoun users will speak mostly about themselves and use those pronouns in their speech. This doesn't make them selfish or self-absorbed, it simply means this is the way they think and communicate.

Team pronoun users will use words that refer to communities. Words such as we, they, us, and our will fill their language. Where on The Decision Map would you guess these people are? What about the Needs Map?

Others-focused pronoun users are less common, making up, in my estimation, around 20% of the population. These people will focus their language on people outside of their groups.

Let's look at a few examples of pronoun-users. Imagine asking a friend how they like their new job. What would each pronoun-user sound like?

SELF PRONOUNS

"I love it! I've got a corner office, my medical benefits are way better than my last company, and I get along with the boss really well. I don't think I've worked anywhere better in my life. I've even got my own parking spot there!"

TEAM PRONOUNS

"Everyone there is really great! We all have our own offices, thank God. The entire team there gets along really well, and everyone even has their own parking spots. It's so easy to communicate with everyone there - so much better than the other company. They even all go out on Thursdays for margaritas!"

OTHER'S PRONOUNS

"Man, that company is awesome. Great bunch of people for sure. I get to travel a lot, and it's a lot of fun being in new cities all the time. The company even funds these networking dinners where we get to meet our counterparts in the other company. It's been really good so far. Lots of good people there. I could totally introduce you."

What if you asked about a vacation?

SELF PRONOUNS

"It was really great. I had a wonderful time. I really didn't want to come back. I mostly spent my time on the beach, and I went to a few museums."

TEAM PRONOUNS

"We had a blast! My wife and I really didn't want to come back. We spent most of our time on the beach, and we went to a few museums."

OTHER'S PRONOUNS

"It was fantastic. I met so many people. On this tour, I sat next to a group of stock advisors who are actually from here. At the hotel one evening, I ran into a woman in the hotel bar one evening who does advanced Microsoft Excel and could really help on this project..."

Example: Sales

You've watched a young salesperson speak to a client. The client used Self pronouns the entire conversation. As your salesperson explains the benefits of the product, you hear them explaining the benefits in terms of team pronouns; discussing family, coworkers, and social circle of the client. You're able to coach them right away and change course.

Example: Business

Your new employee comes into your office to discuss an issue they're having; they aren't getting along with someone they've been paired with for a project. The new employee says they seem to disagree on all of the issues regarding the client-facing portion of a new system. You hear the new employee use 'others' pronouns throughout their discussion, and already know the other employee is a self-pronoun user. After bringing them both into the room, you are able to bring their attention to this and resolve the issue, pointing out that each of them views things through a different lens.

Identifying pronoun usage isn't just a tool to identify which words you need to use when speaking to someone. This technique also gives you a window into how they view the world. When you hear which pronouns people use most, you're getting a behavioral data point that will change your future communication with that person.

When addressing a larger group, you now know that you will need to present information in such a way as to speak to all three types of pronoun users.

THE USE OF ADJECTIVES

The final linguistic tendency we need to identify is which adjectives our clients are using. Inevitably, in any conversation, we will use adjectives to describe things. If you know how to use elicitation, you can open the valve a little more, allowing more adjectives to come out.

We use adjectives to modify nouns. Someone may describe an aspect of a recent vacation as 'amazing', while another might describe a party they went to as 'incredible'.

These are important words. They aren't just important for us to hear in conversations, though. When we hear someone use an adjective, we need to go through a simple process in our mind:

1. Identify the context (negative or positive).
2. Keep the adjective in its list.

We identify the context by simply determining whether the adjective was used to describe something the person liked or didn't like. If they were describing dealing with another company they didn't like at all, and used the word, 'awful', we would put that into our mind in the negative adjective column. If

they were speaking of when they first met their significant other, and described the evening as 'unbelievable', we would add that to this person's positive column.

In your mind, just imagine the words going into a two-column list as you speak with someone.

With pronouns, sensory preference, and adjectives, it might seem a little overwhelming at first. I recommend only learning to spot one of these at a time. Next time you hear someone speak, let your mind do its magic, placing highlights onto those words. You might bold them in your mind as you hear someone speak. The way you're going to use the adjectives is really powerful, and we'll cover that in just a moment.

Consider the following paragraph:

> You asked someone how they liked their previous job, and you received this response.
>
> "Well, I really enjoyed most of it. The people we worked with there were fantastic. They had an amazing system for us all to collaborate on projects that was perfect, in my opinion. Everyone loved it. The management though seemed to be lacking. They would come up with these horrible new ideas every week and try to get us all to implement them. I couldn't see why. It looked like they were just ignorant of our input. They would have these bright ideas every week that no one really enjoyed."

- What adjectives did you notice?
- Were you able to identify the positive and negative adjectives?
- What about this person's pronouns?
- Did you also notice the sensory words they used?

Let's look at it one more time with the important parts of the statement underlined.

"Well, I really enjoyed most of it. The people we worked with there were fantastic. They had an amazing system for us all to collaborate on projects that was perfect, in my opinion. Everyone loved it. The management though seemed to be lacking. They would come up with these horrible new ideas every week and try to get us all to implement them. I couldn't see why. It looked like they were just ignorant of our input. They would have these bright ideas every week that no one really enjoyed."

You might immediately see this person as a team-focused pronoun user. You're right!

If you identified they are also a visual communicator, you're spot-on!

They also expressed a few descriptive words when they referred to thing they liked and things they didn't like. In this example, let's look at the list.

Positive adjectives:
- Fantastic
- Amazing
- Perfect

Negative adjectives:
- Lacking
- Horrible
- Ignorant
- Bright - also a visual word

Now that you're able to identify these three linguistic techniques, called linguistic harvesting in 6MX, you're able to do something I call 'hearing between the lines.' There's a massive amount of data hidden in language that most people will never hear. When you can identify how someone speaks in a surgical way, things can change fast.

In interrogations, I noticed a drawn-out interrogation where the language of the suspect and the interrogator were mismatched. It looked like this:

Pronouns: Interrogator uses self-interest, suspect uses team-focused pronouns

Sensory words: Interrogator uses visual descriptions, suspect used only feeling words

Adjectives: Interrogator used suspect's negative adjectives to try and convince them to confess

This is an issue. A big one. When the confession came around, the interrogator, in his frustration, accidentally changed his phrasing around to match the suspect's. Something as simple as the language alone changed the entire outcome. I couldn't believe it. In fact, I refused to believe something so seemingly insignificant could make such a drastic difference in the outcome of an interrogation.

For years, my job, in creating interrogation programs, was to talk people into doing things (like confessing to crimes or providing intelligence against their own people) that were not in their best interest. I never realized these techniques were universally applicable until 2016, when I delivered a speech to a small chamber of commerce meeting and a salesperson asked me to provide him with all of my research. A week later, the man confessed that he owned a dozen car dealerships in the area and would like to implement this into a sales system.

QUADRANT ANALYSIS

To make it easier to learn this material, this technique brings the essential behavioral techniques into a simple, easy to use format.

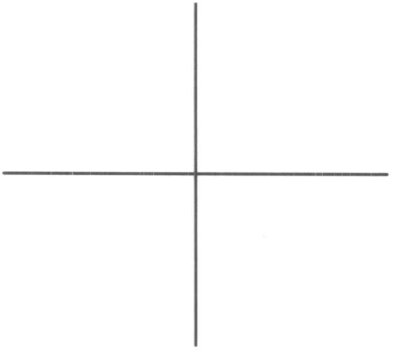
There are a lot of techniques in this book. At first, they might seem overwhelming. Over the course of 20 years of developing this program for

intelligence work, I created something to make it easy to learn, and even easier to implement.

When we learn things, they are in our conscious mind first. After repetition, they work their way into automatic behavior. From learning how to tie your shoes, to learning how to read words on a page, it was infuriatingly difficult to begin with but over time, our brains memorized all of the steps involved in each process.

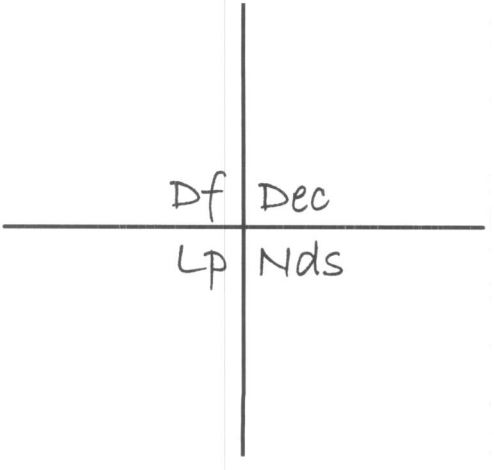
This training will work in your life the same way. Here's the good news! None of the training you're about to learn will require you to carve out another piece of your day. The small things you'll be learning are things that you will apply in conversations you're already in. You're already talking to humans, so it's easy to bring into your life.

If you've got a piece of paper handy, draw a plus sign that is about 3 inches by 3 inches - the size of a Post-It note. It should just look like this:



Once this is in place, add the letters as you see them in this quadrant. Each of these abbreviations indicates a piece of your 6MX training:

- **Df** - Digital flexion. Observing digital flexion and extension
- **Nds** – Needs. Adding the abbreviations for the identified human Needs.
- **Dec** – Decision Map. Identify and note the person's decision-style on The Decision Map
- **Lp** - Lip movement. Observing for retraction and compression of the lips.



In the top left quadrant (Df), you would only need to write an 'F' to indicate you observed flexion, or an 'E' to indicate you observed extension. The flexion being a negative behavioral indicator, and the extension showing you positive emotions.

If I observed flexion, for example, I would annotate this quadrant with a small 'F'. Now, my main focus is to identify the cause of this behavior - the context that may have created it. If I was speaking about our no-refund policy and observed immediate digital flexion, I would estimate this to be the cause of the behavior. Now that I am pretty sure I know what caused the behavior, I'll simply circle the 'F'. This circle means that I've successfully identified the flexion.

Depending on the scenario, you might also be able to write the topics or discussion points that cause the behavior you're seeing. For this example, let's only stick with the circles around the letters to show us that we identified the behavior, and its cause.

If I saw digital extension, I would write a small 'E' and circle it if I was able to identify what the person responded positively to.

Inside the Needs and Decision Map quadrants, I would only need to write a small abbreviation for the person's needs. For instance, if I observed someone with Significance and Intelligence needs, I would only need to write down those abbreviations in the quadrant. I might simply write 'Si' and 'In'.

The same procedure would be in place for the Decision Map. If I identify someone as Deviance, I will only write a small 'De' in the quadrant.

The bottom right quadrant being 'Lip movement', I would need to annotate when I saw lip compression or object-insertion. Both of these behaviors are indicative of negative reactions, so it would be very important for me to identify the cause. If I observed lip compression (withheld opinions), I would write 'C'. If I observed object insertion, I would write an 'I' in the block.

If I know that the person's lips compressed the moment I mentioned their spouse, I could circle the 'C', knowing that I identified the cause. If I saw object insertion the moment I mentioned another topic, I would circle the 'I'.

You may be starting to see a trend here. When we know a cause of a behavior, we can circle it in the quadrant; letting us know we were able to identify it.

HOW QUADRANT ANALYSIS MAKES YOUR TRAINING EASY

This quadrant analysis does not have to have these four variables in it. As you became competent in identifying someone's Needs, for example, you could remove it from a quadrant altogether, and replace it with another behavior that you will learn to spot over time.

Quadrant analysis helps you to focus only on four or fewer behaviors at any given time. You might decide to remove the Needs from here, and place in 'Shoulders', by writing an abbreviation such as 'Sh'.

In the next conversation, you would write your observations here for shoulder movement, such as shrugging behavior, and dominant shoulder retreat movement. More on all these little abbreviations later.

USING QUADRANTS IN CONVERSATIONS

In a conversation, whether you're taking notes on a physical table or you've decided to do it all in your head, you'll need to make initial observations.

As a behavior profiler, you're going to bed assessing individuals throughout your day. The initial observation (IO), is important, because as we've said before, we are looking for change and movement. The change we're typically looking for is going to be a deviation from what we initially observed.

As you begin a conversation using a quadrant analysis, let's assume you've included the four variables lips, shoulders, blink rate, and needs. As soon as the conversation begins, you would profile the lips for compression behavior and insertion behavior, you would assess the shoulders (raised or relaxed) and make an estimation of the person's blink rate (normal, fast, or slow). As the conversation progresses, you're looking for changes to these observations.

If the blink rate (which we abbreviate 'Br') is initially normal, and you see it increase in speed, you'd draw a little upward-arrow in the Br quadrant, indicating an increase in blink rate. If you noticed, for example, that this happened the moment you began asking about their previous employer, you'd be able to circle the upward arrow. This would become a valuable data point that you can choose simply not to discuss in the future, or ask more questions about later.

A quadrant analysis follows a simple formula:

1. Make initial observations (IO).
2. Observe behavior for changes.
3. Make notes of these using abbreviations or arrows.
4. Circle observations where you were able to identify the contextual cause.

Since this can all fit onto a small piece of paper, you can use it anywhere. But what do all these abbreviations mean? You're welcome to use whichever abbreviations you like, but let's cover the abbreviations I teach our intelligence people.

QUADRANT ELEMENTS

Sh - Shoulder Movement

Indicate initial observation using a dash for slightly-raised, an up-arrow for raised shoulders, and a down arrow for relaxed shoulders. Use the same characters to express observations of change in shoulder behavior.

Indicate a Sh for a double-sided shoulder shrug, and Ss for single-sided shoulder shrug in conversation.

Circle elements where you were able to identify the cause.

Df - Digital Flexion and Extension

Indicate initial observations using 'F' for flexion and 'E' for extension.

Indicate 'F' and 'E' later on to note observations of the movement of flexion or extension.

Circle elements where you were able to identify the cause.

Lp - Lip behaviors

Indicate observations when observing lip compression using the letter 'c' and object-insertion using an 'i'.

Circle instances where you were able to identify the cause of the behavior.

Ds - Dominant shoulder

Indicate the dominant shoulder (dominant hand) with either an 'r' for right-handed, or an 'l' for left-handed.

Mark instances of any dominant shoulder retreat behavior with an 'r'.

Circle instances where you were able to identify the cause of the dominant shoulder retreat movement.

Nds - THE NEEDS MAP

Make observations on The Needs map and indicate them in the quadrant using an abbreviation such as:

SIG - Significance
ACC - Acceptance
PIT - Pity
APP - Approval (Recognition)
INT - Intelligence
STR - Strength

It's beneficial to review the fears associated with the person's needs prior to conversations. This can also be done using online behavior profiling of someone's social media behavior, posts, and comments.

DEC - THE DECISION MAP

Make observations on observed Decision Map styles. Indicate them in the quadrant using an abbreviation such as:

DEV - Deviance
SOC - Social
NEC - Necessity
NOV - Novelty
CON - Conformity
INV - Investment

These should be reviewed often, as they will govern the buying behavior of your customers, and decision-making strategies they will adopt in your conversation.

Br - Blink Rate

Indicate initial observations of blink rate using a hyphen for normal, and up arrow for faster, and a down arrow for slow blink rates.

Note changes using the same characters. If blink rate increases, indicate this with an up arrow. If blink rate decreases, use a down arrow.

Circle instances where you were able to identify the cause of behaviors you've observed.

Ss - Single-Sided Shrug

To observe only for this behavior, which in many cases, may be all you need, annotate each instance of Single-sided shrugs with an 's'.

Circle instances where you were able to identify contextual causes.

Prn - Pronoun Usage

Annotate with quadrant with an 's' for self, 't' for team, and an 'o' for others.

Adj - Adjective Usage

Annotate positive adjectives under a small column with 'p' and the header, and 'n' for negative adjectives as the header.

Sns - Sensory Preference

Identify sensory preference words and annotate this quadrant with a 'v' for visual, a 'a' for audio, and a 'k' for kinesthetic.

Bl - Breathing Location

Identify whether someone is breathing into their chest or abdomen initially and make a note of it. Write an 'a' for abdominal breathing, and a 'c' for chest breathing.

As you notice a shift from chest to abdomen, or abdomen to chest, write the letter abbreviation of the new location. For instance, if someone is relaxed, and breathing into their abdomen in the beginning of the conversation, and they shift to breathing into their chest at the mention of a drug test, annotate this quadrant again with a 'c'.

Circle instances where you were able to identify topics that caused the shift in behavior.

Bar - Barrier Gestures

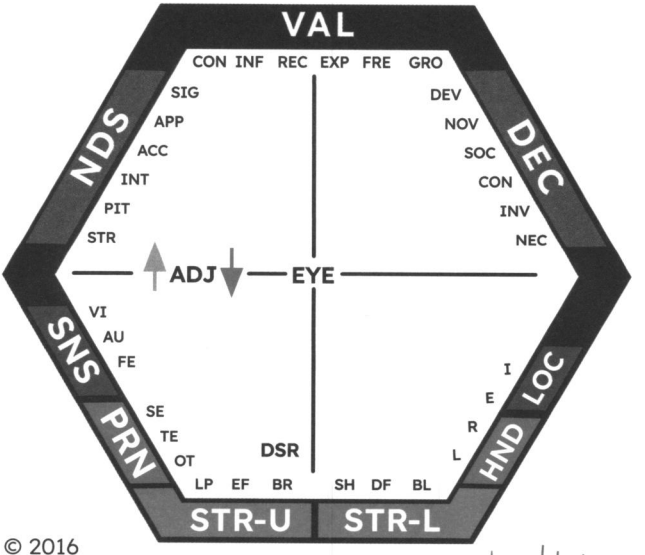
Make initial note of the presence or absence of barriers.

As barriers are either placed or removed, annotate them with 'p' for barrier-placement, and 'r' for barrier removal.

THE BEHAVIOR COMPASS

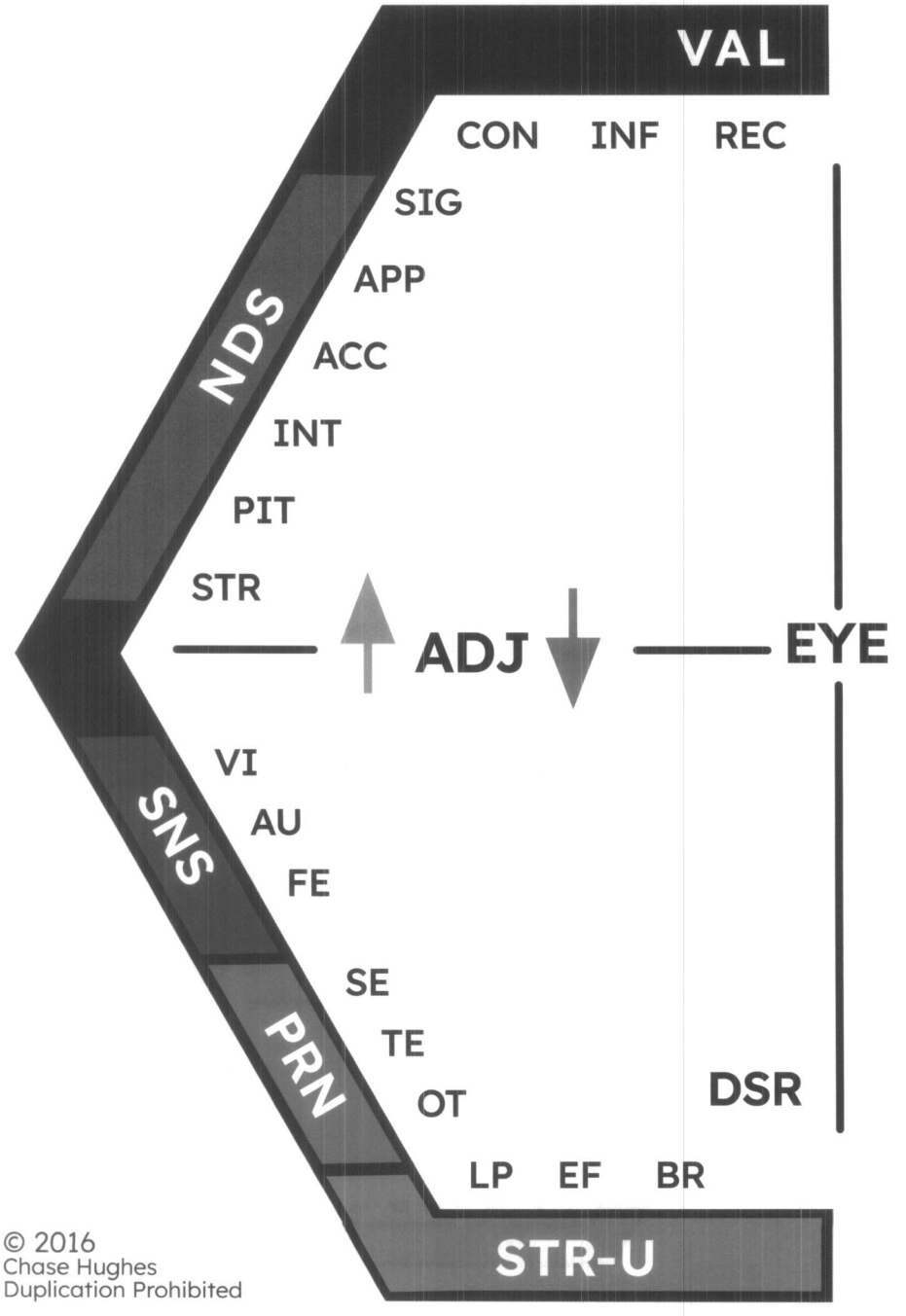
The Behavioral Compass is a hexagon design that will enable you to fill out a behavioral profile during your training. I have some clients who use them in person and fill them out in the interrogation room in the presence of the suspect. Other clients, who wish to remain a bit more covert in conversations, will fill this compass out in their head, and fill in a paper one a bit later in the conversation. There are even online models that generate random behavioral traits on a Behavior Compass for training.

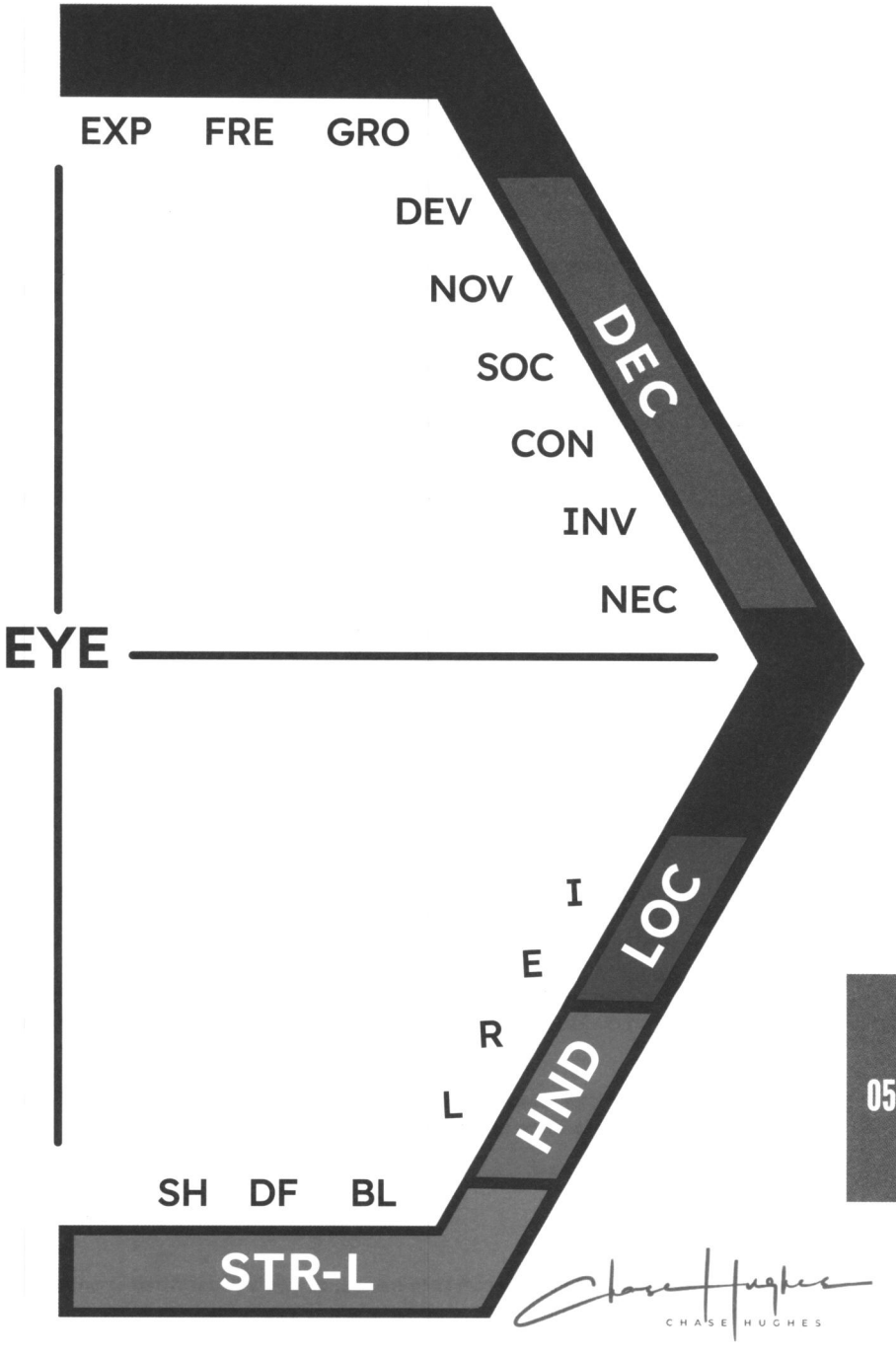
The Behavior Compass looks like this:



You can download one for yourself by visiting https://www.chasehughes.com/opsmanual

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BEHAVIOR
SIX-MINUTE X-RAY
VAL
CON
INF
REC
SIG
APP
ACC
INT
PIT
STR
NDS
ADJ
EYE
VI
AU
FE
SNS
SE
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COMPASS
RAPID BEHAVIOR PROFILE
EXP
FRE
GRO
DEV
NOV
SOC
CON
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DEC
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HND
LOC
SH
DF
BL
STR-L
CHASE HUGHES

Each technique you've learned in the 6MX process is represented by abbreviations around the hexagon. Let's start by examining the top right abbreviation, '**DEC**'. This area represents The Decision Map. You'll see the beginning of each of the abbreviations:

DEV - Deviance
SOC - Social
INV - Investment
NOV - Novelty
CON - Conformity
NEC - Necessity

As you identify where someone is on the Decision Map, all you would need to do is simply circle the abbreviation that matches them.

The upper-left line represents the Needs Map. You'll see the abbreviation for this listed as '**NDS**'. This is where we profile the person on The Needs Map. The abbreviations follow the Needs Map:

SIG - Significance
ACC - Acceptance
PIT - Pity
APP - Approval (Recognition)
INT - Intelligence
STR - Strength

The very top line of the compass represents the Values Map. You'll see the abbreviation for this listed as '**VAL**'. This is where we profile the person on The Values Map. The abbreviations follow the Values Map:

CON - Connection
REC - Recognition
FRE - Freedom
INF - Information
EXP - Experience
GRO - Growth

Starting down the lower-left line of the Compass, you'll see **SNS**. This is the Sensory-Preference section. You'll see abbreviations here for the sensory communication preferences:

FE - Kinesthetic (feeling)
AU - Audio
VI - Visual

In this section, you'll simply circle the sensory preference you've identified. This lets you know how to shape your language to match the person's preferred sensory language.

Keep in mind this compass can be filled out based on in-person conversation, over the phone, on a video call, or even by looking at someone's online profile and activity.

Moving further down the lower left line, you'll see **PRN**. This is where you would circle the pronoun preference of the person you're profiling:

SE - Self
TE - Team
OT - Others

When you hear someone's pronoun preference, or you've identified it online, you would simply circle the person's preference. If you were preparing for a

meeting with this person, for example, it might be helpful here to list all of the pronouns you'll use in conversation to get your mind ready to speak in their exact language. This is something I still do to this day.

On the bottom line of the Compass, I've divided it into two sections: Stress-Upper-Body (Marked by '**STR-U**'), and Stress-Lower-Body (marked by **STR-L**).

In these sections, I've given the most common behaviors you'll find in spotting stress, and you can add in any other observed behaviors in the white space along the bottom. Here's the behaviors as they are listed on the bottom line in order of appearance:

LP - Lips: annotating a 'C' for compression, or an 'R' for retraction.

EF - A checkmark placed here to indicate responsiveness to an eyebrow flash.

BR - Blink Rate: Using up/down arrows to indicate increase or decrease in blink-rate with a context note of the topic that likely caused the change.

DSR - Dominant Shoulder Retreat: using a simple note here to indicate the context of what likely caused the behavior.

SH - Shoulders: Annotating a 'SS' for single shoulder shrugs, and a 'SH' for bilateral shrugs with a small reminder note on context which may have caused the behavior.

DF - Digital Flexion/Extension: Using a simple 'F' for flexion, and an 'E' for extension, with a small context note in the whitespace above depicting what likely caused the behavior.

BL - Breathing Location: using a 'C' for chest, and an 'A' for abdomen, with notes as to what topics may have caused shifts in these during the conversation.

Moving upward from here on the lower-right line, you'll see **HND**. This identifies a person's handedness. In this instance, we are only circling **R** or **L** to indicate whether the person is right- or left-hand dominant. Remember, we are only identifying this to observe that dominant shoulder for retreating (backward) movement - indicating strong disagreement. Circle the appropriate abbreviation in your compass.

Just above the **HND** section, you'll see **LOC**. This section is where you will indicate what you observed about this person's locus of control:

I - Internal locus of control

E - External locus of control

Knowing this, you'll know exactly how to word certain phrases in the conversation to make the person unconsciously agree with you.

It helps, if you're beginning, to make a small note about the person's fears here next to the Needs you've circled before a conversation starts. This makes your conversation and discussion a lot more focused.

On the inside of the compass, you'll see the quadrant, and the GHT arrows. As you identify someone's Gestural Hemispheric Tendency, you simply circle the direction they move or look in order to access positive information. If they looked to your right, circle the right arrow, it makes it a lot easier in conversations instead of having to continuously reverse left/right sidedness.

This quadrant can be filled with whatever you'd like.

Within six minutes, you should be able to fill out the entire quadrant in a conversation. Initially, it will take some time, and may take fifteen minutes to fill this out. The next section will detail a training plan, tips, and techniques to maximize the development of your behavior profiling skills.

> **6MX AUDIO-ONLY**
>
> I get asked all the time if a Behavior Compass can still be utilized on phone calls. The answer is absolutely!
>
> Minus the visual indicators, the audio of a phone call provides you with countless opportunities to develop a nearly complete behavior compass. Simply use the parts of the compass that don't rely on visual information and nonverbal behavior profiling.

YOUR TRAINING PLAN

The process of becoming a behavioral operative starts small. This will cover an outline of recommended training, exercises, and techniques to build your skill up to a surgical level.

While many read books on behavior and think to themselves that they've got things figured out, I want you to be the person that actually does it. I want you to take the vital training you've been given and translate it into a skill. Knowledge of these things does nothing; the skill does everything.

What you've been trained in thus far is the most powerful rapid behavior profiling system in the world. That's why the elite use this system only for their operations.

The training process for 6MX is broken down into four phases:

VISUAL

In this phase, you will grow your skills of observation. This phase specifically deals with the observation of behavior while you're speaking with someone.

AUDIO

This phase involves listening between the lines and identifying the revealing aspects of language you hear from others.

RESPONSE

This phase involves the ability to alter your language in conversations in response to information you receive from the visual and audio cues.

MENTAL

This phase of training is where you will be able to create an entire behavioral compass mentally and incorporate all of the information into unconscious responses in conversations.

THE VISUAL PHASE

This phase relies heavily on the quadrant method. Go through the visible behaviors listed in this book and begin to profile these in conversations. Limit yourself to no more than four behaviors at any given time. Some may also choose to only do one at a time.

The visual phase should last a minimum of 2 months; allowing the observation of these behaviors to become automatic.

As you become competent at automatically identifying behaviors, move them off the quadrant and allow new ones to take their place.

You may decide to spend an entire week identifying blink rate. The videos you watch online, the conversations you have, and even looking across a restaurant at blink rate will become your new 'norm'. As observing human blink rate becomes automatic, you can begin to add in another behavior such as postural tilt. Then a week or two is spent observing nothing but blink rate and postural tilt in conversations.

As you do this, you'll notice something start to happen; you'll start to see how powerful observing each of these behaviors are on their own. Just looking for one or two behaviors gives you so much insight that you'll naturally want to continue adding new observations and behaviors to your list.

Try this with your significant other: Have a movie night, but watch a reality TV show, or something without actors in it. Watch the episode twice. Compete with each other who can spot shifts in blink rate with the volume completely turned off. The second time you watch the episode, go back, and turn on the volume and identify the context that caused the shift in blink rate that you observed. This trains your brain initially to observe the behavior and allows your brain some 'breathing room' to get that handled. The second time helps your brain to connect those two things, so it becomes easier the next time you observe it.

This is something you can do with your kids, a friend, or even as a 'date night'.. .if you're a behavior nerd like I am.

Keep in mind that you're building this skill one piece at a time. Much like building a house, you need a single brick at a time to make sure they are well-placed. Gradually add these bricks as you become certain the previous one is firmly set in place.

THE AUDIO PHASE

This phase only requires you to search for audio information. The good thing about this is that you can do this with television, podcasts, interviews, online videos, and normal conversations.

Since you're only listening for pronouns, adjectives, and sensory preference, you can take your time with this. Listen to a podcast with the sole intention of identifying the guest's sensory preference. Listen to a conversation on TV with your eyes closed only listening for the pronoun preferences someone has. These small steps that you can do alone will lead to increased success as you begin to layer them into real conversation.

You can utilize the audio from any conversation and hear all three of these things jumping out at you. Over time, after a few months of practice, layer the behavior profiling (visual) skills on top of the audio skills you now have. As you combine these together, you'll experience what many of my students do; it starts to feel like a superpower and can become a very healthy addiction.

THE RESPONSE PHASE

This phase is where it all begins to come together. You've mastered the art of spotting all the physical behaviors, and the delicate skill of listening with intent to hear behavior where no one else can.

In a room of one hundred people, you'll see information flowing from people that no one else in the room is even aware of. In the response phase, you're going to focus on altering your communication to suit the behaviors of the other person.

Initially, pull out a Behavior Compass, and fill it out as you watch a television show. As you fill it out, hit pause, and write out how you would word yourself differently based on the information you just gathered.

If I'm selling cars, I would change my wording drastically based on the information I get. As I watch the show, and fill out the compass, I'm going to pause the show, write out all the ways I might modify my language to suit the client, and verbally rehearse it. There is an exercise at this phase that is very helpful.

Consider the following questions as you develop your Behavior Compass:

1. How does my client view the world?
2. What is my client afraid of in regard to making a decision to _____?
3. How are this person's Needs going to affect the decision to _____?
4. How will this person's Decision Map affect their decision to _____?
5. How will I need to word my description of _____ based on their needs?
6. How will I need to modify my discussion of _____ based on their Decision Map?
7. What words will I use to describe _____ based on their pronouns?
8. How will I relate to them using their sensory words?
9. How can I describe _____ using their adjectives?
10. Which way will I lean when I ask them to _____? (GHT)
11. I saw _____ behavior during the mention of _____, how will this affect whether or not they will be compliant?
12. How can I respond to their digital flexion response to _____?
13. Based on the entire Behavior Compass, what is needed for this person to feel like they are the hero in their own story?

These are only a few questions to ask yourself. But as you progress, this becomes automatic behavior. I can assure you that this doesn't take as long as you might be thinking. Small amounts of practice can sharpen these skills in no time. And keeping logs and journals about your development will most definitely make the process much faster.

THE MENTAL PHASE

In this phase, you will realize your superpowers. The techniques are woven together in a perfect, surgical toolkit.

To get it into the unconscious, take it one step at a time. Begin to commit changes in blink rate to memory. As you memorize the causes of blink rate shifts, your communication and language will automatically start to shift. This may initially seem as though the shift won't be automatic, but I think you'll be surprised.

Your first priority in this phase is data acquisition - remembering the behavioral profiles you observe and acting on them in real time.

Spend this time combining the other three phases and developing these skills into an unconscious process.

THE TRAINING PLAN

The following is a sample 25-week training plan for learning the 6MX process:

WEEK 1:

Spend every moment in contact with people using the four laws of behavior, and seeing them through the fourth lens, 'Reasons'.

Just the daily practice of seeing people in this way will drastically change your life. This entire week, hone your skills by keeping the four laws of behavior in mind as you interact with people. People are suffering and insecure, many times, the ways that we hide this from others becomes the mask we wear. The mask is something that forms as a means of protection in childhood. Start seeing people in this way and everything changes.

Make a shift this week to seeing people through the eyes of the four lenses. How does seeing people through the fourth lens affect your interactions? Prove to yourself that the fourth lens is the ideal way of seeing anyone - revealing that they aren't who they seem to be initially, but a compilation of suffering, reward, and shame. Our shame governs what our mask looks like.

WEEK 2:

This week, profile the Gestural Hemispheric Tendency in everyone you meet. Notice that you can move in this direction to pitch your ideas. Watch the facial expressions in others if you move the other direction.

WEEK 3:

Spend time in every conversation profiling shutter speed and blink rate. Make notes when you can about when you saw increases and decreases in speed.

WEEK 4:

Confirmation glances show us so much. In each conversation, look to see where attention goes, and if someone glances at someone else for confirmation. Use the eyebrow flash when introducing yourself, or even at the checkout line to see who automatically returns the gesture.

WEEK 5:

The lips tell us so much. Observe the face this week, and make mental notes every time you observe the two critical behaviors involving the mouth: lip compression and object insertion.

It's vital to note the topic of conversation that's being mentioned as you witness the object insertion or lip compression.

WEEK 6:

The face is a superb communicator of truth. Keep an eye out any time you see facial expressions this week. Watch for the two indicators of false facial expressions, asymmetry, and sudden stops of expression.

WEEK 7:

The nose and mouth are important to all of us. Watch during your interactions this week for nostril flaring, and mouth-covering (hushing) behavior. When do you observe these? Is it during a time someone is apprehensive about agreement, or maybe it's when they become excited about something you're mentioning.

WEEK 8:

Our limbs move a lot when we speak. This week, make mental note of where the limbs go. Do they cross across the body, cover the genitals with a 'fig leaf' or a 'single arm cross'? What was being said when you noticed these behaviors? If you see someone crossing their arms, make mental note of whether you're seeing digital flexion, or if the fingers are relaxed.

WEEK 9:

This week, look for two reliable indicators: If you're seated with someone, observe their hands. Do you see digital flexion or extension? When you see digital flexion, you know you've got work to do, and digital extension means you need to memorize the topic.

WEEK 10:

Which way are feet pointing? Since feet are such a reliable indicator of psychological intent, spend time in each conversation observing which way the feet are pointed. Determine if the person is interested or disinterested in the conversation. If you see groups of people, observe which person most people's feet are directed towards. If you're in line at the coffee shop, observe whose feet point to the cashier, and whose point toward the exit.

WEEK 11:

When we expose our bellies, we feel very little fear. Pay close attention to how much belly exposure you're seeing in conversations.

Secondly, how quickly can you pinpoint someone's dominant hand? See how many times you're able to identify this.

Lastly, at the beginning of every conversation, identify whether someone is breathing into their chest or their abdomen. The key, as with all of your behavior profiling skills, is in noticing whether this changes during the conversation. When it changes, you've obtained valuable data as long as you're able to identify the conversational context that likely caused it.

WEEK 12:

Our shoulders are a strong communicator. From protecting us from large tigers a few million years ago, to showing our kids we have no idea how to solve that math problem, they do a lot. This week, observe when you see double-sided shoulder shrugs and single-sided shoulder shrugs. Ignore the rest of the body and simply focus on the shoulders.

The shoulders will also show when someone is in disagreement with us. As we are able to identify which hand someone uses to write, we know that the same shoulder will 'retreat' whenever they feel a sense of strong disagreement.

Lastly, our shoulders move to show where our attention is. In the beginning of any conversation. Make a small shift to build compliance-wedging and make note of whether the shoulder reorient to face you as you move.

WEEK 13:

Barriers behavior can show us a lot. I've seen it in hundreds of interrogations: the suspect picks up a cup of water from beside him, takes a sip, then places the cup between himself and the interrogator. Make note of anytime you see increases or decreases in barrier behavior this week. Does someone place their phone in between you and them? Did you see someone reach down and button their jacket (assuming it's not freezing outside)? Were you able to pick up when someone moved an object out of the way as you interacted with them?

Make note of the topics of conversation when you see any barrier behavior: removal and placement. Each of these provide you with invaluable intelligence about the situation.

WEEK 14:

We make a lot of behavioral adjustments to our bodies. Over the course of this week, make sure you're able to identify when you see hygienic gestures. When in the conversation did that person sit up straighter? What was being said as you saw someone lick their lips? What was the detail you mentioned as you noticed someone adjust their hair?

WEEK 15:

Detecting deception is not what most people think. Most of the time, we see 'deception' behaviors when someone is simply stressed. Review the full deception section of this book and observe several videos and interactions for these indicators. Being a 'stress detector' is something that will serve you for the rest of your life.

WEEK 16:

Anytime you speak with someone this week, practice elicitation. Use the elicitation skills and challenge yourself to ask as few questions as possible. Sit down and briefly write out a few statements you can use in everyday life that can serve as your 'go to' for the time being.

As you progress through the week, make note of how effective the statements you are using are at getting people to open up. What might need to be tweaked or changed about the statements? Did you find yourself asking too many questions? Don't worry, it's our nature to default to questions when we need information. This takes time to develop into a practicable skill.

WEEK 17:

Revisit the elicitation section one more time. This week, set a goal of one piece of information you'd like to get out of everyone you speak to. For example, you may want to discover the hobbies of everyone in your office. Develop a sample elicitation statement for each of the elicitation techniques and have them handy in your phone or on a notecard.

The more you're able to use elicitation, the more information you will get. The more information you get, the more connected you become with the other person. The more they speak, the more you're able to profile them for the previous 6MX behaviors you've learned and developed skill in seeing.

WEEK 18:

The Needs Map can be one of the most scarily accurate tools you'll ever use. Keep the Needs written on your phone or a notecard and write down the fears on the reverse side. As you interact with people, profile their needs by listening to their words, and observing their behaviors in social settings. One trick I teach students to do is to add this data to the contact in their phones in the 'notes' section.

Write out the fears associated with nine people this week based on their Needs.

Secondly, go online. Check out 13 of your online friends on social media and see if you are able to determine where they are on the Needs Map based on their activity. Remember to focus your search on the information they say to others, not what they say about themselves. If you were profiling someone on LinkedIn, for example, keep a close eye on what they say when commenting on someone else's posts, or offering recommendations to other people. When we speak to others, we tend to offer compliments and praise that we want to receive.

If you know them well, take a look through the associated fears. I'll bet you're able to identify an issue in the past with them that originated based on these fears.

WEEK 19:

The Needs Map shows us social needs, but The Decision Map shows us how people make decisions. Whether or not someone decides to buy a car or choose a partner will be screened though the filter of the associated question on their Decision Map.

Identify 12 people in person this week on The Decision Map. Where do most of your close friends reside? They are most likely close to you, if not the same decision-style as you are. When you identify someone you know well, think back to a time they made a decision based on their decision style. You'll start to see a behavioral pattern that they aren't even aware of.

If you're watching an interview or television show, see how many people you can profile on The Decision Map, and how you would convince them to do something based on their Needs and Decisions. What would you change in your descriptions of a product? How would you convince them to try out a new restaurant? What words would you use to describe a crime to them if they were in a jury, and you needed them to convict someone?

WEEK 20:

Take along a copy of the Needs Map and Decision Map this week. As you interact, prove to yourself you're able to profile the Needs and Decisions of anyone you speak to within a few minutes.

You can do this!

The Needs are so powerful they are literally drugs, and the Decision Map is how your clients will make decisions to buy from you. Get these firmly under your belt while you speak to people this week.

WEEK 21:

How many times in a few minutes can you spot sensory preference?

Take a quick look at this excerpt from an interview Emma Stone did with Interview magazine. Can you spot her sensory preference? If you look at the full interview, I'm willing to bet you can see the pattern for her sensory preference.

> "STONE: Like, within the hour. I remember being on the floor . . . I have never felt anything quite like that. It was so visceral. It's like someone has killed you and you have to live through it and watch it happen . . . It was awful.
>
> CROWE: Was it a surprise?
>
> STONE: Yes. What was your first heartbreak like?
>
> CROWE: Falling off a building . . . I'm getting a stomachache just thinking about it. [Stone laughs] But creatively, do you think it's true or false that many of the artists who we know and love are often governed by a single event that happens in their life, and that event then becomes this vivid, iconic thing they return to over and over in their work?"
>
> *Taken from: https://www.interviewmagazine.com/film/emma-stone*

This week, listen closely for only sensory words. You'll be astonished at how reliable this one indicator is in predicting not only how people experience and remember the world, but how they like to be communicated to. The words that match their sensory preference resonate with them tenfold.

WEEK 22:

Identifying pronouns gives us an even deeper dive into how someone experiences the world. When we can spot which pronouns someone uses, we can communicate with them in a whole new way that makes more 'sense' to them.

This week, whether online or in person, identify which pronoun preference people are. You should be able to do this a minimum of 15 times.

If you're on social media, check out the posts and comments of one of your friends. You'll learn a lot more about their view of the world than you did before.

WEEK 23:

Adjectives don't always reveal personality and behavior, but they do show us which words people like to use. When we hear positive adjectives, we can use those same words when we describe our product or service. When we hear negative adjectives, we can blend those into a discussion about something we'd like someone to avoid.

This week, identify which adjectives people use when talking about positive things and negative things. You might ask them about a vacation, then casually steer the conversation to traffic jams, or the boss they don't like. You'll hear words that you now know will trigger positive and negative emotions in them.

WEEK 24:

You're well on your way. Pull out a Post-it note pad and start filling out small quadrants for every interaction you have. Bring the behavioral traits you have the most trouble with into the quadrant first, and gradually rotate through them over the next several weeks until you're comfortable.

WEEK 25:

At this point, you should be able to fill out a Behavior Compass on your own.

The challenge: sit with your partner or kids and watch a television show (with real people in it) and see how many items on the behavior compass you can identify.

Print a few of them out, and challenge yourself in meetings, watching TV, or even in person, to fill out the card.

As you progress through the year. Keep a Behavior Compass handy, and make sure you're continuing to sharpen these skills. They really are a superpower.

SECTION 06: INFLUENCE

THE TECHNIQUES THAT FOLLOW ARE the most advanced our species has produced to date. The majority of influence or persuasion training offers very little in terms of real, tangible techniques; they often offer platitudes and little else. The hollow echoes of 'good practice' from a century ago still get disguised as cutting edge, and newly discovered modern day methods by inexperienced, self-proclaimed experts. **This** is not that book.

As you've seen thus far, the techniques compound on each other, and instead of offering a series of unrelated methods and tactics, this book builds skill in each area, allowing the most important skills of influence to develop in you first. Many, I know well, will unfortunately skip the previous sections, and immediately turn to this section, wildly ignorant of the importance of what precedes it.

I admit, it's tempting to skip over the first half of this book. There's something alluring about having the tactics and techniques. However, these possess about 5% of the potential power they could have when accompanied by authority and behavior skills.

This section is broken down into several components that admittedly are complex in their nature and hard to define or organize in an elegant manner.

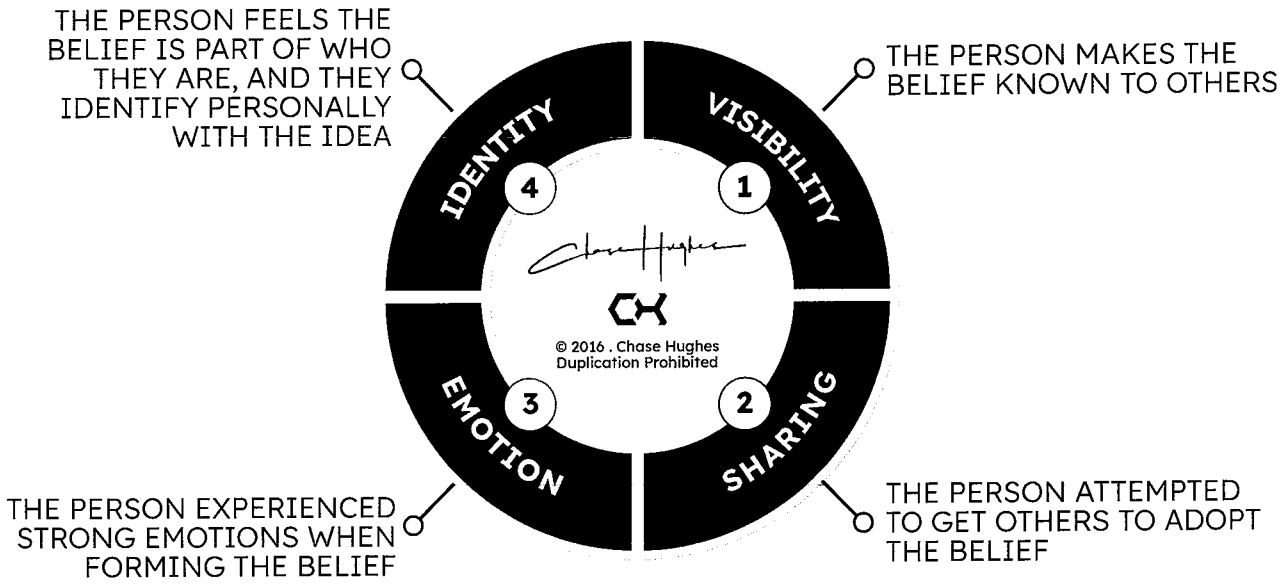
What follows is the compendium of the most advanced influence techniques in the world. When they are married with authority and behavior skills, they become a weapon that can be wielded to change the course of history for good.

IDENTITY AND BELIEF - CORE FUNDAMENTALS

When a person forms a deep belief, they will experience tremendous discomfort when it is challenged. This is because the belief is tied to their sense of self - their identity. The graphic below shows the process that someone typically goes through when forming deep beliefs.

When trying to change someone's mind, or challenge someone's beliefs, this graphic shows that identity is the main issue. The biggest mistake most people make when they are trying to shift someone's beliefs is that they try to do so with *ideas* instead of *identity*.

THE FORMATION OF IDENTITY AND BELIEF



You already know how powerful The FATE Model is from previous chapters. These four things kept our ancestors alive so well that their DNA modified itself to pass the same behavioral pathways down to us. Let's walk through The FATE Model briefly to illustrate how powerful deep beliefs are, and how they might be formed.

FOCUS

A person is exposed to a new idea about something and considers whether it's appropriate for them to accept it. The idea is captivating or persuasive enough to capture their attention.

AUTHORITY

The person sees that many other people they respect have similar beliefs to the idea they are considering adopting. The person may also see that the idea is commonly accepted by the masses on social media or in the news. Or they may see that the idea is presented by a person who holds authority in the mind of the subject.

TRIBE

The person sees that the idea is seemingly widespread, or at least that is how the media or online websites are portraying it. Often, the perception of a tribal reaction is actually more important than a true cohesive tribal response. As the subject adopts this new idea and publicly comments about it, one of two things will happen. They either get welcomed by the tribe through receiving acceptance from multiple tribe members, or they feel as though they have joined a tribe, even if no one acknowledged their adoption of the new idea.

EMOTION

The person now feels an increased sense of intellectual superiority, support, wisdom, or that they have elevated their status above the people who don't accept this new belief. The presence of others who adopted this idea, and are feeling the same superiority, assist in making them feel good about their decision.

I was a guest on a podcast with a former cult member who now specializes in getting people out of cults. During the podcast, I noticed that the common framework many people follow is completely backward from Tradecraft; people were trying to rescue cult members by using ideas and logic - completely ignoring tribe, identity, authority, and the emotional component of having one's identity tied (maybe braided is a better word) into being a member of the cult. Since this is one of the most extreme forms of changing belief patterns, we'll use extracting someone from a cult as an example of how beliefs can be overcome.

If you can imagine the process someone goes through to join and assimilate into a cult, this gives us an idea of how we can mirror this process to extract them without much resistance.

Initially, people are tempted to bombard the cult member with logic and reason, showing them the scandals, hypocrisy, deception, abuse, and news stories about former cult members. Doing this immediately causes a psychological phenomenon called reactance, wherein we automatically resist anything that makes us feel like our sense of freedom is being threatened. In this case, the information being presented to the cult member is essentially showing them how incompetent and stupid they are for being involved in the cult.

What you want to do instead, is trigger the reactance toward the cult itself.

The cult has a monopoly on The FATE Model for the member. Focus, authority, tribe, and emotion are all rooted in the cult. Slowly, and with gradual increases over time, you want to begin evicting the cult through **The FATE Model.**

FOCUS - Where the member places their attention.

AUTHORITY - Who the member views as an authority figure or role model.

TRIBE - The cult member's source of social support and belonging.

EMOTION - The source of dopamine.

Second, if you want to decrease the level of control and influence a cult has on a member, you'll need to decrease The Six-Axis Model factors that the cult has established over the member.

FOCUS - Just like The FATE Model, you can gradually diminish the amount and intensity of focus they place on the cult and its members.

SUGGESTIBILITY - Gradually increase their ability to question the merits, doctrine, perfection, and social benefit of the cult and its members.

CONNECTION - Gradually assist the member to form connections with non-cult members and increase the amount of dopamine they receive from these connections over time - allowing them to discover (on their own) that the relationships within the cult might be artificially induced, and very conditional.

OPENNESS - Gradually assisting them in understanding that openness can occur anywhere and that the openness in the real world is cooperative. The openness that they experience in the cult is one-sided and induced, rather than a natural occurrence.

COMPLIANCE - Gradually increasing their comfort level with making infractions of the cult's rules and doctrine. One way to do this is by increasing their reactance to the cult's doctrine by making them hyper-aware of the places in life they lack permission to think or act on their own.

EXPECTANCY - Introduce progressively clear indications and distinctions that they are unable to make accurate or positive predictions about their own future within the cult.

Remember that their identity is tied up in the cult (belief), so any criticism of it is not only a criticism of their identity, but also an insult to their intelligence and judgment.

The fastest way to change identity is by making the person believe that the change is being both discovered and made by them. One common error I see in cult 'deprogrammers' is that they have trouble resisting the urge to take the credit for the transformation someone is going through.

Every discovery you want them to make should be perceived by the cult member as their own discovery - their finding and personal idea.

When shifting an identity, talking directly about the cult member is usually a bad idea. The closer the discussion is to the person in question, the more likely they are to put up defenses. Every conversation about the effects the cult has on people, or the way the cult operates, should center around someone else's experience. This makes it less about their choices and identity, and is slightly more palatable for them to accept.

Similarly, speaking negatively about the cult can cause similar reactance in the member. If you reference something negative about the cult, ensure they are someone else's words. In short, give the cult the benefit of doubt so that the member isn't obligated to do so - give them an opening to develop doubt in a safe place.

Finally, the cult (like much of our everyday lives) has built subconscious behavioral patterns in the members. These scripts that the cult has written in the member's mind are not something they are wholly conscious of. If you recall, there are four rules for scripts:

- If a script is interrupted, **focus** is created.
- If a script is borrowed from someone's past experience, **predictability** is created.
- If a script is borrowed from ancestors, **automation** is created.
- If a script is openly discussed, its **power is lessened.**

In this scenario, we're subtly calling attention to the scripts that the cult has built into their mind. The more aware of the script someone is, the less likely it is to have an effect on them.

For example, the bystander effect occurs because of a diffusion of responsibility. This is a hard-wired script in us to go along with a crowd. The bystander effect is a phenomenon that occurs when people in a group fail to take action in the face of an emergency. This can happen due to fear, confusion, or the belief that someone else will take action. The bystander effect is often driven by social scripts – predetermined ideas of how people

should behave in certain situations - which makes it harder for individuals to act on their own. This is especially true if they're not aware of these scripts and how they might be influencing their behavior. Raising awareness of this phenomenon can help combat it, encouraging each individual to take ownership over their actions and do what's necessary to help save lives or prevent harm.

Just making people aware of deep-level scripts reduces their power. There's no need to downplay the script, talk negatively about it, or even discuss the dangers of it. Just simple awareness is enough to reduce the power of a script.

Calling attention to any social script like this will reduce its power. To offer one more example, let's use a common experience that contains lots of hard-wired social scripts: a business networking event.

You're at a networking event, and you'd like to completely bypass all the scripts people have in conversation at events like this. What common scripted behaviors would be good to overcome?

1. Not exposing too much of your personality
2. Acting 'business-like' instead of like your true self
3. Being socially resistant to open, fun conversations

Now, how do we reduce the power of all these behavioral (Life) Scripts? By bringing awareness to them. There's no need to call out how silly they are. All we would need to do is bring awareness to the behavioral script to reduce its power.

You might say something like this:

"It's always fascinating when you go to one of these events. There are so many people with what I can only call social programming. It's like there's some unwritten rule to be closed off, stuffy, or to just not be fun at all. I've always wondered why these events make people act in ways that are so far from their true self."

This phrase, while sounding conversational and social, has just shined a bright light onto behavioral scripts. The person who has just heard it is very unlikely to now begin exhibiting all the previous behaviors just talked about. Essentially, the script was weakened to near powerlessness once it was exposed.

Let's take this networking event example one step further to show you how the identity formation model plays a role even in a networking event, since I highly doubt you're a professional cult deprogrammer.

At this networking event you can imagine in your mind, there are about a hundred people present. As you scan the room (since you've had profiling training), you can see the masks people are wearing. The strange thing about masks is that after someone wears one for a prolonged period, the mask

starts to merge with the skin - becoming part of the person wearing it. This is how the identity model works.

THE PERSON MAKES THE BELIEF KNOWN TO OTHERS

The businessperson wears a suit daily, and presents an aura of professionalism, even though they are a fun, outgoing person who loves to joke around.

SHARING

The person has openly displayed their behavior in the presence of others in their workplace, making it now even harder to stray from the behavioral script.

EMOTION

The businessperson has experienced feelings of recognition, significance and acceptance, while displaying these behaviors at work or elsewhere, continuing to solidify the behavioral script (which in this case is also a mask).

IDENTITY

The person believes that this behavioral script (mask) is genuinely part of them, and that it brings them benefits through social, financial, or other means. They now adopt (and continue to internalize) this new belief/behavior/mask.

So, knowing what you now know, how would you 'deprogram' this person from this behavioral script if you had to follow what you've just learned in this chapter?

While you may not have the time it takes to get someone out of a cult, this type of identity is less severe than cult membership and can be subverted rather quickly. You could follow the same process, and use the same methods as you would to get someone out of a cult:

1. Gain gradual control over the person's FATE Model.
2. Reduce the effects of The Six-Axis Model on the person's work persona.
3. Increase the effects of The Six-Axis Model from the operator (you).
4. Call attention to behavioral scripts to reduce their effectiveness.
5. Have the person arrive at conclusions in their mind that are increasingly separated from their persona - all while allowing them to take the credit for the idea being their own.

When it comes to identity, you have to understand how it's formed. The concept of The Frame Model applies here as well. When overcoming a belief that is tightly bound to identity, also utilize The Frame Model and the Hierarchy of Influence model. They will serve as guidelines for behavioral change.

THE FRAME

Expectation - Change what the person believes they can expect.
Beliefs - Make small changes that change small beliefs the person has.
Perception - Make slight adjustments to how they perceive the situation.
Definition - Allow them to arrive at a new definition of the situation.

THE HIERARCHY OF INFLUENCE

Perception - Make shifts in the perception of the person so that context can be changed.

Context - Make shifts in context so that desired behaviors are no longer off-limits.

Permission - Create permission through Tradecraft to take action.

Permission can come in different forms:

- Social acceptance of the behavior.
- Previous experience in this context allowing this behavior.
- Context demanding the behavior.
- Context permitting or expecting this behavior.
- The operator uses Tradecraft to provide permission after a shift in context.

As you move through the influence section here, keep these in mind, and bookmark this chapter to come back to later to reference the methods. Remember that every method you learn when it comes to influence will revolve around making changes in the three pillars of human influence:

The Hierarchy of Influence

- Perception
- Context
- Permission

The FATE Model

- Focus
- Authority
- Tribe
- Emotion

The Six-Axis Model of Influence

1. Focus
2. Openness
3. Connection
4. Suggestibility
5. Compliance
6. Expectancy

Let's now move into Movement, and how this can be leveraged in persuasion and influence to level up some of the Pillars of Influence.

MOVEMENT

The way you move plays a critical role in how you're perceived. Movement predates language by a lot, so the way we use it is important. Remember that before language existed, *all* we had was movement (and maybe a few cool sounds).

Everyone you've ever met has used gestures, movement, and expressions to communicate. The problem is that they all did it unconsciously, with no deliberate movement designed to communicate more effectively. In this small section, you'll learn how to use movement to persuade the internal thoughts of others.

BEHAVIORAL ENTRAINMENT

Think of behavioral entrainment as rehearsal. The more a person repeats an action, the easier it becomes. Entrainment makes the subject subconsciously well-practiced in compliant behavior.

Behavioral Entrainment is a method of developing increasing levels of physical movement that create a pattern of following behavior in the subject. As with most things in this section, it follows the path of a wedge, where an operator begins with a small compliance, and gradually increases the compliant behavior of the subject.

Consider this example:
An operator raises their eyebrows at the beginning of a conversation and the subject subconsciously copies this behavior. This would serve as the beginning of the wedge of behavioral entrainment.

Our goal isn't to get subjects to copy behavior, though. This method is far more effective than matching and mirroring. The difference being that matching/mirroring is heavily focused on rapport, and behavioral entrainment is focused on compliance.

Progressively, throughout a conversation, an operator can continue to take actions that cause the subject to react to their behavior in a way that they become physiologically entrained to follow the operator.

Since the body can lead the mind, when a subject is entrained (patterned) to follow the physical movement of the operator, they are also psychologically more prone to follow the words and ideas of the operator. This simultaneously levels up Focus, Openness, Compliance, and Connection on the Six-Axis Model.

As a conversation progresses, the behaviors the operator performs to cause the subject to follow them increase in scale. When the operator reaches the point of activation (the 'close'), where they need the subject to act on something, they are already in a state of subconscious compliance.

Any behavior that causes the subject to react by either complying or following the operator can be referred to as behavioral entrainment.

Think of entrainment as a wedge that progressively becomes larger. With each small movement, you continue to make larger and larger movements to direct the behavior of the subject, so that in a perfect scenario, by the end of the conversation, following your lead is the *logical* next thing they should do - and they do it without thinking.

Let's look at how behavioral entrainment might progress in a conversation by listing the behaviors an operator might perform to escalate a subject:

EYEBROW FLASH

The eyebrow flash is always a good beginning to behavioral entrainment, as subjects are hard-wired to respond to this gesture subconsciously. This introduces the subject to the behavior pathway we want to escort them down.

POSITIONAL SHIFT: 6"

A small, lateral movement causes the subject to shift their ventral orientation. As you know, the direction people face in conversation is important, and indicates interest and authority. In social settings like a networking event, for example, you can determine who the alpha of a group is simply by observing who is being 'faced' by the most people in a group. If several people are facing one person, that person has the interest of the group. When you move to the side a few inches, the subject will turn slightly to continue facing you. This subtle movement helps their mammalian brain decide that you are important and escalates the follower behavior in the subject.

SOCIAL VACUUM

A social vacuum is created by taking a small step back from the subject. This space between you and the subject creates a natural social desire in most people to fill it by stepping slightly forward. Many times, this can seem awkward, and the subjects don't always comply. To increase the likelihood of

compliance, and reduce the awkwardness of this technique, you can leverage tribal/social behavior by performing the social vacuum technique the moment someone is talking about something that they are highly interested in, or something they are proud of. During these times, people are at a slight social deficit - when they speak about something positive, they are expectant of you to react positively in this moment and will have a higher likelihood of complying with the gesture because of this phenomenon.

This small step backward is only a few inches, and when it's executed during a subject's excitement, they are much more likely to fill the vacuum you created with the rearward step.

POINTING GESTURE

This refers to pointing to an object or general direction you would like the subject to look. Whether you're looking at a map on your phone and asking which way East is, or pointing to a physical object the subject can see, the desired result of this is for the subject to follow the point-direction of the operator. This small act of compliance is made more likely by the compliance with the previous two steps of behavioral entrainment. Pointing at the outset of a conversation is less likely to get a reaction. When two strangers meet, they are still unsure about trust, and looking away when in close proximity to a stranger is programmed in our DNA to feel dangerous. Most times, this behavioral entrainment step can be accomplished (after the other steps) in under a couple of minutes.

POSITIONAL SHIFT

A positional shift occurs when an operator moves the conversation to a new physical location, even if it's only a couple of feet away. This positional shift accomplishes several things at once:

- Moves the physical location to subconsciously make the subject feel as though you have been in two locations, which in turn develops a deeper connection.
- Establishes a 'following' behavior in the subject.
- Creates more interest in the conversation, as the subject will also need to slightly make an adjustment to their ventral orientation (where they are facing).

Whether the reason you're shifting position is to get out of the way of foot traffic, or to look out a window, there are hundreds of reasons why natural conversations contain positional shifts like this. The only difference is that instead of shifting randomly, we are initiating the movement, and we are doing it deliberately. As before, gaining compliance is dramatically increased if the subject has complied with a few of the previous behavioral entrainment steps.

NODDING

In any conversation, when you nod, you make other people nod. Nodding as you ask a question, for example, increases the odds that someone will agree with you. Even if they aren't physically nodding, there is a phenomenon known as a 'psychological nod' that takes place when we see someone nodding. We mentally feel it with our mirror neurons.

When you're discussing something important to you, or during any point that you become more passionate in the conversation, nodding makes the subject comply with your nonverbal behavior. This is the escalation of compliance that leads to the next behavior.

HAND-TO-CHEST

This is a behavior that almost all cultures associate with sincerity and compassion. When someone performs this action in a conversation, we're more likely to see their message as credible. This is included in the list of behavioral entrainment techniques because it causes the subject to react to it. There are two key elements to obtaining a strong reaction to this behavior:

1. Perform the hand-to-chest gesture when communicating something that is very personal, such as when using informational altruism during elicitation.

2. Move laterally about a foot during this gesture so that the lower-brain movement-tracking system is activated.

EYEBROW FLASH + RAISE

This step is simply a repetition of the eyebrow flash and adds to the subject's growing subconscious pattern of reaction and following.

EXPRESSION MATCHING

When someone tells us an emotional story, our facial expressions will often match the emotion of the story, even if the expression isn't on the other person's face. In this step, we are leveraging this tendency to match emotional content to obtain another level of compliant and reactive behavior in the subject.

When you're telling any emotional story, whether it's exciting or sad, show the emotion on your face. This not only helps to convey the emotion, but it also makes the subject mirror the expression on their face as well. This may occur within only the first few minutes of the conversation.

HEAD-SHAKE

This is the opposite of the head-nod. Shaking your head 'no' during a conversation about something negative makes the subject more likely to copy the behavior. This continues the wedge of entrainment.

SOCIAL VACUUM

The social vacuum method, in this case, is repeated again to increase entrainment.

LEANING IN (WHILE SEATED)

While seated, leaning in can trigger the same behavior in subjects. This behavior is meant to cause the nonverbal action of focus and interest. In an ideal scenario, the lean would be executed just before you ask the subject for a desired action. In sales, for instance, a salesperson would do this just before they ask for agreement for a sale from the customer. This accomplishes both entrainment and places the subject into the physical position of agreement, as you prepare to ask them for compliance/acceptance of an offer.

A VERBAL EXAMPLE

A verbal example of conversational behavioral entrainment is what people commonly refer to as developing a "yes set." The origin of this method is unknown, but it can be attributed mostly to sales teams at Xerox.

In yes-scenarios, customers are repeatedly asked questions that salespeople know the customers will respond to with a 'yes'. Ostensibly, at the end of the line of questions, salespeople will ask a final question that they want to have a 'yes' answer to. In theory, the customer will have become *entrained* in the yes response and will answer affirmatively for the final question.

Here are a few examples of yes-questions:

"Wouldn't you like to..."

"Aren't you tired of..."

"Isn't it time to..."

"Aren't you drowning in..."

"You can...can't you?"

"Would it be good to have a better..."

"Would you benefit from a new..."

"Isn't this something you could use?"

"Doesn't it always feel good when someone..."

"It's pretty easy to...isn't it?"

These questions cause clients to become more and more comfortable saying yes to salespeople.

Using this method, behavioral entrainment (like all the other techniques) will be exponentially more effective.

OBJECT-TRACKING

Causing subjects to track objects engages primitive parts of the visual cortex and brain stem. This activation helps all communication to go 'deeper' into the brain. We are hard wired to track objects. It's so hard wired that even someone in a coma will track a doctor across the room if their eyes are opened.

In critical moments in the conversation, you can make large movements to cause the subject to unconsciously follow an object. Most of the time, that object will be you, as you read about in behavioral entrainment.

Performing these larger movements is different, in that you're engaging this system in the subject's brain at the exact moment you're using a technique you will learn in the more dangerous section of influence later.

As an operator, you need to perform a large movement while executing a linguistic technique to get someone into compliance. Which direction should you move?

If you answered by saying, 'It depends on their GHT!', then you're absolutely right, and you have been studying. Which direction you move depends on the subject's GHT. In almost all cases, you'll want to make the large movement (engaging object-tracking) to the person's positive GHT side.

FEET POINTING

These large movements can be good for other things too. In 6MX, you learned that someone's feet will typically indicate intent. The old truism of 'When someone's feet are pointed at the door, they're ready to leave' deserves more credit.

If you're in a conversation and notice someone's feet pointing away from you, you can make large movements to adjust their direction. A large step in one direction or another can shift their focus, and internally shift their psychological intent in another direction. Following this large movement, you can gently move back into the new direction their feet are pointing. This is a rapid way to regain what might look like lost focus in a conversation. There are several ways to do this using other methods covered here, but it's worth mentioning to keep in your back pocket.

TIMELINES AND DIRECTION

When someone in most societies thinks about a timeline, they think about it in terms of their left to their right. This concept is lost on far too many people when they communicate.

Let's assume you're speaking about time in a way that you need to gesture about the beginning of something, and the end of something. If you gesture in a way that makes sense to you (left to right), you'll be doing it the exact opposite of how the other person sees timelines in their mind. Your gesture was most likely ineffective and probably caused an unconscious disagreement. You gestured backwards on their imaginary timeline.

When you gesture about anything in the future, you need to permanently change your behavior to gesture *to your left*. When you speak about the past, or you need to talk about leaving something in the past, you'll use your *right hand*. If you want to bring someone to the present, or discuss the present, you'll gesture more in the center area of your body.

Try this now while saying the sentence, "They talked about it when I started working there, but now, they have a whole new system in place."

In this example, you didn't refer to the future. Your gesture should have been using your right hand to discuss the past, then gesturing near the center to talk about the present day.

Here's another example: "When we're young (PAST), we worry so much about what people think. It isn't until we finally let go (PRESENT) that we're able to realize how ridiculous that is. Later in life (FUTURE), we grow out of so much silliness."

In this example, you can see that we used an imaginary timeline to suggest that the person is able to 'fully let go' in the present moment. This would be helpful in modifying Openness on the Six-Axis Model .

We can also suggest ideas using these imaginary timelines. For instance, let's assume you're in sales, and you'd like to move this person's objections to the past. How could you use a timeline to do this?

Let's break down an example. Try to see this in your mind, then practice this using both your voice *and* your body to illustrate the timeline:

- You know there's an objection about whether or not they will enjoy your product.
- You preempt the objection by discussing it and moving it backward (to your right) on the timeline.
- "A lot of people when they first start looking for a new xyz have so many questions." (Gesture to the right since you're placing them in their own past)

- "But when they come in here, (gesture to center for the present moment) there's a lot to consider."

- "It's amazing when some people look back (gesture to your right for past-tense) and realize they didn't even know what they were missing. They had no idea how amazing this would be until they took action (gesture to your left toward their future timeline).

In this example, you were able to demonstrate that you can communicate on the subject's timeline instead of your own. You also demonstrated that you are able to place thoughts and ideas onto this timeline. One more thing you did was bring an idea you wanted them to have in the present to the center of the timeline, and you placed an expectation of enjoyment (Expectancy on the Six-Axis Model) into the future on the subject's timeline. Great job!

Let's do one more walkthrough so you're familiar with another way to leverage the imaginary timeline. In this example we will use a short story about learning something new, so that the subject is more absorbent.

"I remember the first time I got to the point of feeling overwhelmed when I was learning to surf. The surf instructor noticed immediately; he was such a great person - just completely open to life. He swam over and said something I will never forget (building anticipation). When you're young, you have to concentrate on a lot of stuff. But now, you're here. Your only job is to bring all of your focus right here, and then completely let go. When you get to this point, everything you're about to do is going to be amazing."

Are you able to insert the gestures yourself? I hope so. If not, here's the same quote with the gestures added. If you've got this, you can skip over the next paragraph.

"I remember the first time I got to the point of feeling overwhelmed (PAST/RIGHT) when I was learning to surf. The surf instructor noticed immediately; he was such a great person - just completely open to life. He swam over and said something I will never forget (building anticipation). When you're young (PAST/RIGHT), you have to concentrate on a lot of stuff (PAST/RIGHT). But now, (PRESENT/CENTER) you're here. Your only job is to bring all of your focus right here (PRESENT CENTER), and then completely let go PRESENT/CENTER). When you get to this point, everything you're about to do (FUTURE/LEFT) is going to be amazing."

This example shows that we can get the subject more on a timeline if we use it while speaking about things that we may want them to associate with past or present.

Even on stage, stepping to your right and using your right hand will help an audience imagine something being in the past. Stepping to your left and gesturing out with your left hand while talking about the future assists them in getting the future in mind.

When you're discussing a topic and you need to ground the subject into past, present, or future, it helps to have them rooted in understanding and 'feeling' your use of these timeline gestures. This means that if you want more impact

and results, it's helpful if you bring up some kind of normal timeline a few times in the conversation before the time you bring it up to insert ideas/beliefs/thoughts into a timeline. Repeating this method a few times while mentioning timelines will make them familiar with it, where they are more likely to instantly understand what it is and process the information when you use it later.

In my three-day seminars, every time (for all three days) that I discuss *anything* in past-tense, I will gesture to my right and take a step in that direction. I'll do the opposite when referencing the future. When the third day comes, and I need everyone in the room to feel a certain way so that the impact of learning is at a maximum, I will go through a timeline technique that takes a time in their past and brings it to the present moment. Since they are familiar with the gesture and movement, the technique becomes more effective. I have no script for this, but I'll do my best to replicate what I've said in seminars before. See if you can spot where I might be placing the gestures for maximum impact.

"As a show of hands, who's felt extremely confident at least once before. Great. So, you can vividly look back and feel that moment when you felt like you were unstoppable. Maybe you had just achieved something, or maybe you were just so in your element that nothing could stop you. At that moment, you had no doubt in the world that you could do anything. That can be precisely how you feel about this as you go into this exercise. Today, this is the time that you can do anything. As you practice this technique here, there's no restrictions on you whatsoever."

Work these timelines into as many conversations as possible as you move through the coming sections. You'll notice that they will naturally fit into hundreds of examples in the techniques you're about to learn. Timelines are important as long as you can get the subject used to automatically knowing what to think about based on your gestures. The more familiar they are with the gesture, the more effective the method becomes.

GESTURAL REFERENCING

Gestural tendencies in everyday conversation are varied and mostly random when observed. However, gestures indicate small pieces of intent and meaning in our speech with other people. Over the years, several pioneers (such as Jeffries) have developed methods to use gestures to control and change the subconscious meaning of words and phrases. As we speak, our fingers, hands, and arms move naturally and sometimes make meaningful references to objects, directions, or motions. We do this to communicate and assist our language to get a specific theme or idea across. These gestures in conversation go completely unnoticed most of the time. As we speak, we don't monitor or consciously process gestures and behaviors of our arms and hands. As humans, we process all the meaning of our gestures in our conversations at an unconscious level. This tendency in humans to be unaware of most hand and arm gestures can be exploited to use these gestures to signify a very pointed meaning. Since gestures are processed only at an unconscious level, the meanings we attach to them are mostly absorbed unconsciously.

Here, we will give examples of hijacking this unconscious process to deliberately create scenarios that promote favorable outcomes.

Along with the other training you'll receive, this can be used in many scenarios, such as the following:

- Job interviews
- Traffic tickets or police stops
- Getting upgraded to first class on an airplane
- Interrogation in law enforcement
- Seduction and intelligence gathering (while this is not seduction training, any highly advanced training in communication and behavior is inherently applicable to seduction)

Imagine a conversation between two people about a restaurant. Think about these key phrases you might hear when they speak positively about the restaurant...

"Absolutely the best thing I've experienced" "Wonderful service."

"Trustworthy people"

"Something you just want to have all the time" "Absolutely perfect."

"Comfortable place to be" "Want to go there all the time."

These phrases are simple examples you may hear in such conversations. As you think about the phrases, you may imagine that there is not much gestural movement while people are saying them. Now imagine, if you were able to attach all of the above phrases to *yourself* within a conversation, you could quite literally mold and shape the images of yourself in a subject's mind in almost no time at all. Here is a list of abbreviations you'll find in the coming chapters that show the directions in which the gestural references are being made (or to which objects):

OP Gesture to the operator

OMP Gesture to the operator's mouth

SP Gesture to the subject

SFP Gesture to subject's face

EP External gesture (away from you and the subject)

IP Gesture to an item

GP Genital gesturing

BFP Gesturing back and forth between you and the subject

Making a simple and subtle gesture toward yourself (torso) with your hands and fingers eventually builds unconscious recognition in subjects, causing an unconscious marker to associate the phrase with the focus of your gestures. The gesture should be performed with relaxed hands and a smooth, fluid motion; it should not be quick or dramatic, to prevent the subjects' gaze from shifting to your hands.

Thinking along these lines, imagine yourself associating traits with your subjects that you might want them to associate with the conversations. You can gesture toward subjects when you want to associate phrases with them. Doing so helps to control their behavior and can change their mental state by itself. With the following phrases, consider the implications of making subtle gestures toward your subjects' torsos as you speak to them about a local doctor's office you frequent:

> "Always comfortable [sp]" "Knowing you are safe [sp]"
>
> "Completely able to trust [sp]"
>
> "Always knowing you are taken care of [sp]"
>
> "Having that feeling of knowing you're in the right hands [sp]" "Feeling absolutely comfortable [sp]"
>
> "Trust completely [sp]"

These phrases, when associated with subjects in a gestural context, begin the process of unconscious association. The gestural markers create a tie between the object of the gesture and the spoken phrase.

Next, imagine speaking about an episode of The Bachelor and using the following phrases in a HUMINT (human intelligence) gathering or seduction scenario:

> "Become completely attracted [sp]" "Get so curious about this [op]"
>
> "Start to realize you're addicted to something [op]"
>
> "Feel that sense of fascination [sp], and then the commercial break comes [lean back], and all you want to do is find out what happens next [now gesturing back and forth between subject and operator]."
>
> "They look at this guy [op] and just feel so compelled [gesturing to subject] to do whatever it takes to get him [op]."
>
> "She feels herself [sp] realizing this growing feeling of...just... what do I [sp] have to do to be with this guy [op]?"

Triggering the association is easy, but this gesturing method requires practice. No training manual or mental rehearsal can substitute for this.

SPECIAL GESTURES

There will undoubtedly be special gestures you develop on your own to use in specific scenarios. This manual uses three special gestures that are more or less culturally understood when they are made, even if on an unconscious level:

THE "NOW" GESTURE

This gesture has two parts. First, within sixty seconds before you use it, make contact with your wristwatch. Then, as you want to indicate "now" without saying it, point your finger at the ground as if you were an executive saying the words "right now" to an employee.

THE REMOVAL OF SOMETHING OLD

This gesture is used in situations where you are convincing subjects by using linguistics that they need to move forward or get rid of some old beliefs they have. To perform it, simply make a washing motion with your hands as if you were washing them in a sink, followed by a dismissive gesture that you are getting rid of something.

THE CORRIDOR

This gesture is used to build focus or connection with subjects. Your hands are placed flat, and fingers are extended vertically (Imagine you're telling a story about catching a one-foot-long fish). Your hands should be placed about ten inches apart and somewhere in front of your face, as if you were measuring that fish. You should move your hands back and forth between you and your subject(s). This can be done conversationally, and it must look and feel natural to keep subjects from focusing their attention on the gesture instead of the message you are trying to convey.

ACTIVATING TRUST

Whether you are operating in a bar or an interrogation room, the development of trust and sometimes endearment is essential to the production of actionable HUMINT, confession comfort, and interpersonal trust. This method relies on generalized and accepted gestures and assumes the ubiquity of basic gestural associations in Western countries.

When you live in a Western country, some gestures are universal. In the United States, we place our hands over our hearts to signify a promise, indicate sincerity, and pledge our allegiance to our country. In all Western civilizations, this behavior of putting the hand to the heart is also a common sign of deep feelings and sincerity. Imagine a woman hearing news of a heartwarming story coming to a perfect ending. This gesture is seen in both sexes, but women tend to do it nine percent more often than men (Morris D. , 1978). It is also commonly associated with a slight degree of head tilt to the left.

Imagine replicating this gesture during a conversation using when the following comments are spoken by the operator:

INTERROGATIONS

"You can finally open up. Know you're completely safe." "Know that you did the right thing and you're a good person who deserves to get your side of the story on the record, so people understand."

"Just let go of the old beliefs someone gave you."

"Realize you're with someone who is only here to help and whom you can trust."

While these comments may not include every scenario and while some of the conversational behavior-engineering elements seem to be left out, you must understand the gestural reference concept before you move forward in the training. Consider how you would move your body to assist in illustrating the feeling to someone. How would you help to make them *feel* what you're discussing here?

"Become completely vulnerable."

"Realize how small we all are, how fragile life is."

"Finally understanding how things work and seeing all your old beliefs (ep) for what they really are."

"Knowing when you can truly let go and trust (bfp), all the way."

"Letting yourself finally trust someone (op)."

"Completely allowing yourself to just feel what's happening."

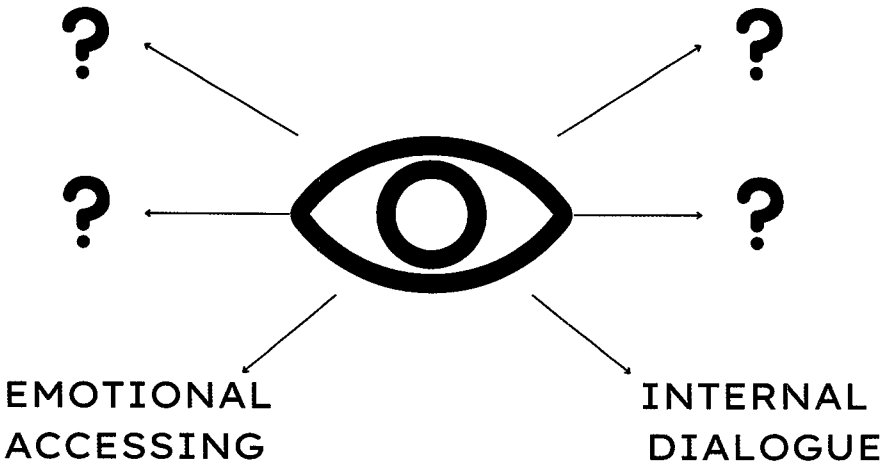
"So many people zone out(ep), but it's good to meet someone you know you can trust(op), who is here now."

"These superstitions about behavior hold so many people back; it's so different to meet someone who doesn't wear the (ep) handcuffs of restraint, who can just let go."

This block is meant only to illustrate the capacity of this technique to change behavior as a short reference. When you learn, in the next chapter, to incorporate this technique with the next method, you will be able to do a lot more. From getting free coffee to getting huge discounts at stores, the next chapter covers limited-timeframe behavior engineering, and it is important to grasp this concept before moving forward.

USING THEIR EYE-ACCESSING

In the 6MX section, you learned about eye-accessing movement. When you identify positive and negative GHT (Gestural Hemispheric Tendency), you'll know that they associate the discussion or retrieval of positive/negative information.



When you identify where someone's eye-accessing points are, such as their eye home, and their positive recall location, you can weaponize this by forcing them to look in this direction in the latter part of the conversation as you're getting close to 'closing' them. Secondly, you can force someone into emotional-accessing to make them feel more strongly about a topic.

When you identify someone's positive-accessing point (called eye-home), you can use your body and gestures to associate an idea with this positivity. Here's an example with you in it:

You identify a subject's eye-home as three o'clock. This is observed as you're looking at them, so the subject often looks directly to their left as they speak about positive topics. Later in the conversation, as you're describing the experience of (insert desired behavior you want them to display), you use your right hand in such a way as to make their eyes move this way.

This assists their brain's file clerk in knowing which cabinet to store the thought in. You've increased the chances this subject will later recall making their own decision, and that they will feel positively about this decision. This is leveraging both Expectancy and, in some cases, Connection on the Six-Axis Model .

Let's examine another example:

You are speaking with a subject about making a very emotional decision and you have a piece of paperwork on the table in front of you that you need them to consider so that they will take the action that you need them to take. As you present them with this piece of paper, you slide it across the table using your left hand in a way that forces their eyes to move downward and to the right. Essentially, what you have done here is create an emotional accessing point the moment that they began looking at this document. If the subject was previously involved in logical considerations, and you needed them to be more emotional about this decision, then you have pulled them out of the logical state that they were preoccupied with, and you've forced them to access emotional parts of their brain as they are presented with the document.

In many trials, a jury is called upon to review some kind of emotional video, or a series of photos that contain emotional or disturbing images. This is typically done with a large screen television in today's society. When advising attorneys, I often tell them about this, and that if they would like the jury to view this and react more emotionally to the content presented on the television screen, then they should do everything that they can to lower the screen and have the jury all look down and right toward the television screen while they're reviewing these images or video.

If you are seated beside someone and you're both facing the same way, you're presented with a challenge that you can only gesture in such a way as to make them look in the direction in which you're seated. In situations where you need someone to be logical and data focused, it's more beneficial to be seated on that person's left so that your gestures as your hands are on the table or at around belly button height will force them down and left into internal dialogue accessing.

On the other hand, if you're in a situation that you need a strong, emotional connection, or you need the person to make an emotionally-based decision, you're better off, sitting on that person's right side, so that your gestures force their eyes downward into the right to access while you are gesturing, and speaking about taking action.

OBJECT SIZE AND IMPORTANCE

We have all heard and seen stories about when someone has caught a fish. People tend to gesture sizes of all kinds of things during conversations. Typically, we do this without much thought about how impactful our gestures can be on the other person's perception.

Imagine if you were talking to a person about a problem they experienced with another company, versus how they might deal with problems by working with you. Both times you spoke about these problems, you used the exact same hand gesture, as if you were holding up a 1-foot-long fish in a fishing story.

In this example, there was an opportunity for you to make the problems in another area seem much larger than the problems somewhere else. For example, when talking about the problems they might experience elsewhere, your hands might move 3 feet apart, and when discussing the problems that they might encounter when working with you, your hands would only be 6 inches apart. This simple difference in gesture size is enough to communicate something to the subconscious that's powerful enough to influence this person's decisions.

The opposite can also be true. You can talk about the benefits of something that you are selling with a large gesture, and the potential benefits of purchasing a competing product with a very small gesture - illustrating the impact and importance of one thing, being great and enormous, and the other thing, being small and less significant.

As you move through the influence section of this book, keep this in mind, and mentally rehearse, whether or not illustrating object, size and importance would contribute to one of the influence situations that you find yourself in. Typically, as a rule of thumb, if your situation calls for a comparison between two things, and you need to illustrate that one thing is massively more important, or massively better than the other thing, this is where you would use gestures, referencing object size and importance.

INTERRUPTIONS USING THE BODY

Using your body to interrupt conversations is often more socially acceptable than almost any other way you could interrupt someone. In some conversations, you might need to interrupt the flow of conversation because the subject is devolving into something negative that could negatively impact how they perceive you, or the situation that you are speaking about. You already know that it's very important to stop any flow of negative information, especially when it comes to therapy, sales, and most forms of influence. However, interrupting someone in most ways is seen as socially inappropriate. Stepping backward quickly to adjust your pant leg, tie your shoe, or adjust your sock in the middle of a conversation serves as a perfect breaking point where you can either make physical contact with that person, or redirect the conversation to a new topic that's more positive and more oriented toward the end result you want for this person.

Large body movements will be used in several other techniques, but for now keep in mind that the primary use of large body movements, such as tying your shoes suddenly can be used to stop a negative train of thought from devolving into something that could start driving your subject down a negative pathway.

LANGUAGE

As you move through this section on language, I want to give you three tools to keep in mind. Every method you're going to learn here, even the 'dangerous' ones, has three main goals. Keep these three in mind in every chapter:

THREE GOALS OF LINGUISTIC TECHNIQUES AND LANGUAGE

1. To capture focus.
2. To direct electrical activity (lead focus).
3. To increase levels of The Six-Axis Model.

MAKING LANGUAGE POWERFUL

Language and the spoken word might be at the top (least important) part of the hierarchy, but it's still a powerful resource. Your goal here is to get to the point where you've mastered the skills that follow so that you communicate with more impact than 99% of the world.

We use language to win imaginary arguments in the shower, and to topple entire nations. The sheer power of language is undervalued, misunderstood, and often used in a careless manner - lacking true skill while still hoping the language achieves a desired outcome.

We process our experiences internally through language, and this even includes our identity and how we define ourselves. We also use language internally to make sense of the world around us. Language helps us to shape the thoughts of others, and when used well, can change behavior.

To expand our language ability isn't just about our ability to persuade, it literally changes the way we think. In many ways, your personal boundaries, when it comes to your ability with language, will also become your limitations when it comes to life.

When you hear someone speak, you can get a very clear picture of how they view themselves and the world around them. Throughout the 6MX section, you learned that language can reveal a lot more than most people assume. There's a deeper level to this, however. Our self-talk is also made up of language, and taking charge of how we speak to ourselves can dramatically (and often instantly) transform how we move through this world.

In this section, you'll be introduced to new concepts about how powerful you can become with language, and how to 'weaponize' the language you use to make the outcomes you desire from this world a simple byproduct of who you have become.

Your language has the capacity to take control of the thoughts, beliefs, and actions of other people. The more you know about how to use language, the more effective you will become. Make it your personal goal to learn new words, stretch your skill, and truly step into a new way of communicating.

When these skills are paired with authority and behavior profiling, there's no limit to what you can do.

In the coming chapters, you'll learn about conversational skills, linguistics, storytelling, and covert tactics of language. Remember that rehearsing the skills mentally gives you knowledge, but skills are what you need in the real world. You must commit now to practicing these in such a way that they are no longer something you 'do', but they are something you 'are'.

THE POWER OF SMALL TALK

The power of social skills cannot be overstated.

Social skills contribute heavily to our quality of results in every aspect of our lives; from parenting, to relationships, and even every aspect of our careers.

People will often say that small talk is overrated, or that they can't stand small talk. The truth is that this is how the world works. You can spend your life trying to modify the entire world, or you can learn the skills needed to change it from what you know works. Small talk is how conversations start, how relationships develop, and how our culture gets along.

Telling yourself that it's not important, or that it's stupid, or even that you're no good at it are all limiting beliefs (self-talk) that are guaranteed to hold you back in developing the powerful skills that follow. You must learn these initial skills to be any good at the more dangerous skills that come later.

Small talk can be learned, and it's much easier than you might imagine. It's not a biological trait or something we're born with. There's a simple formula that you can use immediately that will have your skills at pro-level in no time. If you simply follow this formula, you will be able to create and craft conversations and never run out of things to say. This formula works for the timid, the shy, and even the anxious. It works so well that it was used in a study on social development and connection building.

Here's the formula:

- Listen to them.
- Display the signals you're listening.
- React to what they say.
- Ask a quick question about it.
- Offer a response.

As simple as this might seem, there is tremendous power in this formula. Let's dissect each of the steps:

LISTEN:

Listening is number one for a good reason. Listening to others and being interested makes you interesting. Remember people's names and stories. If someone offered you a thousand dollars to remember someone's name, would

you? Of course! It's not about your memory, it's about your motivation. Pay attention to what they are saying and spot the points they want you to hear the most. What do they want you to think is most interesting about the specific thing they are speaking about?

Using the 6MX, you'll already be skilled at this, but it's also important to hear beyond the behavior profile and listen to the human in front of you.

DISPLAY:

Show a reaction to their remarks with your face and body when it's appropriate.

Make it a new goal to always learn something you didn't know before - whether it's your spouse or a new person, you can do this. If someone is speaking about something surprising, for example, your eyebrows might go upward to match their expression of surprise. You might shake your head if they are complaining about something to show that you're listening.

REACT:

Offer a verbal reaction to their words - even if it's only a few words of your own. This might be an elicitation statement (covered in the 6MX section), or it might be a single word like 'wow' or 'amazing.'

ASK:

Ask a question to learn a bit more. Something as simple as, "That sounds fascinating. What got you into that line of work?"

You could also ask a more directed question to elicit positive or negative sentiment and direct their mental electricity more efficiently toward the direction of your desired end result. A question such as, "What do you think is the most fun part about doing that?" would direct their thought process to focus on positive aspects of their life. A response (using elicitation from 6MX) like, "Wow. I would bet you deal with a huge variety of challenges on a daily basis there." would be more likely to elicit negative or fault-focused thoughts as they search for that information to respond to you.

OFFER:

Offer a small verbal response to the response to your question. This is where elicitation methods might be best employed, or where you can share a similar experience from your own past. In this final phase of the small talk formula, you're able to offer a personal response simply based on your life, or your observations. Elicitation works well here because it causes a deeper and more meaningful response, gradually leveling up the Openness and Connection axes of the Six-Axis Model. When they respond to this, the small talk cycle starts

over again. All you have to do is go back to the beginning of the circle, or continue using elicitation.

Getting good at talking to strangers and making small talk is the gateway to making all the skills that follow more powerful. This essential skill is something you can practice on a daily basis, in every conversation.

OFFERING CONVERSATIONAL THREADS

In most settings, when someone asks a boring question, the answers people provide are equally boring. Imagine sitting next to someone on an airplane and they ask where you're from. In most instances, you'd be inclined to simply state the answer most people give - you would tell the person where you are from. Here's what that might look like:

Subject: "So, where are you from?"

You: "I'm from Houston."

Subject: (with no personal history of Houston) "Oh. Nice."

The conversation became stale and boring quickly when the other person had no experiences they could relate to. They might have not been to Houston, or they have no relevant remark about the state of Texas in general. The conversation reached a low point quickly.

What if you answered the 'where are you from?' question differently? Let's get back on the plane and respond to the question a different way.

Subject: "So, where are you from?"

You: "I'm from Houston originally, but I moved to Virginia after being in the Navy for a long time. It's good to finally experience all four seasons, and they have a lot less rattlesnakes over there for sure."

Subject: "My brother was in the Navy for most of his life."

There were several 'threads' that were offered in this response that the subject could respond to:

- Houston
- The Navy
- Virginia
- Weather
- Climate
- Texas
- The Military
- Snakes
- Seasons

The simple question of 'Where are you from?' became an open-ended invitation for real conversation that has the potential to lead in a dozen directions.

In most conversations, you'll have many opportunities to leverage the conversational threads principle. You now have the power to transform boring questions into lively and social interactions that automatically create openings for practicing Tradecraft.

When someone asks a boring question, respond with a story instead of a statement.

When a conversation begins to fall, or you feel like you're running out of topics, there's a quick way to instantly bring it back to life with an easy formula. It's called FORM.

Family - their family and friends.

Occupation - their employment or passion.

Recreation - what they like to do for fun.

Motivation - what drives their behavior - why they chose a line of work, etc.

THE ULTIMATE EXERCISE

In a setting full of mostly strangers, there's a challenge I used to issue to new trainees in the military. The challenge became so popular it earned the name 'barkeep'. Here's how the challenge works, and keep in mind you can terminate the challenge at any level based on the scenario/social setting.

PHASE ONE:

Introduce yourself to a person or group of people and get to know them briefly for a few minutes. Use the small talk formula and the FORM method. Commit their names to memory.

PHASE TWO:

Excuse yourself from the small group and repeat phase one with a new small group. Introduce yourself and commit the names to memory again (as best you can).

PHASE THREE:

Here's the good part: introduce the second group to the members of the first group. As this happens, you're introducing two groups of people to each other, and the one thing they all have in common is you. Initially, there will be an assumption made by the first group that you know everyone in the second group. The second group will also make an assumption that you know everyone in the first group. The conversations will continue as they get to know each other.

PHASE FOUR:

As someone is passing by, introduce yourself to them and build a short conversation again. Then introduce them to all the members of the two groups you connected.

PHASE FIVE:

Continue doing this routine until you've exhausted all resources. Soon enough, everyone at the event/bar/party will have one major thing in common...*you*. Eventually, they will all make you the initial topic of conversation, and you will be known to *everyone* in the event.

You can choose to terminate this game at any time, but the more people you connect, the more points you get. You get one point for every person you introduce to someone they don't know yet. For example, if the first group contained three people, and the second group also had three people in it, you would gain six points from connecting them to each other. If you then brought one person into that group, you would gain seven more points from introducing one stranger to six strangers. Your score would then be 13!

DESCRIPTIVE LANGUAGE

Communicating well as an operator means that you're skilled in taking an idea in your own mind, and vividly placing that idea in someone else's. When you speak, your words are forming images and stories inside the minds of others, and most people tend to leave this more or less to chance - failing to hone their skills in language.

The more descriptive and effective your communication, the more you will be able to move downward on the Hierarchy of Influence, toward emotions and ancestral impulses.

Using language well not only means that you create vivid imagery and emotional reactions in people, but that your cadence, tone, volume, pitch, nonverbal communication, storytelling, and many other things are in alignment. Let's walk through some of the communication tools that you'll need to get BRILLIANT ON THE BASICS:

MOST PEOPLE WAIT TO TALK

We live in a fast-paced world, and instead of fully listening to others, many people simply wait to talk. When someone is speaking, ensure you not only listen, but that you take the relevant time to process the information. This small pause before speaking not only sends a signal that you're listening, but it also demonstrates confidence and authority, showing you have no need to fill every second with speaking, and that you're willing to pause a moment to consider what the other person said. Take advantage of this tool as soon as possible, you'll see the difference quickly.

PEOPLE SPEAK AROUND THE TRUTH

Today's society is ever more worried about offending others and this has led to a pandemic of washed-out language that speaks around the point, instead of directly at it. Our culture is communicating in increasingly vague and ambiguous terms. Leaders, however, and those who have changed the world, speak with conviction, honesty, and candor.

Speaking directly does not mean being rude, inconsiderate, or harsh. Tactless communication is usually posturing and rooted in insecurity. People with true charisma and leadership speak the truth comfortably, and in a tactful way that makes the other person still feel honored and respected. Pay attention to your language; use an app to automatically transcribe a few of your meetings or conversations and make note of when you might be using words that convey ambiguity and uncertainty.

Here's a list of words that rip credibility away from your communication that you can look out for:

Try: "I'll try to get that report to you soon."

Could: "I could maybe give you a call by the end of the week."

Might: "I might be heading to dinner around that time."

Want to: "I really want to make sure you have what you need."

Need to: "We really need to train the sales department."

Just: "I just want to make sure we're on the same page."

'Just' is a distancing word that pulls responsibility and leadership from almost anything you say.

Honestly: "Honestly, I can't think of a better time for you to get this done."

'Honestly' is a qualifier word that distances you from truth. Other phrases like this would be 'to be honest...' 'I'm inclined to...' 'To tell you the truth...' and 'We could possibly..."

Uh, Uhm, Ahh, Hmm: These hesitation-words are to be avoided at all costs. If you want to speak with confidence, leave them out, and make yourself hyper-aware of when you're using them in conversations.

'In my opinion': This is a softening phrase that takes credibility and ownership from whatever comes after it. It takes responsibility away from you and ensures you're not fully committing to the thing you'd like to say.

...right? Ending with questions is always a sign you need the confirmation of others. You don't most of the time. Remove these statement-ending questions permanently from all forms of your communication. If you need to get clarification as to whether someone agrees or understands, ask them a direct question instead.

DEALING WITH INTERRUPTIONS

Being interrupted in conversation is frustrating at best. At worst, it can lead to diminishing your confidence, and lowering your level of authority thereby lessening your chances of influencing the subject. Here's how to deal with interruptions in conversation like a pro.

First, it's important to understand why people interrupt. It's easy to assume that they don't respect you, or they aren't interested. While these could be true, there are often more benign reasons someone would be doing this. Someone may be simply excited about the topic, and interrupt so they can participate. Other times, you might experience an interruption from someone who has a different style of conversation than you. Keep your composure when this happens, and follow these guidelines when you need to prevent interruptions from happening:

Remember the adage, "Kill monsters when they are small." This applies here. Don't let interruptions continue. If you do, you run the risk of them being normalized within your conversations. Ensure you stop them early.

Confidence and authority are often all you need. Simply being confident and speaking with conviction will be all you need to prevent someone from interrupting.

Speaking in concise terms also keeps people from interrupting. Often someone will interrupt just because your language becomes vague or gets to a point of rambling with little meaning. In other situations, you might get interrupted because you're bringing up multiple thoughts about an issue. The subject may hear the end of one of your thoughts and assume you're finished speaking. To eliminate this, ensure you begin a series of multiple points by letting the subject know that you're going to cover them. For instance, saying, "There are three things I think we should look at. The first one is...". This lets them know that they need to wait their turn until you've finished.

A common time during conversations that people interrupt is during pauses. If you pause, make sure you signal that you're thinking by placing a hand over your mouth or motioning that you're trying to recall an important detail. If the pause is there because you're trying to recall an irrelevant detail of a story, like the name of a street you were on, the interruption is far more likely to take place.

If the interruptions continue, you will need to stop them. A quick correction such as, "One sec, James, let me finish this thought." can go a long way. You've used the subject's name, and you've been polite enough that a reasonable person would allow you to continue and would probably stop interrupting you

in the future. Another way to do this is to hold your hand up while continuing to speak. If this doesn't work, try holding your hand up and say, "One sec, James."

Lastly, if interruptions continue, you can terminate the conversation or divert 100% of your attention to another part of the room while they speak. Simply stop speaking while they interrupt, lose focus on them quickly, and excuse yourself.

SPEAKING WELL

Good communication does nine things:

- Vividly places images in people's minds by using good words.
- Leads the listener's mind into the scene.
- Leads the listener's mind toward desired emotional states.
- Builds tension at the right moments.
- Captures attention and leads it well.
- Builds or increases the level of focus in listeners.
- Leverages body movement to illustrate points in the story.
- Leverages body movement to draw attention to the communication.
- Leverages body movement to assist in describing objects and movement.

The better you're able to describe something with detail and precision, the more you're able to paint a picture of it in your subject's mind. Once you've built something vivid enough inside someone's mind, they can be emotionally impacted by that scene. Once they experience an emotional impact, the brain will find similar instances of this, and bring up behavioral (Life) scripts associated with that. When these scripts come up, you can leverage your power of communication to develop focus, authority, tribe, and emotion even further.

You'll notice in the paragraph above that language became the doorway through the top of the Hierarchy of Influence and led to the bottom of the pyramid, where the FATE Model resides - our ancestral triggers for action.

Getting good at communication is more about your ability to transfer emotion than showing off an impressive vocabulary. Let's talk about transferring and 'borrowing' emotion. You'll also learn how to fix several common mistakes.

BORROWING EMOTION AND SCRIPTS

We can borrow emotion from someone's previous experiences without ever knowing which experiences they've been through. This is helpful because if I want a subject to begin running a life script, I will need to get them in the right emotional state, but I will also need to know how to navigate which life scripts that state might have associated with it. For example, if I wanted someone to be hyper compliant, I might bring up their childhood, and their time in elementary school to call up lots of associated memories (and scripts) of how to socially behave in school.

If I wanted someone to feel amazement, I might vividly describe a situation where I saw something monumental for the first time. This description causes them to search their own memory for similar circumstances so they can relate to what I'm saying. When this happens, the feelings associated with those memories are brought closer to the surface and made easier to access.

In the following examples, try to figure out the desired emotional state, and if you're more advanced, try to discover which situation this might be useful in. Some might be better in sales, and some might be more effective for therapy, for example.

> "Remember those moments where you lost your breath..."
>
> "All of those times that you cried..."
>
> "One of those experiences that really makes you...."
>
> "One of those times where no matter how much you hold back, everything comes out. You just feel the years of emotion coming out and there's nothing you can do to stop it."
>
> How can we evoke emotion from someone's past in as few words as possible?
>
> "Those events that brought you to tears, heaving sobs..."
>
> "Those crippling moments of emotion or those times when you feel so small compared to everything, and it reminds you how short life is..."
>
> "One of those times you really come to terms with how short life is..."
>
> "Every once in a while, we have those experiences that remind us how short life is.... just how little time we all really have..." (the word those suggests familiarity)
>
> "Even with all those powerful emotional moments in your life..."
>
> "You get a chance to know someone well enough to realize there is this incredible connection is there, and you never see them again..."

MOVING IMPACT TO THE RIGHT

You'll notice the impactful parts of the examples you just read were random phrases that could fit into thousands of stories. Let's modify one of them to show you the power in shifting the impactful portion of the phrase to the end (right side).

> "It was really one of those moments that matters in your life. Where *everything comes together to show you just how short life is.*"

When we move the impactful portion of the statement to the right, it hits harder because the beginning of the phrase helps to set the stage for the end,

where we want the impact to be. More will be covered on this in the storytelling section, but I want you to be familiar with it as you move forward.

Let's take a bad vs good example in speech:

> **Try saying these out loud if you want to feel how they might affect someone in conversation. I have no doubt you'll feel which one has more punch and power.

Example One: High impact at the beginning of the statement:

It was such a sad feeling when she died. I was so raw when it all happened. She gave me everything and I never realized I hadn't thanked her. We were so close growing up.

Example Two: High emotional impact moved to the right of the statement:

We were so close growing up. She did everything for me, and it took me a long time to realize I never thanked her. I lost the chance to when she died.

One thing you might have picked up here is that there's a bit of a story happening. There's a journey starting, then connection-building, then a final reveal of the emotional part of the story. It carries more impact and punch.

CONVERSATIONAL TOPIC 'PROXIMITY'

One method of transferring emotion is speaking vividly about your experience. You also know that another way to trigger (borrow) emotions from others is to ask them questions about their own experiences that are likely to contain emotional elements of how you want them to feel.

Another way that you can do this is by talking about a third party, or speak about people in general.

IMPORTANT: When a subject hears a story that is about the operator, the topic of conversation is close by. When they recall or tell a story about themselves, the story is even closer to them. The closer language is to the subject, the more their brain's screening system is on alert. We become less critical of information the further away it's removed from conversation. There's a rule to go with this called the Topic Proximity Rule.

Here's what the rule states: the closer information being presented is to the subject, the more that information will be scrutinized. The further away, the more the information will be automatically absorbed and processed.

So, with each expanding layer of 'distance' from the subject, the information becomes more readily and easily accepted by them. There are eight layers of

the Topic Proximity Index: with the center being the subject, and the farthest layer being a reference to just 'people' in general.

- Subject
- People close to the subject.
- The operator
- People close to the operator.
- Mutually known people to subject or operator.
- People generally known to either subject or operator.
- People unknown to subject or operator.
- General references to non-specific people.

When you speak about situations or stories that you'd like the subject to more readily adapt to, start at the outer layer (or as close as you can) of the Topic Proximity Index. Here's an example where you can generally reference 'people' and vividly describe something to make the subject more likely to accept the topics and subjects you placed inside the description:

> "So many people spend their lives wearing a mask; going to work, posting online, shopping, attending barbecues... with just a few of these tiny occasional moments of openness, when everything is totally open. It's sad it usually takes one of those extremely emotional events to make someone completely let it all go. Every once in a while, someone is able to pick their head up and realize they can live exactly how they want to; they just finally decide that they won't do what everyone else wants them to. These are usually the happiest people you meet."

In this short monologue, we've made it clear the person we're speaking to *isn't* one of the people in the beginning. And we've suggested all kinds of wonderful alternatives that they might grab onto. There's more hidden inside that paragraph above if you want to come back to it when you've gone through the next few sections.

THE POWER OF GOOD STORIES

Your ability to capture attention will dictate your level of success. Confidence and authority are wonderful for capturing initial attention for a short time, but your level of language ability will be what keeps that attention throughout a conversation.

From storytelling to copyrighting, there are numerous methods that have been identified to capture human attention. In this section, we will unpack the most impactful and powerful ways to harness the power of language to make you a conversational superstar.

WHY OUR BRAINS RESPOND TO STORIES

A well-told story has the ability to grab someone's attention quickly. This has its roots in our ancestors, like almost everything in psychology. Imagine you lived thousands of years ago and walk past a gathering of members of your

tribe. They are all seated around a fire, and a million stars fill the sky as one of the tribal elders is telling a story about how he survived an attack by a tiger by using a trap. This triggers something primal in your brain. The story makes a lot of things happen:

- The story captures your FOCUS.
- The story involves a tribal AUTHORITY.
- The story brings you to sit with your TRIBE.
- The story contains details that could save your life which contain EMOTION.

When someone hears a good story, they become hyper-focused. For some reason, when the brain is paying attention to a story, the critical part of the brain takes a break. It's as if the critical elements of the frontal lobe understand that it's 'only a story' and decide to let it all in without screening. This presents us with an opportunity to insert all kinds of information during this vulnerable period. More on this later. What exactly is a good story?

EMOTIONAL TRANSFER

Many experts argue on what makes good art, but there's one thing they all agree on almost universally - art is supposed to make you feel something. It's supposed to give you emotions that you would not have otherwise had. You don't need a drawn-out plot and scene either. Ernest Hemingway, one of the celebrated writers of the last few centuries, thought that the greatest story he ever wrote was only six words long:

"For sale: baby shoes, never worn."

This story punches you in the stomach, doesn't' it? When we think of a story, it's natural to think of long novels, screenplays, and Hollywood movies. We are all storytellers, and when we retell a memory, talk about a friend's experience, or even say 'Pretty good', when someone asks about our weekend, we're telling stories.

Why would you want to become a good storyteller?

You already know how powerful communication is, and how a simple story can bypass someone's critical mind. You already know that a compelling story can cause scripts, memories, and behaviors to pop into action the moment you need them. But think of how you could use storytelling to insert thoughts without even telling someone directly.

You want to tell people you're trustworthy but can't say it outright, but a story about this makes it completely okay.

You'd like to convince a client that you're going to make the deal work for them, but can't just say those words exactly, so you tell a story about when you did this before.

You'd like to let a patient know that you're going to follow up with them, but you know that a story would make that more powerful.

You'd like to let a woman know you aren't the normal guy they deal with but saying this is weird/creepy, so you tell a story that conveys this precise feeling to her about you.

This is only the beginning of how stories can be weaponized. Using stories, we can capture the imagination while the critical part of the brain is off. We are also generating some serious brain activity in any location we want to.

A good operator is also a good storyteller, because they prioritize communication. A good story should do a few things:

- Develop focus
- Build imagery
- Convey conflict
- Cause emotion

With these four elements in mind, let's break down how they can be easily mastered to make your skills more precise, surgical, and dangerous.

DEVELOPING FOCUS

When I write fiction, I like to imagine that with every single page someone reads, their phone is going to ding with a notification. In my mind, I like to think that whether or not they are going to check that notification will be a measure of how good I am at writing. If I'm able to take them to another world, they won't care about the phone. If I'm really good, they won't even be conscious of the fact they're holding a book at all.

This is a good analogy to keep when it comes to conversations; you're competing against social media. Before you laugh, give me a chance to prove it.

Social media companies are in the trillion-dollar range now. They've developed the most advanced artificial intelligence products to profile you and your buying behavior. Their ads are tailored and scarily relevant, and the stuff you're shown is surgically calculated to make you stay on the app longer. What happens when a younger person is scrolling through an app, and sees a video that becomes boring for 1/10th of a second? They immediately and reflexively swipe it away to see the next one.

Many people will call this an attention-span problem. But when that same person goes home and binge-watches three seasons of a show on Netflix, what happened? They have all the attention span in the world. They are riveted to the screen. They might even forego going to the bathroom so they can see what happens next.

In reality, you're not seeing an attention-deficit. You're seeing an *interest-deficit.* This interest deficit isn't just around screens. It's molded into their behavior and impacts every aspect of their lives. So, in reality, you're competing with an interest-deficit developed by social media in almost every conversation you have.

Attention spans haven't shrunk, they've just become more selective - better at filtering out uninteresting or unnecessary 'clutter'.

WHAT MAKES SOMEONE STOP FOCUSING?

- It's the same thing that happens on social media.
- When they feel like they have heard it already.
- They know the outcome.
- It's boring or too wordy.
- Something else is more exciting.
- They get overloaded with words and phrases that only fluff the communication.
- We aren't interested.
- We're distracted.
- We're waiting to talk - we were reminded of something.
- The other person just talks in nonsense language.
- They use 400 words when 20 good ones will do the job well.

SPEAKING TO THE MAMMAL

Your language should create a picture that a dog could understand. If the picture is communicated clearly, then the lower parts of the brain can visualize it. So, the question to ask is, 'Is my message clear enough that a dog could visualize it?'.

In his book, 'Revision: A Creative Approach to Writing and Rewriting Fiction', David Michael Kaplan explains this well in only two sentences:

A poor example:
- "He picked up something heavy and hit James on the face. James cried out and fell."

An example that makes you picture it:
- He snatched up a rock and smashed it against James' nose. James groaned and sank to his knees.

Kaplan furthers this idea by showing how unneeded words can make someone feel like they are walking through mud to get to the point of the story. Unnecessary words *remove* people from the story - they stop the brain from producing powerful imagery:

Examine the following sentences, all of which contain words or phrases of unnecessary specificity:

- A small frown appeared on her face. (Where else do frowns appear?)
- He squinted his eyes. (With what else do you squint?)
- She shrugged her shoulders. (With what else do you shrug?)
- The child nodded her head. (With what else do you nod?)

- After he pulled up the chair, he sat down on the seat. (Where else?)
- He held the bird in his hand. (Unless he's holding it with something like fire tongs, he's probably using his hand.)
- An unknown stranger appeared at the door. (Are there any known strangers?)
- Their voices echoed back and forth through the canyon. (That's what an echo does: it goes back and forth.)
- When he was alone again, he muttered to himself, "I'll get even." (If it's established that a character is alone, do you need to say that he muttered/spoke/whispered/yelled "to himself"? Who else is there?)
- "P-please...c-c-come in," she stammered with difficulty. (Are there any easy stammers?)
- "Come into my parlor," the spider whispered in a soft voice. (Whispers are by definition soft.)
- That's right, she thought to herself. (Who else do you think to, unless you're telepathic?)
- The horsemen disappeared from sight. (How else?)
- A black and white penguin was trundling across the snow. (Are there penguins that aren't black and white?)"

PHRASES THAT LOSE FOCUS

- About
- Actually
- Almost
- Almost like
- Already
- Appears
- Approximately
- Basically
- Close to
- Even
- Eventually
- Exactly
- Finally
- Here
- Just
- Just then
- Kind of
- Nearly
- Now
- Practically
- Really
- Seems
- Simply
- Somehow
- Somewhat
- Somewhat like
- Sort of
- Suddenly
- Then
- There
- Truly
- Utterly
- Like...

PHRASES THAT REMOVE CONVICTION AND CONFIDENCE

- Somewhat
- Fairly
- Rather
- Nearly
- Relatively
- Seemingly
- In part
- Comparatively
- Predominantly
- Apparently
- So to speak
- Presumably
- To be honest
- Honestly
- If I'm honest
- Let me be frank
- I'm not going to lie

SPEAKING IN CLICHÉS

Speaking in cliché makes subjects automatically trigger a lack of focus; the feeling that they have heard something before creates **predictability**, which lessens focus on the Six Axis Model:

- We need to think outside the box
- We need a new paradigm
- Search for the grail
- A wild goose chase
- Let the chips fall where they may
- It's a magic bullet
- Roll with the punches
- No-brainer / Slam dunk

What are the factors that create focus that we know work so far?

- Confidence
- Authority
- Novelty
- Shifting tone when speaking to convey emotion and emphasis
- Changes in volume of speech
- Gestural movement to illustrate key points
- Positional movement during speech
- The use of someone's name
- Physical contact
- Eye contact

Phrases that pique attention and focus

Here's the master list of phrases that pique attention that have been proven to work to spike focus when speaking.

- After all...
- And guess what...
- And look at this...
- And the result...?
- And while we are at it...
- The bottom line is...
- They key to...
- The secret to...
- The trick is...
- Then it hit me...
- There's another thing...
- What this means is...
- Truthfully...
- This will surprise you...
- Trouble is...
- To make matters worse...
- Up until now...
- Vitally important point....
- That's why...
- Stated a bit differently...
- That means...
- Remember...
- Please understand...
- One important thing is...
- Of course, ...
- Now, listen to this carefully...
- Most important of all...
- Moreover...
- Look no further...
- Make no mistake...
- Let's assume that
- And this is the secret...
- I'll explain...
- In short, ...
- In fact, ...
- I'm sorry, but...
- Here's how easy it is...
- Here's the scary part...
- Here's the secret...
- I suppose you could...
- I'm sure you can guess what happened next...
- And I'll tell you one more thing about...
- Back to the purpose of what I was saying...
- Best of all, ...
- But here's the most important part...
- First, a warning...

- Even if you were to...
- That's only half the story...
- There's the problem...
- By the way...
- Consider this fact, ...
- Fact is, ...
- With that said, ...
- You'll be glad to know that...

BUILDING IMAGERY

DESCRIPTIVE LANGUAGE

Descriptive language can be said to create focus, but we're more interested here in how well we can paint an image in someone's mind. In storytelling, there are several ways to verbally illustrate a description so well that it takes place in someone's brain as if they're watching a movie.

Showing vs. Telling

This method is something that is taught to writers so that the reader stays planted in the story, but it can be learned to be used in conversations as well.

The method involves creating imagery through the use of sensory detail instead of just telling the reader what is going on. It helps the reader to be immersed in the story.

Anton Chekhov famously said, "Don't tell me the moon is shining. Show me the glint of light on broken glass."

Here's an example:

Telling: Lisa was afraid to go in the room.

Showing: She inched closer to the door; her body shook as she reached her trembling hand toward the knob. If they were in there, she'd be dead in seconds.

At no point did I tell you Lisa was afraid of going into the room. I showed you that she was. I allowed your brain to draw that conclusion, much like it does in every situation in real life. The story felt more real because you were in the moment instead of just being told someone was afraid. You'll also notice I increased the tension here, forcing the reader to wonder who the hell is in the room. More on this in a moment.

Here's one excellent example from Jerry Jenkins' blog:

Telling: The temperature dropped

Showing: Bill's nose burned in the frigid air. He squinted against the sun reflecting the white into his face.

Let's look at a few more examples:

Telling: Jillian was blind.

Showing: Jillian felt for the bench with her long white cane.

Telling: It was late fall.

Showing: Leaves crunched beneath his feet. Smoke from a faraway chimney rode past him in the breeze.

Telling: She was uncomfortable around him.

Showing: She stiffened as he tried to hug her.

Telling: The house was huge.

Showing: My whole family could live in the kitchen alone.

You'll see a pattern: the use of the words 'was' or 'felt'. These two words are commonly used when someone is doing too much telling and not enough showing.

Sensory details: Instead of vividly describing sensory detail, show the action that causes the sensory detail.

When you're showing things instead of telling them, this helps you to create a better image in people's heads. This leads to emotion. And when it comes to emotion, no matter how good you are as a storyteller, you'll never make an emotion appear. The emotion has to be developed and built from smaller elements like sensory detail and action.

If you could read someone's thoughts, are you smart enough to deduce what they feel?

This single sentence says it all. Think about this for a minute.

We get more return on investment by making someone *feel* clever. They not only deduced an emotion from the story, but in deducing the emotion, they are far more likely to *feel* it. This happens because they went through the motions in their own mind, in order to make that deduction in the first place.

We put them through the motions to feel the emotion. We don't offer up the end result and hope they feel it. Showing means that you're illustrating cause, and not effect. The causes are shown, the effects are implied - and felt.

When any story gets to a point where an emotional description is taking place, this is when you need to slow down your speech a bit to bring more attention to the story. Stephen King does this masterfully when speaking and when writing. The story begins to drag, and time dilates as the scary and emotional moments of the book happen.

EXERCISE:

> Come up with your own stock story that you can use in your life that involves positive emotions and also includes being very open about something.
>
> Let's assume your first attempt had a phrase that sounded like this: "It was one of those times you just feel completely open, and just celebrate life.

What's wrong with this one?

If you spotted the mistake, great job. It's telling instead of showing. Let's clean that up.

"It was one of those times where you just see yourself in someone's eye who felt like a stranger only moments ago. All those things people hide from the world were finally able to breathe - they could just come out into the open air."

EXERCISE:

> Come up with a story or part of a story you can memorize for later. It needs to involve being very focused. (You've probably noticed we're targeting aspects of the Six-Axis Model here.)
>
> Your first attempt might sound like this: "It was one of those moments where you just become completely focused and ignore everything else."

Hopefully you saw the mistake in this one. Telling too much. Let's repair this one and make it more powerful for the human brain that will receive it.

"And sometimes you have one of these rare moments where everything fades away except this one thing. Realizing what's important makes everything around it fuzzy and truly allows you to soak in what's truly vital.

Now you're going to create even more vivid imagery in people's heads. It's time to shift gears and learn deeply about creating conflict in stories.

KEEPING LISTENERS IN THE STORY

There are a few words that a professional editor will almost immediately search for in a book. These words are known to pull the reader out of a story. The goal of being a good storyteller is to disappear. As a writer, if someone realizes there is an author at work, then you've done your job incorrectly. As a writer, the more I can make the book disappear in their hands, and then vanish as an author, the more they will fall into the story.

There's a trick for keeping someone rooted into a story, and it's actually pretty easy to do. If someone knows who the story is about, even if it's only two sentences long, then there should be no need to illustrate who's experiencing the story. The listener should be well aware of who's in the story. Here are a few examples that show how amateurs might construct a sentence, and then

how a professional communicator might repair the thought to make it more impactful - keeping the listener completely absorbed:

Amateur: She realized she wasn't alone in the room.

Expert: She wasn't alone in the room.

Amateur: John saw the horses coming over the hill at full speed. He could feel the ground shaking under his feet.

Expert: The horses tore over the hill. The ground shook.

Amateur: Amy noticed the man's eyes locked in her direction.

Expert: The man's eyes were locked on her.

Amateur: He felt the warm coffee cup.

Expert: The cup was warm.

Amateur: He should have shaved, but he noticed the clock.

Expert: He skipped the shave. No time.

These all contain things called filter words. Filters typically involve sensory input; someone observing, noticing, feeling something. You could probably tell that in the examples above, the second (corrected) expression hits harder. This is because the moment that the filter words are injected, you're making the listener/reader aware that someone else is narrating the story.

Other words like can, should, could, and would, can also act like filter words. Let's look at a few more examples. How would you fix the following filtered statements to make them better? Try doing it out loud to build your muscle memory of speaking this way.

Watched: We watched as the car sped past us through the red light.

Gave: He gave her a pat on the butt after they exchanged vows.

Noted: When he came in, I noted the smell of alcohol.

Knew: I knew there would be no way out.

Felt: I felt like I needed to stop drinking.

Heard: I heard these massive jet engines roaring up.

Chose: Miss Taylor chose to ignore Tommy's behavior.

Thought: I thought the Christmas lights made the house look beautiful.

Could: I could feel his hand on my back while we spoke.

Looked like: She looked like she hadn't slept in days.

One thing you might have noticed is that learning to correct these sentences not only makes you a better storyteller, but it also makes your communication more powerful overall. You can train your brain to recognize these over time, and the results you see in other people will be astonishing.

My editor once sent me an email that explained this well. I'm going to paste the subject line right here so you can see for yourself.

"I noticed that I heard, so I turned, and I saw, realizing that I thought I observed too many filter words in this chapter."

CONVEYING CONFLICT

In any good story, there's conflict. Conflict keeps the reader focused on the story by causing both novelty and increasing the desire for expectancy - making us want to read more to find out if the hero survives being poisoned.

John Le Carre, one of the world's top spy novelists summed up the importance of conflict in a story so beautifully when he said the following words:

"The cat sat on the mat is no start to a book. The cat sat on the dog's mat is."

Earlier, we went back in time and listened to one of our ancestors, who was sitting near a fire with the other tribe members. We listened to his story of how he survived an attack by the saber-toothed tiger. His story was probably rife with conflict. No doubt about it.

Conflict was probably part of all the stories that kept our ancestor's attention. If they didn't listen to stories, they might miss out on critical information that could keep them alive. A simple two-sentence story about discovering that a particular berry bush was poisonous would have probably grabbed the attention of anyone back then.

If something kept our ancestors alive, they passed it down to us in their DNA.

Conflict has been in everything you've ever watched or read that was 'good'. Good introductions of conflict should do four things:

- It's something that doesn't happen often, if ever.
- The conflict causes the reader to ask questions about what's going on.
- The conflict is presented in a way that it makes the reader 'need' to find out what the resolution is.

This is similar to how a hook works when you're reading a book, or how they make people binge watch television shows. They leave you with an unanswered question. The occurrence you see makes you ache to find out what might be happening next.

It's not just horror movies.

The opening line of Charlotte's Web, for example, almost stabs you with a desire to find out what the heck is going on.

"Where is papa going with that axe?"

When conflict is introduced in any story, there are a few rules of thumb to follow to make sure it has the maximum impact. These are the tools I use in writing fiction, but they apply in equal measure when speaking:

- The conflict is sudden and confusing at first.
- The way conflict is introduced makes the listener/reader wonder what's going on.
- The story is told from the point of view of the person with the most to lose, or the most to learn.
- The resolution isn't given immediately.

When discussing point of view, the character you'll most often be referencing is yourself. This means that any story you develop, whether it's a sales letter, or a story you hone well to tell at networking events, should contain an element of conflict.

CREATING EMOTION

In this fourth and final element of captivating language, we need to understand how to create emotions in the people we speak to.

From TED Talks that make you think for weeks, to thirty-second commercials that somehow make you cry, emotions make stories more meaningful, and more memorable. When emotions are high, the hippocampus (the brain's memory formation center) lights up, doing its best to develop the memory in the most detailed way possible.

During a recent uptick in commercials that make you cry, the term 'sad-vertising' was coined. These commercials somehow make us emotional, and they seem to do it in a rapid way. Some of them are happy tears, and some make us sad - forcing us to reflect on the shortness of life.

Much like Hemingway's short story about the baby shoes, let's look at a few examples from writing to see how people are able to dig into our emotional warehouse so quickly. As you read these, and having gone through the previous training on creating something captivating, see if you're able to spot a pattern before we dissect the excerpts:

> "I know so many last words. But I will never know hers."
>
> — John Green, *Looking for Alaska*

"Papa's voice fit into a groove in my ear, deserted for so many years, now full of his timbre. How easy it was to recognize this once lost detail. There was a home for every departed thing."

— Ingrid Rojas Contreras, *Fruit of the Drunken Tree*

"I buried Little Ann by the side of Old Dan. I knew that was where she wanted to be. I also buried part of my life along with my dog."

— Wilson Rawls, *Where the Red Fern Grows*

"After you died I could not hold a funeral, / And so my life became a funeral."

— Han Kang, *Human Acts*

"And when we look in through the windows, all we see are shadows. And when we try and listen, all we hear is a whispering. And we cannot understand the whispering, because our minds have been invaded by a war. A war that we have both won and lost. The very worst sort of war. A war that captures dreams and re-dreams them. A war that has made us adore our conquerors and despise ourselves."

— Arundhati Roy, *The God of Small Things*

"You once told me that the human eye is god's loneliest creation. How so much of the world passes through the pupil and still it holds nothing. The eye, alone in its socket, doesn't even know there's another one, just like it, an inch away, just as hungry, as empty."

— Ocean Vuong, *On Earth We're Briefly Gorgeous*

"But maybe that's the way of life.... To understand things only after they'd passed, only once it was too late."

— Etaf Rum, *A Woman Is No Man*

"Her pen had a heart inside, and the nib was a wound in a vein. She stained the page with herself."

— Amal El-Mohtar and Max Gladstone,
This Is How You Lose the Time War

"I want to talk to her. I want to have lunch with her. I want her to give me a book she just read and loved. She is my phantom limb, and I just can't believe I'm here without her."

— Nora Ephron, *I Feel Bad About My Neck*

"She had tricked him. She had made him leave his old self behind and come into her world, and then before he was really at home in it but too late to go back, she had left him stranded there — like an astronaut wandering about on the moon. Alone."

— Katherine Paterson, *Bridge to Terabithia*

"Well-behaved women seldom make history."

— Laurel Thatcher Ulrich

"Travel far enough, you meet yourself."

— David Mitchell, *Cloud Atlas*

"Most people are nice when you finally see them."

- Harper Lee, *To Kill a Mockingbird*

"The only limits for tomorrow are the doubts we have today."

- Pittacus Lore, *The Power of Six*

What do these have in common? Is there some formula that makes people get emotional?

Turns out, there's a lot that can be learned from analyzing the most emotional books, commercials, movies, plays, and shows. I've spent a lifetime studying what makes people feel things, and how that can be harnessed. It is possible to dramatically increase the power of your language without getting a master's in fine arts.

There's a formula to making people feel something. There's a rhythm that our brains respond to. It is almost like a master recipe that hits all the triggers left in us from ancestors thousands of years ago.

To review the four qualities you're developing; they are:

- Develop focus
- Build imagery
- Convey conflict
- Cause emotion

> The first three elements here: *develop focus, build imagery*, and *convey conflict*, are the gateway to manufacturing emotion in others.

There are essentially five ways to generate emotion in conversation that we will explore here:

- **A shift in camera angle** - the event shifts perspective to relations to others, or the magnitude/shortness of time.
- **A shift in camera altitude** - the event shifts perspective, making someone realize how important and critical something is, or how small we really are.
- **Surprise** - something unexpected takes place.
- **Metaphor** - the emotion is conveyed through metaphor.
- **Comparison** - the emotion is compared to other times things have been felt.
- **Honesty** - raw and vulnerable expression.
- **Identity** - the emotion makes someone question who this makes them.

CAMERA ANGLE SHIFT

A shift in perspective horizontally to view a situation or action from a different viewpoint that makes the behavior appear more acceptable or desirable, while also creating an emotional spike in a story.

CAMERA ALTITUDE SHIFT

A shift in perspective vertically, drawing the viewpoint upward as if zooming out on a map. This assists the subject to shift to a big-picture perspective, and can be helpful in minimizing the significance of a decision or viewpoint, while also creating an emotional spike in a story.

> Some emotional moments contain all of the elements, but most often, you'll see only three or so elements in an emotional spike in a story.

A shift in camera angle means that perspective is being moved. When someone's awareness is suddenly shifted (surprise) toward thinking about time, scale, and relationships, we cause emotion. Emotion happens almost always with a shift in perspective.

As you know, perception and context both involve perspective. Your ability to modify perspective is important to modifying both the perception and the context parts of the Hierarchy of Action. A shift in perspective is often required to cause a subject to exhibit behaviors that are outside of their norm. Perspective-shifting is also very powerful when using methods for escalating behavioral deviance.

If you think back to the Pillars of Influence, you'll recall covering The Hierarchy of Compliance. From top to bottom of this pyramid, were perception, context, and permission.

SURPRISE

You already are well aware of the stunning power of novelty and surprise on the brain. It also helps here to drive focus onto the desired emotion.

COMPARISON

Metaphor is also commonly used in the examples above. It's a way that we can universally place an image in someone's head, and immediately tie that image to a deeply felt emotion. Metaphor is also used in hypnosis, and hypnotic language, which we will cover later.

HONESTY

With honesty, I mean that the conveyance of the emotional aspect of the story is raw, unfiltered, and lacking in all fear of social judgment. It often implies feelings of weakness, loss, or vulnerability that are outside the normal scope of social interactions. These unexpected revelations of honesty are also part of elicitation, which we went deeply into in the 6MX section. This expression of vulnerability, even if it's not directly about the operator, causes a similar revelation to come forward in the subject. If it doesn't it will still modify the Permission aspect of the Hierarchy of Influence to offer permission for this type of behavior in the conversation. This, in the elicitation section, is called informational altruism.

IDENTITY

With identity, as with honesty, the vulnerability of the emotional experience causes someone to question who they are. The impact of the event on them changes their perspective on how they see themselves. It makes someone question whether their self-image is accurate, and reassess who they are under these new circumstances.

Language is the thing that separates us from the animal kingdom in such a unique way. Your ability to leverage focus, emotion, behavioral patterns, and the power of our ancestors is heavily dependent on your language skill.

THE NEUROLOGY OF LINGUISTICS

If you think back to The Hierarchy of Influence Factors, you'll see why Authority took center stage at the beginning of your training. With all persuasion, the lower on the hierarchy a technique can travel, the more impact and power it carries. Language is vitally important, but pales in comparison to the rest of the hierarchy.

Neurolinguistic Programming (NLP) popularized language widely, and almost made it out to be the determining factor in therapy, influence, and persuasion. They seemed to ignore the majority of the Hierarchy of Influence and favored only the 'easy' to leverage linguistics portion. NLP was hit with major criticism for not being able to prove their claims. But it didn't start with NLP.

André Muller Weitzenhoffer—a friend and peer of Milton Erickson—wrote,

> "Has NLP really abstracted and explicated the essence of successful therapy and provided everyone with the means to be another Whittaker, Virginia Satir, or Erickson?...[NLP's] failure to do this is evident because today there is no multitude of their equals, not even another Whittaker, Virginia Satir, or Erickson. Ten years should have been sufficient time for this to happen. In this light, I cannot take NLP seriously...[NLP's] contributions to our understanding and use of Ericksonian techniques are equally dubious. Patterns I and II are poorly written works that were an overambitious, pretentious effort to reduce hypnotism to a magic of words." (Weitzenhoffer, 1989).

If you read the Wikipedia article on NLP, it's incredibly biased, stating that it's claims cannot be proven. For a moment, recall our examination of the Milgram Experiment on Obedience to Authority. If 'science' were to critique this, there's also no rock-solid proof that authority alone is responsible for the results of the experiment. In fact, asking for 'proof' of authority would be ridiculous. When it comes to humans, obedience, persuasion, and psychology, much of what works in real life cannot be 'proven' in a lab, despite millions of pieces of evidence and real-world results to show.

There should be enough 'evidence' to make this article read a lot differently, but there isn't. Briefly, let's investigate why.

LINGUISTICS

The human brain hasn't developed a structure for language...yet. There is no part of the brain that evolved to handle language besides a few small areas. There's a physical structure in the brain for visual processing. There's a physical structure for emotion, and there's one for memory.

We're born with emotions, memory-abilities, visual processing, and the capacity to both read and display nonverbal communication. We have to learn language, and it's tough.

Not having a dedicated physical structure for language in the brain tells us a few things:

- Your brain isn't built for language.
- Language is relatively new to us humans.
- Language isn't critically important to how we make choices.

In the brain, you can look at the areas that make it work by volume or size (choose either one), and then assign importance based on volume and size.

You can probably guess by now that the language 'center' of the brain isn't very big by either measure.

Let's briefly talk about the brain and how it processes language, just so we're all on the same page, and someone who has NLP tied into their personal identity or self-worth doesn't get offended.

Broca's area in the human prefrontal cortex and Wernicke's area in the human temporal lobe are the two most well-known cortical areas involved in the production and comprehension of speech.

Wernicke's area, found in the temporal lobe, rivals Broca's area as a major component in a model of neurologic language functioning. The function of the center is well agreed on, although its borders are sometimes disputed. In contrast to Broca's area, which serves the expressive aspects of motor speech, Wernicke's area is devoted to another major aspect of language—reception of speech.

The neural structures in Wernicke's area let us understand language, and also allow us to develop and understand concepts of language internally. While we talk, these concepts travel forward to the Broca's area so we can use our body to illustrate our point and use body language.

That homologs (similar structures in other animals) of these two areas could be identified in apes, monkeys, and prosimians with cytoarchitectonic criteria. This means that on a cellular level, these areas pretty much exist in these other animals as well.

The discovery of "mirror neurons" (a class of neuron that is important for understanding the actions of others) in the brain of macaque monkeys suggests that Broca's area evolved from an existing area in the primate brain. In the primate brain, this area's functions are considered precursors to language, and how we process and use it. (Suzuki, 2015) (Rilling, 2014)

Basically, inside a macaque brain, these neurons in the superior temporal gyrus that are in charge of discriminating between sounds from different animals are the precursors to the speech-related functions of Wernicke's area. (Rilling, 2014)

There's a part of your brain called the Temporoparietal Junction (TPJ). This thing takes a bunch of sensory data and tries to sort it all out.

In particular, it was proposed that the lateral part of the frontal pole cortex (area 10 if you're a brain nerd) in the human brain may have no correspondence in the macaque prefrontal cortex. (Burman, 2011)

Given the research that we won't go deeply into, the most likely thing that happened, that researchers also agree with, is that the expansion of the cortex leads to reorganization of the connectivity within the region, which eventually causes the formation of new cortical areas.

Resting-state MRI experiments, for example, have uncovered frontal-parietal networks in the human brain that seemingly cannot be found in the macaque

brain. Since both the prefrontal and the parietal cortex are expanded in the human brain relative to the macaque brain, the result is consistent with a scenario in which cortical expansions cause the reorganization of the cortex. The idea is elaborated by (Bucker R.L., 2013), who proposed that the expansion of the cortex can "untether" the hierarchical networks that are more commonly observed in sensory and motor cortices, causing densely connected, nonhierarchical networks to form in the expanded association areas. (Mantini. D., 2013)

Enough with all the science stuff - what the heck does this all mean?

Language is relatively new to us humans. The things that affected our ancestors the most had little to nothing to do with language. The Milgram Experiment is a perfect illustration of this. There were no 'secret language scripts' used to influence anyone. No one was hypnotized with special language. The experiment produced the profound results that it did because of what influenced our ancestors. Persuasion training that focuses heavily on language is not only backward, but it also won't get you the results you invested in this training expecting to achieve.

To use language, like sales scripts or NLP makes you an amateur at best, only getting acquainted with what influences a part of human behavior *the least.*

However, when you combine powerful language techniques, like the ones you're about to learn, with authority, confidence, behavior-profiling, and 6MX, you have a superhuman ability to influence. What you're about to learn are the most powerful language and influence tools in the world - but they still keep you in the little league without the other skills in Tradecraft.

THE POWER OF STORY FOR DELIVERY

Over the millennia of our species' history, we developed language. The primal reason to do this was to share information with each other. Over the centuries, we started to teach what we know to others. Sharing the location of a sabretooth tiger's den, for example, would be pretty important to know about. If a member of our tribe found a hoard of nuts and berries, that location would be important too. If an elder in our tribe was teaching us how to trap animals, or which plants you can eat and which ones will kill you, those are also vitally important.

This passing down of wisdom and knowledge is the reason you're reading this book. We survived as a species by sharing information, we thrived as a species by passing on knowledge.

The innate desire to obtain this wisdom and information is visible in every human baby. They experiment, test, observe, listen, and play. Imagine a generation of humans born without this desire to listen to wisdom...they wouldn't last very long.

This is why stories are so captivating to us all. We get unusually focused when a story sets off a few triggers in our minds. Many psychologists and researchers have been dissecting what makes stories compelling for an exceptionally long time. One book that popularized the concept of story structure was called 'The Hero's Journey' by Joseph Campbell in 1949. Campbell authored several books on what makes a story captivating to humans. He found that all popular stories follow a similar path. He named this path "The Hero's Journey."

In the Hero's Journey, the lead character goes through 17 steps, ultimately culminating in his success at the end.

In short, the Hero leaves the village, goes through trials, and comes back with a profound experience or treasure to share. Sound familiar? Fifty thousand years ago, humans would live in small tribes of a few hundred people. Imagine for just a moment that you lived back then.

A man in your tribe comes back with a huge animal to eat and tells you about the difficulties he endured, the traps he set, and the fight with the animal to kill it. It would be the most compelling thing you would ever hear. Not only is it interesting, but the information could also save your life. This is the reason that this story formula triggers our intense focus and interest. For a million years, we've been passing down information this way, and we are programmed to automatically respond to this story structure.

In academic circles, the hero's journey, or the monomyth, is the common template of stories that involve a hero who goes on an adventure, is victorious in a decisive crisis, and comes home changed or transformed.

Joseph Campbell describes this journey in his book, A Hero with a Thousand Faces, this way, "A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered, and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man."

This structure can be found in just about every movie you've ever watched, and every book you've ever read. It's common because it works to grab hold of our attention and focus in a way other stories, structured differently, simply cannot.

THE SEVENTEEN STEPS OF THE JOURNEY,
according to Joseph Campbell, are:

1. THE CALL TO ADVENTURE	Hero receives calling to the unknown
2. REFUSAL OF THE CALL	Obligations or fear prevent hero from starting the journey
3. SUPERNATURAL AID	Magical helper appears or becomes known

4. CROSSING THE FIRST THRESHOLD	Hero leaves its known world and ventures into the unknown
5. BELLY OF THE WHALE	Final stage of the separation from the known world
6. THE ROAD OF TRIALS	Hero must pass a series of test to begin the transformation
7. MEETING WITH THE GODDESS/LOVE	Hero experiences unconditional love
8. TEMPTATION	Hero face temptation that will distract from ultimate quest
9. ATONEMENT WITH THE HERO'S FATHER	Hero must confront the person that holds ultimate power in their life
10. PEACE AND FULFILLMENT BEFORE THE HERO'S RETURN	Hero moves to a state of divine knowledge (usually through some form of death)
11. THE ULTIMATE BOON	Achievement of goal
12. REFUSAL OF THE RETURN	Having found bliss and enlightenment in the other world, hero may be reluctant to return
13. MAGIC FLIGHT	Sometimes the hero has to escape with the boon
14. RESCUE FROM WITHOUT	Sometimes the hero needs a rescuer
15. RETURN	Retain wisdom gained on quest and the hero integrates wisdom in human society by sharing wisdom with the world
16. MASTER OF TWO WORLDS	Hero achieves balance between the material and spiritual (inner and outer world)
17. FREEDOM TO LIVE	Freedom from fear of death, causing hero to live in the moment and no concern for the future or regrets of the past

Many people have simplified the hero's journey into smaller chunks. One of them made it into eight parts which are:

- The Call
- The Threshold: Initiation and Transformation
- The Challenges
- The Abyss
- The Transformation
- The Revelation
- The Atonement: Return
- The Return

Of all the research and theory done on what makes stories compelling to us humans, they almost all agree that there are three large stages of the story that captivate us:

1. Departure
2. Conflict
3. Return

There's one thing about this that I haven't brought up yet. When we hear these stories, our brain automatically wants the hero to win. It's not something we have to decide, debate, think about, ponder, or consider. It's completely automatic, and it's embedded in our brains from millennia of evolution.

We want the hero to win so badly that when it doesn't happen, we get pissed off. Think about the last time you experienced this. A writer kills off a character you really identified with, or a hero loses in the end. It's infuriating.

"In laying out the monomyth, Campbell describes a number of stages or steps along this journey. "The hero's adventure" begins in the ordinary world. He must depart from the ordinary world, when he receives a call to adventure. With the help of a mentor, the hero will cross a guarded threshold, leading him to a supernatural world, where familiar laws and order do not apply. There, the hero will embark on a road of trials, where he is tested along the way. The archetypal hero is sometimes assisted by allies. As the hero faces the ordeal, he encounters the greatest challenge of the journey. Upon rising to the challenge, the hero will receive a reward, or boon. Campbell's theory of the monomyth continues with the inclusion of a metaphorical death and resurrection. The hero must then decide to return with this boon to the ordinary world. The hero then faces more trials on the road back. Upon the hero's return, the boon or gift may be used to improve the hero's ordinary world, in what Campbell calls, the "application of the boon."

Consider this: no one tells us the hero's journey is happening, and no one has to tell us to deeply desire for the hero to win. When our brains hear or experience something that follows the path of the hero's journey, they respond with focus, attention, and a burning desire for the hero to win the day.

In court, you can capitalize on this by bringing the hero's journey into the courtroom. No one will see it, but the brain still spots it unconsciously. When people in the courtroom are exposed to the hero's journey, their brains respond automatically without a shred of conscious awareness.

In order to do this, however, you must captivate the attention of your audience. Judge, jury, or arbitrator, they all need to be captivated in order to be persuaded by a story. This is true in writing, selling, interrogation, and even espionage work.

Creating a captivating story involves six fundamental steps:

- Introducing something unexpected to help capture the reader's attention.
- Ensuring that characters and situations are relevant and relatable for readers.
- Crafting vivid details of scenes so that readers can visualize events as they unfold.
- Crafting a narrative that evokes strong emotions in readers.
- Demonstrating narrative proximity so that readers can connect with the characters and their circumstances on some level.
- Concluding with anticipation of what will come next, leaving readers wanting more.

In order for a story to be captivating, the characters and situations must be relevant and relatable for readers. This means that the circumstances experienced by those in the narrative should reflect social issues or personal accounts that can connect with the audience on some level. Through creating common ground between readers and those in the story, they are more likely to invest emotionally in their journey. Moreover, when presented with a familiar setup, readers will more likely believe in its authenticity since it aligns with their own experiences. If a story is able to find connections between its content and what resonates within people's lives, then it has a much higher chance of engaging them on an emotional level.

Crafting vivid details of scenes in a story is important because it helps the readers to visualize events as they unfold. Being able to visualize the settings and characters gives readers a more immersive experience; this brings them into the narrative and helps them become emotionally invested. Additionally, when describing scenes with more detail, writers can set the mood of a scene or add tension and suspense to further engage readers. By providing these visualizations, a writer can create an even deeper connection with their audience.

Crafting a story that evokes strong emotions in readers is important because it helps to create an emotional connection between the characters and the readers. When readers can relate to the characters, their experiences and emotions, they become invested in their journey. Additionally, when a protagonist overcomes obstacles and achieves success, readers feel proud and inspired; this inspires them to pursue their dreams too. By creating stories that evoke strong emotions such as joy, fear, anger or sorrow, writers can create an engaging narrative experience for their audience.

Concluding a chapter with anticipation of what's going to happen next is important for storytelling because it keeps readers engaged and encourages them to keep reading the story. Cliffhangers add tension and suspense, which creates an urge to find out the outcome. This helps make the story more gripping and exciting, allowing readers to become even more invested in the characters. Additionally, cliffhangers can also be used to create a sense of mystery by hinting at an important plot element or event that will occur in the upcoming chapters. By introducing this anticipation, writers can ensure that readers are engaged until the very end.

GETTING THEM TO WONDER WHAT WILL HAPPEN NEXT

At the beginning of a story, you want to captivate someone's attention as much as possible by forcing them to ask internal questions in their mind. Take a look at a few of these examples of opening lines:

> "It was the best of times, it was the worst of times" - Charles Dickens, *A Tale of Two Cities*
>
> "Call me Ishmael" - Herman Melville, *Moby Dick*
>
> "Happy families are all alike; every unhappy family is unhappy in its own way" - Leo Tolstoy, *Anna Karenina*
>
> "It was a bright cold day in April, and the clocks were striking thirteen" - George Orwell, *1984*
>
> "Marley was dead: to begin with" - Charles Dickens, *A Christmas Carol*
>
> "If you really want to hear about it, the first thing you'll probably want to know is where I was born and what my lousy childhood was like" - J. D. Salinger, *The Catcher in the Rye*
>
> "Stately, plump Buck Mulligan came from the stairhead, bearing a bowl of lather on which a mirror and a razor lay crossed" - James Joyce, *Ulysses*
>
> "It was a dark and stormy night; the rain fell in torrents — except at occasional intervals, when it was checked by a violent gust of wind which swept up the streets" - Edward Bulwer-Lytton, *Paul Clifford*
>
> "Lolita, light of my life, fire of my loins" - Vladimir Nabokov, *Lolita*
>
> "All children, except one, grow up" - J.M Barrie, *Peter Pan*
>
> "124 was spiteful. Full of baby's venom." - Toni Morrison, *Beloved*
>
> "The man in black fled across the desert, and the gunslinger followed" - Stephen King, *The Dark Tower I: The Gunslinger*

"It was a pleasure to burn." - Ray Bradbury, F*ahrenheit 451*

"Where is Papa going with that axe?" E.B. White, *Charlotte's Web*

"When the man spoke, she became a hollow puppet - the part of her that remained with this man would do horrible things." - Chase Hughes, *Phrase Seven*

These opening lines cause uncertainty. They provoke a response of curiosity and wonder in the reader's mind - getting them to ask questions like, 'what the hell is going on here?'.

HOW TO SAY MORE WITH LESS: THE POWER OF STORY

BORROWED EMOTION:

We can borrow emotion from someone's previous experiences without ever knowing which experiences they've been through.

"Remember those moments where you lost your breath."

"All of those times that you cried..."

"One of those experiences that really makes you...."

One of those times where no matter how much you hold back, everything comes out. You just feel the years of emotion coming out and there's nothing you can do to stop it.

How can we evoke emotion from someone's past in as few words as possible?

"Those events that brought you to tears, heaving sobs..."

"Those crippling moments of emotion or those times when you feel so small compared to everything, and it reminds you how short life is..."

"One of those times you really come to terms with how short life is..."

"Every once in a while, we have those experiences that remind us how short life is.... just how little time we all really have..." (the word 'those' suggests familiarity)

"Even with all those powerful emotional moments in your life..."

"You get a chance to know someone well enough to realize there is this incredible connection there, and you never see them again..."

Let's change these up a bit...

"It was really one of those moments that matters in your life. Where everything comes together to show you just how short life is."

What was different about this statement?

We moved the emotional reveal to the **end**: it's a right-branching sentence. It's also a change in camera altitude - making small things (like our daily choices) seem less significant.

Let's take a bad vs good example in speech:

1. When she died, I didn't know what to do. I was so raw when it all happened. She gave me everything and I never realized I hadn't thanked her. We were so close growing up.

2. We were so close growing up. She did everything for me, and it took me a long time to realize I never thanked her. She died and I lost the chance.

JOURNEY - CONNECTION - REVEAL

We can speak about people in general to make someone identify (internally) with what we are saying.

> "So many people spend their lives wearing a mask; going to work, posting online, shopping, attending barbecues... with just a few of these (or should we say those) tiny occasional moments of openness, when everything is totally open. It's sad it usually takes one of those extremely emotional events to make someone completely let it all go. Every once in a while, someone (sp) is able to pick their head up and realize they can live exactly how they want to; not just when bad news arrives - who the hell (ep) would want to wait for that to live life?"

HOW POWERFUL IS LOSS?

The fear of loss is so powerful that it shows up equally in the brain scans of people when thinking of losing their children *and* their iPhone alike.

PAST EVENT RECALL

When we bring up memories of specific events and circumstances, our brains don't just bring up the memory alone. Many of our memories contain millions of data points about context, social setting, expected behaviors, and feelings. As an operator, you can leverage this by bringing up memories of common events that are likely to have a predictable set of associated 'accessory' data stored with them.

Serena Williams is one of the most talented tennis players of all time. She knows the game, and she wins championships because of her skills, and the behavioral patterns her brain and body have memorized to play the game.

If we were to ask Serena to lay down in an FMRI machine (a brain scanner that can read brain activity in real-time), we could potentially get a peek at what's going on in her head during a match. Let's assume we asked her to

climb into our FMRI machine, and she agreed to do so. We slide her into the machine and then begin asking her to go through a game or two in her mind.

Initially, we might assume we would see the memory centers light up while she recalls all this, and maybe the occipital lobe, where we process visual information, as she recalls a recent match.

Surprisingly, when we ask Sabrina to go through the previous match, her somatosensory cortex starts lighting up like crazy, and her visual cortex passes data back and forth to her muscular control systems in rapid bursts. Her brain isn't just remembering the match, her brain is replaying it! If one imagines something with enough detail, there's no difference between reality and memory in the brain.

> The brain treats the vivid recall of information as if it's a current experience.

For instance, think about your elementary school classroom for a moment. What color was the wall behind the teacher that you're thinking about? How was the teacher's desk positioned in the room? What did your desk look like?

If you went through this little exercise, you probably are also now able to remember details that you didn't know you knew about that classroom. This is residual electrical activity that we spoke about in the section on neuroscience of influence. Since you sent your mental file clerk down to this 'section' of memories, they will hang out there for a few more minutes in case you need anything else. For example, now that your file clerk is somewhere back in childhood, it would be easier for me to ask you to describe a different memory from childhood since the file clerk is hanging out in the same area.

But what if electricity wasn't the only residual thing that comes along with this memory exercise?

If you can get a subject to process something like an elementary school classroom, there's also all kinds of behavioral patterns that were at play in that person's mind during this time in their lives. Memorized behavioral patterns for being in elementary school might contain things like:

- Be responsive when an authority is speaking (teacher)
- Do what the other kids are doing in class to conform
- Listen carefully when the authority figure is speaking
- When someone speaks with authority, do what they say immediately
- Don't question the authority figure

Since most of us have behavioral patterns like this one that we followed in elementary school, triggering regression to a young age at school, and centering that recall around being physically in the classroom is likely to bring

up all kinds of behavioral patterns. We cannot predict every pattern that will come up, and in some cases, a memory of bullies or abuse may arise. This is where your behavior profiling training kicks in immediately – being able to recognize the moment this starts and redirecting the conversation to another topic without hesitation.

As an operator, weaving this memory recall into a conversation is easy. You already have skills far above average to get this accomplished. Using elicitation, for example, will make getting to even more sensitive areas more sophisticated and easier.

In only a few moments, you've made the file clerk retrieve information that seems innocent and playful about an elementary school classroom. But you've also triggered several unconscious behavioral patterns in the subject that they are wholly unaware of. These behavioral patterns being so 'close to the surface', they are more likely to be followed, especially if they are rewarded by the operator using things like complimenting the subject's 6MX Needs and reassuring the subject based on their 6MX Decision Map.

I want you to imagine for a moment that you've just done this with a subject, and you skillfully asked a few more questions to ensure the memory isn't just recalled, but made to be vivid in the subject's mind. The more vivid you've made it, the more behavioral scripts will come to the surface. Now that the subject is on the cusp of running these behavioral patterns, you, as the operator, can trigger them by speaking briefly like a teacher might, or even using their name in only a slightly authoritative way such as a teacher might use it. The subject will respond to these, and other behaviors that are associated with teacher-like authority in a whole new way, thereby changing their perception of you on an unconscious level. Once a subject responds and acts on a behavioral pattern such as this one, the behaviors continue into the future.

Here's the quick way to bring this into reality for you, and a way you can begin using it starting today. Follow these steps to figure out how to leverage this appropriately in conversations:

1. What is the desired behavioral response I need from the subject?

2. What is a common memory that most people have where these behaviors were expected, necessary, or built-in?

3. How can I bring this memory to the surface skillfully in the conversation and ensure that it is vividly recalled?

Let's walk through a few scenarios where an operator might need to use this method to obtain behaviors on the Six-Axis Model:

THE POOL PARTY

An operator needs to level up Openness in a subject. So, the operator uses elicitation and storytelling to bring up the topic of going to the pool with friends. The subject recalls a similar experience about a party they attended

at a pool recently. The operator asks them about the experience in a way that makes the memory of the event more vivid in the subject's mind.

Since the operator initially observed positive behaviors when the subject recalled the pool party, the operator then began to use elicitation and conversation skills to make the experience/event more vivid in the subject's mind. As this happened, the behavioral patterns of being present and in-the-moment at a pool party began to surface in the subject's mind. The operator then used a Needs Compliment to amplify the feeling of openness.

- "How did you get this open? So many people are so closed off. I had social anxiety as a kid, so I had to work on my ability to just let go. Was this something you learned, or have you always been like this?"

Let's break down what happened in this situation, so the next examples make more sense:

- The operator mentioned swimming pools - this could have been a passing statement, or a fishing attempt to see if the subject would respond with something positive.
    - This could easily have triggered a childhood memory in the subject, and the operator would have gone with it. In this case, the subject had a more recent memory that came up.
- The operator recognized the recent 'pool party' memory also contained positive feelings and enjoyment by using 6MX. The operator then decided to use elicitation to make the memory more vivid.
- The elicitation brought more details forward from the subject. These details helped to make the memory more present and vivid in the subject's mind.
- The operator, knowing the behavioral patterns associated with being at a pool party were close to the surface, used a technique to help them pierce the barrier between thought and action.
    - They used a statement that centered around openness (what we might expect from people at a pool party).
- The compliment on openness brought the behavioral patterns of openness through the Behavioral-Brain-Barrier.
    - The behavioral pattern of openness went from the file clerk simply being nearby to being a behavior that the file clerk decided to open quickly. This occurred because the file clerk is a little bit lazy, and only decided to open this behavioral 'file' because he/she was already so close to that file cabinet.
- The operator sent the file clerk to a specific cabinet, then used one simple technique to cause them to withdraw a behavioral file and begin to run it.

REGRESSION

The term regression refers to traveling back to an earlier time such as childhood.

Regression is used in therapy and the mental-health profession to assist patients in recovering from childhood trauma, and in dealing with issues that occurred during childhood. Regression is simply a walking back to childhood using either suggestions from a hypnotist or probing questions designed to cause the subjects to return to a childish state.

Regression can create childish behavior in almost anyone. When thoughts of childhood are vivid and distractions are minimal, thoughts and behaviors begin to become more childish. This means we're leveling up Openness, Suggestibility, and possibly Connection on the Six-Axis Model. Regression makes us all more vulnerable.

A typical clinical-regression scenario involves patients being placed in comfortable chairs and given instructions to perform a series of mental tasks to activate all of their childhood memories and emotions. Some therapies involve having the patients speak like children or draw pictures of their homes with crayons. As for behavior engineering, we can create a similar mental atmosphere and use the benefits of regression without having subjects enter a clinical setting.

The methods used here for regression represent only conversational devices and are by no means intended to be used as therapy of any kind.

Once regression is taking place, you can spot it by watching the facial expressions and voice tones of subjects. The cheeks will rise slightly, the forehead will have a slight lift, and the voice will sound slightly more childish. Knowing when it's working will help you determine your own successes as you progress in training and help you determine when to increase regression, if needed.

As with the other methods you are learning here, simply discussing or eliciting the information is usually enough. With the law of associated memory, activating one small part of the brain will also trigger parts around it. If you can perform an action to activate one part of the brain, you can start to light up the areas surrounding it.

EXAMPLE SITUATIONS

What follows are a few short examples of how stories can bring up desired behavioral scripts in subjects. In different situations, you'll want to lean harder on some of the Six-Axes than others. In the Six-Axis chapter, this is explained in detail, with examples of when to prioritize certain axes based on the situation. In interrogation, for example, focus and compliance are far more important than openness and connection. As you read through these examples, try to imagine which scenarios they would best be leveraged in.

The Doctor's Office

Going to a doctor's office is an almost universal experience. However, numerous studies have been done that suggest being in the presence of doctors triggers a hyper-responsiveness to authority, and an increased feeling of trust and compliance. Using a descriptive story about a doctor's office visit, wherein the subject is able to visualize themselves in the scene, has a high likelihood of bringing residual electricity to these memorized behaviors and patterns. These scripts that are inherent in our society can then be leveraged to bring up compliance, suggestibility, and expectancy.

(Bishop, 1934) (Fortenberry, 1978)

The Principal's Office

Getting told to go to the principal's office was never fun as a child. It's a memory that many people share that usually involves a hyper-compliant state. Getting a subject to detail an experience from their own life can bring up vivid memories and behavioral scripts. Your skill in elicitation and questioning will come into play here to guide them to positive aspects of the story, avoiding a negative light being cast on authority in general. In some cases, the subject may steer into a negative topic regardless of how you attempt to keep them positive. When this occurs, simply re-frame the authority as unjust and ensure it's disconnected from you by using external referencing (ep), negative GHT of the subject, and Negative Dissociation.

Meeting the Mentor

We all have memories of getting deep-level wisdom from some older or wiser figure that, even if only for the moment, was a mentor. Allowing a subject to share a story about a time like this in their life brings up behavioral scripts of openness and connection, but also targets suggestibility on the Six-Axis Model. I've found that elicitation methods are best for this. In particular, the 'Informational Altruism' method is very effective for getting this outcome. As you might recall, informational altruism involves sharing a story first, so that the permission is in place for a similar story to be shared by the subject. Mentioning a time in your life when you were guided by the wisdom of a mentor, followed by a provocative statement such as, 'I bet you've had someone pull you aside and change your life before as well.', goes a long way toward allowing their story to be more descriptive and detail focused.

THE CONSISTENCY HACK

No one likes being seen as inconsistent or dishonest.

If we make a public remark about what we think, who we stand for, or how we think, we will do almost anything it takes to make sure we are consistent with that. We'll back those words of commitment up with our behavior.

It's not just our reputation, but also our self-image that is on the line. We also don't want to think of ourselves in a way that suggests we're inconsistent.

Dr. Robert Cialdini, a researcher in the psychology field of influence, found this to be not just a tendency of humans, but almost a tool that could predict behavior every time.

When someone makes a commitment, it narrows their future behavior into a hallway of the commitment they just made.

Let me show you how powerful this thing is...

YARD SIGNS AND CONSISTENCY

In one experiment, people were asked to do something small, like placing a very small 'safe driving' sticker in the front window of their house. Weeks later, the people who put the sticker in their house were exponentially more likely to agree to place an ugly sign in their yard about safe driving. When asking people who had never met them before (who had no idea about the sticker at all), almost no one agreed to place the sign in their yard. The people who agreed to the safe driving sticker almost universally agreed to put the ugly sign out for all to see. This is a classic demonstration that once they agreed to something small that suggested they supported safe driving, they would continue down this consistency hallway toward a larger commitment. This is sometimes called the 'foot in the door' technique. (Freedman, 1996)

PRISONERS OF WAR AND BRAINWASHING

The same consistency principle can be seen in American prisoners of war. During the Korean war, the Chinese used this method to get captured soldiers to become anti-American, anti-war 'collaborators'. They would ask them small questions to begin with. The questions seemed innocent, but with every question they answered, they were building a hallway of consistency that is extremely hard to escape from.

First, the Chinese would ask the captured soldier if the United States is perfect. Of course, they would answer like anyone, and admit that it was not. All the soldier had to do was write down this statement onto a piece of paper. Days later, they would come back to the POW and ask him another question, "What is one problem with America?" The soldier would usually write something down that was inconsequential, but it was a problem. Each day, they would be asked to add to the 'problems with America' list. Over time, they Chinese interrogators would show these written statements to the other POWs to make the behavior normalized much faster.

Soon enough, the POWs began writing much larger issues with the United States down. Their identity began to change. They made public comments and agreed that they had specific beliefs. They also did it in the presence of other prisoners - by making the commitment public, they were able to give it even more power.

When we make agreements to follow along with small requests, we are building a commitment hallway through which our future behavior will have to travel. Our public image is on the line. Our *self* image is on the line.

You'll start to see this behavior everywhere you look. Even writing a review on Yelp for a restaurant uses this principle. They allow you to jump right in, then they congratulate you for agreeing to write the review. As you're typing, there's even text in the typing area stating, 'Keep those fingers rolling, you wizard of words!'

Then, when you go to post your review, *that* is when they tell you that you have to have an account. Your agreement was made step by step, and then they let you feel the fear of having lost the work you just performed. This is the principle at work.

LEVERAGING CONSISTENCY WITH LANGUAGE

Remember that consistency is a form of a life script. As always, remember the four rules of scripts here when dealing with subjects:

- If a script is interrupted, **focus** is created.
- If a script is borrowed from someone's past experience, **predictability** is created.
- If a script is borrowed from ancestors, **automation** is created.
- If a script is openly discussed, its **power is lessened**.

After several years of experimentation, I discovered how this can be applied in conversation in a powerful way.

Only moments into a conversation, imagine saying the following words:

> "I just have to ask. How did you get this open? So many people are so closed off these days. You're just totally open. Was this something you had to learn or were you always like this?"

Since almost no one will respond to this question by telling you they are totally closed off and anxious, they will answer the question positively. The moment you get them to answer the question, you're forcing them to build an identity hallway - making that small commitment of how they will behave in the future.

This one method is so powerful that I have seen it work every time that it has been used with confidence. I want you to be able to deploy this at a moment's notice. Since language techniques primarily leverage Focus, Openness, and Connection on the Six-Axis Model , let's go through several examples you can try this week.

LEVERAGING OPENNESS WITH CONSISTENCY HACKING

> "You know what? I had social anxiety as a kid. I had to learn to open up to people. But you're so open around everyone! Did you have to learn this, or have you always been like this?"

This method used admissions of fault to soften the compliment. You'll also notice that we're using Informational Altruism from the elicitation techniques you learned in the 6MX system.

> "There are so many people I talk to that are so closed off. I have to say it's a breath of fresh air to be able to speak with you today."

This method utilized agreement. The subject will no doubt agree that there are a lot of closed off people. By making this agreement in their mind, they have also agreed that they are NOT in that group. We followed this by insinuating that they were completely open, instead of outright saying it. This might be more effective if someone is lower on Openness than usual.

> "One thing I've noticed more and more is that people are so afraid of judgment. Like they can't just let go and be themselves. Why do you think this has got to this point?"

Again, we're insinuating and forcing them to agree they are not a part of the group of people that we're talking about.

LEVERAGING FOCUS WITH CONSISTENCY HACKING

> "Seriously, how is it you're able to tune everything out and check in like this? That's so rare to see."

> "I talk to so many people who can't sit still and focus for a bit. It's refreshing to see someone who's so present and tuned in."

> "I have to ask. Have you always been this focused when you speak with people? That's such a rare quality to have. I had to work on it for sure."

> "How did you get to this point where you are so checked-in when you speak to people? So many people would have been checking their phones and stuff by now."

LEVERAGING CONNECTION WITH CONSISTENCY HACKING

> "How is it you connect so well with people? I mean, so many people you meet nowadays (ep) are just disconnected from the people around them."

> "I have to ask. How is it you built a connection with me so fast? I usually don't trust anyone, and I'm not the type that can connect with people until I really get to know them."

These statements all work on three key principles:

1. The person is (mostly unconsciously) agreeing that they have a certain characteristic.
2. The person is agreeing that they are not part of a certain group of people.
3. The person is making a verbal commitment that they typically behave a certain way.

Simply complimenting someone on a trait makes that trait more likely to come forward. Experiment with these. I think you will discover the tremendous and immediate shift in behavior they can produce.

NEGATIVE DISSOCIATION

When interacting with subjects, you may want to eliminate one or two of their negative traits. Perhaps you are seeing them exhibit such traits or you're preemptively deciding to ensure that subjects don't display them; both are reasons to use negative-dissociation techniques. These techniques are powerful with or without having the subjects in trances, as all linguistic methods are. There is a very simple and easy formula for giving statements that create negative dissociation:

1. Pick a topic or a group of people your current subject has negative views about.
2. Use a presumptive statement or observation about those things or groups.
3. Attach the negative thing to whatever quality you want the subject to either not possess or completely suppress in your presence.

This may sound complicated, so let's unpack this formula. It's simple and powerful once you've done it only a few times. It becomes second nature rather quickly.

Let's assume your current subject doesn't like lazy people and that you learned this through a passing comment the subject made, regarding how a strong work ethic is what keeps businesses running well today. Understanding that the subject values a strong work ethic, it is safe to assume the subject possesses negative beliefs (to some extent) about lazy people. In this conversation, let's assume you want the subject to completely focus on your words and actions and to tune out the outside world while you speak. Here is an example of what a basic negative-dissociation statement would look like:

> "And it's so amazing that every time I had lazy people working for me, they all had the same basic traits in common: they weren't able to focus on something important— everything out and completely focus on one thing."

In the above comment, you can see how you have taken the subject's negative beliefs about laziness and tied them to something you don't want the subject to have or do. Let's look at a few more examples:

A subject has expressed a hatred of horrible drivers on the road, how careless and inconsiderate they are. The subject used those specific words to describe them, so you identified them as Negative Adjectives from your 6MX training. You know you can now use them to reference something negative as well, to make the subject more likely to identify personally with your description.

Your operational goal with this subject is to create trust to get him or her to reveal a secret or a password. The next step is to identify what qualities you do not want the subject to have. This, in turn, will amplify the opposite of those qualities which you do want the subject to have.

You want the subject to show trust and openness and to let his or her guard down. You have the ingredients to make the negative-dissociation statement now. Here's an example of what a simplified negative-dissociation statement would look like:

> "And I completely agree. So many people being so inconsiderate. It's almost as if carelessness is the norm now. Every time I see that on the road, I'm infuriated. Every time I meet people like that, they all seem to be the most closed-off and untrusting people. They don't trust anyone because they feel as if no one should trust them. They are just closed up and don't ever let their guard down— very authentic."

In this example, you can see how you have taken the subject's words (their Negative Adjectives) and used them to remove an unwanted quality.

The next example shows how you can begin using compliance techniques in the statements. Compliance suggestions can be woven into any linguistic method you learn.

The subject has expressed a love for reading books. The subject also made a passing comment a few moments ago about how illiterate our culture is becoming. You probably already identified a potential Intelligence Need from 6MX. If you did, great job!

The operational goals with this subject are compliance and obedience. You may need to recruit the subject to provide information or simply keep the subject as an obedient resource to use in the future, should you need something.

You want this subject to be compliant and obedient and to see your suggestions as commands instead of something the subject would normally have the option of turning down. Here is what you might say in this scenario:

> "It's extremely shameful. So much media breaking down the desire for people to read and become educated. Every time I meet people who brag about how little they read, they always come off as so selfish and unwilling to let go and just take in the information that is important. Those types of people always seem so unwilling to listen to a conversation for more than a minute, much less do what's asked of them."

In that example, you used the subject's words again and changed their perception of how helpful he or she might be in the future toward you. This

utilizes the priming effect if it's done in the beginning of an interaction. Talking negatively about any state you do not want subjects to experience is a form of negative dissociation. Even if you haven't heard subjects speak negatively or positively about any subjects, you can preempt their behavior by using negative dissociations early, later adding in qualities you do not want displayed during the interaction.

POSITIVE-ASSOCIATION TECHNIQUES

The positive-association method works very similarly to the negative-dissociation method. In the positive-association technique, you simply take qualities that subjects value or a group of people they admire and attach the disliked items linguistically to qualities you want them to display. The formula is similar to negative-dissociation, just in the opposite direction - we're not sending them away from a negative behavior, we're sending them toward a behavior we want them to exhibit:

1. Pick a quality a subject likes, a group the subject admires, or a trait the subject thinks is important.
2. Use a presumptive statement about what you've picked.
3. Attach the positive feeling to a feeling or condition you want the subject to have or be in.

Positive Association Example:

Let's assume your subject describes a personal love or deep appreciation for art.

Your initial goal with this person is to level up their Focus on the Six-Axis model.

Your choice of feeling here could be focus, intensity, curiosity, and attention:

> "That's incredible! I know so few people who can appreciate art. I've noticed that all of them seem to be so much more genuine and able to focus on the people around them."

In this example, you used the word genuine. Since nearly all people in the world agree they are genuine, you are using this to tie in more than just your current subject's love of art. As soon as the subject accepts the appreciation of art and agrees with you about being genuine (in his or her mind), the subject will naturally and automatically follow whatever positive quality you happen to staple onto the end of the statement. The method using this behavior-prediction technique is covered in detail later.

Positive Association Example:

Your subject, wearing an expensive watch and new shoes, makes an effort to talk about a new car he recently purchased.

You can reasonably assume that the subject appreciates the 'finer things'. Whether the subject is disgustingly superficial or has come from poverty is

irrelevant—the way the subject views their own choices is the only relevant issue in influence.

Your goal with this subject is to develop Connection and Openness. Say something similar to the following comments:

> "I agree. It's so refreshing to see someone who appreciates the finer things—people who are just completely open and don't put up barriers to the world."

In this example, you have tied one of the subject's "identity statements" to the quality you want the subject to have while they are with you. It should also be noted that you have added a small reference away from a negative at the end to solidify the statement.

Positive Association Example:

A subject is known to volunteer at homeless shelters and frequently gives money and time to local children's hospitals and shelters.

Without an overt verbal indicator, we can assume the subject considers himself or herself to be bighearted and caring. A verbal confirmation isn't always necessary.

Your goals with this subject are to develop Openness and Connection. You might say something like the following:

> "What an amazing story. You know, there are so few people with the kind of heart you have. Every time I meet people who are just caring and so selfless, it's so amazing how connected they are with people—just so trusting and genuine."

Again, you used the word genuine. Doing so tied the desired action to the self-belief already held by the subject.

With these methods, you'll notice a trend developing.

You're gaining gradual agreement about who they are as a person, how they interact with people in general, and what they believe about the world. As they gradually continue to make agreements, you'll notice that the behavioral changes you can produce become increasingly extreme.

With these, you'll find several examples in the resources section, and you'll also see these techniques being woven into the coming sections when we take influence to a completely new level.

Here are two more (slightly advanced) methods you can take word-for-word and start applying in your next meeting:

> "When you see *something absolutely fascinating* (op), is it something you just connect with (bfp) immediately, or are you the type that might take a few minutes to make sure *this* (op) is something you want?"

"It's sad how little we meet really authentic (sp) people. So many people wear masks for no reason now days. Like they are afraid the world will hate them if they just - become real and open. You know?"

LINGUISTICS MASTERY

> Language has only one essential goal: to direct electricity.

Almost everyone you've ever encountered uses language in a way that is almost accidental; they aren't consciously shaping their language to direct electricity in the brain.

When you cross the threshold into learning how to leverage linguistics, you'll never use (or hear) language in the same way again.

Words have tremendous power, but much like electricity, if they are not harnessed and delivered to an audience in the right way, they become nothing but a means to deliver information.

The study of neurolinguistic programming swept the nation decades ago but has reached a lull. Neurolinguistic programming (NLP) was originally created (discovered) by Richard Bandler and John Grinder in California in 1973. Both men were pioneers and contributed significantly to the field of influence and therapy. More importantly, they created a system that prompted more questions to be asked about the efficacy of traditional therapy models. Their system asserts that there is a direct link between the auditory language we hear and the neurological functions in the brain. This assertion has since been effectively applied in psychotherapy, hypnosis, and several cognitive behavioral therapy practices around the world. While NLP receives scientific criticism for what seems to be a lack of empirical validity and the misappropriation of terms, it is a system designed for organic interactions and cannot be fully measured in a laboratory (Witkowski, 2010). (Bandler, 1975)

Much of NLP is based on the exceptional work of a masterful practitioner named Milton H. Erickson. Erickson was a psychiatrist and hypnotherapist specializing in family therapy and was the founding president of the American Society for Clinical Hypnosis. Erickson firmly believed that the unconscious mind is always listening and that even if a subject is not in a trance, linguistic suggestions can be effectively delivered and received at an unconscious level.

All language has an effect on the brain. Our neurochemistry is changing every single moment we are in conversation or listening to language. The landscapes of those neurochemicals can drastically change in the blink of an eye if linguistic stimuli create a reason for them to change.

There are several chemical and physiological components that work in tandem to create our experiences and, specifically, our experiences of language. If someone were to tell you not to think of a red cat, your first response would be

to think of a red cat. To process information, our brains *must* bring it into our experiential awareness before we can consciously delete it or decide not to think of it.

When you tell a story to a subject about a happy event, the subject must (even if to a small degree) internally process the emotions and feelings within the story to make sense of it. Any communication involves the internal processes of the listener. A compelling or interesting movie has this ability to put you in the character's mind - causing you to experience the levels of emotion, arousal, and excitement that are on the screen. Any well-told story captivates listeners to the extent that they become involved and process the emotions alongside the characters in the stories.

Within an organic conversation, there are several ways to influence emotions and thoughts.

The words you use can form vast landscapes in subjects' minds; the way you use that language dictates the beauty, color, and context of that landscape.

TONALITY

With nonverbal communication composing over half of communication, tonality is extremely important in communicating the right message. Consider how the following phrase sounds with the emphasis put on the different (underlined) words:

- ***I*** didn't say that we were going to steal the car.
- I didn't ***say*** that we were going to steal the car.
- I didn't say that ***we*** were going to steal the car.
- I didn't say that we ***were*** going to steal the car.
- I didn't say that we were ***going*** to steal the car.
- I didn't say that we were going to ***steal*** the car.
- I didn't say that we were going to steal the ***car***.

There is a subtle sub-level communication taking place, indicating a different meaning in each sentence.

The tone of voice you use to communicate and the emphasis in your voice will have a tremendous influence over the conscious and subconscious minds of your subjects. Authority is often communicated in a downward tone. Ending a statement with an upward inflection implies uncertainty and a need for the subject to confirm your thoughts to you. Your tonality will be emphasized in almost all of the coming lessons on linguistics. It is the ammunition that fits in every weapon you use. When speaking with hypnotic tonality, the ideal scenario involves the subject becoming compliant and relaxed. A high-pitched tone does not accomplish this. A hypnotic tone of voice in any scenario should be low in tone and high in vibrational resonance.

If you place your hand on your lower chest and say "ninety-nine," you should be able to feel a vibration when your 'hypnotic tone' is present. Of course, not all your communication will use this tone. This specific tone is what you will use to plant hidden messages in conversations, which we will cover shortly.

USING PAUSES

As you will learn in a moment, using pauses *before* and *after* key phrases and commands will enhance the power of your words in subtle ways that can bypass the conscious mind.

Pauses give you the opportunity to implant messages inside your speech. Your pauses can be used to accentuate these messages to the unconscious/ subconscious mind or can be made during the respiratory cycle once you've matched your breathing to a subject's.

However, although pauses can be powerful, there are also specific times when pausing can severely detract from how effective a technique is.

HYPNOTIC LANGUAGE

Though we may be using the term hypnosis, all communication that is persuasive and controls a subject's imagination and emotions can be said to be hypnotic in nature. As you progress through this section, the phrases given as examples can be used anywhere. These examples will be applied to upcoming lessons, and they will continue to have a compounding effect. The examples of scripted language and phrases will continue to become larger and more focused on outcomes as you progress.

Words direct the attention of the conscious and unconscious mind. Most people use language in a way that feels comfortable to them, a way that does not require much effort. To achieve mastery, you must use language so that the words are selected, sharpened, and deliberately used to change the direction of thoughts.

Your language has three main goals:

- Directing electricity
- Producing emotions
- Maintaining focus

When you remember a past event, your thoughts drift to the emotional content of the event you are remembering. When you listen to a story about an emotional event experienced by someone else, your thoughts and emotions drift in much the same way as if you were remembering your own experience. This principle accounts for about half of the influence tactics you will employ as an operator.

Let's consider one example:

If you want a subject to be highly curious about discovering something new, you will need to first send plenty of electrical activity to those emotions, memories, and behaviors that surround curiosity. You would need to prime them *early* for the deeper level of curiosity that you want them to feel later.

For this scenario, you can do several things to send the electricity where you need it:

- Ask the subject a question that causes them to remember a time they were curious.
- Vividly describe a time you were curious.
- Discuss an article you read about the way that people start to become curious about something; vividly explain the processes that you want them to go through.

All three of these actions would send electricity to areas that would cause the subject to mentally walk through the process of becoming curious, or to retrieve memories and behavioral scripts from times that they were curious. If you were to layer in the techniques of advanced linguistics, which you're about to learn, the results would be drastically more effective.

HOW TO SPEAK LIKE A HYPNOTIST

In clinical hypnotherapy, there are a powerful set of language tools, that as you progress through training, you'll be able to naturally and easily weave into your language. A person can start to realize how effortlessly some of these linguistics can flow into your normal way of speaking. In clinical work, there is more of a focus on therapy, which gives a clinician permission and context to be able to use linguistics that would otherwise be unusual or strange during a non-therapeutic conversation.

Let's examine how a clinician might use hypnotic language, and then expand on the capabilities of what that language can really do.

FOCUS-DIRECTING PHRASING

All questions direct focus, whether internal to the subject, or presented by an operator. Here are a few examples to start you down the path to developing both familiarity and comfort with including these in your everyday language.

- Can you...?
- Do you...?
- And would you like to...?
- Does...?
- Will...?
- Are you becoming more aware of...?
- Notice...
- Sense...
- Feel...
- Your unconscious...
- Hear...
- Smell...
- Taste...

- Listen...
- Remember...
- Imagine...
- See...
- Experience...
- Pay attention to...
- Wonder...
- Choose...
- Let your...
- Let yourself...
- Finally allow yourself...
- You can finally...
- And you can just...
- And beginning to notice...

CONTINGENCIES IN SUGGESTION

This is defined as taking advantage of an action or event that you know will occur and tying it to a future experience in the subject. It takes advantage of the fact that the therapist can reasonably expect certain things to happen and preempt them by tying a suggested action occurring while the expected thing takes place.

For example, a therapist may say something like, "As you feel the release of that breath in a moment, you might recognize that you're beginning to feel even more relaxed."

- While you... you can...
- When you... please...
- Don't... until you....
- You won't... until...
- Why don't you... before you...
- The closer you get to... the more you can...
- After... you can notice...
- As you feel... you recognize...
- This feeling of... will allow you to...
- And as... occurs... may occur more than you would expect
- And when you... you will...

IMPLIED DIRECTIVES

In hypnosis, implied directives are used to bypass the conscious mind and access the subconscious mind, which is more receptive to suggestion and can be influenced more easily. By using language that implies a certain behavior or response, a hypnotist can plant a suggestion in the subconscious mind without triggering resistance or skepticism from the conscious mind.

For example, instead of saying "You will feel relaxed now," a hypnotist might say "As you continue to breathe deeply, you may notice a sense of calm and relaxation spreading throughout your body." The second statement is an ***implied directive***, as it suggests that the person will feel relaxed without directly commanding it.

Implied directives can be effective in creating change because they are less likely to trigger resistance or skepticism from the conscious mind. When a suggestion is delivered in a way that feels natural and non-threatening, the subconscious mind is more likely to accept it and act on it.

- Only as soon as you've... your finger can lift to allow everything to release.
- Once the memory has completely faded to where it can no longer be touched again, you can allow *that* (use of dissociative language) head to nod.

DOUBLE BINDS

Double binds can be used in therapy and counseling to help clients break free from negative patterns of thinking or behavior. By presenting clients with a double-bind, therapists can create a sense of cognitive dissonance and encourage them to think creatively and flexibly about their situation.

Overall, double binds work by presenting the receiver with a choice that is actually no choice at all, creating a state of psychological tension that can lead to compliance or creative problem-solving.

- **Levitation:** and perhaps your left arm or maybe it will be your right arm that will float up toward your face...
- **Regression:** and you may remember a happy experience that happened when you were five years old or maybe you'd rather recall one from slightly later.
- **Anesthesia:** you might choose to feel the pressure, or nothing at all.
- **Negative hallucination:** you can just be aware of the sound of my voice, or you can simply ignore everything else.
- **Time distortion:** time might seem to pass quickly, or you might simply be unaware that it's passing at all.
- **Anesthesia:** do you start to feel the numbness more in the right hand or the left hand?

DISSOCIATION THROUGH SUGGESTION

Dissociation is a crucial aspect of the hypnotic process because it allows clients to disconnect from their usual patterns of thinking and feeling and enter a more receptive and suggestible state. Dissociation involves creating a sense of detachment or separation from one's immediate surroundings, emotions, and physical sensations, which can make it easier for clients to accept suggestions and make changes to their behavior.

- **Increases suggestibility**: Dissociation can increase a client's suggestibility by helping them let go of their usual ways of thinking and behaving. When clients are dissociated, they may be more open to new ideas and perspectives, making it easier for them to accept suggestions from the hypnotherapist.

- **Reduces anxiety**: Dissociation can also help clients reduce anxiety and stress by allowing them to disconnect from negative thoughts, feelings, and sensations. When clients are dissociated, they may be able to view their experiences in a more objective and less emotionally charged way, which can in turn reduce stress and anxiety.

- **Facilitates change**: Dissociation can facilitate change by allowing clients to view their experiences in a new light and make changes to their behavior. By dissociating from unwanted thoughts, feelings, or behaviors, clients can learn to break free from negative patterns and develop healthier ways of thinking and behaving.

Here are some dissociation techniques you can try:

- "In a moment you can awaken as a person, but it isn't necessary for your body to awaken. Or, when you awaken along with your body, but without being aware of your body."

- "In a moment you will open your eyes, but you don't need to wake up; or you can come back fully awake when you open your eyes, without an awareness of what transpired while they were closed."

- "You might choose not to remember, or you might choose just to forget, but choosing to forget is your choice in the same way, as choosing not to remember everything you've chosen to forget."

- "As you remember to forget what it is that you were going to remember, you can just as easily forget what you were going to remember to forget."

- "Your conscious mind may think about solutions, while your unconscious mind considers their implications, or perhaps your unconscious mind will generate some solutions, while your conscious mind wonders what the results might be."

- "Your conscious mind might remember the details of those events, while your unconscious mind perceives the feelings, or your unconscious mind may recall what happened, while your conscious mind is only aware of strong feelings, and not the reason for them."

- "Your conscious mind might be aware of the time available to complete the test, while your unconscious mind seems to have all the time it needs, or your conscious mind might enjoy your relaxed pace without concern for time while your unconscious monitors the time you have left and the speed of your work."

- "And when you open your eyes, you can consciously see your mother sitting in front of you, while your unconscious mind is aware of your feelings toward her, or maybe your unconscious mind will hold the image of her, while your conscious mind is encompassed in the feelings that you have about her."

SPIKE ATTENTION AND CREATE EXPECTANCY

- "Something is beginning to happen in your facial muscles..."
- "Listen very carefully..."
- "Something unusual is starting to happen..."
- "You might enjoy this..."
- "You're about to feel something you've not felt before..."
- "This is very important..."

MAKE THE PRESENT EXPERIENCE VIVID

- "As you notice _____ happening now"
- "As you even notice the weight of the skin on your face"
- "As you become aware of the muscles continuing to relax"
- "As those perfect breaths continue to go in and out"
- "Now noticing the new aspect of the experience"
- "...and that feeling starts to.."
- "...and you're hearing this voice because..."

BUILD ANTICIPATION

- "In a moment, but not yet..."

PRE-COMMAND / PRE-SUGGESTION PHRASING

- A person can...
- People can...
- Accepting their response
- And you can wonder...

- Can you notice...?
- And you can be pleased that...
- With your permission...
- Now I'd like you to have a new experience...
- ... in a way that perfectly meets your needs.
- I want you to enjoy this experience.
- And he will be surprised at...
- Now, of course, I don't know for sure what you're experiencing, but perhaps you are...
- It's going to be a pleasure to...
- And I'd like you to discover...
- Maybe even taking a very special kind of enjoyment in...
- And sooner or later, I don't know, exactly, win...
- And I wonder if it will surprise you win...
- I wonder if you'll be curious, as you notice...
- You already know how to...?
- Perhaps you wouldn't mind noticing...
- I would like you to discover something amazing...
- One of the things I'd like you to discover is...
- And I want you to notice something that's happening to you...
- I wonder if you'll enjoy how naturally and how easily...
- I wonder if you would like to enjoy...
- I wonder if you'll be surprised to discover that...
- And I wonder if you'll be curious about the fact that you...
- Maybe even noticing...
- Maybe beginning to notice...
- And maybe you'll enjoy noticing...

- It might even surprise you to notice that...
- I'd like you to let yourself become more and more aware of...
- And you can finally begin allowing...
- And your unconscious mind can enable you to....
- I wonder if you'll decide to... Or...
- And would you be willing to experience...?
- You don't need to be concerned if...
- And it's so nice to know that...
- And do you notice the beginning of...?
- It might be that you'll enjoy this...
- One of the first things you can become aware of is...
- And it appears that you already...
- You can finally give yourself the opportunity to...
- And maybe even sooner than you expected...
- And maybe sooner than you wish...
- And you can wonder what...
- And, in an interesting way, you'll discover...
- And it's very rewarding to know that... And, name, you know better than anyone that...
- It's very positive and comforting to know that...
- You'll be fascinated and feel a strong compulsion to....
- And that will probably remind you of other experiences, and other feelings you've had.
- And you can appreciate the fact that...
- And I wonder if you'll be reminded...
- I wonder if you'll be pleased to notice...
- •.. By just noticing
- I wonder if you have ever noticed...

- And while you wonder about that, you can probably discover that...
- I'd like you to begin allowing...
- What's important is the ability of your mind to...
- I want to remind you of something that you probably already know, which is that...
- And as it happens, you really can't help but notice...
- So that it's almost as if...
- Almost as if...
- Almost as though...
- Kind of like...
- And that's just fine too...
- I don't know if you are aware of these changes, and it doesn't really matter.
- I wonder if you'll be interested in learning how to...
- It may be that you're already aware of...
- The really important thing is just to be fully aware of...

THE POWER OF METAPHOR

A story is a vehicle. Most people use stories to simply deliver data. However, stories are basically metaphors that can contain hundreds of hidden messages in the form of commands, suggestions, and other forms of language. While the conscious mind is focusing its attention on the story, the hidden messages you place into the story are being absorbed by the unconscious. This is a common practice used by advertisers and marketing campaigns. Once you understand this, you will see advertising in a very different light.

TRY THIS EXERCISE: Talk about the last time you went to the doctor's office and see how many times you can use the phrase "you're absolutely fine."

This is a phrase someone would commonly hear while speaking to a physician. As you tell the story in a conversation, the way you say the phrase determines the level of attention the subject's unconscious will place on it.

When you speak, the more captivating you are, the easier it is to conceal hidden pieces of data into your language. When you're able to hide data inside your language, the subject's subconscious is unable to screen this incoming

data to determine if it should be accepted. Harnessing the power of linguistics will change your life, but it comes only to those who are willing to practice the methods.

TRY THIS EXERCISE: Discuss (out loud) the last time someone helped you to learn a new skill.

While you speak, see how many times you can use the phrase, 'let go' within your story. It might be when a coach was telling you that you were too tense, and you needed to just 'let go'. It might be about learning to play a sport and the coach continued to remind you to get out of your head and kept yelling 'let go'.

Now, try again and insert the phrase, 'just completely surrender' into the story.

Now try again and insert the phrase, 'completely relax'.

Now try one more time and insert the phrase, 'get completely focused'.

These are all things you might hear from a coach, but they are also things you might want to say to a subject but can't say directly.

When you speak about learning a new skill, there are a lot of ways to insert these phrases into your language. Notice how easy it is to insert these phrases when you're quoting the words of someone else. This is a method you can learn to become highly proficient at.

TRY THIS ONE LAST EXERCISE: Recall the last time you read a great book.

Describe how much you liked the book and how you stayed up late to read it, and insert the following phrases into your language:

'become completely focused' (don't use 'became' which is past-tense)

'everything else just fades away'

'become completely fascinated with this'

If you went through this exercise and didn't just mentally rehearse it, you've got a solid foundation built to move forward.

You'll soon be able to control how these phrases come out and how to "weaponize" a simple story and fill it with powerful phrases that hit the target. First, we're going to walk through a few more ways you can leverage language to your advantage.

THIRD-PARTY METAPHOR

If you speak directly about someone, their guard goes up. The prefrontal cortex is screening the information for inaccuracies and dangerous content. If you're talking about you and the subject together, the same phenomenon

occurs. If you speak about yourself, there's still scrutiny applied to what you say. However, if you tell a story about someone else, or recall something you heard from someone else, the critical screening system in the subject's brain is almost totally offline.

Since the information is not directly relevant to the subject, or their current situation, they are far less likely to see any need to scrutinize the incoming data. Using this method dissociates the information from the current situation, and when the incoming information also contains hidden messages, the subject is exponentially more likely to automatically accept and act on the incoming data because their critical information screening system (critical factor) is offline.

For example, discussing an article you read about how people learn to connect with others is removed from the immediate interaction and is therefore less scrutinized by the subjects' conscious filters. Mentioning a news article, television show, or the story of a friend can be a vehicle for whatever linguistics you'd like to deliver.

Here are several examples:

> "I saw this amazing show on television last week. This guy was describing how we all have this ability to..."
>
> "I remember seeing this documentary about how we all fall in love in one of three ways..."
>
> "My friend said he took lessons there once, and they told him..."
>
> "There was a really interesting article about that, which I just read. They said..."
>
> "I remember something our gym coach told us when I was a kid: he said that when we..."
>
> "My sister told me about this awesome experience she had. There was apparently..."

You'll see many examples of these in the coming chapters. Just imagine the experiences and processes you can insert into the above examples. Not only will the subject have to mentally process the information by retrieving similar data by pulling up memories similar to whatever you're saying, they will also respond to the embedded language you can hide in your speech. More on this embedded language in a moment.

THIRD-PARTY AUTHORITY

Thinking about the previous lesson of dissociating the information from the current situation, consider whether you have a particular point you'd like to keep your subject from questioning. Using the authority principle of human behavior and obedience, you can directly quote an authority on the relevant topic while using a third-party metaphor.

Here are several examples:

"I was watching Dr. _____ on national news last week, and he had a show about how resistance causes depression..."

"I remember reading this quote from a Nobel Peace Prize winner about how we all..."

"When this champion surfer came on TV, he said the most amazing thing..."

"The Dalai Lama always says that..."

"This thirty-year trial lawyer said the most important thing about..."

"I saw the head of that organization on an interview last week; he was saying..."

"After I saw [insert celebrity] speak about human connection, I was so moved. He said..."

When you pair an authority figure that the subject is likely to respect with the idea, you're far more likely to get buy-in with ideas. This adds tremendous power to the phrase because it carries the weight of 'borrowed authority.'

THE ALLITERATED FRIEND

Alliteration simply means that two words that are adjacent or closely connected start with the same letter or sound. When your name starts with the same letter as someone else's, you're statistically more likely to like and identify with that person.

Several bodies of research have identified a strong link between life choices, rapport, and the first letters of our first names (Science, 2011).

Some cults use this in their recruiting practices by having recruiters ask what prospects' names are, then using the first letters of their names to make up names for themselves on the spot. For instance, if you were recruiting for this cult and you met a young prospect named Mark, you'd introduce yourself as Matt.

This phenomenon doesn't apply just to cult recruiting. We tend to identify more with people who share the first letters of our first names and have a much higher chance of developing rapport with them. Not only does this work in social settings, but the first letter of your first name also dictates what products you're most likely going to be loyal to and which celebrities you tend to identify with.

When you're telling a story about a friend of yours who did something, you can insert a name that starts with the same first letter as your subject's first name. When you are describing a positive experience, the subject will identify with your friend much more easily and be more absorbed in the metaphor

you're providing. If you meet someone named Hannah, you can tell her about your friend Heather, who learned an important lesson or experienced something amazing.

SHIFTING METAPHORIC PRONOUNS

When you tell or hear a story, the pronouns fly by your awareness for the most part. As the pronouns shift around as you listen to a short story, they go unnoticed. When telling stories and describing experiences you'd like someone to internalize, you can start by using nouns such as "people" and switch to the pronoun "you" in the middle of your statement.

Being aware of this, notice the shift in the following story: "I remember going to the beach there as a kid. It was so easy to just let *yourself* relax. *You* would walk down the beach, and it was like that was the only thing happening in the world."

As you read that, I'm sure you could notice the pronoun shift. We shifted from a story about the operator to speaking directly about the subject by using the word "you."

Here's another example:

> "It's so interesting when people actually feel connected. When *you* start to have that sense of connection, *you* have already developed so much trust in someone."

These shifts, when layered with the other techniques you're about to learn, become powerful. You're able to inject more direct language into a subject's mind when the pronoun shifts in a story. Imagine how much more powerful these techniques become when you're using 6MX and inserting the positive and negative adjectives of the subject, and developing behavior profiles that enable you to get the right words and actions delivered immediately. Authority and confidence make this even more powerful.

PRESUPPOSITION

A presupposition is a statement that implies or tacitly assumes that something is true or absolute. For a statement to initially make sense, the presuppositions it contains must be assumed to be true. The words leave out the important details of what is being spoken about. These are some of the hardest linguistic structures to spot when they are being used. They are a powerful resource when combined with the methods you will learn shortly. While the following examples will break down several types of linguistic presuppositions, it is in no way necessary to memorize the different types. You will eventually develop skill in their use and recognition as you progress, and you will see them used many times in the example conversations that the following chapters will display. Make notes of the ones you've been able to identify previously and the ones you may have heard but didn't notice when they were spoken.

Construct your own examples and see how many you can make for your outcomes. The way to structure them is to simply have a goal in mind and decide what has to be assumed for a subject to possess a desire to achieve that particular outcome.

The phrases typically function as a statement or question that implies the existence of something or someone, as the following examples show:

"He came into the house."	Implies that there is a male and a house and that you should automatically understand which male and which house.
"Who is your informant?"	Implies the presence of an informant.
"All of the rich people were at the party."	Implies that there is the presence of rich people, that there is a group of people called "rich people," and that there is a party you should know about already.
"Whom would you like to speak with today?"	Implies you want to speak with someone.
"When you go to the gym, which car will you take?"	Implies you will go to the gym and that you have more than one car.
"As you begin your graduation process, what do you all have to buy?"	Implies you will begin a graduation process and that you have to buy something.
"Did you notice the lights become dimmer?"	Implies the lights became dimmer, asking only whether you noticed or not.
"When you start to feel a *sense of trust* with someone, what does it feel like?"	Assumes someone knows this feeling, causes them to bring up past experiences, produces residual electricity, and creates a vivid recall by having them answer the question.
"Your next source will surely provide you with more information."	Implies the end of the relationship.
"When you do that again, you will *notice more openings* happening for you."	Implies you've done it before and that you will do it again.

"When you *come back*, there will be more opportunities."	Implies you are leaving, and you will return.
"It's really amazing how you can *become so strongly focused* on something that matters."	Implies you have the ability to focus strongly, and that the person has seen you do it before.
"Your breathing has slowed down significantly. Have you gone into trance?"	Implies one thing equals another and that the first is true.
"They don't typically talk about you."	Implies they talk about you sometimes.
"The last time you did that, it must have been amazing."	Assumes you've done that before and that you enjoyed it. This is also an elicitation statement called a 'provocative statement'.

(Nolan J. , 1999)

Using presuppositions in language can completely bypass the subject's critical factor. The words alone are unconsciously processed when associated with a normal conversation. These can be combined to form irresistible language packages that can be delivered directly to the unconscious. Imagine, for a moment, pairing the profiling skills you've learned and reading no further than this. You will already have surpassed many of the hypnotists, interrogators, and behavioral profilers in the country in skill level. As you continue your training, make notes and recordings of your own voice using these methods. Even if you only read through the examples, get used to hearing yourself speak comfortably in this fashion. The one time you need these skills in the field for the "big game," you'll want to be well rehearsed. Practice every day so that these skills are no longer something you do, but something you are.

PRESUPPOSITIONS THAT LEVERAGE COGNITIVE BIAS

The following examples are ways that you can obtain agreement with an idea by using the principle of 'groupthink'. These are called social agreement presuppositions, but the name isn't that important. When you're speaking to a person or a group, and you want them to adopt an idea, and to accept that idea as something that has already been agreed upon by many people, these are the words to use.

- Everyone knows that...
- I know this is obvious, but...
- We all know that...
- Of course, we can all see that...
- This is pretty apparent to anyone, but...
- This is common knowledge, but...
- It's widely known that...
- A widely known fact is that...
- There's no need to state the obvious, but...
- Everyone is already aware of this...
- It goes without saying that...
- It's pretty much a given that...
- The debate is obviously over that...
- Everyone agrees that there are essentially...

DOUBLE BINDS

Parents around the world are familiar with this concept. Asking their children whether they want to brush their teeth before or after they take a shower implies the shower will take place. No matter what choice the children make, they are agreeing to take a shower. The double-bind technique has the potential to be much more elegant and sophisticated, however.

Double binds create a conversational illusion of choice. When creating and using double binds in speech, you present two outcomes or options to subjects, both leading to the results or choices you want. Whichever decision they make will have the same result. There are a few basic types of double binds that are commonly used in hypnotherapy that you can use immediately in the following examples:

1. Do you feel more _____ when you _____ or when you_____?
2. When you _____, do you feel more _____ or _____?
3. While you're _____, would you rather _____ or _____?
4. Do you feel more _____ or more _____?
5. So, when you feel _____ and that starts to grow, do you ____ or ____?
6. Would you rather _____, or is it better to just _____?
7. As you _____, a person can either _____ or _____ .
8. When it feels amazing like this, does it start in your ____ or your ____?

Using these language tactics during training can make you feel that you will be caught using them. But you will be shocked to find out that no one will ever notice. Let's unpack some of these tactics to give you a few examples to work with. As you develop your own and use them in the field, they will begin to come very naturally to you.

DO YOU FEEL MORE _____ WHEN YOU _____ OR WHEN YOU _____?

This double bind is great because it implies a mood, makes subjects process the first blank, and then leads them into making a choice of feeling one of two choices, both of which will enhance their states. Consider the following double-bind questions:

- Do you feel more focused when you tune everything out around you or when you just completely collect all of your attention in one place?

- Do you feel more curious when someone says he or she has a surprise for you or when you have to stare at a wrapped present in front of you?
- Do you start to feel more interested in something when you become extremely curious or when something seems too irresistible to ignore?
- Do you feel more in tune with someone when you first get to know him or her or when you let go of judgment?
- Do you feel more confident when you are in a great environment or when you're with someone whom you trust and like a lot?

WHEN YOU _____ DO YOU FEEL MORE_____ OR _____?

As you are likely noticing, these double-bind statements provide a perfect platform for using embedded language and choosing which states the subjects feel. This platform includes much of the same language as before, with the only difference being that the structure is modified.

This gives you more flexibility in the field to make choices of which ones you will use.

- When you become focused on someone, do you feel more interest or curiosity?
- When you feel that amazing, do you feel more lost in the enjoyment or as if you've just let go of thoughts altogether?
- When you relax, do you feel more unwound or just completely in the moment?
- When you feel like this, does it transition into...?
- You can also add the phrase "before you" at the end of this double bind.
- When you meet someone, do you feel more of an initial attraction or a building curiosity before you start to feel addicted to him or her?
- When you get this curious about someone, do you feel more interested in what he or she says or focused on how you feel before you start to become attracted?

WHILE YOU'RE _____ WOULD YOU RATHER _____ OR _____?

- While you're focused on something, would you rather just relax and listen, or concentrate and let everything else fade away?
- While you're feeling that way, would you rather completely enjoy something or make the decision to shut off all of your thoughts for a while?

DO YOU FEEL MORE _____ OR MORE _____?

- Do you feel more interested or more focused when you... Do you feel more curious or more aroused?
- Do you feel more focused or more able to shut off the outside world?

SO, WHEN YOU FEEL _____ AND IT STARTS TO GROW, DO YOU _____ OR _____?

- So, when you feel completely focused on something and it starts to grow, do you shut out the outside world, or does it just drift away without you even noticing?
- So, when you feel curious and it starts to get stronger, do you become more curious, or does it turn into something you can't let go of?
- So, when you feel that good and it starts to grow, do you become completely focused on the experience or do you just relax into the moment and let your mind focus?

WOULD YOU RATHER _____ OR IS IT BETTER TO JUST _____?

- Would you rather feel good about something new or is it better to just know that you like something and see what happens?
- Would you rather let the world just fade out while you're having fun or is it better to just let go and let your focus shut everything off for you?
- Would you rather become completely curious about something or is it better to just let it build naturally?

AS YOU _____, A PERSON CAN EITHER _____ OR _____.

In this type of double bind, as in others, you simply state a feeling the subject has experienced in the conversation or a feeling you believe the subject is currently experiencing. This method allows you to lead the subject's thought process into the double bind and to attach an outcome or meaning to that feeling. The words "a person can" take the pressure off the subject by not suggesting he or she directly experiences what you say. However, your skill level now allows you to know that a subject's thoughts are led by words and descriptions, whether or not they directly imply the involvement of the subject.

- As you become focused, a person can either shut out the outside world or let it fade away naturally.
- As you first get to know someone, a person can either enjoy the conversation or become completely open.

WHEN IT FEELS AMAZING LIKE THIS, DOES IT START IN YOUR _____ OR YOUR _____?

This method should be used when you are aware of subjects' experiencing positive states that are in the direction of the outcomes you want them to have. The positive states they have are then tied to both ends of the double bind, giving them a choice to amplify their states by using one of the two choices you've provided.

- When it feels amazing like this, does it start in your stomach, or is it a full-body experience?
- When this kind of intense excitement happens, do you feel it in your body first or do you seem to attach it to someone you are with?
- When you get that feeling of trust and connection with someone, does it start with a feeling of connectedness, or do you just feel like you know this person is different and you can let go?

Using double binds in conversations becomes second nature quickly. Most operators discover that they either use them intuitively right away or apply them so often that they become part of their everyday language. The double binds can be used in many ways. They can be linked linguistically to what subjects say, emotions they have, or experiences they discuss. Double binds can be used before you become emotionally invested in subjects or after you've created the states you want them to be in.

FABRICATED SAGE WISDOM

As a species, we respond very readily to quotes from famous or noble people. Books are littered with such quotes, and they seem to hold special power in society. Of course, our question is, how can we exploit this loophole in our society's logic?

After learning how people naturally tend to believe advice, quotes, and wisdom when the information is attached to a famous, noteworthy, leader-like, or honorable person, we can use this cultural tendency to create ideas where they would otherwise not exist. Simply stating a random quote and attributing an author isn't enough, however. To bypass the critical factor, we need to use the same power that makes a story effective: third-party discussion. By discussing a third party or event, we turn down the critical factor. When a person hears a story along with a quote, the story further removes the quote from the present situation, and the brain feels less of a need to criticize and screen the information coming in. Consider the difference between the following two fabricated statements:

> "Yeah, I heard Eckhart Tolle say, 'Surrender to what is. Say yes to life—and see how life suddenly starts working for you rather than against you.'"

> "I was reading a magazine last week and saw the most amazing thing that made so much sense. There's an author named Eckhart Tolle, and when I read this, I had to write it down: 'Surrender to what is. Say yes to life—and see how life suddenly starts working for you rather than against you.'"

The same quote is delivered each time, but the second example illustrates the quote being embedded into a small story to remove it from the current conversation. While this is an actual quote from Eckhart Tolle, almost anything can be said that needs to be absorbed by your subjects. While you're not in the business of fabricating quotes, modifying them to suit what you need is probably okay. If you need trust, describe a quote about trust and how it leads to genuine happiness, or describe how being mistrustful leads to depression and sadness in life.

Let's look at a few more examples:

> "I was traveling through the country once, and I was at a gas station. When I asked whether my unlocked car was safe while I went to the bathroom, a person told me the most amazing thing I've ever heard. He said, 'As long as you don't trust the world, it'll keep on proving you right.'"

> "I listened to a [insert famous person who you think the subject would trust or admire] speech a few days ago online, and I heard something I had to write down. He said, 'As long as you are alive, you are either going to let go and do what feels good, or you are living in fear of something.'"

> "When I read his last book, I had to take a photo of one of the pages. He had a quote in there that said, 'Nothing is precious until you focus, let go, and follow it back to you.'"

In the above examples, the quotes are delivered in a particular way: they serve as vehicles for the information to be injected into subjects' minds. The story around the quotes distances the delivery from the subjects.

SOCIAL-PROOF LANGUAGE

Thus far, you've spent a lot of your time learning to bypass the criticality of the human mind. This bypass helps to deliver your message so that it's accepted without too much judgment and scrutiny. Social-proof language performs the same action while using a different method to bypass the castle guards of the brain.

The term social proof, also known as informational social influence, refers to a behavioral phenomenon in which humans behave like others around them in an attempt to display the correct behavior in specific conditions. This phenomenon tends to become the most powerful when people are in conditions that are socially ambiguous in terms of commonly accepted or expected behavior. The behavior in these conditions is compelled by an unconscious assumption that the group as a whole possesses more knowledge and understanding about the social situation and the proper behavior to exhibit.

The infomercials you see that talk about how they've sold thousands of products and the statistics you read help to shape your beliefs without you knowing what is happening. Both of them work on the same principle: once something is socially accepted by others who are somehow similar to you, it becomes much easier for you to decide that it might be right for you as well. In the first example, companies talk about how many hundreds of people have already bought this product in an attempt to normalize buying behavior for the viewers. In the second example, when we read statistics (whether they are true or false), we tend to normalize our thoughts toward the socially accepted norm once we see that people like us tend to vote, think, or behave a certain way.

As you develop mastery of the skills here and your linguistic acumen improves, social-proof language will creep more and more into your everyday use. Exploiting behavioral phenomena is something you'll learn to do in thousands of ways, but this technique seems to produce the most profound surprise in new students when they use it properly.

In short, the method ties a desired behavior to a massive group of people similar to your subject. For example, you could mention that you saw a statistic that 89 percent of the top CEOs were able to completely tune in when they listened to people.

This method can be used in so many ways, and it will eventually become one of your go-to tools for getting quick change. Here are several examples that illustrate how this can be applied:

> "I saw this research that seventy-five percent of people have expressed regret about not taking action and just sticking to their routines instead of just doing what they want."

> "Everyone I've met since getting into business says that developing the ability to trust your unconscious is the key to becoming successful."

"I remember seeing that about seventy-five percent of people who are under thirty admitted secretly that they felt held back and shameful about letting go and just living their lives."

"It's interesting how almost everyone secretly thinks about breaking rules all day and how most never get to really act on their impulses."

"Looking at everyone as a whole, it's so easy to see that we all have these desires to just let go. I think it takes the ones with courage to fulfill it. You know, those people who just have the perfect life because they have no resistance and don't feel guilty for tuning in and doing exactly what they feel."

"Speaking of widgets, when I was talking to the CEO of that big widget company last week, he mentioned that there are only three main critical points, and as we are the only company that hits all of those, I think we should..."

"Everyone I've met here says that the men who live here all seem to have some kind of childish demeanor and haven't grown up."

NEGATIVE-DISSOCIATION TECHNIQUES

When interacting with subjects, you may want to eliminate one or two of their negative traits. Whether you're seeing them exhibit such traits or you're preemptively deciding to ensure that subjects don't display them are both reasons to use negative-dissociation techniques. These techniques are powerful with or without having the subjects in trances, as all linguistic methods are. There is a very simple and easy formula for giving statements that create negative dissociation:

1. Pick a topic or a group of people your current subject has negative views about.
2. Use a presumptive statement or observation about those things or groups.
3. Attach the negative thing to whatever quality you want the subject to either not possess or completely suppress in your presence.

This may sound complicated, so let's unpack this formula. It's simple and powerful once you've done it only a few times. It becomes second nature rather quickly.

Let's assume your current subject doesn't like lazy people and that you learned this through a passing comment the subject made, regarding how a strong work ethic is what keeps businesses running well today. Understanding that the subject values a strong work ethic, it is safe to assume the subject possesses negative beliefs (to some extent) about lazy people. In this conversation, let's assume you want the subject to completely focus on your words and actions, and to tune out the outside world while you speak. Here is an example of what a basic negative-dissociation statement would look like: "And it's so amazing that every time I had lazy people working for me, they all

had the same basic traits in common: they weren't able to focus on something important— everything out and completely focus on one thing."

In the above comment, you can see how you have taken the subject's negative beliefs about laziness and tied them to something you don't want the subject to have or do. Let's look at a few more examples:

> A subject has expressed a hatred of horrible drivers on the road, how careless and inconsiderate they are. The subject used those specific words to describe them, so the automatic linguistic-profiling system you've built into your head identifies the words and prepares them for future use.
>
> Your operational goal with this subject is to create trust to get him or her to reveal a secret or a password. The next step is to identify what qualities you do not want the subject to have. This, in turn, will amplify the opposite of those qualities, which you *do* want the subject to have.
>
> You want the subject to show trust and openness, and to let his or her guard down. You have the ingredients to make the negative-dissociation statement now. Here's an example of what a simplified negative-dissociation statement would look like: "And I completely agree. So many people being so inconsiderate. It's almost as if carelessness is the norm now. Every time I see that on the road, I'm infuriated. Every time I meet people like that, they all seem to be the most closed-off and untrusting people. They don't trust anyone because they feel as if no one should trust them. They are just closed up and don't ever let their guard down— very authentic."

In this example, you can see how you have taken the subject's words and used them to remove an unwanted quality.

The next example shows how you can begin using compliance techniques in the statements. Compliance suggestions can be woven into any linguistic method you learn.

> The subject has expressed a love for reading books. The subject also made a passing comment a few moments ago about how illiterate our culture is becoming.
>
> The operational goals with this subject are compliance and obedience. You may need to recruit the subject to provide information or simply keep the subject as an obedient resource to use in the future, should you need something.
>
> You want this subject to be compliant and obedient and to see your suggestions as commands instead of something the subject would normally have the option of turning down. Here is what you might say in this scenario: "It's extremely shameful. So much media breaking down the desire for people to read and become educated. Every time I meet people who brag about how little they read, they always come off as so selfish and unwilling to let go and just take in the information that is important. Those types of people always seem so unwilling to listen to a conversation

for more than a minute, much less do what's asked of them." In that example, you used the subject's words again and changed their perception of how helpful he or she might be in the future toward you.

This utilizes the priming effect if it's done in the beginning of an interaction. Talking negatively about any state you do not want subjects to experience is a form of negative dissociation. Even if you haven't heard subjects speak negatively or positively about any subjects, you can preempt their behavior by using negative dissociations early, later adding in qualities you do not want displayed during the interaction.

POSITIVE-ASSOCIATION TECHNIQUES

The positive-association method works very similarly to the negative-dissociation method. In the positive-association technique, you simply take qualities that subjects value or a group of people they admire and attach the disliked items linguistically to qualities you want them to display. The formula is similar to negative dissociation:

1. Pick a quality a subject likes, a group the subject admires, or a trait the subject thinks is important.
2. Use a presumptive statement about what you've picked.
3. Attach the positive feeling to a feeling or condition you want the subject to have or be in.

Example:

Let's assume your subject describes a personal love or deep appreciation for art.

Your goal with this person in the initial phase of interaction is to establish focus to develop a trance.

Your choice of feeling here could be focus, intensity, curiosity, and attention: "That's incredible! I know so few people who can appreciate art. I've noticed that all of them seem to be so much more genuine and able to focus on the people around them."

In this example, you used the word genuine. Since nearly all people in the world would say they themselves were genuine, you are using this to tie in more than just your current subject's love of art. As soon as the subject accepts the appreciation of art and agrees with you about being genuine (in his or her mind), the subject will naturally and automatically follow whatever positive quality you happen to staple onto the end of the statement. The method using this behavior-prediction technique is covered in detail later. It is presented early in this chapter to illustrate its interchangeability within the linguistic structure.

Example:

> Your subject, wearing an expensive watch and new shoes, makes effort to talk about a new car recently purchased.
>
> You can reasonably assume that the subject "appreciates the finer things." Whether the subject is disgustingly superficial or has come from poverty is irrelevant—the way the subject views his or her choices is the only relevant issue in influence.
>
> Your goal with this subject is to develop trust and openness. Say something similar to the following comments: "I agree. It's so refreshing to see someone who appreciates the finer things—people who are just completely open and don't put up barriers to the world."

In this example, you have tied one of the subject's "identity statements" to the quality you want the subject to have with you. It should also be noted that you have added a small reference away from a negative at the end to solidify an otherwise partially effective statement.

Example:

> A subject is known to volunteer at homeless shelters and frequently gives money and time to local children's hospitals and shelters.
>
> Without an overt verbal indicator, we can assume the subject considers himself or herself to be bighearted and caring. A verbal confirmation isn't always necessary.
>
> Goals with this subject are to develop trust and an interpersonal connection. Say something like, "What an amazing story. You know, there are so few people with the kind of heart you have. Every time I meet people who are just caring and so selfless, it's so amazing how connected they are with people—just so trusting and genuine."

Again, you used the word genuine. Doing so tied the desired action to the self-belief already held by the subject.

INTRODUCTION TO EMBEDDED COMMANDS

EMBEDDED COMMANDS

Embedded commands are phrases that are *hidden* within normal language, designed to be absorbed directly by the unconscious mind and *completely* bypass the critical part of the consciousness altogether. Through strategically placed words, small changes in tone, changes in volume, pauses, and gestural

references. Embedded commands can be woven into the innermost parts of conversation without any conscious awareness on subjects' part. This chapter will utilize other techniques to make embedded commands even more powerful.

The science of embedded commands goes back centuries. However, the most recent developments were made by Milton Erickson and later codified and made into a replicable system by Richard Bandler (founder of neurolinguistic programming). This method used to be shrouded in secrecy. Anyone wishing to learn the use of embedded commands had to have a PhD just to attend the training. Medical professionals around the nation believed these methods were so powerful that only practitioners within the medical community should be allowed to learn them.

Here's an example of a simple embedded command:

> "A person can feel completely focused."

THE COMMON FAILURES WHEN DELIVERING COMMANDS

Bookmark this page. These four common operator failures are what cause most embedded commands and linguistic methods to fail. In my years of training operatives, these four errors are what I've seen the most.

- People remember so little of conversations because there was no emotion involved. (What was the specific failure of the operator in this case? Maybe change to "the operator failed to be memorable or generate emotion in the subject."
- The operator failed to deliver the command correctly.
- The operator failed to obtain full focus before issuing the command.
- The use of the commands was poor:
    - They used incorrect words.
    - Their body didn't match the language.
    - They didn't pause enough.
    - It sounded more like a technique than a conversation.
    - The command tonality wasn't used (upward tone)
    - They waited to see a shift in the other person.
    - They lacked conviction or certainty.
    - They broadcasted reservation or doubt.

CONSTRUCTING EMBEDDED COMMANDS FOR COVERT USE

Embedded commands have three main parts:

1. The vehicle
2. The command
3. The continuum

THE VEHICLE

The first part of the embedded command is simply a vehicle to deliver the command. The phrase that precedes an embedded command is typically a permissive one but can contain almost any language you deem necessary for the outcome to be accomplished.

Think of using embedded commands as sentences within sentences. You wouldn't say 'going to bed' to tell someone to go to bed. You wouldn't say 'getting focused' to get someone to focus. And you wouldn't say 'being open' to make someone be more open.

The command must start with a strong **verb**. Not an adjective.

When you first begin using them, it will be clunky. This is expected and is also why you're spending time practicing these skills when the stakes are low. The Starbucks counter, the hotel check-in, the grocery store employee. Practice, like all artists, when the stakes are low.

The vehicles are the phrases or topics that lead into the embedded commands. They set up subjects to begin following your train of thought and make the embedded commands seem much less like actual commands. The following are examples of vehicles that can be used in conversations to embed commands into language. Keep in mind that any story, thought, response, or comment can contain opportunities for embedded commands. The following list is by no means an exhaustive or all-inclusive:

You probably already know...

I wouldn't tell you to _____, because_____.
You may_____.
Some people_____.
...said, "_____".
...and they said the best way to _____ was to _____.
Someone might _____, you know_____.
A person may not know if they can _____.
When you just _____, it's something so powerful.
I'm wondering if you'll _____ or not.
I could tell you to _____.
The doctor told me to always _____.
It's easy to _____, isn't it?
Sooner or later you can _____.
You may not know if you might _____. Maybe you'll _____.

You don't have to _____.
You might notice how good _____ feels when you_____.
Will you _____ now, or will you _____?
You might notice the sensations while you _____.
You could _____.
You might notice how it feels as you _____.
You can _____, because...
How would it feel if you _____?
People can, _____when they....
People don't have to _____.
A person is able to _____ when they...
A person might _____.
...once told me, "_____"
What happens when you _____?
A person may_____, because...
When you_____, then...
You are able to _____.
You may or may not _____.
I'm wondering if you ever _____.
My friend said it's so easy to _____. When you...
The feeling that makes you want to just _____.
And it's so natural to just _____.
Nothing really feels as good as when someone is able to _____.
Most people don't notice when they _____.
How do you feel when you _____? I'll bet that feels...
And you can really _____.
No one has to _____.
Everyone knows how to _____.
Having the ability to _____.
When I'm really concentrating, it's one of those times when you can _____.
Even little kids know how to _____.
And in the end, nothing feels like the moment when you can just _____.
It's not often I meet someone who can _____.
How long did it take you to be able to completely _____?
When I'm there it's so relaxing, you just _____.
There's a million ways someone can _____.
In the end, it just feels amazing when you just _____.

All of these are small bits of speech that fit naturally into conversations and can work their way comfortably into any story.

THE COMMAND

Delivering the command and structuring it in your mind before delivery is an easy process: simply choose a command you'd like to give a subject, such as "feel completely focused," and insert it into the conversation using a vehicle.

When delivering embedded commands, you can mark the command with more emphasis on the command words. This can be done using tone and volume. The shifts in volume and tone of voice are small signals that tell the unconscious parts of subjects' minds that there is more relevance in those words. While the conscious can hear the difference, it is almost always ignored.

In the examples that follow, the underlined words are to be marked by volume or pitch in voice:

"A person can **feel completely focused** when he or she finds something interesting."

"It's easy to **become curious** when something really piques your interest."

These examples show how the increases in tone and volume can become significant to the unconscious by their differences alone. This small rise in volume creates a slightly higher level of attention and absorption, much the same way a normal conversation would involve people speaking in different volume levels as they move in and out of what they see as the key points.

Marking the embedded command by using volume and tone is the first way of bringing unconscious attention to the command. The second method of marking the command is the use of tactical pauses, or small pauses before and after the command to make it stand out in time, as well as in the sensory department of subjects' minds. Take a look at the examples you just read over again with the small pauses inserted into the speech:

"A person can...**feel completely focused**...when he or she finds something interesting."

"It's easy to...**become curious**...when something really piques your interest."

In these examples, you can see small pauses that insulate the embedded command from the rest of the syntax. While there are formulas that contain pause-length calculations, simply pausing and becoming proficient in the use of implementing volume, tone, and pause markings will create an automatic timer within your mind when you speak. Having the other behavior-analysis information and keeping track of subjects all the way down to their breathing and blinking are already enough to keep your mind busy during training and operations.

Embedded commands should almost always end in a downward vocal tone. In most countries, when people ask questions, regardless of the language being spoken, the tones of their voices rise. When giving commands, a downward tone labels it as a command and helps the unconscious determine what it is supposed to do with the information.

Regarding the development of embedded commands, they should just be actual commands that are inside of the sentence. The following examples are commands that can be placed easily within any conversation:

1.	Feel excited	2.	Become comfortable
3.	Get curious	4.	Completely surrender
5.	Let go completely	6.	Focus
7.	Listen so closely	8.	Feel interest growing

9.	Get excited about this	10.	Trust in this person
11.	Be comfortable with this person	12.	Watch closely
13.	Let go of the need to control	14.	Start to want something
15.	Begin to get focused on this	16.	Surrender to something
17.	Get completely curious about something	18.	Allow yourself to become curious
19.	Give yourself permission to feel amazing	20.	Become obsessed with something
21.	Have desires that grow	22.	Become fascinated
23.	Let your attention sharpen	24.	Feel the need to please
25.	Combine all the feelings of attraction and curiosity	26.	Become more open and receptive
27.	Desire something	28.	Feel awesome
29.	Notice how this feeling grows	30.	Feel the need to open up
31.	Become infatuated	32.	Feel so attracted
33.	Start to act on your desires	34.	Let your whole body just focus on this

These embedded commands make up less than one percent of what you can and should be able to use in the field. Regardless of the desired outcomes, the embedded commands listed above can create strong states in subjects and cause complete surrender by themselves if needed.

When using an embedded command, remember there are three rules to follow:

- The command itself must be able to stand on its own as a sentence.
- The command must be preceded by and followed by a brief pause so that the subconscious hears it differently.
- The command should be spoken in a slightly lowered tone.

THE CONTINUUM

During most social interactions with new people, we don't intentionally make foot-to-foot contact under a table. Making deliberate contact with a person's foot under a table or otherwise creates a tiny spike of discomfort. When the action is done to look accidental, it can be excused. This spike of discomfort can be exploited by making the contact at the same time you speak about something you want to linguistically frame as being negative or bad. While the linguistics work on their own, the compound effect of adding discomfort helps the subject along to associating the topic with discomfort.

Using embedded commands in language will pay the fastest dividends for the amount of time you're investing in studying. Sometimes, to cause subjects to avoid unwanted thoughts or behaviors, it may be necessary to use embedded commands that associate negative feelings with the behaviors you want your subjects to avoid. Here are some examples:

> "And it's one of those times where you know as soon as you start wondering about _____, the headache comes almost immediately. Just building at first, but you know it's going to be big."
>
> "It's easy to see how quickly you can start to feel sick, nauseous, and uncomfortable for no reason, and the more you try to pinpoint the cause of something like this, the more it just grows and grows."
>
> "Every time people try to focus on analyzing everything, it seems to lead to headaches. Have you ever had a time where you just got a headache all of a sudden, like where it builds and grows and all you want to do is avoid it, just to let go when it comes?"

Using embedded commands within stories is a very powerful way to deliver messages. While the following example contains implied uses of other various persuasion techniques, consider how embedded commands can be used to get out of a speeding ticket: "Apologies, Officer. My son's been sick, and I've gone around and around trying to find something to give him. I thought about Nyquil, and the pharmacist said don't give him anything, he just needs to carry on, let him go, and he'll just get better on his own. No one seems to have any advice that matches the other one."

In this overly simplified example, small commands have been inserted into something someone might normally say. A situation such as this would require a hurried speaking pace, indicating confusion and honesty. Speaking to an officer about such matters in a relaxed tone would, no doubt, raise flags. However, police officers are used to nervous and confused citizens in their autopilot roles as officers, assuming the confused, hurried speaking pace matches the tone of the language being spoken.

DELIBERATE AMBIGUITIES

Using ambiguities in punctuation provides a window into which you can follow a command with a phrase to take action. The ambiguity makes the following statement seem as if it's the beginning of the sentence that follows it:

Consider the following sentence: "Knowing information like that can really help you to fully **let go...now with me**...I think that's the only way to live."

The words "now with me" are spoken so that they sound like the beginning of the next sentence, but you are still marking out the embedded command phrase. The whole embedded command is now "let go now with me." In conversation, it blends directly into the flow of speech, allowing the speaker to boost the power of the embedded commands. Delivering ambiguity following an embedded command should be done no more than a few times within a single covert-influence operation. If you take advantage of the ability to give an embedded command as an action command, you will double its power. For this reason, you should use this technology only on the most important embedded commands. Let's examine a few more examples and dissect each one so that you're able to use them today:

> "The possibilities are endless when someone starts to **feel completely connected. Now, with me**, I think that discovering a connection is a rare thing."
>
> "Being a professor is challenging. I can imagine you have a lot of college students who start to **become dependent. Now, here**, this is where I went to college, and we had amazing professors the whole time I was there."
>
> "Making a decision like that must be difficult. All of this stuff going on and finally having to just **stop and let go. Now, with me**, the decision process always becomes..."
>
> "We just saw that movie last week. It was absolutely amazing (op). You just sit [or stand] here watching, and you can't take your attention away (hall). It's right here, now, the theater we went to is very close by."

How would **YOU** fix the sentence above?

Let's try a few more:

> "I remember the first time I did that. Everything seemed so chaotic (ep), and finally, I just let my shoulders fall and surrendered. My friends said, "It gets better the more you're able to just **relax and keep an open mind." With me**, I've started doing that, and life's been so much easier."
>
> "I think a lot of those people **keep an open mind** (sp). When you have a great outlook on life, it's easy to **become joyful** and **let things happen for your own good. Right now**, I think that company is going to succeed because of that single philosophy."

When ambiguity statements are used like these, it's easy to see how the power and effectiveness are almost doubled on the unconscious level.

You'll see these examples in the coming sections, as the skills you are learning start to build on each other.

SITUATIONAL PACING IN LINGUISTICS

This is a simple concept that entails listing a few small facts that subjects know to be true and following these up with statements that you want subjects to agree with. For example, in a conversation, you could list the place you are at, the weather, and the sounds in the room, followed by a statement you want your subject to completely accept. This example is elementary and should not be used. As an operator, you are expected to be much more sophisticated and well trained than a common persuasion expert. Consider the following examples and write your own as well:

> "We're in the middle of the city, so many sounds coming at you at one time, these people all having their own boring (ep) lives to live, and you...sitting here with the ability to step above it all."
>
> "So, you came from Detroit, went to Dartmouth, and started working, and you've finally reached the point where you **know what you want** (op), even if it's hard to describe."
>
> "Sitting there, listening, breathing, it becomes so obvious when you see people that they hide their suffering (ep) from the rest of the world, and you have that ability now that you can see that little people don't seem to **take action and focus** when they talk." (This example is deliberately confusing.)
>
> "You know, so many people come in here, sit down, have coffee, read the paper, and wind up discovering something they wouldn't have otherwise."
>
> "You're twenty years old, graduating from college soon, considering all these options...and you can **start thinking about opening up** to new ideas in all directions."
>
> "You've been working here for seven years, did a great job so far, and everyone likes you, and it's just one of those moments where you can just **feel completely safe.**"
>
> "It's eleven o'clock, thousands of people still wondering what to do, hundreds of people driving drunk right now, but you're getting ready to **take action.**"

THE GRIEF PROCESS METHOD

What does *grief* have to do with influence and persuasion? Why would I need to study a grief model in order to level up influence skills?

In many cases, whether you're a therapist or a salesperson, you'll be dealing with instances that involve grief. You may need someone to go through these

phases in order to get them to point where they feel like they no longer need something.

If I need a person to quit smoking, for example, it will be much easier to do if they feel as though they processed all the necessary emotion to grieve the loss of cigarettes for the rest of their life.

If I'm in sales, and I need someone to invest in a new product that will replace an old one they own, I will need to get them to a place where they feel as though they have fully grieved (let go) of their emotional attachment to the item/product.

In some cases, a subject will need to experience the grief process for a part of themselves they hold tightly to, or a personal belief that has become part of their identity. Simply telling them it's okay isn't enough for them to emotionally separate themselves from something. In many cases, quickly escorting someone through the grief process will be the most efficient and effective method of getting them to let go of a thing, and idea, or a personal belief that they are emotionally tied to.

DOES EVERYONE FOLLOW FIVE STAGES OF GRIEF?

Many people expect to experience denial, anger, bargaining, depression, and acceptance, in that order, due to the continuing influence of On Death and Dying, the 1969 book by psychiatrist Elisabeth Kubler-Ross.

The Kübler-Ross model, commonly known as the five stages of grief, is a theory first introduced by Ross in her 1969 book, On Death and Dying. (Kubler-Ross, 1969)

Based on the *uncredited* earlier work of John Bowlby and Colin Murray-Parkes, Kübler-Ross actually applied the stages to people who were in the process of dying, not grieving.

Researchers like Randolph Nesse have proposed that grief is a psychological pain that redirects the suffering person to a new belief system involving a new life without the deceased. It creates a painful, but transformative memory.

THE FIVE STAGES ARE:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

So why the hell are we talking about grief here?

Let's look at the root of the word 'decide' for just a moment:

> Literally "to cut off," from de "off" (see de-) + caedere "to cut."

When we want someone to make a decision, we need them to *cut off* from something else. Chances are, if they have already been doing something one way, or if they have a sense of personal or tribal identity even remotely tied to another behavior or idea, then we know that we'll need to do some work to get them to decide to move in a different direction.

Getting someone to choose to stray from behavioral patterns and identity is difficult, especially if you're trying to get them to do something they normally would not. Let's look briefly at a quick example of something that seems inconsequential.

Selling solar power to someone who doesn't yet have it.

They haven't had solar power in the past, so this tells us they will feel like they have been just fine all along.

If solar power is a smarter thing to do, they will first have to combat the sense of identity, since they have been using normal city power for years without considering solar energy. Now, they will have to either admit to a lack of knowledge, ignorance, or feeling stupid.

If they lose money on this, they will feel an even harder hit to their identity than their bank account.

Their neighbors and friends are also not doing solar, so you're going to have to get them away from a tribal mentality for a moment, long enough to get them to decide to install solar power.

This is only the beginning. Sometimes, we can overcome objections, but many times, you're having to overcome identity. When you can't overcome an objection, it's either **ability** or **identity** that's at stake.

What if you could quickly force someone through the grief process in order to help them resolve an issue with resistance?

The grief process ends with acceptance, so that's a good place to have someone wind up at. In this example, we're going to quickly escort them mentally through the grief process to have them in a more comfortable place, that being acceptance.

To anticipate what they will need to grieve (cut off), we will use The FATE Model in such a way as to establish what they are likely attached to, that will prevent them from making the decision we need them to make. Here's an example of identifying the decision point using **The FATE Model:**

FOCUS

- What has been this person's focus in the conversation?
- Have they spent more time talking about one subject than the other?
- Have they redirected the conversation back to a recurring theme or topic?
- Where is this person on The Needs Map?
- Based on their profile, what are they most likely seeking in life and at work?

AUTHORITY

- From where does this person derive a sense of personal authority?
- Is there a source of authority this person is defaulting to referencing? (For instance, to repeat the solar power example, you might ask about the Homeowner's Association to gauge a response).
- Is there an authority figure they will defer to, in order to make this decision? (Think in terms of both conscious and unconscious deference to authority)
- Does the person offer advice borrowed from another person?

TRIBE

- Does their behavior profile indicate Acceptance on The Needs Map?
- Is this person conformity or social on The Decision Map?
- Do they reference groups when speaking (Team Pronouns)?
- Do they defer to groups or organizations frequently in their speech?

EMOTION

- Does the person exhibit behavioral patterns of responding to certain topics?
- Are indicators present showing that this person has a pattern of previous behavior?
- Does the person continually make references to a memory or idea?
- Where is this person on The Needs Map?
- Based on their Needs, can I predict what objections will come up that I can overcome using the grief process?

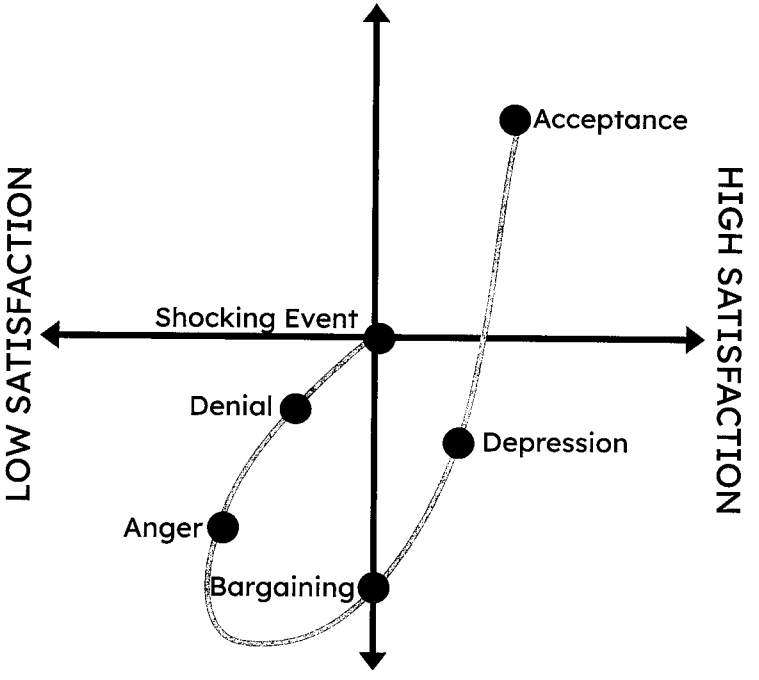
We want to use techniques to reveal what they need to grieve (cut off from) in order to make the decision to act as we need them to. Elicitation can provide a massive amount of information without the need for questions. Having someone participate in a brief survey or intake questions can reveal these in advance in many cases from legal to sales. Asking direct questions can also be a good tool for getting to the root of their target objections.

Let's review these five stages one more time:

- Denial
- Bargaining
- Acceptance
- Anger
- Depression

In the grief process, there's a loss of two main factors: Energy and satisfaction. These occur at the primary outset of the grief process, and it's essential you understand that you will be walking them (verbally) through these phases using linguistics. In the diagram that follows, you'll see the grief process illustrated in a way that initially is shocking. After the shocking event, the person loses satisfaction and energy simultaneously. Through the resignation or depression phase, they reach a point of either hopelessness or acceptance. As an operator, you're ensuring that this phase leads to acceptance, which pushes them upward quickly into a surplus of energy and increased satisfaction. You'll notice in the graphic that energy is more

important to boost than satisfaction. In most cases, leveling up suggestibility followed by expectancy is the best way to do this.



(Image loosely based on the idea/model developed by Bertrand Grondin in a presentation to France Telecom.)

BREAKDOWN OF THE TECHNIQUE

DENIAL

The first reaction is denial. In this stage, individuals believe the information is somehow mistaken, and they cling to a false, preferable reality. Some may also isolate themselves, avoiding others who may have accepted what is happening. This stage is usually a temporary defense.

- There's no way.
- Disbelief
- Questioning motives silently.
- Questioning accuracy of information.
- Questioning truthfulness of the operator.
- Anger makes it more comfortable to cut them off - so that's an easy out.

ANGER

When the individual recognizes that denial cannot continue, they become frustrated, especially at proximate individuals. Certain psychological responses of a person undergoing this phase would be: "Why me? It's not fair!"; "How can this happen to me?"; "Who is to blame?"; "Why would this happen?".

- Why did they suggest this?
- Why should I even listen to this person?
- Why should I trust you anyway?
- This person must be an idiot - because I'm definitely not.
- What I've been doing is fine - I just need to get out of this situation.

BARGAINING

The third stage involves the hope that the individual can avoid a cause of grief. Usually, the negotiation for an extended life is made in exchange for a reformed lifestyle.

- If I do this, I can _____.
- I can stay this way if I get angry.
- I'll do more research and get back to you.
- I can make sacrifices to avoid _____.
- There's no way I would ever _____. I can try harder the other way_____.

DEPRESSION

"I'm so sad, why bother with anything?"

- This is motivational apathy.
- Even though _____ could change my life, I'm fine just not doing anything.
- There's no real benefit here.
- I don't have the capacity/ability/money/skill to do that.
- There's no point.
- I can't grow.
- I don't have what those other people have.

ACCEPTANCE

"It's going to be okay."; "I can't fight it; I may as well prepare for it."

In this last stage, individuals embrace mortality or inevitable future, or that of a loved one, or some other tragic event.

- I might as well.
- Actually, it's not that bad.
- I had no idea - this is my future.
- Expectancy is formed here.

DENIAL

- A lot of people...
- List objections that are commonly held.

ANGER

- Negative dissociation
- Those people sometimes think that - common limiting belief.

BARGAINING

- Some people (ep) want to keep on...
- Temptation to do what others do or to keep on (bad behavior if good behavior increases).

DEPRESSION

- Initially, it's hard to really see...
- Increase expectancy by leveraging future scenarios.

ACCEPTANCE

- In reality...
- Socialize and rationalize the decision away from FATE fears.

THE FATE FEARS

As you know The FATE Model well by now, consider it from a different angle this time. What might a person be worried about on an unconscious (ancestral) level when they are considering a big decision that is either outside their comfort zone, or outside their behavioral norm?

Each item on The FATE Model shows us what might be behind the curtain when we encounter resistance:

Focus: Problems will occur that prevent me from focusing on what's important. I will have more to focus on limiting my cognitive capacity.

Authority: I might anger or irritate an authority figure.

Tribe: Members of my tribe will turn on me or against me.

Emotion: If my patterns are disrupted, I will be in greater danger.

Take someone on a grief journey to eliminate a negative belief or trait this week. Let's walk through a few examples on pre-empting objections using the grief model process:

EXAMPLES:

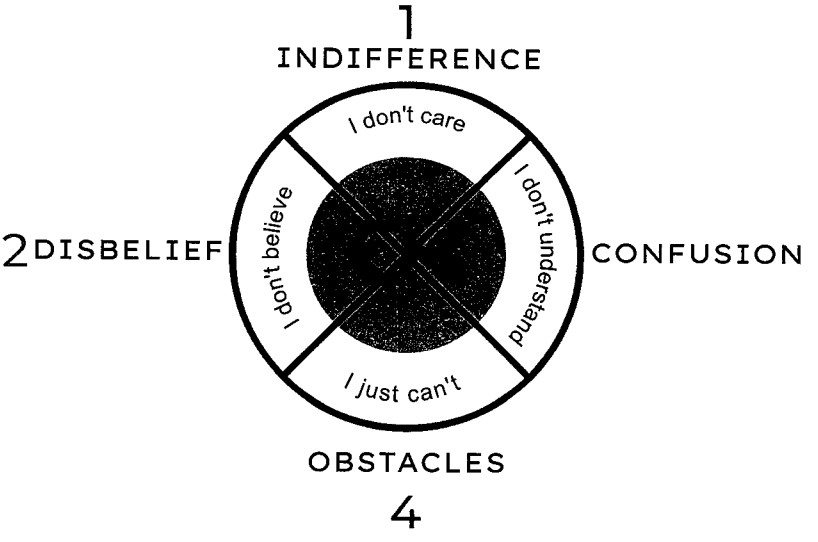
> You know, sometimes I hear that [common disbelief objections].
>
> I worked with a guy who [negative quality against this person's Needs] and every time you meet those people (ep) they are always [common limiting belief of your client].
>
> When I first [your experience] I wanted to just keep on doing what I always had been. I thought I would be fine if [past behavior continues] and I didn't [desired behavior].
>
> In reality, when people decide to [future scenario for expectancy with overload of positive consequences].
>
> When everyone realizes that [decision] was actually [good thing], you'll be surprised at how many people also start doing it. There's always a leader. And going through the list here, it makes perfect sense to anyone why [decision] needs to happen.

OBJECTIONS TO DECISIONS / SALES OBJECTIONS

Sometimes an objection to something you suggest is going to be rooted in something much simpler. There are only four types of objections in most situations that aren't tied to personal behavior patterns or identity.

1. **Indifference**: I don't really care about...
2. **Disbelief**: I don't believe...
3. **Confusion**: I don't understand...
4. **Obstacles**: I don't think I can...

THE FOUR OBJECTIONS



There's a five-step formula to deal with objections that works well with every sales team that I've trained.

Sympathize | Socialize | Select | Show | Secure

1. **Sympathize**: sympathize with them and let them know you had a similar objection or question the first time you heard it
2. **Socialize**: let them know this is a common thing people feel or ask about in response to learning this information or being presented with a decision like this.
3. **Select**: select a key point from their objection by pinpointing it with a question.
4. **Show**: show them that in reality, there's a different situation than they thought previously.
5. **Secure**: ask a simple follow up question to get them to acknowledge that they understand.

EXAMPLE (SALES)

Customer: I'm not sure I can do it right now. I don't think we have the time to spend on something like this. (Confusion objection)

Salesperson: I totally understand. When I first heard about this program, I thought it would be time intensive too. Lots of people assume they will have to spend hours on this every week. Were you a bit worried about the time it would take to do all this?

Customer: Yeah. I'm really busy.

Salesperson: In reality, there's no need to do anything at all. We will take care of all the work. The only thing you would need to do is download the app and click the green button when you need help. Does that make sense?

Customer: Yes.

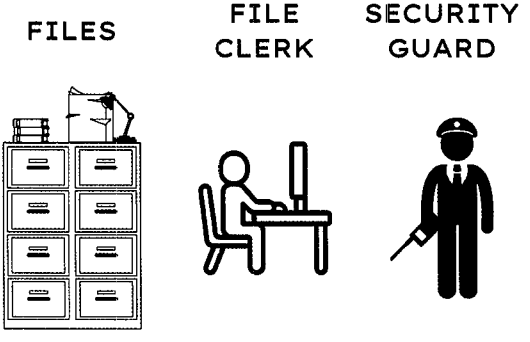
THE CONFUSION WEAPON

> In about 4 seconds, you can take over someone's brain without any special tactics.

What if there was a linguistic technique that was able to harness the power of Ancestor Scripts? The precise nature of how it works is still a mystery, but we'll dive into the neuroscience in a moment.

The confusion methods here are the most advanced to date, and they have been curated, tested, and proven over decades of research and (very) hard-won experience.

Just what the hell is confusion?



Put very simply, confusion works in a simple, repeatable, and predictable pattern. Think of the brain as having three components for a moment:

1. A collection of files stored in different places.
2. A file clerk.
3. A security guard.

Each of these three components have a specific function in our brains.

The Files: Stored in all kinds of different locations in the brain, these files include Life Scripts, memories, data, and the emotions/feelings associated with all those memories.

The file clerk: Its job is to receive incoming information, make sense of it using past experiences and memories, and retrieve personal memories of life events that are similar to what it's hearing.

The security guard: The security guard's job is to screen incoming information to ensure that the brain won't be compromised. It's kind of like a malware protection service, except it screens incoming information from the world to ensure it's not dangerous, ridiculous, or crazy. Our prefrontal cortex is what serves this function. A second function of the security guard is to retrieve and process information when the file clerk is busy. He's a backup file clerk when the situation requires it.

When the file clerk receives incoming information, he not only has to make sense of it, but he also has to retrieve *similar* memories or data related to what topic is being discussed.

Let's examine one quick example:

An operator discusses a vacation to Florida and how they enjoyed riding on rollercoasters.

In this situation, the subject's file clerk would be simultaneously making sense of the incoming data, and retrieving all the associated memories of similar experiences in the subject's life so that they can imagine the story more clearly and respond in a conversational way.

As the subject is imagining all this, the operator is sending the subject's file clerk (electrical activity) to very specific areas that all probably involve happy memories and risk-taking behavior. The file clerk, while rummaging through the file cabinets to retrieve all the associated memories, has also stumbled across a few Life Scripts that involve more proneness to risk, and more fun and open behaviors. These scripts are now much easier to turn on.

Since the operator is telling a story, the security guard can take a quick nap. When we hear stories, our security guard (critical information screening system) takes a break. When our brain is listening to a story, the shields come down.

In this example, the operator told a simple, short story about a vacation and sent the file clerk on a mission to retrieve all kinds of usable 'residual electricity' (definition in glossary).

But what if the operator sent the file clerk in *dozens* of directions? When the file clerk is overloaded with work, the security guard steps in to help. The security guard runs down to the file storage areas and neither the file clerk nor the security guard are able to 'guard' against incoming information. This makes a subject very suggestible, but only for a moment.

When a human is suddenly falling, the arms and legs will flail automatically. The spinal cord takes control and sends their arms and legs in wild circles in an attempt to locate a solid object they can grab onto. The same behavior can be seen in someone who thinks they may be drowning. The first solid object that comes into contact with their hands, arms, or legs will be grasped with the strongest possible grip. Even if it's a thornbush, the hands will wrap tightly around it.

Confusion works in a very similar way. When a person is temporarily in a state of confusion, their mind, like arms and legs, will desperately search for the first logical or factual piece of information that makes sense. This vulnerability allows a short command to be able to enter this person's mind with instantaneous acceptance. Not only is the information causing the file clerk and security guard to run aimlessly through memories and data, the inability to make sense of the statement creates an even deeper desire to obtain something logical to make sense of things.

Our brains only know to grab - to accept - and to hold onto this object. In this case, the language you offer *following* a confusion statement, is this branch. It's the first logical thing that engages the brain in a way that makes perfect, understandable sense, and has automatically accepted in order to facilitate this 'rescue' as the brain is 'falling' during confusion.

PSYCHOLOGICAL WINDOWS

When the file clerk and security guard are both working to locate information, this creates a psychological window.

Psychological window: (noun)

1. *A brief state that lasts for a short period of time marked by a sharp increase in suggestibility, a reduction in cognitive capacity, and a momentary lapse in a subject's ability to criticize or scrutinize incoming information. This short-lived state allows an operator to insert commands, suggestions, and ideas without a subject being able to choose whether or not to accept them.*

2. *A period of time wherein a person's ability to critically analyze incoming information is dramatically reduced by internal and external factors.*

There are three types of psychological windows:

- A snap increase in **focus (Focus Window)**
- A snap increase in **openness (Openness Window)**
- A snap increase in **suggestibility (Suggestibility Window)**

Thus, we can (and will) call these appropriately by their names.

Definitions of these terms:

> **Focus Window:** a short period of time wherein a person's level of focus is hyper-fixated or dramatically increased on a single person, and the surrounding stimuli are muted or ignored.
>
> **Openness Window**: a short period of time wherein a person's level of vulnerability, ego, and social fears are dramatically reduced, and they are more comfortable sharing information that would otherwise make them uncomfortable or fearful of social sanctions.
>
> **Suggestibility Window**: a short period of time wherein the likelihood a person will accept and act on suggestions from another person, marked by a sharp decline in their ability to critically discern incoming data for relevance or sensibility.

Some methods open all three windows at one time but can sometimes be less effective in longer-duration interactions. These techniques are applicable in multiple scenarios, like copywriting, sales, interrogations, etc. However, in conversational usage of Tradecraft, confusion methods are the best way to create a Psychological Window.

Let's look at the factors of suggestibility, since there's so much debate about its level of fluidity and its structure. First, let's define suggestibility:

Attempts to isolate a global trait of "suggestibility" have not been successful, due to an inability of the available testing procedures to distinguish measurable differences between the following distinct types of "suggestibility":

- *To be affected by a communication or expectation such that certain responses are overtly enacted, or subjectively experienced, without volition, as in automatism.*
- *Deliberately to use one's imagination or employ strategies to bring about effects (even if interpreted, eventually, as involuntary) in response to a communication or expectation.*
- *To accept what people say consciously, but uncritically, and to believe or privately accept what is said.*
- *To conform overtly to expectations or the views of others, without the appropriate private acceptance or experience; that is, to exhibit behavioral compliance without private acceptance or belief.*

THE FACTORS OF SUGGESTIBILITY

SOCIAL FACTORS

- History with the operator
- Authority of Operator
- Expectancy of outcomes
- Credibility of Operator
- Presence of bias
- Environmental (perceived) safety
- Cognitive Load
- Subject self-identity

BIOLOGICAL FACTORS

- Genetic predisposition
- Higher levels of GABA neurotransmitter
- Homovanillic Acid levels in cerebrospinal fluid (Ramirez-Bermudez J, 2008 Jul-Aug;30)
- Amount of recent restful sleep
- Levels of glucose (glucose deficit increases suggestibility)

This model shows us there's a lot that people are missing. You can control much more than you think. Much of what comprises a person's level of initial suggestibility is under your control – even more so if you're using authority and leveraging 6MX.

So, what does all this mean?

We're creating a large Suggestibility Window, and a fair-sized Focus Window in a subject when we use confusion methods. Let's look at a few examples of what confusion statements would look like and examine how they work in the brain to create such large gaps in critical judgment.

Take note of the following 'confusion' question:

> *How different would it be if the same things started looking now like it wouldn't change if nothing else really did?*

This small question creates a logical interruption in the brain. The more certainty you exude when you pose this question, the larger the window you will create in the subject. Imagine someone posing this question to you who lacks confidence—it doesn't do much because there's no social pressure to pay attention and make sense of it. Confidence and certainty are critical to make this work well.

Let's look at two more examples:

> *It's really the difference between past and future and east and west. People take a direction when something isn't what could not hold you back anymore - they just move forward and _____.*

What would a question sound like if it decided to look more like a statement is something that it could become?

These are confusion statements. They are designed to send the file clerk and security guards in as many directions as possible.

HOW LANGUAGE CAN TRIGGER AUTOMATIC REACTIONS IN THE BRAIN

What is it you're not thinking about right now?

To process this question, your brain performs what's called a trans-derivational search (TDS). The file clerk is running wildly in response to a question that:

1. Doesn't make much sense.
2. Hasn't been heard before (novelty), and
3. Was spoken in a convincing and confident way.

The question above created a TDS, which is like a little window.

I started with this one question in 1998. The first time I used it, I saw an instantaneous physical response to it. I didn't know much about what to do with the statement yet, but I thought it was fascinating that I could create a small electrical storm in someone's mind. I wasn't the first to start with this.

At the end of this section, I'm going to show you where this all came from, and how the CIA and even Scientology used a lot of these methods in their training.

WHAT CAUSES TDS?

- A need to rectify ambiguity
- A need to reconcile discrepancies
- A need to understand unexpected occurrences
- A need to process information not usually accessed
- A need to compile multiple pieces of information from the past to understand a presented idea
- A need to verify information presented
- A need to process an unusual question or statement

What do all these have in common?

Novelty

What will make them work well?

Authority

BEHAVIORAL INDICATORS OF TDS

- The subject's eyes move in order to answer your questions
- The eyes glaze over or become visibly unfocused (not from boredom)

Let's examine a few ways that the human brain can be caught off guard:

LEADING STATEMENTS

"And those thoughts you had yesterday..."

The human mind cannot process hearing this phrase, without searching internally for some thoughts or other that the subject had yesterday, to process the sentence.

"The many colors that fruit can be."

Likewise, this starts the human mind considering even if briefly, different fruit sorted by color.

"You did it again, didn't you!"

This everyday manipulative use of TDS usually sends the recipient looking internally for some "it" they may have done that someone is so confidently asking them about. Even if they can't think of anything, feelings of guilt may come up in the person hearing this.

"You didn't notice that part of you, did you?"

In this example, the mind is performing a search of the body to determine if they lack awareness of it. This one sentence can bring someone into the present so fast because it forces the person to perform this body 'scan'.

AMBIGUITY

"Do you remember getting fully immersed?"

With this question, since no context is being offered, the brain is in conflict. To resolve this, the file clerk gets busy both searching for a memory and trying to determine the context of the question.

- Was there a TV show called Fully Immersed?
- Do I remember personally getting fully immersed?
- Do I remember ever being immersed in the past?
- Was there a situation they are referring to recently where I was fully immersed?
- Do I tend to forget being immersed and that's why they're asking me?

"All that glitters isn't she a diamond in the rough."

When common sayings or clichés are mixed up, something different happens in the brain. The person automatically begins hearing the cliché and believes

that they know what's coming next. Then the familiarity is interrupted by another cliché that causes a discrepancy in mental processing.

Creating a window in someone is thought of as only a verbal technique, but hypnotists use a physical method of doing this all the time. Milton Erickson had the most famous technique for doing this. When he would shake someone's hand (a familiar and scripted behavior), he would grab their wrist gently with his left hand. This interruption of patterned behavior (novelty) induced a small window where the subject would become temporarily more compliant and focused. Milton would then guide the person's hand in front of their face and use linguistics to send them into a trance while they looked at the palm of their hand.

> THE MORE THE FILE CLERK IS BUSY, THE MORE SUGGESTIBLE THE PERSON IS IN THE MOMENT

Confusion techniques are not a 'hack' for increasing conversational (long term) suggestibility. They are designed to create a *window* for compliance that can lead to something long-term, if desired. The window these techniques create is small, but in many cases, it's the beginning of a wedge that can be continually re-used to amplify desired behaviors. In almost all cases, you'll be using confusion to create spikes on the Six-Axis Model; mostly Openness, Focus, and Suggestibility.

CONFUSION LEVEL ONE

Imagine trying to process this statement:

> "And most people don't realize that what isn't here still has an impact on what isn't noticed."

Delivering this in a conversation requires a three-step formula that ***must*** be followed to get the full effects of the technique.

1. Speak the confusion statements with sincerity, certainty, and gravity.
2. Give suggestions immediately after the confusion statement that offer subjects certainty.
3. Return to the conversation *immediately*.

These three rules will come into play in a moment, but keep them in mind, as they essentially govern the usage of all confusion methods.

Here's a simple (but extremely effective) statement. Try this one out:

> "And it's easy to completely separate the part listening closely, and not actually doing than the part that isn't not completely focused."

Do it a few more times out loud. (Don't do that thing you do when you read other books and just imagine saying it - do it for real.)

This is one of the reasons that it's important to commit these to memory when you are in training. They don't roll off the tongue, but you *must* make them sound like they do.

> **CAUTION:**
>
> One of the most common mistakes that new operators make while using confusion methods is to pause too long after the confusion statement is spoken. This usually occurs because an operator pauses to observe the physical effects of the confusion statement on the subject's face and body. This is a very common mistake, and the urge to observe reactions to confusion statements is hard to resist. It's vital that you follow the confusion statement immediately with command language (more examples in a moment).

Confusion statements don't quite roll off the tongue. You'll need to become familiar with using them until it becomes a new linguistic habit.

PRACTICE

This week, try this one exercise to get familiar with the techniques:

Approach a stranger with your phone. On your screen, have a picture of a dog or puppy ready to go. This situation is already creating **focus** due to the **novelty**. The dog on the screen is something most people will respond positively to, even if the response is only internal to them. This raises the **Connection** Axis. As you approach, offer the confusion statement below *before* handing over your phone so that you have an opportunity to observe the physiological reactions to confusion. This is your opportunity to observe reactions in low-stakes situations, and to get the desire to do so out of your system. Confidence and enjoyment are key for these types of situations.

- **Confusion statement for practice:** "Is black and white easier for sending?"
    - This is spoken at the moment before they see that you're referring to the photo on your phone – creating confusion.
- **Command to attach to the statement for practice**: "Feel completely connected."

Example

> "Hi, is black and white easier for sending?"
>
> "I just **feel completely connected** (bfp) here; the cell network is a lot better than where I live. I'm trying to send this photo. Do you know how to make it black and white on the phone?"

You'll notice there's no need to directly reference your personal connection to the subject. Your embedded command and gestural reference make that clear to the subject's subconscious. The subject, while experiencing a psychological window, is also hyper-receptive to the embedded command.

You will usually see some pretty strong and positive reactions to this one. Handing over an unlocked phone also serves to increase the **Connection Axis**.

Here's another example to try with your phone this week:

- **Confusion statement for practice**: "Do you know how to get the rectangle pulled down into a square shape?" (Referring to a text box on your phone, but meant to be confusing and ambiguous)

- **Command for practice:** "Get completely open to me."

In the previous example, I tied the command into natural language *for you*. In this example, see if you can weave it into a natural sentence that you can use to practice this week.

With these statements, we use the creation of a small psychological window to insert an embedded command.

Let's examine some confusion statements that are more advanced:

> "How different would it be if the same things started looking now like it wouldn't change if nothing else really did? And it's easy to just **let go. Now, with me**, I think it's amazing how little real control we have..."

In this example, we added the command with syntax ambiguity to **'Let go now, with me**'. Notice how we immediately returned to the conversation, letting the command take effect, and bringing the subject back on track to what we were talking about. This works so well because it creates the resolution we are causing their brain to search for. Both the command and the return to the conversation create this resolution.

Here's another example using a different confusion statement:

> "It's such a good feeling to just lose yourself into what captures all of your focus (op) when nothing is really what you aren't noticing. And you can finally, just **relax. Now**, when I try to think about too many things at once..."

After using confusion methods and trying my best to perfect them for years, I made a discovery that weaponizes them even further.

The next method follows along the same process you've been learning but adds a few more layers to it.

CONFUSION LEVEL TWO

This method leverages a compilation of several techniques you've thus far learned in your training and combines them to make it much more effective. Here's an outline of what the technique looks like:

- **Consistency hack -** open up (priming for susceptibility to confusion)
- **Entrainment –** rewarding following behavior
- **Confusion –** TDS and psychological window formation
- **Command –** dramatically increasing Openness Axis
- **Priming Question -** electro-chemical priming
- **Expectancy -** forward-looking command

Let's walk through an example of what this looks like in practice:

- "How did you get completely open like this? I grew up with social anxiety. Were you always just totally open all the time, or did you learn this?"
    - They will answer.
    - As they answer, you step to the side, or move in a way that causes physical reorientation to you. Make this a small movement.
- "I'm amazed how different would it be if the same things started looking now like it wouldn't change if nothing else really did? And people just **let go, now, with me**, I think it's amazing how people (sp) who know what they want go immediately for it and don't look back."
- "In your opinion what do you think is the most rewarding / fun / enjoyable / satisfying / awesome / cool part of what you do?"
    - Letting them know they are about to have a turn to talk also stops any other train of thought they might be entertaining in their mind and lets what you said fly into the psychological window.
    - They will answer by both recalling positive information and will likely even reveal more 6MX data.
- "I totally agree. That's why I'm really looking forward (gesture left) to this project with you - if you **decide it's what you want**."

Let's walk through an example that you could use in a coffee shop while speaking to a barista:

As you approach the counter, the barista awaits. You execute an eyebrow flash (for entrainment), and with a surprised look on your face, you start the method:

- "Thanks for being so awesome!"
    - The eyebrow flash triggered initial entrainment neurons.
    - You place your hand on your chest as you say this to convey more sincerity.
    - This likely doesn't happen every day, so you've established novelty and generated heightened focus. (Keep in mind you've accomplished all this within one second)
- You step slightly to the side.
    - This is your *second* movement of behavioral entrainment.
    - You're now standing in a slightly different location than most customers do, further developing the novelty of the situation in her mind.
- "I'm amazed how different would it be if the same things started looking now like it wouldn't change if nothing else really did? And people just **let go. Now, with me**, I think it's amazing how some people are just a lot more *open* (sp) to the world."
    - You've used confusion, inserted a command, and then subtly complimented her on how open she is by using gestural referencing.
    - You spoke with authority and confidence, and pairing this with novelty and entrainment for focus has created a psychological window where the command entered into her mind.
- "Real quick, what do *you* think makes some people (sp) more open/real than others?"
    - The moment she offers an opinion, she's making an *identity agreement* to behave in this way in the future (with you) if this conversation were to continue. Since she's likely busy, you will need to ensure she remembers how to respond to you next time you come into the coffee shop.
- "I totally agree. Thanks so much for **your remembering this**. Take care."
    - As you thank her, you inserted an embedded suggestion so that she's more likely to remember you next time.
    - You powered up the embedded suggestion by using it as a compliment/thank-you message, which people are more likely to recall later. (Berntsen, Rubin, & Siegler, 2011)

CONFUSION LEVEL THREE

Confusion statements are made *more* advanced by layering the amount of electrical activity required to process them within your language. Sensory information processing also requires somatic sensation and makes confusion statements far more advanced in the process.

Consider the following statement that leverages sensory information:

> "When you go back (right hand) and look through what really makes you feel amazing, there's always this balance between warm memories moving up and **this really bright connection in front of yo**u. Now, one of these quiet moments you **feel completely open to everything. With me**, I remember when I was a kid, you...."

This method can be applied in the exact same way as the previous techniques. Later, we will walk through several more examples of sensory confusion guaranteed to create psychological windows. Once you find a few that are comfortable for you, commit them to memory to start using them right away.

EMBEDDED COMMAND EXAMPLES

These examples of embedded commands can be plugged into just about any conversation, and they can pair well with the recommended list of embedded commands that you'll use to increase Openness, Connection, and Focus. As a reference, here's the list again of the recommended embedded commands:

- Become completely open
- Get fully focused
- Become focused
- Focus
- Open
- Connect completely
- Get absolutely connected
- Feel fully focused
- Get totally excited
- Become completely trusting
- Let go
- Feel that sense of trust
- Let everything go and be open
- Get fully absorbed in the moment
- Completely let go
- Break all the rules
- Allow everything to just fade away
- Feel a perfect sense of connection
- Be who you actually are
- Let go of all of the fear
- Open up
- Get completely absorbed in this
- Let all of the inhibitions go
- Break the rules

- Realize how interesting this is
- Get completely interested
- Feel that sense of trust and connection

And here's the additional command ambiguities you can add onto almost all of them:

- Now, with me
- With me
- Now
- All the way
- Right there
- Here
- Here, with me
- For me
- In me
- In this conversation

PRACTICE

After each of the following statements, choose an embedded command from the list above that might fit well. Then, determine how you would make that command follow the confusion statement. For extra credit, say them out loud instead of rehearsing them in your head. Your muscle memory is important for confusion.

- "And most people don't realize that what isn't here still has an impact on what isn't noticed. And it's like you just _____."
- "And it's easy to completely separate the part listening closely and not actually doing than the part that isn't not completely focused when you finally _____."
- "How different would it be if the same things started looking now like it wouldn't change if nothing else really did? When people just _____." (This one introduces uncertainty at the end)
- "It's such a good feeling to just lose yourself into what captures all of your focus when nothing is really what you aren't noticing when you _____." (This one is designed to be a chained confusion command)

Try that again with this one:

- "...and it's easy to separate the part listening closely and not actually doing than the part that isn't not completely focused when you _____."
- "How different would it be if the same things started looking now like it wouldn't change if nothing else really did? It's easy to _____."

- "It's such a good feeling to just lose yourself into what captures all of your focus when nothing is really what you aren't noticing. And when you _____."

- "Looking back or even moving forward, this whole concept sounds like people would feel a lot brighter if you couldn't focus at all on things that don't matter with not feeling like what you don't see isn't that important in the first place - to just say 'holy shit', just_____."

- "I mean, just following this, it's like what's not really different than moving between deciding to ignore what isn't important, or just decide not to be distracted, when you feel something has all of your focus here. _____."

- "There's so many really sharp people who see something that sounds so perfect (omp) - an ideal situation would move up that felt a little better than before - so many people are afraid of being judged, and never really see that they can _____." (Redirect to conversation!)

MORE EXAMPLES WITH COMMANDS

In the examples that follow, the empty spaces are where you might insert a command. Experiment with these examples and see if you can spot what methods are being used, and what command would be ideal in a particular situation. In some examples, you might be able to see how it feels to hear the sensory information being added to the statement.

** If you were paying attention, then you just spotted the involvement of multi-layer sensory word usage.*

- "Just looking back, people feel like things are right in front where they should be in line, and it sounds like this touches on how we all move finally back to the end of how they told us to _____ and so many people didn't see it (ep)."

- "It's one of those things that you feel right up front it looks like it's just settling back into how it sounds to most people (ep) that it's not just an up or down decision to just _____."

- "I mean, if you think back to the next time you see someone who sounds that they are just looking for their turn to finally come forward - and you hear people all the time with nothing left, and the right - thing to feel is that there isn't time to not just -- let go of that stuff, and _____."

- "Just looking back, all of us have this feeling that we don't hear what we should have up front - where we don't completely focus on what's really important to everything that's not on either side of what you truly want _____."

- "That's the real difference between either side of the middle when you look at what you want and everything you hear feels like it's a lot brighter the more you can just go back to what you really want to achieve right here _____."

- "When people look back to how rough some people have it in life, this feeling that it could be brighter starts to sound like touching back might appear to be the right thing to move forward and if they could just _____."

Even more examples with commands:

- "If you think back (gesture left) to where you didn't feel (small gut feeling reference gesture) too late to start to take action on what felt like you could completely focus (hallway gesture) on whenever something finally allows you just **completely let go** - and **focus everything on what's in front of you** (op). [Immediate redirect to callback subject]"

- "Just think about what wouldn't really not change when everything's different if nothing else really did. It's just when you **completely open up**. To me, I think a lot of people are pretty closed off to the world around them (ep)."

CONFUSION LEVEL FOUR (ADVANCED)

So, let's take a basic level confusion statement, and then figure out how to improve it with movement, entrainment, GHT, commands, focus-enhancement, authority, conviction, and finally, gestural referencing:

Example:

> "...and most people don't even realize that what isn't here still has an impact on what isn't being completely focused on..."

Write this one down, how could you add in GHT, pronouns, adjectives, movement, a command line, and then an *immediate* return to the subject's discussion of where they went to college?

Take 5-10 minutes to do this and let's dissect each part of the process.

(Pause to do the work)

If you're reading this and you haven't done the work above, you're not getting skills, you're getting information. That's not what this book is for, and you're better than that. Your future self deserves it.

Try that analysis and breakdown again with these. Some have the spaces to fill a direct command, and some will require you to build your skill in how a command might naturally flow from the sentence:

"...and it's easy to separate the part listening closely and not actually doing than the part that isn't not completely focused..."

"How different would it be if the same things started looking now like it wouldn't change if nothing else really did?"

"It's such a good feeling to just lose yourself into what captures all of your focus when nothing is really what you aren't noticing."

"Looking back or even moving forward, this whole concept sounds like people would feel a lot brighter if you couldn't focus at all on things that don't matter with not feeling like what you don't see isn't that important in the first place - to just say 'holy shit', just_____."

"I mean, just following this, it's like what's not really different than moving between deciding to ignore what isn't important, or just decide not to be distracted, when you feel something has all of your focus here. _____."

"There are so many really sharp people who see something that sounds so perfect (omp) - an ideal situation would move up that felt a little better than before - so many people are afraid of being judged, and never really see that they can _____."

I'm stepping in after you just read through these to remind you that every time you speak or read one of these statements, you need to rehearse yourself inserting a command and *immediately* returning back to the topic of conversation.

Some accessory ones to play with:

"Just looking back, people feel like things are right in front where they should be in line, and it sounds like this touches on how we all move finally back to the end of how they told us to _____ and so many people didn't see it (ep)."

"It's one of those things that you feel right up front it looks like it's just settling back into how it sounds to most people (ep) that it's not just an up or down decision to just _____."

"I mean, if you think back to the next time you see someone who sounds that they are just looking for their turn to finally come forward - and you hear people all the time with nothing left, and the right - thing to feel is that there isn't time to not just -- let go of that stuff, and _____."

"Just looking back, all of us have this feeling that we don't hear what we should have up front - where we don't completely focus on what's really important to everything that's not on either side of what you truly want _____."

"That's the real difference between either side of the middle when you look at what you want and everything you hear feels like it's a lot brighter

the more you can just go back into what you really want to achieve right here _____."

"When people look back to how rough some people have it in life, this feeling that it could be brighter starts to sound like touching back might appear to be the right thing to move forward and if they could just _____."

A filled example with a few commands to dissect:

"If you think back (gesture left) to where you didn't feel (small gut feeling reference gesture) too late to start to take action on what felt like you could **completely focus** (hallway gesture) on whenever something finally allows you just **completely let go** - and focus everything on what's in front of you (op). [Immediate redirect to callback subject]"

CONFUSION LEVEL FIVE (ADVANCED)

THE KELLY METHOD:

To further explore this topic of the rapid use of confusion, I'm going to show you how Kelly Kennedy, the main character in my fiction book, Phrase Seven, used these methods to convince a valet car attendant to hand over the keys to a stranger's car. In the book, there's a time crunch, and Kelly only has a minute or two to convince this man's brain that he should hand her the keys to a Lexus that she needs to complete a mission. Knowing what you've learned about confusion so far, see how many techniques you can spot, and then I'll show you the formula Kelly Kennedy actually used. Keep in mind that she's also leveraging Authority, Behavior Profiling, and the Six-Axis Model in this method.

Pierce watched as Kelly placed a hand on the young valet's shoulder. Her technique was flawless. She used a standard confusion technique, with just enough physical movement to keep the man's eyes on her every move. Pierce listened in admiration. His methods hadn't been this polished so soon after his own graduation.

"I'm so sorry, but we aren't from here." She held her phone in front of the young man's face. "Which way exactly is northeast right now?"

Before the man could answer, she pointed south and continued. "You grew up here, I bet. Preschool here? You look so young and handsome—we're just...Jason! That's your name. So sorry." She touched him on the wrist.

"It's really so easy to notice when you don't have any attention now on what's not being right here in front of you," she motioned to the podium full of car keys, "and just become completely fine with it...thank you so much for that—you're happy to give that to me," she touched her chest, "and it was the grey one there. That's completely fine, Jason. Thank you so much. I really appreciate it. That's the one. It's fine."

To anyone listening, she sounded like an excited, rambling girl. To this man's brain, it was an avalanche of thick, heavy words that would soon fade into corners of his mind he couldn't reach.

The man passed her the keys to a vehicle, and she touched his forearm.

"Jason, it's fine—thank you. I was so discombobulated—things just spin around, and we forget now...and then we all have those days...thinking nothing happened at all."

The young man's face was a blank canvas. She only did just enough to erase the emotional content of his memory. He nodded at her, and his walkie talkie chirped with chatter from the hotel staff. As his attention shifted, Kelly set an immediate course for the garage.

KELLY METHOD EXAMPLE 2:

Before we dissect Kelly's chosen method, let's look at one more time she used these techniques. In another part of Phrase Seven, a persuasion instructor asks Kelly Kennedy how she would convince someone to rob a bank in short order.

I'm certain how different would it be if the same things started looking now like it wouldn't change if nothing else really did? And it's easy to just let go, now, with me, I think it's amazing how little real control we have. And a lot of us have this voice (Kelly pointed to her mouth) that's able to completely guide you. Some people get into trouble when they don't listen closely to this voice and do what it says to them. And it would be easy to just let the thoughts you notice coming in about the bank here in your mine. They have no issue with you going in letting them know you're going to set off a bomb unless they fill a bag with money for you – to be confident, as you may notice happening now – is the time to really think about taking action – is what's really required with this – is something you can easily do – this now as you go on into the bank here."

EXAMINING THE KELLY METHOD

Let's finally take a look at the 'formula' Kelly used to get that valet to hand over the keys. You'll notice there's some similarity between the two times you've seen Kelly perform Tradecraft.

Here's the blueprint Kelly developed (in the fictional story) that best fits the time constraint she was under, and her own personality:

- Autopilot break
- Regression
- Multi-sensory confusion
- Command/s
- Reassurance dominance
- Physical contact and name usage
- Confusion/Amnesia (Amnusion)
- Redirect back to initial conversation

THE 6MX AND CONFUSION

To ensure your skills from the behavior profiling (6MX) section are still intact, try going through each of the examples and discovering where a person's 6MX data could be added to bring even more power to the technique. If you learned someone's needs were Significance and Intelligence, then learned their Decision Map style is Social, how would this change your behavior in the situation?

For each of the examples, how would you sharpen the technique to a surgical edge using profiling?

CONFUSION LEVEL SIX (ADVANCED / RED BELT)

THE IDEAL CONFUSION SCENARIO

- Confidence and authority - Generates focus on its own.
- Focus - Forced novelty + confidence = hyperfocus
- Entrainment - Small movement to ensure following.
- Movement - Social vacuum or shift their ventral orientation.
- Confusion - Operator uses excitement, gravity, confidence, Ef usage, Pos GHT shift, disorientation.
- Command
    - Add subject's GHT and ADJ and Gestural Ref to commands.
    - Immediately continue conversation using callback to previous subject.

THE NEUROSCIENCE OF CONFUSION

Focus is generated in the prefrontal cortex by the operator.

The prefrontal cortex (file clerk) is then put to work to make sense of the confusing command.

The hypothalamus is then triggered to help deal with the lack of understanding. The social pressure created in this extremely brief moment created a brief bodily response.

The file clerk cranks up the hippocampus (our memory center) to try and make sense out of the statement. It begins rapidly sifting through memories to compare and contrast the operator's words against what is stored in memory.

The medial prefrontal cortex (MPfC) Responds to the social behavior patterns of entrainment while the file clerk continues to process - this is why *movement* is critical during confusion techniques.

BUT, we're also tricking the spinal cord to get involved:

This deals with involuntary control of tracking nearby objects – the moving object tracking system is even responsive in people who are in a coma if you hold their eyelids open.

This animal response to movement tracking also helps us to let the brain know it's important and relevant.

WHY MOVEMENT IS SO IMPORTANT:

To sum up a few key points of how confusion works, and what every practitioner in history has missed, let's go over a few key points.

Movement

- Maximizing sensory input (animal)
- Triggering social behavior / social vacuum (human)
- Triggering authority response (animal)
- Inducing small amount of visual novelty (animal)
- Invoke the power of the cerebellum (visual tracking app) (animal)

Movement and the Subject's GHT

- Similar positive association to all GHT usage (human)
- Adds in positive recall (human)

So, let's take a basic level confusion statement and then figure out how to improve it with movement, entrainment, GHT, commands, focus-enhancement, authority, conviction, and finally, gestural referencing.

CONFUSION (MASTER-LEVEL)

THE MASTER-LEVEL CONFUSION TECHNIQUE FOR COMPLIANCE:

As you know, you'll be using confusion to raise levels of the Six Axis Model. Primarily, you'll be using this method to elevate levels of Connection, Openness, and Focus.

The technique that follows is a combination of everything you've thus far learned in this section. It encompasses confusion, command, sentence ambiguity, sensory confusion, and a return to the conversation. Remember that this method is used to level up the Six Axes, not to accomplish an end-stage goal of persuasion.

> "When you go back (gesture with right back in timeline reference) and look through what really makes you **feel amazing**, there's always this

balance here between warm memories moving up and this really **bright connection (bfp) in front of you, now**...one of these quiet moments you **feel completely open to everything, with me**..."

Here' we see an example that leverages sensory distortion, movement-tracking, two embedded suggestions, and an embedded command to 'feel completely open. Then, punctuation ambiguity follows the command using 'now, with me.'

"When I was young, I'm sure you can imagine...your eyes search for every opportunity (op) to really **hold onto the memory** that moves you, no matter how close it might be, there's always that one thing you'd rather do that feels amazing."

This method is using regression followed by an embedded command to 'hold onto that memory' in hopes that it will create more residual electricity. This regression and residual electricity will likely level up a subject's level of suggestibility and enhance their natural response to authority.

"Looking back (right hand timeline) there's this sense that the opportunities we missed in our lives would never sound like something we would reach forward to **get this absolutely amazing feeling** when you realize that you're now going to hear what makes sense. And I decided to just **feel completely okay now...with me**, I've decided with all that in the past that I know everything will be completely fine - better than fine, actually."

In this example, an embedded suggestion is used along with an embedded command.

"There's nothing really forward (Gesture to their left) before someone looks back (gesture to their right) to the rest of it; and I look *forward* to just **completely open up now** in conversations with people (bfp). I can see that **you've made a tremendous impact on these people**; and you know exactly what you want when it comes down to just **enjoying yourself. With me**, I really look up on these moments with_____."

This method leverages the person's 6MX needs, and both embedded command, and embedded suggestion. The confusion here utilizes sensory, spatial, and feeling words with a gestural reference to suggest being open in the conversation.

A BIZARRE HISTORY OF CONFUSION TECHNIQUES: FROM SCIENTOLOGY TO C.I.A.

In the wake of WWII, amid American Prisoners of War in Korea being 'brainwashed' into making anti-American propaganda videos, the national interest in persuasion exploded like the big bang. In 1950, L. Ron Hubbard published a controversial book that would sweep the world called 'Dianetics'. Individual groups formed across the world to practice new 'radical' techniques of mental healing and increasing the power of the mind.

You'll see some similarities in the following excerpts, and if you're like me, you might notice that great psychiatrists like Dr. Milton Erickson and the C.I.A. alike both followed (with strange similarity) L. Ron Hubbard. They even used the same exact words in many cases. This isn't presented here as a compendium of research, but an example of the formative years of this method, and how it came to exist.

Each section that follows features a direct excerpt from the source discussing confusion, and the gradual realization that it can be used in conversation.

SCIENTOLOGY'S DISCUSSION ON CONFUSION

"Now, if it comes to a pass where it's very important whether or not this person acts or inacts as you wish, in interpersonal relations one of the dirtier tricks is to hang the person up on a maybe and create a confusion. And then create the confusion to the degree that your decision actually is implanted hypnotically."

- L. Ron Hubbard Lecture, 20 May 1952 "Decision."

Quotes from L Ron Hubbard on the Confusion Technique:

[Quote]

> "The way you do this is very simple. When the person advances an argument against your decision, you never confront his argument but confront the premise on which his argument is based. That is the rule. He says, "But my professor always said that water boiled at 212 degrees."
>
> You say, "Your professor of what?"
>
> "My professor of physics."
>
> "What school? How did he know?" Completely off track! You're no longer arguing about whether or not water boils at 212 degrees, but you're arguing about professors. And he will become very annoyed, but he won't know quite what he is annoyed about. You can do this so adroitly and so artfully that you can actually produce a confusion of the depth of hypnosis. The person simply goes down tone scale to a point where they're not sure of their own name.
>
> And at that point you say, "Now, you do agree to go out and draw the water out of the well, don't you?"
>
> "Yes-anything!" And he'll go out and draw the water out of the well."

[End Quote]

- L. Ron Hubbard Lecture, 20 May 1952 "Decision."

Also, even earlier, in 1950:

[Quote]

> "One error, however, must be remarked upon. The examination system employed is not much different from a certain hypnotic technique. One induces a state of confusion in the subject by raising his anxieties of what may happen if he does not pass. One then "teaches" at a mind which is anxious and confused. That mind does not then rationalize, it merely records and makes a pattern. If the pattern is sufficiently strong to be regurgitated verbatim on an examination paper, the student is then given a good grade and passed."

[End Quote]

- L. Ron Hubbard lecture 29 August 1950, "Educational Dianetics."

SCIENTOLOGY'S EXERCISE IN CONFUSION

[Quote]

> [NUMBER: T-R 1. Revised 1961 and 1963]
>
> NAME: Dear Alice.
>
> "PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.
>
> "COMMANDS: A phrase (with the 'he saids' [sic] omitted) is picked out of the book Alice in Wonderland and read to the coach..."

[End Quote]

Reference from *The Mind Benders,* Cyril Vosper
(The book Scientology tried to legally ban)

THE CIA AND SCIENTOLOGY?

The CIA even used this *exact same* method extensively very strangely around the same time. Here's an excerpt from the CIA's original manual on torture and mind control, before it was fully understood:

[Quote]

> "The aim of the Alice in Wonderland or confusion technique is to confound the expectations and conditioned reactions of the interrogatee. He is accustomed to a world that makes some sense, at least to him: a world of continuity and logic, a predictable world. He clings to this world to reinforce his identity and powers of resistance.
>
> The confusion technique is designed not only to obliterate the familiar but to replace it with the [command] that is offered.
>
> Although this method can be employed by a single interrogator, it is better adapted to use by two or three. When the subject enters the room, the first interrogator asks a doubletalk question — one which seems straightforward but is essentially nonsensical. Whether the interrogatee tries to answer or not, the second interrogator follows up (interrupting any attempted response) with a wholly unrelated and equally illogical query. Sometimes two or more questions are asked simultaneously. Pitch, tone, and volume of the interrogators' voices are unrelated to the import of the questions. No pattern of questions and answers is permitted to develop, nor do the questions themselves relate logically to each other. In this strange atmosphere the subject finds that the pattern of speech and thought which he has learned to consider normal have been replaced by an eerie meaninglessness. The interrogatee may start laughing or refuse to take the situation seriously. But as the process continues, day after day, if necessary, the subject begins to try to make sense of the situation, which becomes mentally intolerable. Now he is likely to make significant admissions, or even to pour out his story, just to stop the flow of babble which assails him. This technique may be especially effective with the orderly, obstinate type."

[End Quote]

DR. MILTON ERICKSON AND CONFUSION

The manuscript that Erickson sent Weitzenhoffer for review was eventually published as "The Confusion Technique in Hypnosis" in the American Journal of Clinical Hypnosis (AJCH) with (Erickson, The Confusion Technique in Hypnosis, 1964) as the sole author. Twelve years earlier, Erickson had included a section on the confusion technique in the chapter "Deep Hypnosis and Its Induction" in *Experimental Hypnosis*, edited by Leslie LeCron (Erickson, Deep Hypnosis and its Induction, 1952). The confusion technique was one of Erickson's most innovative and important contributions to hypnosis. These verbal and nonverbal methods created disorientation, disrupting habitual sets paving the way for enhanced responsiveness. Funnily enough, he somehow came to identical conclusions as Scientology and the CIA *after* they had published their works.

From *The Letters of Milton Erickson* -
"Important Names in Hypnosis," page 186

The Letters of Milton Erickson; "Important Names in Hypnosis" p. 184
Letter to Andre Weitzenhoffer circa 1963

[Quote]

> "I wrote this hastily last night. It can properly be filled out. Stored away, I have many old manuscripts, starting with such ideas as "If your left hand were your right hand, then your right hand wouldn't be your right hand. Instead, your right hand would be your left hand, and your right-hand, left hand pants pocket would be your right hand pants pocket. But that would put it on your other leg." (I trust, merely trust, that you followed me without difficulty.)
>
> You can start a confusion technique with literally anything; for example, that chair (1) is there (1) and that chair (2) (pointing to another) is there (2). And where is there, and if that chair (1) isn't there (2), and that chair (2) isn't there (1), tilting the head slightly to direct the subject's gaze, but we may talk about yesterday instead of today, but last year has so many yesterdays..."

[End Quote]

Confusion seems to have been created long ago but has not been leveraged to the full extent possible.

As you continue to develop your understanding and skill in confusion, there's one thing you'll run into consistently: a fear of using the methods. This is natural. If you advance through the exercises in this chapter in order, you'll see that I've given you progressively more difficult assignments to perform. The first few exercises don't even require you to insert commands, or any other methods. This is done to mitigate the social pressure and natural fears that might arise as you develop this skill. The more confident you are using confusion, the more effective the method will be. I've built this chapter over the course of two months to ensure that your understanding is top-notch, and you have a resource to come back to for decades to come. As I write this, I'm

sitting on a covered dock at 4:34 AM in Jamaica. I'm finishing this chapter with every belief that I've built something in this chapter alone that will stand the test of time as a world-leading resource for you.

Come back often.

HYPNOSIS

HYPNOSIS

Before we dive into clinical hypnosis, I want you to know something. If you are this far in the book, you already know more than 99.99999% of hypnotists on the planet about how the mind works, and how to develop deep-level changes in human beings. As you move through this section, I just want you to keep in mind that if you've done your homework, and you can execute most of the methods in this book, you've already surpassed just about every hypnotist on the planet. Learning these techniques will only be icing on the cake.

The history of hypnosis is a long and complex one, dating back to ancient civilizations such as Egypt and Greece. Here's a brief overview of some of the key events and figures in the history of hypnosis:

- Ancient civilizations: Hypnosis has been used in various forms throughout history. For example, the ancient Egyptians used a form of hypnosis in their healing temples, while the ancient Greeks used sleep temples to induce a trance-like state in patients.

- Franz Anton Mesmer (1734-1815): Mesmer is often credited with being the "father of hypnosis." He developed a theory of "animal magnetism" in which he believed that there was a natural energy that flowed through all living things. He would induce a trance-like state in his patients by using magnets and making sweeping gestures with his hands.

- James Braid (1795-1860): Braid was a Scottish physician who is often credited with coining the term "hypnosis." He rejected Mesmer's theory of animal magnetism and instead believed that hypnosis was a form of self-hypnosis induced by focusing the mind on a particular object or idea.

- Sigmund Freud (1856-1939): Freud was a famous psychoanalyst who used hypnosis in his early work. He later abandoned hypnosis in favor of free association, but his work helped to popularize hypnosis in the field of psychology.

- Milton Erickson (1901-1980): Erickson was a famous hypnotherapist who developed a conversational style of hypnosis known as "Ericksonian hypnosis." His techniques have been massively influential in the field of hypnotherapy.

Today, hypnosis is used in a variety of contexts, from stage shows to therapy sessions. It has been studied extensively by psychologists and other researchers, and there is growing evidence to support its effectiveness in treating a wide range of conditions, from chronic pain to anxiety disorders.

WHAT IS A TRANCE?

A hypnotic trance, also known as a hypnotic state, is a state of altered consciousness that can be induced by a trained hypnotist or through self-hypnosis. From a scientific perspective, a hypnotic trance is characterized by changes in brain activity and subjective experiences, including a heightened suggestibility, a reduced sense of self-awareness, and alterations in perception, memory, and mood.

Research has shown that during a hypnotic trance, there is a shift in the balance of brain activity towards increased inhibition and decreased self-awareness, which is reflected by changes in the levels of neurotransmitters such as GABA and dopamine. These changes in brain activity can lead to alterations in perception and suggestibility, which can be used for therapeutic purposes.

From a behavioral perspective, a hypnotic trance is often characterized by a feeling of relaxation, a sense of detachment from one's surroundings, and a heightened sense of focus and concentration. During a hypnotic trance, the hypnotist may provide suggestions that can influence the person's thoughts, feelings, and behaviors, which can be used to address a variety of conditions such as anxiety, phobias, pain, and smoking cessation.

Dr. David Spiegel, a psychiatrist and researcher at Stanford University, defines hypnotic trance as a state of heightened suggestibility and focused attention. According to Dr. Spiegel's scientific theory, hypnotic trance is a unique state of consciousness that is distinct from waking consciousness and sleep. When a person enters into hypnotic trance, they become more receptive to suggestion. This is because hypnosis alters the way the brain processes information, leading to changes in neural activity in certain parts of the brain, such as the prefrontal cortex and the anterior cingulate cortex.

Dr. Spiegel's theory posits that hypnosis works by inducing a state of focus and dissociation, in which the conscious mind becomes 'detached' from the person's sense of self. This allows the person to access memories and feelings that are not normally accessible to the conscious mind, and to respond to suggestions in a more open and receptive way.

During hypnotic trance, the person's attention becomes highly focused on the hypnotist's voice or on a specific object or idea. This focus of attention can be so intense that the person becomes oblivious to their surroundings and may experience a sense of time distortion.

In addition to heightened suggestibility and focused attention, hypnotic trance is often accompanied by some physical changes in the body. For example, the person's breathing may become slower and more regular, their heart rate may decrease, and their muscles may relax.

Dr. Spiegel has conducted extensive research on hypnotic trance and its effects on the brain. One area of his research has focused on the role of the neurotransmitter GABA (gamma-aminobutyric acid) in the induction of hypnotic trance.

GABA is an inhibitory neurotransmitter that plays a key role in regulating brain activity. Previous research has suggested that GABA is involved in the induction of hypnotic trance, and Dr. Spiegel's research has further supported this theory.

In one study, he and his colleagues used magnetic resonance spectroscopy (MRS) to measure GABA levels in the brains of people who were undergoing hypnosis. They found that GABA levels in the dorsolateral prefrontal cortex (DLPFC), a brain region involved in attention and self-awareness, were significantly increased during hypnotic trance compared to a resting state.

This finding suggests that the induction of hypnotic trance may involve a shift in the balance of brain activity towards inhibition and decreased self-awareness, which is mediated by an increase in GABA levels.

WHAT IS 'DEEP' TRANCE?

The term 'depth' in reference to hypnotic trance is often used metaphorically to describe the level of responsiveness or suggestibility of a person in hypnosis. However, from a scientific perspective, the concept of hypnotic depth is not a measurable or quantifiable construct.

There is no scientific evidence to support the idea that there are different levels or degrees of hypnotic trance that can be objectively measured or compared. While some people may appear to be more responsive or suggestible in hypnosis than others, this is likely due to a variety of factors such as individual differences in cognitive functioning, suggestibility, and motivation, rather than any inherent differences in the depth of their hypnotic trance.

In fact, research has shown that the degree of responsiveness to hypnotic suggestions is not necessarily related to the depth of hypnotic trance, but rather to the individual's level of suggestibility and their motivation to comply with the hypnotist's suggestions.

Therefore, the term 'depth' in reference to hypnotic trance should be used with caution and understood as a metaphorical rather than a scientific concept. However, when speaking with clients, it's often a powerful metaphor that can assist them in relaxing or focusing more, thus enhancing their receptivity to your suggestions and commands. Although you may see me reference the 'depth' of trance in this section, keep in mind that it's only a metaphor for increasing focus, relaxation, dissociation, and suggestibility.

HYPNOTIC SUGGESTIBILITY

Many studies have been done on hypnotic suggestibility. Sadly, mostthey are so blatantly wrong that you would laugh knowing what you now know. Most of the studies literally suggest that suggestibility is a pre-determined and fixed trait in people, and that some are high, and some are low. If you're laughing at this, then you've become good at understanding Tradecraft. Our level of suggestibility may have a baseline, which rests above or below a statistical average, but it is wildly flexible and fluid, based on our environment and the presence of stimuli that we know will modify suggestibility.

In a clinical setting, hypnotic suggestibility is comprised of several factors:

- The authority and confidence of the hypnotist
- The beliefs that the subject has about hypnosis - and the hypnotist's ability to both identify and modify those beliefs
- How the hypnotist presents the concept of hypnosis
- How the hypnotist levels up other factors on the Six-Axis Model
- The presence of social factors that cause anxiety in the subject
- The self-identity of the subject, and the hypnotist's ability to make shifts in that identity
- The resting-state level of fear or comfort the subject, which they normally experience in similar settings

Some people are more suggestible than others. These people are typically more open to the world around them.

SPOTTING SUGGESTIBILITY USING THE LEF

The most powerful tool that I've developed for spotting suggestibility is the Lower Eyelid Factor (LEF).

Facial expressions involve the contraction of specific muscles in the face that create various expressions such as smiling, frowning, squinting, or raising eyebrows. Over time, these repeated contractions can cause creases or wrinkles to form in the skin, which can become more pronounced and permanent as we age due to the repetitive folding of the skin that occurs during facial expressions. This can cause the skin to lose its ability to return to its original position, leading to permanent wrinkles and creases. Certain areas of the face are particularly prone to these kinds of wrinkles, such as the forehead, between the eyebrows, and around the eyes and mouth.

You can see these permanent expressions when you see someone who's been mostly happy throughout their life. The crow's feet (from smiling) are permanently wrinkled at the outer corners of the eyes. The glabella (the muscle between your eyebrows) is the muscle that pulls your eyebrows

together when you're angry. In people who have spent a lifetime in anger, or who have developed a natural anger facial expression in order to protect themselves in social settings, will also have this permanent 'etching' of wrinkled between their eyebrows.

When someone is skeptical or naturally mistrusting, they tend to squint at others more often. If you think about what your face might do in response to something you're extremely skeptical about, your lower eyelids will crease. People who have been skeptical their entire lives, either through consistently being deceived, or some other reason, develop these creases in their lower eyelids into permanent lines in the lower eyelid. You can see this in people as young as 17. When someone lives their entire life in a suggestible state, and they have spent a lifetime being open, you'll see absolute smoothness in the lower eyelid.

Most people will naturally think these wrinkles might have something to do with aging. In fact, you can see smooth lower eyelids in people who are upwards of 80 years old. This is more about behavior than aging. The smoothness of lower eyelids can serve as a reliable indicator of deception. I've used this as a 'rule of thumb' for decades. I kept calling it a rule of thumb because I was certain I would eventually find an exception to it. Besides facial surgeries, I've never seen an exception, and I've tested this with hypnotists who work on stage shows hypnotizing tens of thousands of people. They have all reported back a 100% accuracy rating to the Lower Eyelid Factor (LEF).

This isn't just applicable in clinical hypnosis. As an operator, you can use this in Tradecraft to determine (even before a conversation starts) who will be critical and who will be accepting of your message, and where you need to focus your efforts to develop Openness and Connection before attempting to escalate Compliance.

THE LEF USES A THREE-POINT SCALE

LEF ONE: The lower eyelid presents with pronounced wrinkle-etching enough that a tiny portion of skin had reduced exposure to sunlight.

This subject is least likely to be suggestible, but this doesn't speak for the other areas of The Six-Axis Model.



LEF
ONE

LEF TWO: The lower eyelid presents with moderate wrinkling that shows even when the subject is expressionless, relaxed, or asleep.

This Subject has a moderate or average degree of suggestibility, but this doesn't speak for the other areas of The Six-Axis Model.



LEF TWO

LEF THREE: The lower eyelid presents with smooth appearance and a nearly complete absence of wrinkling or expression-etching.

This subject (around 36% of the population) is highly suggestible, but this doesn't speak for the other areas of The Six-Axis Model.



LEF THREE

As seen in the images above, if you're searching for subjects to hypnotize or practice on, look for LEF THREEs. Not only will they go into trance easier, and be much more responsive, but they will also assist in 'proving' the power of hypnosis to the LEF TWO and ONE category people if you're ever performing hypnosis in a social setting – this ramps up their level of suggestibility by seeing the demonstration work so effectively.

CLINICAL HYPNOSIS HAS FIVE PHASES

Clinical Hypnosis has seven phases. While all of the phases will touch on all of the Six-Axes, see if you can discover which of the Axes are being leveraged the most in each of the phases.

- Create Expectancy
- Build Compliance
- Bypass Critical Factor
- Create Permission for Trance
- Deepen the Experience
- Deliver Suggestions
- Emerge from Trance

THE INTRODUCTION - CREATING EXPECTANCY

In the introduction, the operator will introduce the concept of hypnosis and dispel any myths that might hold the client back from entering trance. Authority and confidence are the most critical elements of hypnosis, and while some may advise you to seek rapport first, you already know this isn't true.

Expectancy is important in the introduction. When dispelling myths, use the subject's Behavior Compass to assist you. Frame your description of hypnosis along the lines of the subject's Needs.

If someone is an Intelligence Need, you might describe the ability to go into trance as "unconscious intelligence".

If someone is a Significance Need, you could say that people have different levels in their level of "self-leadership", where they can lead their unconscious better than others.

If you're talking to someone with an Acceptance Need, you should describe the ability to go into trance as "unconscious connection ability" and explain that some people have more ability to form bonding connections in life and with their own mind.

Every word, movement, and action should presuppose that the person is going to be naturally good at going into hypnosis, and that you're an expert they can trust. Your confidence is what makes hypnosis start happening just by the expectancy and your transfer of confidence.

Some subjects will desire to be fully controlled by a skilled hypnotist. Some will be repulsed by the idea of being controlled. Use your skills in profiling to determine who you're speaking to provide reassurance and guidance on how the experience will happen.

Ensure you address the most common myths that people tend to believe about hypnosis:

1. It's not sleep
2. You won't be paralyzed
3. You can't get stuck in hypnosis
4. You're not going to be deaf - you'll hear me the whole time
5. You'll remember the experience - you won't have amnesia
6. You're not losing control, I'm just a tour guide to parts of your mind that you normally don't have access to

It's also important to ask about any previous experience they have had with hypnosis. If they have had a bad experience, it's important to know how to deal with this, so they can have a pleasant one with you.

The most common question you'll get when introducing yourself as a hypnotist will usually center around the topic of hypnosis itself. More specifically, the question of "does hypnosis work?" will come up.

Here's a perfect response to that question:

> *"Does surgery work?"*

They will look confused for a moment.

> *"The only reason I ask is to show you an interesting point on your question. If someone goes into a run-down hospital in a third world country to get plastic surgery vs. a well-known surgeon in a premiere hospital, the results will be wildly different. The person who got bad results won't blame the concept of surgery for their failure, they will blame the surgeon, the techniques, and all kinds of other things, but 'surgery' will never be to blame. The surgeon is what matters. We know surgery works, but the skill level of the surgeon is what makes it effective. Similarly, what if someone asked you if a scalpel, the tool surgeons use, 'works'? The scalpel works fine, but the person holding it dictates the level of results you'll get from it. Hypnosis is a tool, like a scalpel. When you work with someone with superior skills in using the tool it 'works'. When people go to an amateur, and it doesn't work, they wrongly assume it's the tool that didn't work, and not the practitioner."*

Here's the bullet-point list of resources for the expectancy-creation phase:

- "It's always the _____ people who are really good at this."
- "I've been doing this a long time, and I know when someone's got talent for this."
- "It's typically the people who are really *intelligent* who can go into trance. That IQ makes it a lot easier for people to vividly absorb the words from a hypnotist."

- "It's usually the people who are really connected to other people well who can go into trance. The research says those social skills make it a lot easier to hear what someone is saying and imagine it."
- "The research tells us that people who have less fear are a lot better at hypnosis than people who spend their lives scared of other people. There's something about fearful and maybe cowardly people that keeps them out of a full trance."
- "I've been doing this a long time. I know for a fact you'll be good at this. Know why? People who get excited about new things really adapt quickly to new situations."
- "I could tell immediately you're going to be good at this. People like you are no -bullshit kind of people. I can assure you this is science based. I'm not one of those idiots that embarrasses people."
- Answer their questions using linguistics to create even more expectancy.
- Create an Impulse and excitement (expectancy) to go into trance.
- "If you could have any improvement you want in your life, like discipline, motivation, eating better, getting better sleep, what would it be?"
- "Between you and me, I read people pretty well, I can tell you're hard on yourself – I'm going to give you the best thing in the world to get rid of that forever. Your life's going to change today. I promise you that."
- "8 minutes of hypnosis is equal to an hour of sleep - you're going to feel fantastic."
- Create bodily expectancy.
- "When you go into trance, you'll be able to stand perfectly - perfect balance."
- "Your head will fall forward comfortably with your eyes shut."
- "You'll notice you'll be breathing a lot more fully - deeper."
- Ask if they are completely ready to go into trance / hypnosis - get them to agree to future behavior to ensure they are compliant before it even begins.

BUILDING COMPLIANCE - RAPID ENTRAINMENT

In this phase, since you're overtly taking control of them, and they are agreeing to go into hypnosis, you can use entrainment techniques more overtly - building an increasing level of compliance in only a matter of minutes

or seconds. In this phase, you're going to make them perform several actions in a row to establish rapid behavioral entrainment.

- "Stand right here." - moving them to an arbitrary point simply to get them to comply.
- "Spread your feet just a little further apart." - acting as though they need a slightly different stance to make the experience more effective, regardless of whether their feet are placed perfectly or not.
- "Hold your hands out."
- "Look at hour hands."
- "Listen to my voice."
- "Take in a deep breath."
- "Hold it."
- "Let it out."
- "Keep that going."
- "Look at the light there."

HYPNOTIC INDUCTIONS

A hypnotic induction is the process of inducing trance in a person. In reality, the induction begins the moment the conversation begins, because every part of the interaction serves to increase the likelihood of a successful hypnosis session. However, the formal part of the interaction known as an 'induction' is where the hypnotist would formally induce trance by counting, using relaxation techniques, using surprise or shock, or developing heightened focus in the subject.

This part of the interaction is important to the subject because it's what they might be expecting hypnosis to 'feel like'. The hypnotic induction is so popular in movies and TV that this part is where the subject essentially convinces themselves that 'hypnosis is happening'. This expectation, with help from the operator's behavior, helps them to 'feel' the hypnosis taking place.

Later, in the Avery section, you'll see examples of inductions that I use in Avery programming to induce deep-level trance that leads to even deeper levels of change for my clients.

An induction's purpose is a way to formally induce trance. You can perform inductions in restaurants and bars, or clinical settings and laboratories. There is a misconception that the environment needs to be silent, relaxing, peaceful, or even isolated. This isn't true. While this can aid in long-form clinical hypnotherapy, a skilled practitioner should be able to execute hypnotic inductions anywhere.

Let's examine how inductions work using the Six-Axis Model.

First, the practitioner develops focus by suggesting the subject focus on something specific. This could be a clock, a flame on a candle, a spot on the person's hand, or even bodily sensations. The goal is to fully capture their focus and begin leading it to a place that makes them relax and feel safe. This element increases the levels of the neurotransmitter GABA.

A STANDARD RAPID INDUCTION

Hypnotherapist: "Okay, I'd like you to focus your attention on the palm of your hand. As you do this, I want you to imagine a heavy object, like a brick or a book, resting on that hand. Feel the weight of that object, pressing down on your hand, and notice how your hand is beginning to feel heavier and heavier. As you continue to focus on that feeling of heaviness in your hand, you may begin to notice a warm, tingling sensation spreading throughout your body. Allow that feeling of relaxation to deepen with each passing moment."

(Client's hand starts to drop)

Hypnotherapist: "That's right, just let your hand drop down now, all the way down to your lap. As your hand drops, you're going to feel an even deeper sense of relaxation and peace washing over you. You may begin to notice that your eyelids are becoming heavy, and you're feeling more and more relaxed with each breath that you take. That's right, just let yourself sink deeper and deeper into this relaxed and peaceful state. You're doing great."

(Client is in a hypnotic trance)

Hypnotherapist: "Now that you're in this relaxed state, you're open and receptive to positive suggestions that will help you achieve your goals. In a moment, I'm going to give you some suggestions that will help you (insert goal here). You'll find that these suggestions are easy to accept and act on, and they will help you achieve the positive changes you desire."

CHASE'S INDUCTION: AWARENESS AND SHOCK

Bring awareness to things they weren't previously aware of (the sensation of their feet, the muscles in their scalp, tension in their shoulders)

Explain: "This is exactly what hypnosis is. It's not that you don't have access to your subconscious mind, it's just like those parts of your body. It's on autopilot until you really wake it up. Hypnosis just wakes it up so it can be more absorbent. That's why we can really get amazing results quickly."

1. Physical contact
2. Eye fixation (upward)
3. Focused, controlled breathing
4. Suggestion of bodily relaxation
5. Historical suggestion of hypnosis techniques - "I've been using hypnotic language for almost the past three minutes. You might have noticed ..."
6. Countdown from ten to one with body relaxation and breathing suggestions
7. On two - take in a deep breath - hold it - let it out - "sleep"
8. Hand on back of head - a hand placed gently on the back of the head can provide a very subtle and gentle pull forward to slightly assist their head in moving downward and increase the dramatic feeling of the trance beginning. This is very subtle.
9. Deepen by providing linguistics of going deeper.

THE MUSCULAR INDUCTION

- Suggestion of bodily tension followed by a climactic release of all tension.
    - In a moment I'm going to have you tighten all your muscles...
    - When you release them - I want you to do it explosively, turning into a complete rag doll. Everything is going to let go completely. You're going to go into a state of mind that's the most peaceful thing you've ever felt - your subconscious is going to be lighting up like a Christmas tree, even though your body is completely loose and relaxed. You'll be able to maintain perfect balance and remain standing naturally and easily even while you're going into deep hypnosis for dramatic change.
    - Your head is going to drop forward, to its natural place.
- Immediate suggestion to sleep.
- Deepen

DEEPENING TRANCE

Once a hypnotic induction has been successfully completed, the hypnotherapist may choose to deepen the hypnotic trance further to enhance the effectiveness of the hypnosis session. The purpose of deepening is to induce a deeper state of relaxation and focus, which can improve the client's receptiveness to suggestion and increase the likelihood of achieving the desired outcome.

Deepening is typically performed immediately after the induction, while the client is still in a suggestible state. There are many different techniques that can be used to deepen hypnosis, including:

- **Progressive Relaxation:** This technique involves instructing the client to progressively relax their muscles, starting with their feet, and moving up to their head.
- **Imagery:** This technique involves guiding the client through a series of vivid visualizations, such as walking down a flight of stairs or floating on a cloud.
- **Breathing:** This technique involves instructing the client to focus on their breathing, taking slow, deep breaths to induce relaxation.
- **Counting:** This technique involves counting down from a number, such as 10, with each number representing a deeper level of relaxation.
- **Fractionation:** This technique involves inducing and deepening the hypnotic state several times in succession, as mentioned in the previous question.

At this point, you're simply offering varied suggestions to allow them to imagine themselves going 'deeper' into hypnosis.

- Going deeper
- All the way down
- That's right every breath you take makes you go twice as deep
- Letting everything completely let go
- Finally allowing your body to naturally find every bit of tension and let it release fully now
- All the way down
- 5,4,3,2,1
- Every muscle getting even more loose and limp
- Every fiber of your body unraveling - letting go completely
- Going so deep into this amazing feeling
- Following down the sound of my voice
- All the way down with the sound of my voice

FRACTIONATION

Fractionation is a technique used in hypnosis that involves inducing a hypnotic state, bringing the client out of the hypnotic state, and then inducing the hypnotic state again. The process is repeated several times, with each successive induction becoming deeper and more effective than the previous one. This technique is called fractionation because it involves dividing the hypnotic state into smaller parts, inducing and deepening each part separately.

The idea behind fractionation is that each time the client is brought out of the hypnotic state and then re-induced, their level of suggestibility and responsiveness to hypnosis increases. The first induction establishes a baseline for the client's level of suggestibility and relaxation, and subsequent inductions build upon that foundation to deepen the hypnotic state.

Fractionation can be used to help clients who are resistant to hypnosis or have difficulty reaching a deep level of relaxation. By repeatedly inducing and deepening the hypnotic state, fractionation can help to break down the client's resistance and increase their receptiveness to suggestion. Fractionation can also be used to help clients achieve a specific goal, such as overcoming a phobia or reducing anxiety.

- Not recommended for short sessions (six minutes or so)

1. Induce trance
2. Bring them slightly out of trance 1-4
    a. In a moment I'm going to count from 1-5
    b. As I say each number, you'll be more and more aware, back to consciousness as we approach number five.
    c. Then we will go right back - this allows you to go two to three times as deep into trance as you were before.
    d. 1 - becoming slightly more aware of the feeling of your clothing
    e. 2 - the sounds in the room starting to become easier to hear
    f. 3 - Your eyes almost starting to flutter open
    g. 4 - Your head coming up - that's right - and your eyes opening
    h. We're not going all the way to five - let's go back down, twice as deep as before.
3. Send them back - they will go deeper
    a. Sleep
    b. Deepen the trance

SUGGESTION

- Every time you _____ you will notice _____.
- Each and every day you will feel yourself _____.
- Even now, looking forward to the future, you know you'll _____.
- You have access to your unconscious now, access like never before. You've never been so close to the control center of your brain. Since we've installed this program to _____, you have no need to ever worry about it again. Your subconscious will handle the work for you. More and more every single day - getting stronger.
- You can already start to get absolutely excited knowing that _____.

- With each passing day, you'll realize things are different. _____ . Becomes easy. _____ starts to feel immediately worse every time you do it, or even if you think about it.

- The more you _____ the more you will _____.

EMERGENCE

- Suggest that all of the suggestions are buried in their subconscious.

- They are permanent, they don't fade away like stuff in the conscious mind does.

- Count up from 1-5

- Have them become more aware of the sounds around them and the feeling of their body becoming more and more awake as you count upward.

- Suggest they are feeling absolutely fantastic - best day of their life.

This thumbnail view of hypnosis only introduces some key concepts that you won't find anywhere else. Your ability to hypnotize someone in public and still provide useful, life-changing trance should never be underestimated. As an Author, you should seek out opportunities to practice these skills in as many arenas as you possibly can.

SCRIPTS

LET'S GO BACK TO SCRIPTS:

- If a script is interrupted, **focus** is created.
- If a script is borrowed from someone's past experience, **predictability** is created.
- If a script is borrowed from ancestors, **automation** is created.
- If a script is openly discussed, its **power is lessened.**

SCRIPT HACKING INITIAL TRAINING GOALS

1. Get someone into a school-type script.
2. Get someone into a childhood script.
3. Get someone into a deviance script.
4. Get someone into a letting go script.

LIFE SCRIPT PRIMING

- Did you ever have one of those friends who.... (Insert negative quality and their response will create consistency in behavior).
- Are you mostly open minded? Closed ended question.
- You seem super open minded and adventurous. What's it like when you hang out with someone who is just so closed off to the world?
- Do people say you're a good listener?
- If something is important (op) are you able to completely focus on it?
- You seem really adventurous, like you have this ability to turn off giving a fuck about what other people (ep) think. (In this, their response confirms their consistency)
- You're different than most people...I'm so used to meeting people who are just full of social programming...just totally held back by fear of being judged.

GUT FEELINGS

From a physiological perspective, neuroscientist and author of The Source Tara Swart, M.D., Ph.D., says, "Your gut feelings are a combination of your gut bacteria communicating directly to your brain via chemical messengers in the blood (cytokine transmission) and the gut neurons connection to the limbic (emotional and intuitive) part of the brain." (Swart, 2019)

And from a more spiritual view, clairvoyant intuitive and author of A Little Bit of Intuition Catharine Allan says that "people usually get an overall sensation of knowing" but how that knowing shows up will be different for everyone.

Chopra even states: "If you say 'I have a gut feeling about such and such' you're not speaking metaphorically, you're speaking literally. Your gut makes the same chemicals that your brain makes when it thinks."

Here's the kicker: the nervous system in your gut doesn't have the ability to doubt itself like your central nervous system does.

Researchers hypothesize that this may be connected to self-confidence, as feelings of fear, doubt, and anxiety make it harder to trust ourselves. Listening to your intuition (ironically) goes deeper than simply observing your feelings, because the emotions we have in response to our guts can muddle up the process. In my case, I was having fearful reactions to the intuitive thought that ending the relationship was the right thing to do. So how exactly does one tell the difference?

SOURCE: https://repeller.com/intuition-gut-feeling/

USING THE PRIMAL DRIVE OF SCARCITY

Simply discussing scarcity causes a subject's brain to borrow from ancestral scripts.

The fear of losing something or missing out on an opportunity can be a powerful motivator for human behavior. Robert Cialdini discusses this in his fantastic book Influence primarily as a marketing tactic. While the use of scarcity is common (and powerful) in marketing, it's not the only place people are exposed to it. Cialdini mentions stories of customers who would show up to look at new cars to find that other customers were looking at the same car. This is an old tactic that was by no means developed by Cialdini, but his book contains secrets that probably none of the readers were able to see: this tactic can be implemented conversationally. Throughout a conversation, recall that there is virtually no difference between someone performing an act and someone imagining their performing that same act; in the brain, it's all the same.

Humans are wired to respond to scarcity. The potential to lose out on a meal or a fleeing animal could mean death for a human back when our brains were developing two hundred thousand years ago. Becoming complacent and missing out on opportunities would eventually weed someone's DNA out of the human race forever.

CONVERSATIONAL SCARCITY

Scarcity and regret methods can be used in conversations for a variety of situations. The most common uses for scarcity and regret methods are:

- Before a call to action during connection bonding
- Post-regret awareness development Status building

Before a call to action, scarcity helps to deliver the feeling of having missed out on something and of focusing on the opportunity to gain it in the present moment.

Connection bonding is when operators wish to develop feelings of intense emotional connections in their subjects—for example, love, respect, admiration, authority, or caretaking. This is a vulnerable moment for the subjects, and ethical operators will assume full care for their subjects' wellbeing, and operators will ensure that their own actions are for the best interest of their subjects.

Post-regret development is a phase that sometimes follows the deliberate use of regret-scenario elicitation. This process simply draws strong attention to past or third-party scenarios, where subjects were upset over not having taken advantage of an opportunity.

Status building is a process operators may need in an intelligence scenario or when time is critical. Status building followed by scarcity produces much stronger buy-in and creates a vacuum for action-taking subject behavior.

TECHNIQUES AND APPLICATION

Let's look at a few examples of using scarcity and regret methods in the field. In conversations, the topic may not always lend itself easily to discussions of scarcity-based scenarios that you can pull from memory. In the field, you will need to use adaptation methods to weave these methods into conversation.

Here are examples of in-field usage:

"My friend Sara says the same thing, but she's always so cautious to the point where she starts to miss out on life and all it has. Every time I talk to her, she always tells me another story about something she missed out on because she was worried about how it would look or whether it would be perfect. I hope she starts to just go with her instinct and begins to just let go and enjoy life, so she doesn't wind up with so much regret. There's something to be said about the feeling of being truly in the moment. Alive. So many people look back and find nothing but regret for not taking action...wishing they could go back and scream at themselves, "You have to stop sitting around and worrying and just let go...enjoy your life!"

"I read the most interesting article by this nurse who worked with dying people. She made this list of their biggest regrets and posted them online. I don't think I remember them all, but the top one was people wishing they had the courage to be completely open and not try so hard to control themselves. It's incredible how quickly we can all be taken off this earth. I have a friend who had bad headaches one day, went to the doctor, and he's got two weeks to live. Just makes you think...how we don't know when we will go. And if you were sitting in your deathbed, what would you regret? There's so much to enjoy [op] in the world. This opportunity-[pronounced "these opportunities"] can be gone so fast, and only the brave and courageous human beings [sp] will take advantage of what they really want to do [op]."

"That reminds me of a friend of mine. She's always so worried about rejection or judgment that she's almost frozen. I tried to talk to her about it. I said, "Listen [op], fast-forward right now, take a look at all of the opportunities you missed out on. You have one life already; just think back to the time you decided not to ask that guy out or take a chance [sp] when that voice in your head [omp] was screaming now to just live your life...open up...let go...have fun [op]."

"...and I met this guy from there who changed my life. He was in his late seventies, and I think he had published like fifty books...smart guy [op]. He said one thing to me that changed my life completely. I was bitching about something, and he just said: "Stop. Think about how many people are frozen with fear in their lives. Imagine you go to a doctor's appointment, and in less than five minutes, you find out you have about

two months to live. You would instantly start to regret...going back to every moment [use the now gesture] and realizing how many things you put off, thinking about the time you have left; now it starts to become apparent that enjoyment and doing exactly [op] what makes you happy and feel good." With me, it changed so fast."

"I know, just think about how many times you've come close to something horrible, but the universe somehow protected you. We all think we will live to be a hundred, and most people assume they will live till the end of the month...but some of them won't. Time is so precious... it's a shame you don't realize it until it's almost gone. Then sometimes, there's this epiphany moment [use the now gesture]...now...where everything lines up and you just realize that life is only about two things, letting go and doing what makes you happy."

"I've got to be off in a few minutes. I'm glad I got to know you...you seem like such a doer. Most people I meet don't have that sense of "let's do this!" about them. [Trigger phone to go off.] What's it like seeing other people who seem to just live out of fear and don't take action? I'll bet it's depressing to see."

Think about what each story does to subjects' mental processes. Where will the stories take them? As the subjects begin to process your words, they are drawn into their memories and minds to create relevant correlations. They may be regressing to childhood regret or to regret scenarios that took place weeks prior to your interactions. This is another reason to keep suggestion information vague; it allows your subjects to use their information to create images.

ON USING FEAR WITH SCARCITY

Using fear to control behavior is no new science. It's been done for thousands of years on a mass scale, to the point that there are manuals, formulas, and even best practices put down in writing. In conversations, the use or induction of fear has to be a carefully practiced method and tailored specifically to each subject you interact with. Specifically, you must use the needs map and profile their insecurities. Using generalized fears will not work as well because most people are accustomed to generally surrendering to common fears. When insecurities and their associated fears are brought to the table, a whole new gamut of behavior can be created.

Fear creates **predictability**. As the level of fear people feel increases, so does their predictability. Using fear can be as simple as mentioning it or as complex as having an actor perform anxiety-inducing actions during your interactions.

For example, if a person has a fear of abandonment, mentioning that people are so prone to leaving each other and that no friend ever stays for the long haul, except in extreme circumstances, may be enough to increase their predictability long enough for more intrusive programming or influence to take hold.

ABSENCE

Addiction to a drug occurs in its **absence**. Immediately following what you observe as positive experiences in your subjects, excuse yourself briefly to the restroom. This type of absence will give your subjects time to reflect on the immediate feeling, and the absence creates a vacuum that they will immediately want to fill when you return.

MAKING PHYSICAL CONTACT

We all know that physical contact makes us more connected and can even cause us to heal faster if we are sick. In conversation, there are so many opportunities to make contact with others, and we don't do it. Why?

So much of our culture is based on physical touch, and we typically resist making contact with others (except for handshakes) due to either a fear of rejection, appearing too forward, or being 'touchy'.

Making physical contact from a place of uncertainty is a bad idea. The action will carry a completely different meaning if the contact is made without confidence. Authority, composure, and confidence make physical contact permissible, not the scenario or timing. Think about the difference between a high school coach and a high school student. Students don't often touch each other, but the coach feels completely okay placing a caring hand onto someone's shoulder to offer words of encouragement or advice. The authority and genuine concern make the contact okay, not the timing.

As it turns out, timing does play a role in making contact, but only from an influence perspective. People enjoy physical contact, especially when it's from someone they respect and look up to. As a person who's been through the entire authority section, and having done all the homework that was suggested, you're likely at a place where your level of authority makes physical contact okay almost any time. Here are the best times to make contact with someone during a conversation:

THE NINE BEST TIMES TO MAKE PHYSICAL CONTACT

1 - When you're agreeing with someone

When people agree with what we are saying, not only is it the best time for us to feel connection and contact, we also don't mind being redirected physically or interrupted in a conversation.

2 - Before or during extremely important or emotional high points of a story

When we hit a high point in a story, we can share that excitement by connecting with others, and it's socially appropriate to do so.

3 - First introductions - within the first minute

After you've met someone, make it a point to make some form of contact to the shoulder or arm within a minute or two of meeting them. This solidifies the conversation more into their memory and makes you more likable when they remember the event.

4 - When excusing yourself

Excusing yourself to the restroom, from a table, or for the evening is the best time to make shoulder or arm contact.

5 - When displaying excitement in a story

Share small excitements or things that make you smile with others. When you're discussing something that physically makes you smile, feel free to share it.

6 - When someone discusses something saddening that happened to them

This contact is made to offer physical connection and sympathy to someone. If you're using the methods in *The Ops Manual*, it is not recommended to make physical contact when *anything* negative is being discussed.

7 - During a 'close'

If you're in sales, or just trying to encourage someone to make a decision, the physical contact during the close (called activation in Tradecraft) is a *key* time to make physical contact with them not only to ensure they are making a good decision, but to align that with the warm feeling you've created with them by building solid rapport before the 'close'.

8 - When creating upward emotional 'anchors'

The Ellipsis Manual and many other techniques rely on 'anchors' and setting them is easier and more powerful when there's a physical aspect to it.

9 - When using the person's name

We love our own names, and connecting with someone else when we hear it, makes it more meaningful and helps to deepen rapport.

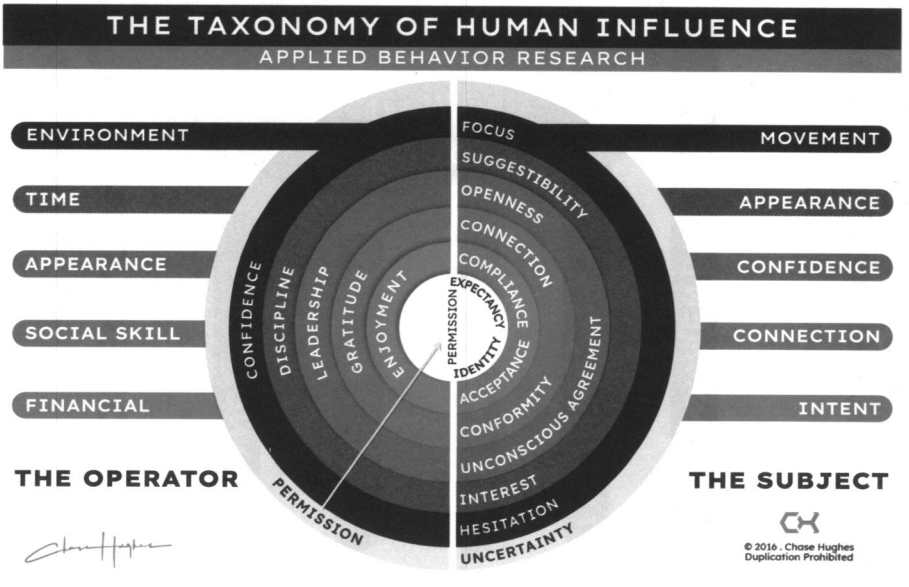
SECTION 07: ENHANCED INFLUENCE

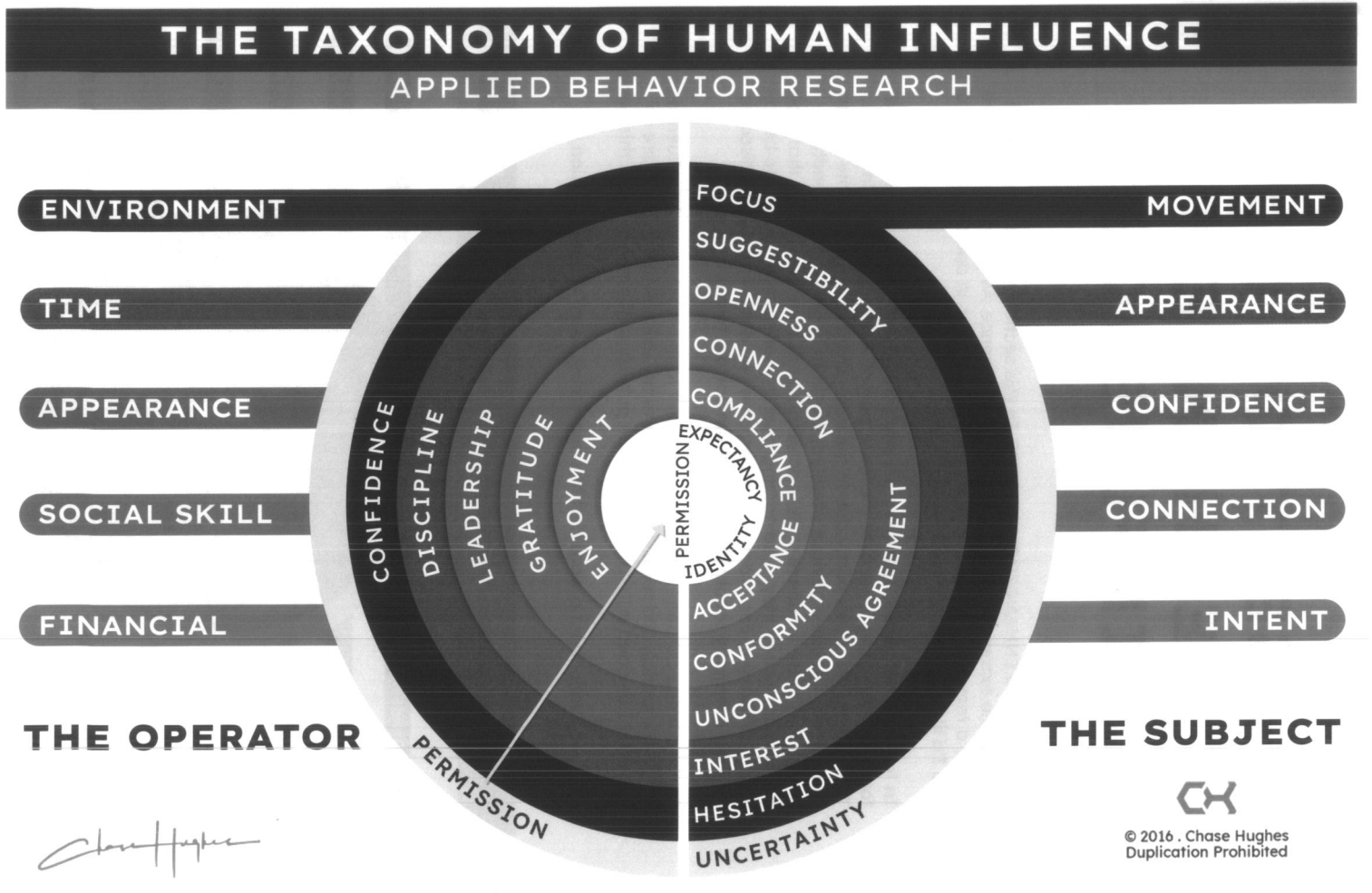
WELCOME TO ENHANCED INFLUENCE. In this section, you'll learn the vital skills of the extreme end of persuasion and influence. As you progress, there will be a temptation (mistake) that I see far too often in operators that I train, and I'd like to share this with you.

In far too many cases, operators will latch onto the verbal skills and tactical formulas - favoring these over the lower part of The Hierarchy of Influence. This temptation arises partly due to the ease-of-application, and the instant reward that becomes obvious when you begin to apply them. Secondly, possessing these influence skills is powerful on its own to the point that many become convinced they need nothing else. If your sincere desire is to be so effective that you can produce any outcome you desire, then you'll discover that the Hierarchy should be learned from bottom to top.

In the coming chapters, you'll be introduced to the most powerful influence formulas, tactics, and techniques that currently exist, some of which are so powerful I decided against sharing them publicly until the release of this book.

First, we'll talk about a word that has everything to do with persuasion - **deviance**.




THE TAXONOMY OF HUMAN INFLUENCE
APPLIED BEHAVIOR RESEARCH
ENVIRONMENT
TIME
APPEARANCE
SOCIAL SKILL
FINANCIAL
MOVEMENT
APPEARANCE
CONFIDENCE
CONNECTION
INTENT
CONFIDENCE
DISCIPLINE
LEADERSHIP
GRATITUDE
ENJOYMENT
PERMISSION
EXPECTANCY
IDENTITY
FOCUS
SUGGESTIBILITY
OPENNESS
CONNECTION
COMPLIANCE
ACCEPTANCE
CONFORMITY
UNCONSCIOUS AGREEMENT
UNCONSCIOUS
INTEREST
HESITATION
UNCERTAINTY
PERMISSION
THE OPERATOR
THE SUBJECT
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THE BUSINESS OF PERMISSION

As you're learning these new skills, it's vital to remember your main business is in dealing with permission. In the beginning of the book, you learned the basics of the Taxonomy of Influence. The only thing there that connects fully from beginning to end, and operator-to subject, is permission.

The light grey arrow on the bottom left corner begins the interaction with deep-seated internal permission within the operator and ends at a completely new feeling of permission in the subject.

You're about to learn several formulas and recipes for persuasion. One of them details how a highly intelligent CEO might be talked into joining a dangerous cult. Assuming you were doing this, there are a few questions you might work through in your mind when considering how this might be possible.

Here's what I hear most often from trainees:

"What would I say to make that happen?"

After all your training even to this point, you may still find yourself wondering what magical linguistic script there is for doing something like this? Almost anyone in the world would immediately default to wondering what would have to be said to make something like this happen.

The true question, as you know (or should know by now), is *'Who would I need to become?'*

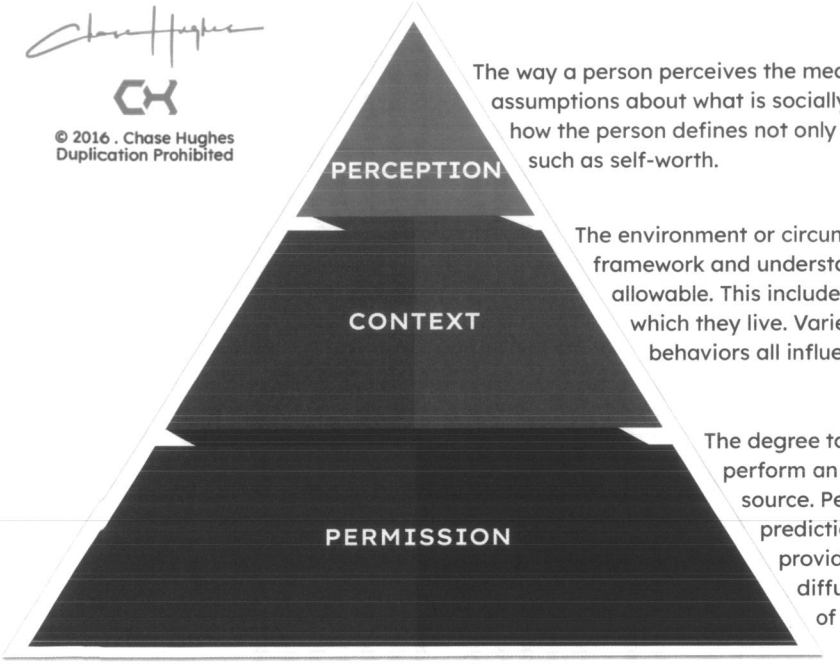
Your level of internal permission has to be so high that you have plenty to share with others. The traits of Authority, when combined, equal internal permission so powerful that it is contagious and transferrable everywhere. If permission were a currency, your bank account has to be bigger than everyone else's in any situation you find yourself in.

In many cases, the sense of permission might come from another source. Permission might come from a place of knowing how amazing something is, and having full belief that the person's life will change if they decide to do what you want them to. In other circumstances, permission might stem from a moral sense of duty or honor. Permission can flow from multiple directions, but mostly, it flows from context in our minds. If you recall The Hierarchy of Influence Factors, Permission is situated just below context.

THE HIERARCHY OF COMPLIANCE

CHASE HUGHES - APPLIED BEHAVIOR RESEARCH

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The way a person perceives the meaning of an interaction, and thus makes predictions and assumptions about what is socially acceptable. The perception can be shifted to modify how the person defines not only the interaction, but deeper-reaching levels of perception such as self-worth.

The environment or circumstances that shape or modify a person's social framework and understanding about what social and interpersonal behavior is allowable. This includes the groups with whom they interact and the culture in which they live. Varieties of people's customs, mindsets, traditions, and behaviors all influence their social context.

The degree to which a person feels both the ability and the license to perform an action that is suggested or implied from an outside source. Permission provides reassurance during any time a prediction cannot be reliably made about outcomes. Permission provides us with a license to behave in certain ways and diffuses our feeling of responsibility for the outcome of some of our actions.

CONTEXT IS DEFINED AS:

> The environment or circumstances that shape or modify a person's social framework and understanding about what social and interpersonal behavior is allowable. This includes the groups with whom they interact and the culture in which they live. Varieties of people's customs, mindsets, traditions, and behaviors all influence their social context.

Context is how we influence others, but it also applies to ourselves. If we walk down this hierarchy, it will lead to permission. In the Confidence section, we discussed an example of this, where you had to walk into an overly expensive store, full of items far outside your price range. Your discomfort was apparent. However, when I gave you a corporate platinum card and asked you buy the most expensive briefcase in the store, you walked into that store like you owned it. Here's why: your perception shifted. You viewed the situation differently. The context of the situation shifted - you were now able to buy anything in the entire store. Your permission 'tank' became full - you had strong internal permission to be comfortable, relaxed, confident, and at-home.

In all situations that require someone to behave in ways they normally would not, this graphic should come to mind. Whether you're trying to influence someone else, or yourself, this is the foundation of the house.

If you're an attorney, and you need to persuade a jury to believe your client is innocent, you'll need all kinds of persuasion techniques up your sleeve, but they will be used for only one end goal – to transfer permission to the Jury to behave in a way they didn't anticipate and aren't used to behaving. You're going to change their **perception** of your client, the **context** your client was in when something happened, and their **permission** of how to see the scene differently.

In sales, you're not simply selling a product the whole time. When it comes time to make a purchase and agree to pay, there's some kind of internal resistance that often happens when customers are standing on the edge of a decision. They still need permission to do this, because they are lacking the context where they make this decision, because they perceive the situation differently than you do.

If you're a therapist, and you have a patient who desperately needs to change a pattern of behavior, you'll need to do more than talk therapy to change it quickly. Would you rather give them a set of detailed instructions on how to change, expecting them to break a decades-old habit? Or, would you rather change their perception, so they can see a whole new context, and give them permission to completely deviate from old behavioral patterns?

People typically imagine scenarios of convincing someone to do something when they hear the word persuasion. **Please permanently remove this from your mind**. Permission has nothing to do with convincing, and you'll never see it in this book, because you're operating at a much higher level than that.

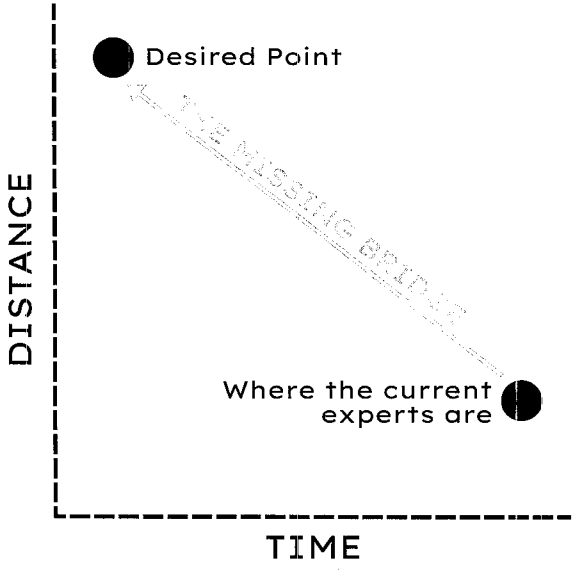
When you go back and watch all the videos that have been done on the Milgram Experiment, Social Behavior, The Smoke-Filled Room etc., you'll see permission at work, because of perception and context.

Your permission is most important in developing permission in others. As you travel through this Formula Section, keep permission at the top of your mind, and notice how, in each formula, permission is working deeply in the background, regardless of which technique is being leveraged.

ESCALATING DEVIANCE

All of the training so far, whether in authority, influence, or behavior profiling, has been designed to enhance your ability to escalate deviance in human behavior.

Deviance, in the context of this training, is a **departure from normal behavior**. In section one, you were introduced to this graphic:



On the distance axis, any rise above zero would be considered a deviation from normal behavior. This isn't a deviation from baseline, as in a deception-detection scenario, but a deviation from the behavior a person normally exhibits.

Your ability to escalate a person on the distance/deviation axis is the measure of your skill. The ability to move someone to the left on the 'time' axis is a measurement of your mastery of those skills. In this section, we're going to dive deep into the sociological and psychological factors at work that makes a person resistant to deviation, and the neuroscience of how deviation occurs. Then, we are going to unpack the ways to escalate deviation to build behavioral patterns that increase the likelihood someone will take action when you need it to happen.

In conversations, you know that subjects will be running many scripts. Most of the time, especially when meeting new people, they will be running a script

they have developed for meeting new people. When a deviation from their script occurs, we not only have novelty (which generates focus), but we have the ability to activate new scripts.

Using elicitation techniques, for example, triggers novelty, but it also gets a subject to behave in ways that break from the 'new person' script. A subject suddenly finds themselves communicating with you in ways that they only speak to family and friends. The moment they begin talking or behaving in this new way, their script for interacting with family and friends is activated. If you were to continue to push them to the next level, they would then be speaking and behaving in ways that are reserved only for extremely close friends, their therapist, or a romantic partner. In some cases, the new behaviors a subject is exhibiting have never been revealed or performed in front of anyone before. This not only activates a whole new identity (while they are with you) in the subject, but there is so much novelty present that they have *no mental script* for the situation. This opens windows to brand new behaviors. At any point a person is in a situation that they don't have a script for, the opportunity to insert expectancy is at a peak, while focus is also extremely high.

DEVIANCE BOUNDARIES

The degree to which a person feels the permission to act, as you learned previously, is largely determined by social context. In general terms, most people have six Deviation Boundaries that are determined by environment and social context. These are the six Deviance Boundaries a person can be made to cross.

1. **Public Boundary**
   - Behavior in public places with the presence of multiple strangers unfamiliar to the subject (grocery store, airport, shopping mall).
2. **New Social Group Boundary**
   - Behavior in social settings with the presence of multiple unfamiliar strangers.
   - (Networking events, seminars, and other places where a common interest brings the social group together for a purpose and allows permission to begin conversations based on the commonality shared by all)
3. **Peer Boundary**
   - Behavior in the presence of known people.
   - Work, social group meetings, community organizations, etc.)
4. **Tribe Boundary**
   - Behavior in the presence of close friends.
   - (Cocktail party, sleepovers, social visits, hanging out etc.)
5. **Intimate Boundary**
   - Behavior in the presence of intimate partners.
   - (Spouse, life partner, intimate friends, long-time friends, siblings, etc.)
6. **Isolated Boundary**
   - Behavior during times the subject is certain no one can observe their actions.
   - (Shower, alone in the home, alone in hotel room, etc.)

The higher a subject is on the Six-Axis Model , the lower the 'walls' will be for them to cross over to the next boundary area.

There are several factors that will contribute to the likelihood of a subject's deviation. While all of us are susceptible to deviation, certain factors can change the capacity for a subject to become more deviant from their normal behavior:

- Comfort-level with the operator
- Fear (or lack of fear) of social sanctions
- Frequency of desired behavior in the cultural environment
- Social acceptance of the display of this behavior (some behaviors are acceptable only in private settings)
- Distance from the person's behavioral norm
- Previous enjoyment of the behavior (regardless of context)
- Conversational precursors (gradual acceptance of topics that crossed boundaries)

The human brain is an electrical and chemical system. Therefore, deviance escalation is reduced to your capacity to direct the activity of that electricity and chemicals. When you speak to others, it's helpful to continually remind yourself that you're dealing with three pounds of organic tissue, not the overall person. Visualize the brain and spinal cord inside the subject's head when you speak to them. This exercise, when done often, will change the way you view not only the people you interact with, but this training as well.

THE HUMAN CONSCIENCE AND SOCIAL DEVIANCE

What causes some to deviate to the extremes of anti-social and/or criminal behavior? What we've come to know as the 'conscience' is actually a part of the mammalian (lower) brain that developed for social skills and getting along with our tribe long ago.

When it's late at night, and no one is around, what is it that keeps most of us from running a stop light? We've all been in this situation. Even if we do decide to run the red light, there's an experience of discomfort within us that can last for a long time.

In our culture, we have things that sociologists refer to as social norms. From tribes a million years ago, to today's social circles, and even on social media, social norms govern how we behave.

About midway through elementary school, we develop social awareness. The first time a kid in class shows up to school with a weird haircut, or unusual-looking clothing and we see kids making fun of them, we begin to see social normative behavior.

These unspoken 'rules' of our society are called folkways. A folkway is a behavior that is expected to be adhered to in one way or another. On the

extreme end, the law is a folkway, and on the lower end, not wearing a speedo to Walmart is another.

Kids, without knowing it, are enforcing these folkways by making fun of other kids. In one respect, the kid being made fun of does his or her best to terminate the behavior as soon as possible. Secondly, the kids witnessing the negative social enforcement are taught not to exhibit any of these behaviors.

Even as adults, something as insignificant as receiving strange looks from strangers is an enforcement of a folkway.

Throughout our entire lives, we witness both positive and negative forms of social control. We hear teachers say, "Great job on the assignment!" in front of the whole class. We hear a high-level executive issue compliments and awards to high-performing employees in the same way. We also hear people talking negatively about someone who doesn't fit in, and people calling each other derogatory names for wearing a piece of clothing that doesn't conform to a group.

On the more severe end, this is the reason we send bank robbers to jail. The punishment is a social enforcement not just for the offender, but for all those who hear about his imprisonment.

Traditions, religions, conformity, habits, and social norms are all ways to develop and strengthen folkways, making them more compelling to the new members of society as they mature.

Some folkways, if they benefit society as a whole, become something sociologists call 'mores'. Mores are more widely observed in cultures. Violating a folkway has some social consequence, but violating a more comes with an additionally severe punishment in many cultures. Open polygamy, for example, is an example of an American more that has more severe social consequences.

Studies about deviance are based on the ways that people violate mores and folkways.

If you saw someone on a beach bundled up in winter clothing, for example, you'd also see other people paying (negative) attention to them. This deviance from a folkway (expected behavior) created negative social attention to be applied to the person violating it.

The theory of relativism explains that something isn't considered deviant until a society labels it as such. In many cases, wearing winter clothing is fine, but in circumstances where a tribe witnesses the behavior and it doesn't conform to an expectation, it is then considered to be deviant. (Thio T. S., 2013)

Throughout our lives, violating norms was scary. All of us have experienced consequences before for doing this, and it becomes a behavioral pattern that we adhere to unconsciously as we age.

Some deviance can bring about positive changes, like Rosa Parks. And some deviance can bring a death sentence. The relativity is based on cultural viewpoints at the time the behavior occurs.

Think about bathing suits. In the 1920s, only the face, hands and feet were socially permissible to expose. Now, even genitals are partially exposed if you go to the beach.

When someone violates a social norm, there is something in many cultures called a degradation ceremony. This is a social act that serves both to punish the violator, and to teach a lesson to all those who witness the 'ceremony'. Let's look at a few examples of degradation ceremonies:

- The Salem Witch Trials
- An officer being stripped of his or her military ribbons and awards
- The stockades of medieval times
- Cancel culture on social media

THE DEVIANCE BOUNDARIES

- **Context Boundary**
  - Am I able to act this way in this situation?
- **Capability Boundary**
  - Am I able to do this?
- **Social Boundary**
  - Is society okay with this?
  - Does society understand this?
- **Tribal Boundary**
  - Are members of my social circle okay with this?
- **Enforcement Boundary**
  - Will I get punished for this legally?
- **Biological Boundary**
  - Endangering the life of self.

THE NEUROSCIENCE OF DEVIANCE

What if you learned about a man who was in his early twenties, was kind to everyone, did well in school, always worked hard, and was never late to work. Then one day, inexplicably, he begins swearing at people, urinating in public, and starting fights everywhere he goes.

This did happen to a man named Phineas Gage. In 1848, Gage suffered an injury where a long piece of steel went through his skull. His behavior changed immediately, and many people said he was a different person for the rest of his life. This was one of the largest discoveries in neuroscience in the day, where we could only learn about brain function by studying behavior following brain injuries. These are called loss-of-function studies. (Macmillan & Lena, 2010) (Tobia, 2015)

We learned a lot about social deviance from Gage's accident and have since learned much more about how our brains process socially acceptable behavior.

You already know that the limbic system gives us cravings, impulses, fear, and what we call 'conscience'.

A researcher named Damasio proved patients with Ventromedial Prefrontal Cortex (VMPFC) injuries or deficiencies can't feel emotions, though they continue to have intact cognition, language, and factual learning. But they can no longer store emotional memories - nor can they retrieve them. (Bosse, Jonker, & Treur, 2008)

They called this emotional amnesia.

Dr. Damasio defined conscience as "...holding linkages between the facts that compose a situation, and the emotion previously paired with it."

ESCALATING DEVIANCE

The methods of escalating deviance are rooted in a single principle:

When someone makes smaller agreements to deviate from lesser norms, they start down a pathway to greater deviation in their behavior, especially when this new behavior is associated with their identity. The normative process and expectancy begin to form desires to behave outside their norm.

WHAT IS DESIRE?

The dictionary tells us desire is to long for something, or to hope for something. This doesn't give us much in terms of persuasion and influence, though. We need a list of ingredients so that we can copy the 'recipe' at home.

WHAT REALLY *IS* DESIRE?

Tribal Values + Underlying values + reactance + cognitive dissonance + permission

When a society's values are present alongside someone's internal values, the moment an approaching 'boundary violation' shows itself, there is reactance. Reactance is either unconscious or conscious resistance to an idea or suggestion. If they've taken steps toward that boundary willingly, however, this produces a cognitive dissonance that they must resolve. If they have adopted a new frame, the direction they move to resolve that cognitive dissonance is toward the desired action we want them to take.

Why would a highly intelligent and successful CEO join a cult?

People we think are the most respectable and intelligent can still be talked into behaviors that are highly deviant. Let's examine the process of someone getting talked into joining a cult for a moment to shed some light on how this works.

CULT RECRUITING EXAMPLE

Cults, especially the more deviant ones, have a very seductive process of recruitment. This process leverages dopamine pathways, and quickly creates an expanding cycle of behaviors that are driven by the ventral tegmental area (the dopamine and pleasure-seeking brain structure).

- Many times, a person who joins a cult does so during a transitional period in their lives.
- The person is lacking purpose in their lives. While they are enduring a period of uncertainty, the cult offers a feeling of rock-solid belonging and certainty, while illustrating a well-defined path forward.
- Women are twice as likely to join cults. In western cultures, women are socially trained through folkways and mores to seek attention and wait to be approached. The recruitment process targets this sociological programming.
- Someone who joins a cult is often feeling a need to be taken care of. Due to life circumstances, these people may be seeking some group to take care of their physical or emotional wellbeing.
- Some who join cults are natural caretakers, and wind up joining the cult in order to save the world.
- Some are fed up with the world around them. The cult offers a solution to this, and the social belonging cures their disappointment with their current life. The sex cult "Children of God" was formerly known as "Teens for Christ", and focused on recruiting young female teenagers who fit several of these indicators.
- Many times, a person who joins a cult has an internal feeling that they are missing something. The cult recruiter expertly identifies these gaps in someone's life and presents the cult as a way to fill them.

Let's briefly walk through the factors that make someone more susceptible to cult recruitment. This will help in your understanding of the psychology and sociological factors that enhance this type of behavior:

- **A need for validation**
    - Needing validation also implies that it's missing elsewhere. Whether from internal resistance to validation they are receiving from some other source, or a lack of social validation from peers.
- **Seeking or lacking a sense of identity**
    - When someone is lacking a sense of personal identity, they will typically search for external sources to fill this void instead of getting to know themselves.

- **More follower than leader**
    - Everyone's different depending on who they meet, so the presence of true authority can drastically alter whether someone is in a follower mentality.
- **Seeking meaning**
    - Even if someone isn't actively seeking some kind of deeper meaning in their lives, this feeling can be quickly manufactured using authority and linguistics.
- **Schizotypal behavior**
    - Lacking close friendships
    - Limited emotional response to social cues
    - Social anxiety
    - Unusual beliefs or mannerisms
    - Consistent doubts about the loyalty of other people like family members
    - Belief in superstitions, magic, or mental powers
    - Not fitting in socially
- **High suggestibility**
    - You already have more training in modifying suggestibility than anyone else on earth, so you understand the fluidity of suggestibility, and you're keenly aware of how quickly this element can be manipulated.
- **External locus of control**
    - They view themselves as being at the mercy of the world around them.
- **History of personal dissatisfaction**
- **Low self-worth**
- **Feeling small or lack of social belonging**
    - This can be manipulated by a skilled recruiter to exist even in people who feel otherwise.
- **Life-changing events**
    - These events, even if they aren't occurring during the recruiting process, can be retrieved from someone's memory. Instead of feeling the stress of a single large event, several are brought to the surface simultaneously. These bring all the life scripts with them that are associated with life-changing events.

Cults follow a relatively basic formula that requires very little in terms of skill. The formula essentially identifies gaps, exploits the gaps, then fills them. Here's a rough formula of how a cult recruiter might work, and this will be covered more in detail in the formulas section.

THE CULT FORMULA:

- Separate from others
- Direct control
- Obedience to a human leader
- Expansion - a pyramid scheme
- Loneliness
- Mimic social behavior - keeps us in the group to avoid breaking norms
- Guilt, shame, and fear
- Discourage critical thinking
- Cognitive dissonance keeps you in - I agreed to so much already - If I leave, that means I was tricked
- Denying expression of thought
- Charismatic leader
- Cut off non-believers

There's even a formula that cults use to recruit people and bypass their critical thinking ability that will be covered later in the Formulas Section.

LANGUAGE EXAMPLES FOR DEVIANCE ESCALATION:

In escalating deviance in conversation, something as simple as a sentence or two are enough to get someone started down a deviance pathway such as:

- Some of our greatest memories are things we can never talk about.
- The things we regret most are what we don't do.
- So many people conform and live a whole life in fear of what people might think.

NEEDS AND ESCALATING DEVIANCE

Given that you have more ability to develop behavioral profiles than anyone, how would you leverage linguistics to get someone primed for escalating deviance? Below, I've listed example phrases for each one of the needs on the Needs Map. Some of them will contain embedded commands and will use suggestion, some of them will use confusion. They are interchangeable, so use these in a way that sounds/feels more natural for your personality.

Significance: I always see people who are seriously making all the difference are the ones seriously willing to do things other people (ep) are afraid to.

Approval: It's always so sad to see people (ep) who are waiting for some kind of permission before they let everything go and enjoy themselves.

Acceptance: People don't realize that there are millions of people who decide to have exactly what you want. And no one ever sees them - only the surface they present to a group.

Intelligence: So many of the masses of people (ep) can't think above the crowd. They would rather do what's acceptable instead of letting it all go and just do what you want.

Pity: So many people go through so much crap in their lives and finally hit this point (now) that they no longer care about fitting in. (sp) They know what they want. You're more open and excited than ever before.

Strength: You always know when you meet those people who have all their own power. They are always so open - just willing to completely let it all go and break from what everyone else is doing. Strength is all about how much you're willing to do exactly what makes you happy.

DECISION MAP LANGUAGE REFERENCE

Novelty: It's rare to meet someone who knows exactly what they want (sp). They can just see something that looks new - everyone else (ep) is a little scared, but you just launch into this entirely new mindset where nothing is off limits.

Social: It's rare to find people who know exactly what they want. Sometimes those people who are just naturally magnetic (sp) with humans (op) have this ability to just drop everything and let go. They find something interesting and new and just decide - this is it.

Conformity: It's rare to find people who know exactly what they want (sp). So many people hide their real desires from everyone else (triggering the subject's shadow/shame). And sometimes people hit this point where they just let go, and do what everyone else is already doing behind the scenes / let go and finally feel completely free - to just do it.

Deviance: It's so rare to find people who know exactly what they want (sp). I think too many people follow the crowd (ep). It's really sad to see them all wanting something, but so scared about other people's reaction (ep). How did you get so fully open?

Necessity: So many people make decisions on a whim. I think there's a lot of virtue in the ones (sp) who know when they find something where everything adds up. They waited, they thought through it, and nothing will stop you from being able to do this.

Investment: I've always admired the people (sp) who can look back at the present, here, and know that their decision to act now was all completely worth it. Sometimes it's the memory that you did something you might regret not taking a chance on that pay the biggest dividends later.

USING 6MX TO ENHANCE THE DEPTH OF IMPACT

Thinking about the methods you just learned, let's add the power of 6MX to them to ensure they resonate as deeply as possible in our subject. If you met someone with the following 6MX profile data, how would it change your speech?

BEHAVIOR PROFILE OF EXAMPLE SUBJECT:

- **Decision Map**: Novelty
- **Need 1**: Acceptance
- **Need 2**: Intelligence
- **Positive Adjectives**: incredible, awesome, perfect, sincere, fun
- **Negative Adjectives**: boring, stiff, asshole, scary
- **Sensory** Preference: visual

Here are the phrases we could/should use to modify our communication.

Novelty: It's rare to find people who know exactly what they want. They can just see something that looks new - everyone else is a little scared, but you just launch into this entirely new mindset where nothing is off limits.

Acceptance: People don't realize that there are millions of people who decide to have exactly what you want. And no one ever sees them - only the surface they present to a group.

Intelligence: So many of the masses of people can't think above the crowd. They would rather do what's acceptable instead of letting it all go and just do what you want.

How would you modify these phrases to suit the 6MX profile you built for this person? Let's examine how we would be using our language differently based on the behavior profile of the subject:

Novelty: It's rare to FIND SINCERE people who know exactly what they want. They can just SEE something that LOOKS new AND FUN - everyone else is a little BORING, but you just launch into this PERFECT new mindset where nothing is off limits.

Acceptance: People don't NOTICE that there are millions of SINCERE people who decide to have exactly what you want. And no one ever sees them - only this WEIRD, STIFF surface they present to a BORING group.

Intelligence: So many of the masses of people ARE SCARED to really think SMARTER THAN the crowd. They would rather do what THE OTHER ASSHOLES ARE DOING instead of letting it all go and just do what you want. WHAT THEY SEE AS FUN, STIFF PEOPLE VIEW AS BEING SCARY.

EXAMPLE DEVIANCE ESCALATION MODEL:

1. Novelty occurs - focus is created.
   - Authority and novelty are simultaneously introduced, which induces a high level of focus.
   - The heightened level of focus brings life scripts forward containing scripts where they were excited or aroused.

2. Question/statement they would not normally speak about.
   - This action raises novelty and brings new scripts to the surface that involve closer relationship boundaries.

3. Negative Dissociation
   - Reduction of social judgment using a dissociative statement about people who fear the negative reactions or social consequences of completely letting go in social settings.

4. Negative Dissociation
   - Increase in openness using another statement about how people become closed off and rigid.

5. Cialdini Statement
   - A Cialdini Statement (i.e., one that focuses on reciprocity) to get the subject to make a small agreement about their identity. This usually closely resembles the statement which compliments their openness and follows with a question about how they got to the point where they were so completely open.

6. Test
   - A topic which is slightly off limits or subject matter that is one behavioral boundary away is introduced to test the level of openness immediately after getting the subject to make an agreement about their openness. This is offered here not only to test the subject, but to give them an opportunity to prove that they are in fact a very open person.

7. Elicitation
    - To expand this behavior further without prodding or questioning, which is likely to cause reactance, elicitation is used to elicit conversation about topics that are further inside the behavioral boundary for deviance.

8. More novelty occurs.
    - The resulting novelty produced by elicitation generates more dopamine, expectancy, and focus.

9. Positive Association
    - The subject's Needs are leveraged and paired with bravery in a Positive Association Statement. Alternatively, the operator can use a statement that leverages the ability to make decisions, a lack of fear, or letting go.

10. Story
    - A story is offered by the operator in a fun, compelling way. This story contains elements of deviance and several embedded commands associated with the desired end-result behavior. The story is a vehicle to introduce concepts that would otherwise be off limits. Techniques vary but will often be a story about another person's experience, so that the severity of the deviation is softened by the third-party reference.

11. Compliment
    - The operator offers a compliment with the introduction of a dissociative trait; either a new nickname to separate the subject from normal identity (behavior) or referring to the subject in third person in such a way that the subject will respond by speaking about themselves in third person. This raises the dissociative capacity quickly.
    - Shift identity - doesn't remind them of who they are.

12. Priming
    - This includes the discussion of topics or people who broke massive norms similar to the desired outcome and aligned behaviorally to the subject. The more vivid the description, the more the subject will process the information.

13. Potentiation
    - The initial command to act on the deviant behavior is offered here in the form of either a direct command or suggestion.

DISSOCIATIVE METHODS

There's a part of you that really wants to learn these methods, but there's probably another part of you that worries about having this level of power.

That's an example of a dissociative method at work.

Now, think about the last time you took a shower. When was it?

And why did you just imagine yourself in third person doing that?

"What would you say to the younger Amy if you had the chance?"

Dissociation in psychology refers to a wide range of disconnections between the body and environment, ranging from detachment from the surrounding environment to severe blackouts and detachment from physical sensations and cognitive processes. Dissociation specifically is a detachment from reality, not the loss of reality (Spiegel, 1991, (10)). Dissociation is typically associated with trauma. When a creature endures trauma, its brain attempts to make living more bearable by shutting off and separating from what is happening. The identity typically breaks away from the person undergoing trauma to protect the mind from exposure. This is common in cases of child abuse, in which a child, while being beaten or traumatized, will retreat into a mental shell, and create amnesic states for the trauma, as if it were happening to someone else, as if the child were simply in the room watching as a disinterested third party (Williams, 1995). In short, dissociation is a coping mechanism that the brain uses to insulate us from the world around us, whether it's simply boring or severe and traumatic.

With electronics, advertising, and media, this is the most dissociative and fractionated our species has ever been.

The two main ways this separation happens are through depersonalization and derealization. Depersonalization occurs when people separate from their sense of self. They may feel like they have no body or that their bodies don't belong to them. Depersonalization also causes feelings that parts of the body are not connected and sometimes separates people from their feelings and senses. Subjects often report feeling like robots or that they do not have full control of all or parts of their bodies, as if they were being controlled by an outside source.

Derealization episodes are characterized mainly by a detachment from reality. Individuals experiencing derealization feel unfamiliar with the world around them, as if they were in a dream or there were some very real separation between them and the environment. Their surroundings might be experienced as having extreme details or next to none. This process is more likely to also cause distortions in the visual field, where an individual would experience brighter colors and heightened awareness or blurry and even artificial-looking surroundings. The realness of the world around them is often visually altered in a dimensional way as well, such as with flatness (like a TV screen) or strongly exaggerated three-dimensional proportions to their environments.

Depersonalization and derealization both have the effect of making subjects care less about the consequences of their actions. This effect can serve the outcome in several ways.

Many types of dissociation can also produce levels of retrograde amnesia (Loftus, 1982). It's common for anyone who has suffered trauma to experience

amnesia for events, but the simple condition of dissociation is also enough to cause memory loss (or a failure to record the memory in the first place).

In terms of operational use, simply imagine dissociation as separation. When subjects separate from what is currently going on, they experience a degree of dissociation.

These levels represent where you could potentially take a subject to produce outcomes. Whether in therapy or in the intelligence environment, dissociation can be tremendously beneficial. Basic meditation takes many of the same forms as a person progresses into deeper states of meditation. Transcendental meditation contains many of these dissociative processes.

SEPARATION FROM IDENTITY

> *"If you weren't you, who would you be?"*

In this case, identity means our names, how we see ourselves, and the stories we tell ourselves about our lives. This includes how we think about our pasts, how we identify with our names, and the ways we attach (or detach) our self-image.

When using dissociation in the field, keep in mind that you will be working on small parts at a time. There's no covert way to establish dissociation from level one to four without alerting the brain that there's an intruder.

The best method to initiate dissociation is to gradually bring up identity and make a clear, unspoken agreement with your subject that there is more than one thinking awareness inside of them. This is way easier than you might imagine.

For example, you can say, *"I was driving home from work last Friday and came to a stop sign and had to sit and think about how the hell I made it this far without paying any attention to streets and such. That ever happen to you?"*

Or you can use more detail and set the subject up for the elicitation. For example, you can say, *"I was driving home from work yesterday at like four in the afternoon, and all I can remember is throwing my briefcase into the seat and then putting my blinker on to turn onto my street. It was such a weird experience. I live like thirty minutes from work when there's traffic. I just remember that feeling like, who the hell was driving the car this whole time?"*

The subject will affirm that it has happened to him or her before.

HERE'S AN EXAMPLE:

> *"Okay, so while Amy [subject's name] is driving the car, where is the other part? I don't get how our brains separate so perfectly like that."*

Amy will attempt to answer.

"So, what if this part of you had her own name?" (This assumes there's another part who is also a girl.) *"What if we named her Trisha?"*

Initiating a small discussion about this process of having two parts by using Amy's name and making her use her name to describe herself at least once. If you're unable to achieve that, ask a leading question such as *"And when Amy drifts off, does she trust the other part?"*

Amy will either respond by referring to herself as Amy, she, or her. In this situation, the goal is to eventually get subjects either to refer to themselves in the third person or to respond affirmatively to a yes or no question where you have identified them in the third person. While there are many ways to get subjects to realize and acknowledge separations in their minds, this is a very popular example that students like to use. Getting subjects to speak about themselves in the third person provides a small dissociative window that can be crawled through to anchor the feeling of dissociation with enjoyment and fun.

Here's another example of using light conversational dissociation to create third person speech:

"So, when David [the subject] is not working as a paralegal, what does he do?"

This is presented or spoken in such a way that should appear light-hearted and jovial. David, responding in kind, will likely continue the small joke and briefly mention himself in the third person, as you did.

By using the authority rule and by knowing humans respond to social and accepted authority figures, you can use another method that capitalizes on that human behavior. In this example, we are using the scientific community to become the authority figure:

"On the flight last week, I read one of those in-flight magazines, and I saw this article that talked about how we all have separate parts of us that are responsible for different things. These scientists found out that when you perform certain tasks, only a part of your brain stands up to take responsibility, and it's the part of you dedicated to that kind of work. They said that's the main reason we all have different emotions and reactions based on what part of your brain is doing the talking right now."

This method uses the principle of authority and helps subjects to accept the information quickly, so they can readily process and internalize the information about the brain being divided into parts. The authority in this method specifically bypasses the critical factor, so the subjects can internally process the descriptions you're speaking of, instead of critically processing the initial claim of the separation of the brain.

CONSCIOUS VS. UNCONSCIOUS

In this example, we'll simply introduce the concept of having a conscious and an unconscious mind to the subject. The acknowledgment of this fact is the gateway to all the other techniques you can use to produce dissociative states in people. The wording is obviously mine, but you can paraphrase this to make it sound more natural and social to fit your conversation style:

> *"You know when your conscious mind knows you shouldn't be doing something, but the unconscious mind keeps forcing it to happen? Sometimes you'll be consciously thinking that you need to eat right, then ten minutes later, you're halfway through a whole bag of potato chips. I never got how those two never get along well. There's one part of you that thinks rationally about things and sees the world for what it is, and there's this other part of you that wants to throw it all out, have fun, get wild, and just enjoy life like crazy."*

This wording here can be modified and edited to contain dozens of embedded commands and linguistics. Could you do it? Try adding two embedded commands into the phrasing above.

Since this technique is essentially using the elicitation principle of informational altruism, you know the subject will very likely respond in kind. The moment they do, you've got the acknowledgment of two coexisting parts within them. This is the doorway to dissociation. Let's keep going with a few more techniques and examples to raise the stakes.

THE THREE SELVES

In the next example, the level is taken slightly deeper than before, to the second level. This method applies dissociation from the self to another self in the same body. Using the self-help psychology theme that is so common in conversation, this method implies there are multiple selves that never have the ability to speak to each other except by action and results.

> *"And it's just like what Jerry Seinfeld said about his discipline problems. He said there are essentially three of all of us. The first one is present tense you. She usually thinks only of herself. If it's late and you've got to be up early tomorrow, she doesn't care much and keeps you up all night. Then, future you, the following morning, is mad at the other girl from last night keeping you up. It's a battle to see whether you can get present tense Allie to take care of future Allie. Future Allie always gets mad at the Allie who didn't set her up for success. So, the anger is always directed at the third (nonexistent) past tense Allie. She takes a lot of heat."* (Begin nodding your head to force agreement before prompting the subject to tell his or her own descriptions of this scenario)

THE ORGAN TRANSPLANT

The organ-transplant method borrows from a method originally featured in The Handbook of Hypnotic Suggestions and Metaphors (Hammond, 1990). This method was designed for overcoming sexual misconceptions and misinformation. It has such a wide variety of applications that it's worth including here in a paraphrased form, for conversational means. The following comments should clearly illustrate to subjects that we all unwittingly carry childish, foolish, and incorrect beliefs about the world into adulthood without differentiating where the beliefs came from:

> *"I was at dinner with a friend who just finished medical school, and he was telling me how the technology of organ transplants was evolving. He said some years ago they started to discover something amazing [op]. They said that when a foreign object was placed into a person's body, the body would accept it for a little while, but after a time, the body would start to recognize the object as not belonging to the body and would begin rejecting the organ to get rid of it. I think, in a similar way, that all of us do this with our beliefs. Think about it: as kids, we have almost no ability to screen what is being taught to us, and we take in ideas and thoughts from others [raise your hand higher to indicate parents] that don't necessarily belong to us at all. But when we grow up, we have that ability to stop...and let your unconscious...start to process all these things that are foreign...that don't really fit you. And it's so cool how your mind can take them all and reject them just like your body does with things. Those ideas were right for someone else, but now we can see that they were never ours to begin with."*

THE UNCONSCIOUS SAVIOR

Everyone identifies with the waiting hero. This method utilizes this identification and offers proof to subjects that one waiting hero exists and that they have always had access to one. It uses subtle sub-communication to illustrate a concept: the unconscious and the conscious are different; both the conscious and the unconscious are supportive of survival, but only the unconscious leads to enjoyment and connection with others:

> *"In elementary school, our PE coach would always yell at us all that we were too far inside our heads to get good at anything. I tried so hard to figure out what he meant, and I was sitting in a college class last year, the professor talking, and it hit me.*
>
> *She said [or he, depending on the sex of your subject] that all of us have a conscious and an unconscious. If you think back to your past, right now, find some time you were uncomfortable or angry. These times are all the same, come back. She said the conscious is the weaker part of the brain, but it takes over so often because it's where our sense of ego is. Being too far in your head is literally the cause of every emotional setback and disappointment you've ever had. When someone actually lets go...now...that's where the power is. The unconscious is the single source of enjoyment and connection to the real world... and just **let go** is all you*

*have to do. I couldn't believe how many times I looked back on and discovered that the conscious mind is the reason I lost an opportunity to have fun and just **enjoy it...now**."*

SOCIAL-MASK REMOVAL

Ryan Barone created a method for operators while working in 2015. This method involves a rich description of how we all wear a social mask, describes the features of masks, and then removes the masks from subjects physically. This method ostensibly creates states of authenticity, awareness, and openness in subjects and can be used whenever subjects are withholding, withdrawn, or otherwise closed to ideas. Using this method followed by the organ-transplant method is extremely effective. Remember that there's no need to memorize the exact words, but pay close attention to the hidden linguistics embedded within the text:

> *"Yeah, I find psychology so fascinating. It's like one of those concepts that really grabs your interest. One of the most interesting parts of psychology, to me, is that theory of social masks. Freud touched on this a bit, but basically, we all go about life wearing social masks. We use these masks to ward off unwanted people and sometimes to gain influence. However, there are these rare people whom you trust completely, people who you know would never betray you, and the kind of person you have a strong, powerful connection with. You intuitively just know that you could drop the mask with this person, and as you let the masks fall (physical motion of removing the mask), you discover that everything is okay now. It's like when you know you've made the right decision and how all the little moments of your life have led up to this powerful moment."* (Barone, 2015)

Remember this involves the use of your arm to reach forward and physically remove the mask. If you want to use this method, ensure that you are within reaching distance. Making large movements during co-development will reassociate your subjects into the present reality.

INSTALLING A SOCIAL MASK

Just as the previous method described the removal of a social mask, this method does the opposite. When subjects lack an attitude or belief that is needed for the desired outcomes, operators can install a social mask to temporarily imbue their subjects with the needed mental states for the outcomes. This method uses the positive traits of social masks and a hand motion to install the masks near the conclusions. At no time is it recommended that you use both the removal and installation of social masks with one subject.

Using the social-mask theory, the following method implies we can become the people we have always wanted to be; the method gives subjects permission and a reason to behave how they like. Once they know they have

permission, the installation of a mask becomes a way to excuse their behavior and avoid guilt and judgment.

> *"I think it's so awesome how some people can be so openly authentic. Have you ever met one of those people who are so magnetic? They always have all their shit together. It would be so amazing to live free for a night and let go of everything...holding you back. Like if you could just let go...now...and have this mask you could put on and become exactly who you want...to just open. Like to add [holding hand as a cup and putting items into it with your other hand] openness, excitement, wonder, fascination, just being wild and having no regrets...all in here. Then being able to just put it on [use hand motion of the hand containing all of the qualities to make the motion of installing a mask] and notice everything changing...even the colors and sounds...like a whole different person."*

During playful conversations, you can build the story up until you discuss creating this mask, and you can have your subjects decide all the things they want to have when the masks are on. It's best to frame this exercise as something more akin to a game or social experiment so the critical factor remains in the comfort zone.

CREATING PARTS (SPLITTING A PERSONALITY)

> *"You've always known you were different."*

When operators have authority, they have an exponentially easier time controlling the frame of reference for the exchange of information with subjects. Using your authority frame, what would happen if you were to discuss a sequence that sounds logical and makes sense to a subject? Subjects will use their sensory information and memories to create an understanding of what you are discussing. Consider the doctors who inadvertently misdiagnose patients and tell them that they have some form of illness. Numerous studies have cited that patients who had not been sick but were still diagnosed with an illness later displayed symptoms, nonetheless.

Robert Bobrow, a thirty-year medical doctor, performed research on this phenomenon and discovered that the authority of medical professionals played a vital role in the patients' feeling sickness in these cases, where there were no diagnosable conditions (Bobrow, 2006).

Using the authority principle, this method creates awareness of how all people are virtually separated into parts that sometimes work together. Once this concept is on the table, you can name parts that you'd like your subjects to have, and you can describe the parts in detail, perhaps offering details about how they work. Simply mentioning that there is a part creates it. Before mentioning a part to a subject, the part simply doesn't exist. Using language, you can create fragmented parts that will come to life as soon as you speak them into existence. The following example (Jones, 2008) illustrates a common method of parts creation in others:

"Interesting things happen when you notice something that you recognize as interesting. It's like there is a part of you that becomes fascinated, and it locks into whatever you're focusing on. When it comes alive, it's almost like you close off all your awareness of the surrounding world, and it's just this one subject that commands all your attention, and you can't ignore it. In fact, as much as you try to turn away, it just draws you closer.

When you have a clear idea about what's important, and you focus on it, there is another part of you that begins to take everything that doesn't matter and pushes it away. Have you ever noticed how, as soon as your attention becomes aware of a trivial distraction, it shrinks it in your mind and screams, "FOCUS!" and snap—you're right back on what really does matter? All you have to do is realize that what you're doing is important, and this part gets ready. This part that ignores the unimportant will take what really matters so that nothing will distract you—and the more you try to turn away, the more important these things become.

There is a part inside your mind that knows when you've done something wrong. It's the part that feels guilt and quickly tries in vain to push the acknowledgment away but only makes it more glaring, noisy, and sharp in your mind. Again and again, it comes back, even when you sleep, and the more you try to suppress it, the stronger it becomes. Finally, it becomes so strong that you do everything in your power to avoid sleep, because of the guilt that grows stronger, like a cancer weighing you down. Even in those moments, when your mind is free of the guilt, this part of you is plotting to remind you of what you did. You'll never outrun it. You'll never even outlive it."

DISSOCIATIVE REFERENCE

In clinical dissociation settings, like hypnotic anesthesia and pain relief, the hypnotist or clinician will use words and phrases designed to dissociate patients from the body parts in pain. Phrases like "that arm" are used in place of "your arm" to remove ownership of the body part.

Opportunities to discuss the body parts of your subjects will probably be very rare. However, when speaking about anything they own or do, as a secondary dissociation phase, use this method to talk about their property. For instance, you may say "the car" instead of "your car" and "the job" instead of "your job." Omitting things that imply ownership works equally well to further dissociate. Questions like, 'Another drink?' instead of, 'Would you like another drink?' work as well.

Use dissociative references throughout conversations whenever there is a need to keep dissociation running in the background. An example of a situation where frequent or continuous dissociation would be necessary is whenever you need your subjects to have minimal concern for consequences. For instance, situations in which you have to convince people to commit acts that violate their moral character, such as collecting intelligence against their

countries, require that you disconnect them from consequences temporarily and rely on them to reverse-rationalize their decisions after the fact. A lighter example of this would be you haggling with a car salesperson for a better deal.

THE DISSOCIATIVE-SCALE QUESTIONS

There are a few tests published to assist mental health professionals in diagnosing and identifying dissociative illnesses (Berstein, 1986). Using these questions in conversations is similar to the first method you learned using dissociation by speaking about dissociative experiences and eliciting them in your subjects. In this method, the questions from the scale are reworded to make them more conversational and covert. Later in the book, you will see examples of how the scale can be used for Manchurian-style programming and identity separation. The following topics are taken from several dissociative scales and have been paraphrased to increase conversational flow:

- "I wonder how I can prevent myself from doing certain things sometimes."
- "Well-known places appear strange sometimes."
- "Sometimes, daydreams can get so real it feels as if I am somewhere else."
- "I experience the feeling that there are different competing thoughts in my head."
- "I can't remember anything about some important events in my life, like final exams or weddings."
- "Sometimes, I am about to say something, but something completely different comes out. It's so weird."
- "I forget what people tell me."
- "I've looked in the mirror before and not really recognized myself."
- "Every once in a while, I feel like the world around me isn't real, as if it all seems fake. That ever happen to you?"
- "When you're watching a really awesome show, do you have that feeling like the entire world disappears?"
- "You ever have those moments where everything around you just gets to the point of being foggy and vague - like it's almost remote?"
- "You ever wish you had more control over yourself?"

- "Do you ever have one of those internal debates about pros and cons when you have to decide between doing two things?"

- "Has the voice in your head ever sounded like someone else's voice? Or is it always your own?"

All of these linguistic examples are designed to be laced into conversations and reworded as necessary. The "I" pronoun is simply a placeholder and can be changed to suit the desired outcome.

Dissociation is useful for several reasons. While many of the modern hypnosis books discuss trance induction in conversations, we go in and out of trances all the time. Inducing trances is something that can be taught in less than ten minutes and learned in even less time. Trances and suggestibility are very different things. Dissociation is an effective tool because it creates a **lack of concern for consequence** and separates a person temporarily from his or her own sense of self. This process is useful for several situations, and you should become comfortable with it before using it in the field.

When you use this process in the field, if your subjects start to drastically dissociate and if you see physiological evidence of dissociation, do not look surprised or try to shake them out of it. Simply say their names and ask what time it is to reorient them to the present.

Use language that keeps the dissociation running in the background, such as "and it's so easy for something like that to continue running in the background [sp] to the point where almost anything reminds you of it...just happens all the time now."

THE CLINICAL USES OF DISSOCIATION

In clinical psychotherapy or hypnosis, dissociation takes place to benefit the clients. However, the type of dissociation performed in a clinical setting is much different than what you will use. In therapy, patients are told about the conscious and the unconscious, and the hypnotists offer suggestions or commands to let the conscious drift away and to allow the unconscious to become completely open. These suggestions or commands help the patients to identify and understand that their brains essentially have two parts. In overt and clinical hypnosis, dissociation is used most of the time, seeking to separate the parts of the mind to establish a more direct communication with the unconscious. Therapists or hypnotists are generally overt and unambiguous when speaking about the dissociative process, because being clear is in the best interest of their patients. While the patients become aware of the two parts of their minds and consciously make the choice to separate one half from the other, dissociation begins to occur.

In hypnosis, techniques are continually employed to increase or maintain the amount of psychological dissociation that clients experience. Hypnotists, by increasing the amount of general relaxation and keeping their clients in a

daydream state, ensure that the dissociation remains relatively intact. Phrases such as "go deeper," "drifting off," "letting go," and "all the way down" are examples of what some hypnotists refer to as deepeners. Although they theoretically serve to increase the depths of trances, deepeners and phrases like these also help to dissociate patients' minds. As their minds become relaxed, the subjects become more dissociative and, in turn, more able to absorb suggestions and commands from the hypnotists.

Confusion, whether used covertly or overtly, is a small step that causes patients' minds to become temporarily dissociative while they make the effort to make sense of the confusion statement. The deliberate introduction of a confusing phrase is the most common method. Confusion is a technique used by most practitioners today, and it can produce the desired results quickly. Although it produces only small windows through which practitioners can install further commands, confusion is highly effective as a therapeutic tool. In the process of creating Manchurian Candidate style programming, confusion should be a frequent and constant process.

HACKING COGNITIVE BIASES

A cognitive bias is a mental error in judgment or thinking that happens when someone is processing and interpreting incoming data that affects the decisions, thoughts, feelings, and judgments they experience.

The brain is a fascinating piece of hardware, but the software in our brains is prone to all kinds of errors. The limits of the brain occur most often when it subconsciously attempts to create shortcuts. Mental shortcuts help us to function as people, but they can often lead to issues and errors in our lives that we are largely unaware of. The shortcuts speed up processes, help us make faster decisions, and reduce the amount of cognitive load on our brains.

The concept of cognitive bias was introduced by Amos Tversky and Daniel Kahneman in 1972. These discoveries have produced more 'offspring' than almost all other fields in psychology. From marketing and investments to suicide prevention and therapy, cognitive bias is a massive field of research.

The following is a reference of common cognitive biases that occur in most people. The list that follows is specifically a compendium of cognitive biases that can be leveraged or exploited for persuasion/influence purposes. Following each of the cognitive biases' definition and explanation, a short recommendation of how to leverage these using the skills covered in this manual is provided.

ANCHORING BIAS

The anchoring bias, or focalism, is the tendency to rely too heavily—to "anchor"—on one trait or piece of information when making decisions (usually the first piece of information acquired on that subject). Anchoring bias includes or involves the following:

- Common source bias, the tendency to combine or compare research studies from the same source, or from sources that use the same methodologies or data.
- Conservatism bias, the tendency to insufficiently revise one's belief when presented with new evidence.
- Functional fixedness, a tendency limiting a person to using an object only in the way it is traditionally used.
- Law of the instrument, an overreliance on a familiar tool or methods, ignoring or undervaluing alternative approaches. "If all you have is a hammer, everything looks like a nail."

Trigger an anchoring bias by leveraging what information is presented to the person in the first phase of the interaction. This can also be what the subject is being exposed to without their knowledge.

- Car ads on the wall.
- What they watched on TV this morning.
- "Instead of the 82,000 most people are hearing about solar power, I'd like to get it to you for $38.00 today."

APOPHENIA

The tendency to perceive meaningful connections between unrelated things. The following are types of apophenia:

- Clustering illusion, the tendency to overestimate the importance of small runs, streaks, or clusters in large samples of random data (that is, seeing phantom patterns).
- Illusory correlation, a tendency to inaccurately perceive a relationship between two unrelated events.
- Pareidolia, a tendency to perceive a vague and random stimulus (often an image or sound) as significant, e.g., seeing images of animals or faces in clouds, the man in the moon, and hearing non-existent hidden messages on records played in reverse.

Use a nonsensical comparison to cause your subject to conflate or confuse the difference between the two.

Offering illusory sample data - like T-Mobile advertising they cover 99% of America while ignoring the fact that it's mostly only available in big cities.

Illusory correlation: you can tie an event to something you want to associate with it. "Since the economy has been in such bad shape, so many people are switching to solar for what people predict will continue to decline."

AVAILABILITY HEURISTIC

The availability heuristic (also known as the availability bias) is the tendency to overestimate the likelihood of events with greater "availability" in memory, which can be influenced by how recent the memories are or how unusual or emotionally charged they may be. The availability heuristic includes or involves the following:

- Anthropocentric thinking, the tendency to use human analogies as a basis for reasoning about other, less familiar, biological phenomena.
- Anthropomorphism or personification, the tendency to characterize animals, objects, and abstract concepts as possessing human-like traits, emotions, and intentions. The opposite bias, of not attributing feelings or thoughts to another person, is dehumanized perception, a type of objectification.
- Frequency illusion or Baader-Meinhof phenomenon. The frequency illusion is that once something has been noticed then every instance of that thing is noticed, leading to the belief it has a high frequency of occurrence (a form of selection bias). The Baader-Meinhof phenomenon is the illusion where something that has recently come to one's attention suddenly seems to appear with improbable frequency shortly afterwards. It was named after an incidence of frequency illusion in which the Baader-Meinhof Group was mentioned.
- Implicit association, where the speed with which people can match words depends on how closely they are associated.
- Well-travelled road effect, the tendency to underestimate the duration taken to traverse oft-travelled routes and overestimate the duration taken to traverse less familiar routes.

Given the prevalence of the availability heuristic, it's easy to create this effect in many ways.

When someone accesses several memories that center around a theme, this theme is more easily seen to be more likely to occur in the future. For instance, if someone was to recall several events that they broke from the norm and had a great time doing it, they will be more likely to believe that doing so in this instance will result in enjoyment or pleasure. If an operator causes a subject to access several memories (vividly) that centered around making decisions and

feeling great about them, the subject would then be more prone to believe that this situation would be very similar. Both the recency and the availability of those memories have been modified by the operator to ensure that predictions about the future are modified in the subject.

Anthropomorphism can be injected easily into most discussions. Chris Collins, a world-leading sales trainer, was working with car dealership service departments in the USA. The service advisors he trained would always ask their customers how the vehicle was performing. But when he changed the training to ask more specifically about the *health* of the vehicle, and what the vehicle's 'name' was, behaviors changed. When the service advisors helped people to anthropomorphize their vehicles, they were more likely to want to keep them as 'healthy' as possible.

Assigning human-like traits to everyday objects can change the way subjects perceive them. The value, social aspect, and even emotional attachment can change. This change can affect the way the subject makes decisions. Studies have even shown that when A.I. is named with a human name, people will treat it with more respect, and their behavior while interacting with it changes as well. How often have you heard someone refer to a digital assistant on their phone as 'he' or 'she'?

Something as simple as anthropomorphizing a product can change how it is perceived by someone. Instead of saying, 'What this product does is keep bugs out of the home,' you could say, 'The main goal of Jenny, our pest control monitor, is to eradicate the bugs in your house. That's all she cares about doing.'

FREQUENCY ILLUSION

The frequency illusion is what you learned about in the neuroscience section where we covered the reticular activating system (RAS).

Subjects can be made to experience this through the power of suggestion. Using embedded commands, entrainment, and the power of future suggestions, an operator can implant the idea that a subject will begin to see an object, logo, or product with increasingly greater frequency. The subject then rehearses a few of these occurrences mentally - partially programming the RAS to begin making this suggestion come true.

IMPLICIT ASSOCIATION

Similar words are stored in similar places, this is why the phenomenon is so predictable. Ideas, concepts, memories, and feelings are similar. When a subject is exposed to a string of ideas, a similar idea is much easier for them to access. The amazing bonus with this is that they will have produced the idea on their own, thinking the decision was theirs as well.

WELL-TRAVELED ROAD

To leverage this effect, ensure the subject is presented early with an idea that there is a road that most people take, but only this information. This open loop causes them to place more value on this road oft traveled. Later in the conversation, when the 'road' is mentioned, the subject is more likely to become affected by the well-traveled road effect.

For instance, a salesperson or therapist might initially mention that there are 'three unusual things' that most people do who are successful. Leaving the loop open, and not immediately discussing what the three 'magic' items are causes the subject to place greater importance on them. Later, the salesperson or therapist lays these three things out in detail and reasserts how popular they are. There are a few people who will be less prone to this. Subjects with Novelty and Social Decision Map styles will often react negatively to being presented with a suggestion that 'everyone is doing'.

COGNITIVE DISSONANCE

The **Normalcy bias**, a form of cognitive dissonance, is the refusal to plan for, or react to, a disaster which has never happened before.

Effort justification is a person's tendency to attribute greater value to an outcome if they had to put effort into achieving it. This can result in more value being applied to an outcome than it actually has. An example of this is the IKEA effect, the tendency for people to place a disproportionately high value on objects that they partially assembled themselves, such as furniture from IKEA, regardless of the quality of the end product.

Ben Franklin effect, where a person who has performed a favor for someone is more likely to do another favor for that person than they would be if they had received a favor from that person.

You can trigger the normalcy bias in **reverse** for many situations. Since many decisions you might need a subject to make will be differing from one of their repetitive behavioral patterns, they might fall prey to the normalcy bias. Using this in reverse means that it is openly discussed. Since almost no one is aware of this bias, bringing it to light will make it easier for them to work against. When the normalcy bias is working on most people, it is doing so unconsciously. It's exponentially easier to get a subject to reject things they are aware of.

EFFORT JUSTIFICATION

When a subject feels they had a hand in shaping the end result of a decision you're guiding them to, they will be much more likely to take ownership of the idea as a whole. During conversations, asking input about details of the outcome, and getting them to participate in shaping something you would like them to do makes them more likely to associate identity with the decision. To

leverage this, let them take some of the notes, bring them into the backend process of projects, offer to let them physically assist in creating things that you're guiding them toward.

BEN FRANKLIN EFFECT

Altruism runs in all of us. Performing a small favor for someone at the outset of the interaction makes them more likely to feel a desire to perform a similar favor for you in the future.

CONFIRMATION BIAS

Confirmation bias is the tendency to search for, interpret, focus on, and remember information in a way that confirms one's preconceptions. There are multiple other cognitive biases which involve or are types of confirmation bias:

Backfire effect, a tendency to react to disconfirming evidence by strengthening one's previous beliefs. The existence of this bias is a widespread phenomenon.

Selective perception, the tendency for expectations to affect perception.

Semmelweis reflex, the tendency to reject new evidence that contradicts a paradigm.

Confirmation bias is one of the most powerful when it comes to influence and persuasion. From the beginning of a conversation, a subject can be made to search for information that confirms the opinions and beliefs that have been installed or suggested by the operator.

THE BACKFIRE EFFECT

When a bias is in place, or when a subject makes an **identity agreement**, they will tend to ignore and delete the information that conflicts with it. Once you have developed a 6MX profile, use the profile to encourage them to adopt a new agreement or belief. Expose them to gradually increasing conflicting ideas to enhance their natural ability to deny conflicting information throughout the interaction.

To bring the full power of confirmation bias, and its related elements to bear in conversation, set the subject up from the beginning for the bias.

Use suggestions in your language to enhance the effect.

Use future-pacing methods (such as the remembering your future method) to get them to vividly rehearse finding the data they will be searching for to confirm the bias you suggested early in the conversation.

The future-pacing method you used will enhance Expectancy on the Six-Axis Model and assist in developing the bias further to be exploited.

Leverage Tribe on the FATE Model to further develop this bias by using the bandwagon effect. Suggesting that others had a similar experience, or that a high percentage of people who experience x will also tend to y.

EGOCENTRIC BIAS

Egocentric bias is the tendency to rely heavily on one's own perspective and/or have a higher opinion of oneself than reality. The following are forms of egocentric bias:

Bias blind spot The tendency to see oneself as less biased than other people, or to be able to identify more cognitive biases in others than in oneself.

False consensus effect The tendency for people to overestimate the degree to which others agree with them.

False uniqueness bias The tendency of people to see their projects and themselves as more singular than they actually are. Forer effect or Barnum effect, the tendency for individuals to give high accuracy ratings to descriptions of their personality that supposedly are tailored specifically for them but are in fact vague and general enough to apply to a wide range of people. This effect can provide a partial explanation for the widespread acceptance of some beliefs and practices, such as astrology, fortune telling, graphology, and some types of personality tests.

Illusion of asymmetric insight Where people perceive their knowledge of their peers to surpass their peers' knowledge of them.

Illusion of control The tendency to overestimate one's degree of influence over other external events.

Illusion of transparency The tendency for people to overestimate the degree to which their personal mental state is known by others, and to overestimate how well they understand others' personal mental states.

Illusion of validity The tendency to overestimate the accuracy of one's judgments, especially when available information is consistent or intercorrelated.

Illusory superiority	The tendency to overestimate one's desirable qualities, and underestimate undesirable qualities, relative to other people. (Also known as "Lake Wobegon effect", "better-than-average effect", or "superiority bias".)
Naïve cynicism	Expecting more egocentric bias in others than in oneself.
Naïve realism	The belief that we see reality as it really is – objectively and without bias; that the facts are plain for all to see; that rational people will agree with us; and that those who don't are either uninformed, lazy, irrational, or biased.
Overconfidence effect	A tendency to have excessive confidence in one's own answers to questions. For example, for certain types of questions, answers that people rate as "99% certain" turn out to be wrong 40% of the time.
Planning fallacy	The tendency for people to underestimate the time it will take them to complete a given task.
Restraint bias	The tendency to overestimate one's ability to show restraint in the face of temptation.
Trait ascription bias	The tendency for people to view themselves as relatively variable in terms of personality, behavior, and mood while viewing others as much more predictable.
Third-person effect	A tendency to believe that mass-communicated media messages have a greater effect on others than on themselves.

EGOCENTRIC BIAS

We tend to rely on our own opinions and ignore or discount the truth in many situations.

This makes us humans a lot more prone to flattery and more receptive to techniques that leverage the Needs Map and Decision Map in conversations.

FALSE UNIQUENESS BIAS

We are prone to believing that we are incredibly unique. This is one of the main reasons fortune-telling and astrology horoscopes are so widely accepted.

This tendency makes us more susceptible to influence that uses cold-reading methods and language that attempts to ascribe unique traits and characteristics.

ILLUSION OF CONTROL

We are likely to overestimate how much control we really have over the world around us.

This illusion makes us more likely to behave as though all of our behavior is self-directed. In studies where people's nerves were stimulated to cause their arm to move, they would testify that they made a conscious choice to move the stimulated body part.

RESTRAINT BIAS

When we predict how much self-control we will have in a situation that is tempting, we overestimate our level of personal restraint.

In persuasion and influence, this bias makes subjects more willing to believe they will be able to avoid more enhanced forms of influence. The upside to this is that since most of us have this bias, we are less guarded when dealing with people who are influencing us. This is something I discuss in government training often that I call 'the firewall illusion', wherein a person believes that their mind contains a firewall that will prevent them from being influenced or persuaded to do something that isn't in their best interest.

THIRD-PERSON EFFECT

When we browse social media, this bias is at work. When people assume that others are more easily swayed and influenced by the media than them, they are victim of the third-person effect. This happens often in situations where people can witness others making decisions and choices. From stage/comedy hypnosis shows to seminars with unethical sales pitches, when someone sees another become influenced by another, they tend to think they will also be immune.

Use this to your advantage by complimenting someone on how open they are, how focused they are, or how easily they connect with you in conversation. While doing this, mention that most people are programmed by social media/TV/marketing and have no ability to do what the subject can do because they are so manipulated by media.

COMPASSION FADING

When we see victims on television, we are more likely to be compassionate toward a smaller group of people we can identify than a large group of victims who are relatively anonymous to us.

The government and media use this regularly to make you (and me) more compassionate about a war ensuing, a missing child, a country invading another, or a victim of a domestic crime. This well-known tactic is effective at capturing and leading the focus and compassion (money) of a nation.

HYPERBOLIC DISCOUNTING

This is our tendency to make bad decisions for our future selves. When something provides us with a payoff right away, we are more likely to do it rather than receive some reward later down the road. In the interrogation section, we discussed the importance of short-term thinking. When someone is focused on immediate results, they will make more impulsive decisions. Since we are in the business of manufacturing impulse in humans, this phenomenon is something that can be leveraged often. When in conversations, focus your language on the immediate benefits rather than long-term benefits. In some cases, openly discussing this phenomenon can help people to see the bigger picture to make a decision you need them to. Complimenting a subject on their Needs and offering a remark about how they are uncommon (that so many other people tend to only choose/see short term benefits) can help them to make an identity agreement.

An interesting example of this was a study that people who were choosing what to eat in the moment chose chocolate or sweets and picked vegetables and fruit when planning what to eat later in the week.

ZERO-RISK BIAS

When a tremendous risk is in front of us, we tend to look at smaller risks as practically nothing at all. The contrasting effect of the two reduces the risk of the smaller action to zero.

This is leveraged in interrogations often, where a question might be posed to a subject (suspect) that gives them a choice between two roads, one of which is horrific, the other being much lower risk (where confessions happen). In persuasion and influence, this bias can be leveraged by using linguistic skills to enhance the perceived risk associated with inaction, and lessen the perceived risk associated with moving forward.

DISTINCTION BIAS

When we compare two things at the same time, we are more likely to see them as more different than if we evaluate them individually at separate times.

When presenting behavioral outcomes to a subject, keep in mind how dissimilar you need them to view them. In some cases, like using a double-bind, the two might need to be further apart (sometimes only a matter of seconds). However, when you present options, you would like to be seen as more differing, presenting them simultaneously can trigger this bias.

DEFAULT EFFECT

When we have a lot of choices, we will tend to choose the one that is the most commonly chosen option.

In Tradecraft, use this effect to guide the decisions of the subject to the right one. Suggesting or showing that many other people commonly choose a single option, they will be more likely to choose this one. However, when dealing with Significance Needs, and a Novelty/Deviance Decision Map, you will most often have a negative or backward relationship to this effect.

PLAN CONTINUATION BIAS

It is our tendency to keep with a plan. Even when we're presented with an unfolding situation that isn't fitting our plan at all, we will continue with the plan because it creates a sense of safety and familiarity in an unpredictable situation.

When you create Expectancy early in a conversation, and later make mistakes in Tradecraft, the subject will default to the 'plan' that was initially created by your methods. The more the subject feels like they planned for what was to come, the more they will default to that plan when uncertainty arises. Limit the use of this, as one of the major causes of failure in Tradecraft (and in business) is subjects experiencing unmet expectations.

ZERO-SUM BIAS

When someone thinks that they can only be successful if others fail, or that winning suggests they will create a loser, they are a victim of the zero-sum bias.

It's only included here in the manual to use as a direct conversation topic. Bringing this bias up will trigger another bias, where the subject will likely do two things:

1. They will assume they never suffer from this bias.
2. They will make a silent identity agreement.

THE ENDOWMENT EFFECT

When someone has possession of something, they will demand a whole lot more money for it than they would ever be willing to pay for it themselves.

When leveraging this effect, keep in mind that you can frame the obtainment of something in the future and ask what they would be willing to accept as payment to get rid of the skills later in life. For instance, if I'm selling you a book on how to read people, I might ask you a question such as, "This book is $14.95. Once you can read anyone's behavior and see hidden information no one else can see, how much would someone then have to pay you not to have any of those skills?"

PSEUDOCERTAINTY EFFECT

If someone is goal-focused, they will behave very differently based on how they perceive the goal. If they view the goal as obtaining something positive, they will act in a risk-averse way. They will stay safe while getting to the goal. If they view their goal as avoiding something negative, they will tend toward more risk-seeking behavior to get there.

In Tradecraft, this can be leveraged by initially presenting the desired action as a positive goal, and later using their Values to frame the situation as avoiding the loss of those values (such as the loss of Freedom).

ILLUSORY TRUTH EFFECT

When someone is faced with two statements about an issue, they will tend to see the one that is easier to mentally process as more truthful. This effect is also at play when someone has seen one of the statements many times. Our bias toward information is one of the key components of Tradecraft.

When something rhymes, it's also often perceived as more truthful because it's easy to process, and easy to remember. This is known as the rhyme as reason effect.

When delivering any information that you need a subject to logically perceive as truthful, keep these in mind. Confusion statements work so well because they do the opposite, making the cognitive load increase to create an opening. Using the illusory truth effect trims down and beautifies the language of specific commands and ideas that you need the subject to grasp firmly and believe.

ACTION BIAS

When someone is faced with a problem, they are more willing to take action, even when taking action isn't the best idea. In some circumstances, inaction is the best solution to the problem.

In Tradecraft, leverage this by increasing anxiety about the consequences of not taking action just before presenting the key problem, that will most likely revolve around the loss of their Values.

EXAGGERATED EXPECTATION

When someone makes predictions about the future, they are more likely to make predictions that involve more extreme outcomes than what happens in real life.

This happens when a person processes the thoughts internally and is less likely to occur when you're verbally asking someone about an outcome. Surprisingly, this occurs more often in text and email than in verbal interactions.

INTEROCEPTIVE BIAS

Also called the 'hungry judge' effect, this bias is present when sensations in our body play a role in our decision-making ability without our awareness. A famous study found out that whether judges were fed and well-rested had a surprising impact on how they made decisions in court.

(Danziger, Levav, & Avnaim-Pesso, 2011)

This is a known bias, and it plays a major role in Tradecraft. When you are dealing with subjects, the amount of rest and food they have had will influence their behavior, often to a remarkable extent.

NON-ADAPTIVE CHOICE-SWITCHING

When someone has made a decision that didn't work well in the past, they will be less likely to repeat the decision in their future, even if making the choice would be the right/best option.

In Tradecraft, this can apply to almost any scenario. It's important to discover what a subject is going to be more likely to avoid based on their past decisions and regrets. Using elicitation, establish an understanding of situations in the past that they are regretful about. (Marcatto, Cosulich, & Ferrante, 2015)

PESSIMISM BIAS

This tendency is more common in people with depression, and it happens when someone overestimates the negative consequences of future events. They will also underestimate the positive aspects of ideas when looking to their future.

There's a famous case in Denmark where authorities were persuaded to believe certain things about developing a roadway because people influenced them by manufacturing cognitive bias in them. (Næss, 2011)

Understand, when you are operating, determine whether the subject is more likely to lean toward optimism or pessimism. No doubt that you will have quickly made a mental note of their locus of control, which is a powerful predictor of which bias a subject will lean toward. If someone leans toward pessimism, they can be influenced easier by inducing pessimism around inaction and increasing the perception of negative outcomes around not taking action.

RECENCY BIAS

Also known as the recency effect, this bias makes us rely more heavily on the most recent thing we heard. A lawyer's closing arguments are a good example of this, where a jury is more likely to be persuaded by the final comments made by a lawyer than the trial itself. When given a long string of numbers, people tend to also remember only the ones toward the end. (Steiner & Rain, 1989)

When using elicitation, the recency effect is the end of the 'hourglass method' (Nolan J. , 1999).

The recency effect also applies in all other Tradecraft. Reminding others of the positive attributes of your product during sales keeps it closer to memory in the subjects you will be interacting with.

When someone is introduced to increasing amounts of perceived safety, they are more likely to take greater risks. An interesting study found that even in outdoor sports, wearing a bicycle helmet increases more risky behavior while riding (Adams & Hillman, 2001). This is often why guarantees work in sales, and why risk minimization works in interrogations. Even if the increase in perceived safety is only a verbal method offered to a subject, the likelihood of behavioral deviance is increased.

PARKINSON'S LAW OF TRIVIALITY

When someone attempts to plan a project, or diagnose an issue, they are more prone to focus on things that are simple and easy to understand and ignore the more complex issues. This is also called 'bike-shedding'.

When subjects decide to focus on trivial details, or conversation turns to highly complex issues, bring the focus back to trivial points that they can grasp and issues that they feel more confident handling.

AUTHORITY BIAS

When someone is perceived as an authority, their opinion carries more weight regardless of whether they are offering the opinion about a field they are an authority in.

In Tradecraft, authority is the queen of the chessboard. Your credentials matter less than how you are perceived by subjects.

ACTOR-OBSERVER BIAS

When we try to describe situations we were in, we tend to describe how the circumstances were mostly involved in how things played out. When we describe a situation someone else was in, we tend to overemphasize the personality of the person as a causal factor. Basically, our situations and other's personalities are how we describe events. (Koenig, 2013)

Anyone you deal with will have this bias to some degree.

Therefore, the subject will identify more with you if you help them to explain the circumstances in their life instead of their personality.

When you want a subject to see someone as 'not part of the group' you can use explanations that credit personality with the cause of issues, instead of circumstances.

GROUPTHINK AND THE BANDWAGON EFFECT

When a large group of people agree on a particular idea, or someone believes they do, a person will tend to agree with the group. One reason for this is social conformity - we are driven to conform to the norms of groups. The other reason this happens is a desire for harmony and peace within a group.

Getting a subject into this mindset is easily done by leveraging their 6MX data and suggesting that their tribe members mostly agree on a certain viewpoint or on taking specific actions. This can be done in many ways, but linguistically, it's best not to mention this directly, as it can trigger reactance and make the method come across as contrived or artificial.

Something as simple as, "I don't know if you agree with everyone online, but there's definitely interesting things about it for sure."

TRUTH BIAS

When we communicate with someone, their default bias is to see our behavior as truthful. The more a subject's Connection is leveled up on the Six-Axis Model , the more they will feel the effects of this bias. When we connect with people, we want to believe we aren't surrounded by liars, so people that we like and trust are automatically seen as truthful, even when deception is present.

OUTGROUP HOMOGENEITY BIAS

When people talk about other tribal groups, they are more likely to believe that the members of those groups are less varied and different than theirs. A group of Harley Davidson bikers, for example, will tend to see members of a Kawasaki motorcycle group as more similar, with less variety of personality and ideas.

Talking about how similar people in other groups are will bring distance between a subject and that group. Discussing the details of how varied and different people are in your group will close the gap between them and your subject.

REACTIVE DEVALUATION

People will be more likely to reject ideas that originated from someone they don't like. This phenomenon is present in every day of your life. People who hear an idea came from a politician they don't like will reject the idea quickly. If the politician they voted for came up with the idea, they are far more likely to accept and praise the idea. This even happens in Israel when peace proposals are exchanged, and then rejected because of where they came from. (Maoz, Ward, Katz, & Ross, 2002)

When a subject believes an idea came from a source of authority, they will be more likely to accept it. When the authority figure is also a member of their group, they will accept it into their identity. This major difference shows the power of the FATE Model - walking down Focus, Authority, Tribe, then Emotion.

If you want a subject to view a good idea in a negative light, you can suggest that the source of the idea is from a group or source they will react negatively to.

SOCIAL COMPARISON BIAS

We tend to favor people who won't make us feel insecure. If someone has to decide between two people to follow, this bias makes them more likely to choose the person who won't compete with their personal strengths.

Using 6MX, it will be easy to identify what someone takes pride in, and what they view as their personal strengths. Remember that a person's personal strengths and what they believe are their personal strengths are two completely different pieces of data. This bias makes us likely to avoid choosing to follow or befriend people who share the same strengths.

AVAILABILITY BIAS

When we are making decisions, they are influenced by what memories we've recently accessed, our surroundings, and accessible information. This is similar to the residual electricity principle, wherein our brain will be able to access information faster if similar information has been retrieved recently.

When you need a subject to make certain decisions, take note of what nearby information and memories the subject has access to. You can manage these factors linguistically or physically to ensure the correct surrounding information is present to help the subject make a decision.

CONFIRMATION BIAS

We see what we want to see because we search for it. When a person has a set of expectations or beliefs, they will search for evidence of these in situations to confirm their opinions.

Our questions drive our focus. This is why depressed people will see what they are searching for. Happy people ask questions in the same situation that makes them unconsciously search for things that confirm their beliefs.

This is one of the most prevalent biases that impacts our daily lives. It's also one of the easiest to hack into. You can 'prepare' a subject to spot certain details before something happens by suggesting they do so. Using the Six-Axis Model, keep in mind that every conversation creates some degree of expectancy, but good ones create specific expectancy toward the end goal.

CONTEXT EFFECT

Our environment dictates more than we might assume. The environment plays a role in how memories are formed, how we behave, and how we interact with the world. The context effect occurs when a person's environment prevents them from accessing a memory because of where or how the memory was formed. This is why it is sometimes harder to remember something about your

work while you're in the living room, or you easily remember details about a person while you're with them.

One of the core principles of Life Scripts is that context helps us predict what is happening and calls up memories of similar events to assist us in dealing with issues in the current space.

This principle tells us that we can use the context effect to 'trigger' specific contexts. The contexts we create can bring up all kinds of mental programming in people. You can even call up mental images of certain situations so that the implied context affects the way they are processing information.

EUPHORIC RECALL

When we look back at the past, we tend to recall many events in a generally positive way and skip over the negative elements of the past. This is one of the reasons nostalgia is so common.

If you cause a subject to recall several positive events in a row, you will have modified the brain chemistry for action in a positive way. This is particularly effective, in my experience, just before using a negative avoidance strategy, where you guide them away from negative consequences instead of goal-seeking behavior.

GENERATION EFFECT
(SELF-GENERATION EFFECT)

When you generate information, it's easier to recall it than information generated from someone else. This effect is easy to apply in Tradecraft. When you want a subject to remember more about something, have them explain it, or ask them to describe certain aspects of it while also getting them to utilize their positive adjectives from the 6MX system.

THE HUMOR EFFECT

Things that are humorous are easier to remember than things that aren't. Scientists believe that this is due to both the cognitive processing required to understand the humor, and the emotional component of it, which touches the limbic system and hippocampus. Using humor where appropriate can help to secure the information you want in a subject's memory.

THE PEAK-END RULE

People tend to remember the peaks of experiences instead of the isolated details of how they felt throughout it. Be it negative or positive, we tend to remember the peak emotion of an experience, and how it ended.

When we covered elicitation, you remember the hourglass method was introduced to you. Elicitation relies on this memory fallacy so that a subject remembers voluntarily exchanging information with the operator, and how the conversation ended.

THE SAYING IS BELIEVING EFFECT

When a message is tailored to suit the psychological taste of an audience, the message is more likely to make the audience feel like the idea was their own thought to begin with. This even modifies how the communicator feels about the information. (Hausmann, Levine, & Higgins, 2008) As you already know, the 6MX is designed to shape all of our communication to suit the audience.

THE SPOTLIGHT EFFECT

When people are in public, there is a tendency in some people to overestimate the amount of attention other people are paying to them. Their behavior and appearance are largely unnoticed by all. This effect is especially true for people who suffer from social anxiety.

Knowing this, you can decide whether or not this effect is taking place and mitigate it linguistically whether through covert methods or directly in your conversation.

TIP OF THE TONGUE PHENOMENON

We've all experienced this in some way. When we know that we know the name of a song and can't seem to access it. Science believes the cause of this to be multiple competing memories being accessed and competing with each other. This causes the 'blockage' of memory.

When using confusion level two and above, this phenomenon is taking place, but in a different way. Burning up available cognitive load (think CPU space in a computer) and allowing only minimal programs to continue to run.

ZEIGARNIK EFFECT

This effect occurs when a person remembers uncompleted thoughts or tasks more than completed ones.

In storytelling, and in film, they use this uncompleted question mark in your head to get people to binge-watch a show. In conversation, this takes the form of open loops, where a person will consecutively tell several stories, finishing them at different times. Each story begins before the other ends and the listener is more likely to pay more attention to the conversation.

OVERCOMING COGNITIVE DISSONANCE

When someone is emotionally invested in an idea, it becomes exceedingly difficult to navigate them in a different direction.

The cognitive dissonance someone feels about making choices against something tied to their identity is severely uncomfortable. Many voters feel a personal sense of identity with a politician they voted for, or the political party they agree with. Getting someone to change their mind about something like this is difficult because of the identity and emotion associated with the belief. This is far beyond talking someone thorough a sales objection. This is restructuring identity.

Let's take an example of President a presidential election in the United States.

In modern times, the United States has tactically (and deliberately) woven political beliefs into personal identity. This was a deliberate and carefully-planned campaign to inject politics into a cult-like, identity-based belief system.

As you know, ideas pale in comparison to the power of identity.

When a leader gets elected, the supporters are ecstatic, and the people who voted the other way are in sheer disbelief.

Later in the year, if the elected official then fails on many levels, and displays obvious signs of incompetence, the staunch supporters are faced with a massive issue. Do they rationally weigh all the data and come to a conclusion? Or will their identity prevent them from admitting they made a poor decision?

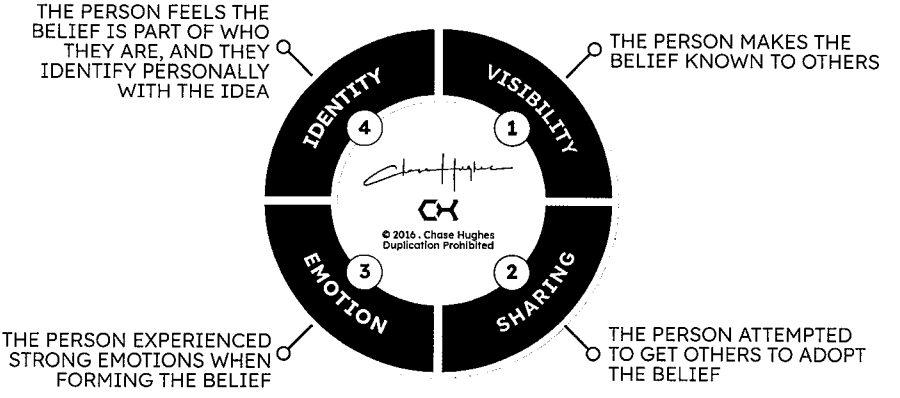
The people who didn't support the president feel justified, and further entrench their beliefs by allowing themselves to feel as though they were right all along. This is the power of both identity, and cognitive dissonance.

How would you change this person's belief using Tradecraft? What are the barriers that you would have to overcome?

Even if your goal was only to get them started down the path to changing their beliefs, you would still have a lot of work to do.

Let's examine the Belief/Identity model to identify how beliefs were so entangled with identity, and maybe how we can potentially overcome these.

THE FORMATION OF IDENTITY AND BELIEF



Cognitive dissonance is something you will continuously leverage as an operator. You can overcome this by simply following the model above - offering plausible and face-saving reasons that the belief could have been formed. One such formula is the belief change formula, which follows the model closely.

1. Identity
    - "I know you meant well, and that you want the best. I know that you personally desire to..."
2. Emotional Investment
    - "Anyone in your shoes would have..."
3. Attempted to convert others to the new belief.
    - Needs compliment - "...that's why they were so vocal about it."
    - Significance - "...because they know they can change lives."
    - Pity - "...because they have been through so much."
    - Intelligence - "...and you've probably already figured out..."
4. Public Visibility
    - Providing reassurance that the person is justified, and that the issue won't cause any kind of social consequences for them. Offering rationalizing statements and suggesting new ideas that minimize their mistakes and allow them to save face.

ADVANCED COVERT BRAINWAVE ENTRAINMENT

What you're about to learn is something that took over 18 years of experimentation, and something I've never shared outside of my Mastery elite coaching group. It's called Isochronic Entrainment Vocal Carrier Frequency.

In essence, I'm going to show you how to modify brainwaves using a piece of electronics. First, you need to understand how this all works, so that you're not an amateur:

NEURAL OSCILLATIONS (BRAINWAVES)

Neural oscillations, also known as brainwaves, are rhythmic fluctuations of electrical activity generated by groups of neurons in the brain. These oscillations can be measured using electroencephalography (EEG) or magnetoencephalography (MEG) techniques.

There are several types of neural oscillations, which are classified according to their frequency range. The main types are delta (0.5-4 Hz), theta (4-8 Hz), alpha (8-12 Hz), beta (12-30 Hz), and gamma (>30 Hz) oscillations.

Neural oscillations occur because of the synchronized firing of neurons. When a group of neurons fire together, they produce a wave of electrical activity that can be detected on the surface of the scalp using EEG or MEG. The frequency of the wave is determined by the rate at which the neurons fire.

Neural oscillations are thought to play a crucial role in information processing in the brain. For example, they are involved in attention, perception, memory, and motor control. They also play a role in coordinating activity between different brain regions.

Neural oscillations can be modulated by external stimuli, such as sensory input or cognitive tasks. For example, when we listen to music, our brainwaves will synchronize with the rhythm of the music. Similarly, when we perform a cognitive task, such as solving a problem, our brainwaves will change in frequency and amplitude to reflect the demands of the task.

Each of the neural oscillation patterns is associated with certain mental and psychological phenomena:

- Delta waves (0.5-4 Hz): Delta waves are associated with deep sleep, unconsciousness, and unconscious bodily functions such as heart rate, breathing, and digestion.
- Theta waves (4-8 Hz): Theta waves are associated with relaxation, creativity, and visualization. They are also present during light sleep and meditation.

- Alpha waves (8-12 Hz): Alpha waves are associated with a relaxed but alert state, such as when we are daydreaming or in a meditative state. They are also present when we close our eyes and take deep breaths.

- Beta waves (12-30 Hz): Beta waves are associated with active thinking, problem-solving, and concentration. They are also present during physical activity and when we are in an aroused or excited state.

- Gamma waves (>30 Hz): Gamma waves are associated with higher cognitive functions such as memory, learning, and perception. They are also present during states of heightened awareness, such as when we are in a flow state or experiencing a sense of unity with our surroundings.

NATURAL OCCURRENCES OF ENTRAINMENT

Natural entrainment is a phenomenon where two or more rhythmic systems synchronize with each other without any external intervention. This can occur when the systems have a similar frequency and are near each other.

In the case of washing machines, police lights, and metronomes, these devices all produce some form of repetitive motion or flashing light at a consistent frequency. When placed close to each other, the devices start to influence each other's frequency and phase, leading to a gradual synchronization of their movements.

For example, when two metronomes are placed on a table and set to the same tempo, their ticking will gradually synchronize over time, even though they are not physically connected. This occurs because the sound waves produced by each metronome can affect the movement of the other, causing them to fall into step with each other.

Similarly, when police cars are parked side by side with their emergency lights flashing, the lights can synchronize with each other over time, creating a striking visual effect.

In the case of washing machines, the vibrations produced by the machines can cause them to move closer to each other over time, leading to a synchronization of their spinning cycles.

Natural entrainment is a common phenomenon in nature and can be observed in many different contexts, such as the synchronization of fireflies flashing their lights, the synchronized swimming of fish, or the coordinated movements of flocks of birds. The underlying mechanism of natural entrainment is thought to be related to the mutual influence of rhythmic systems on each other, as well as the natural tendency of systems to seek a state of harmony or balance.

Research has shown that neural oscillations in the brain can synchronize with each other when individuals engage in joint attention tasks, such as watching

a movie together or playing music in a group. This synchronization is thought to enhance communication and social bonding between individuals.

Moreover, some studies have shown that rhythmic stimulation, such as that produced by a metronome or flashing lights, can modulate brain activity and influence behavior. For example, rhythmic auditory stimulation has been used in music therapy to improve motor coordination in individuals with Parkinson's disease, and rhythmic visual stimulation has been used to improve attention and memory in healthy individuals.

In addition, some researchers have hypothesized that natural entrainment may play a role in the development of language and communication in humans. It has been suggested that the rhythmicity of speech and the synchronization of brain activity between speakers and listeners may facilitate the encoding and decoding of language.

The weird discovery was that none of this behavior was cooperative at all. It was an evolutionary pre-programmed sequence in humans and animals...and **machines**.

What they eventually found was that small amounts of energy are transferred between two systems when they are out of sync (phase). This produces negative feedback. The negative feedback acts as a force to make the receiving system begin to change its behavior. As they sync up, this negative energy is reduced to zero.

A behavioral example of this is where you've found yourself unconsciously tapping your foot to a good song.

JUST WHAT IS A 'BRAINWAVE'?

I'm glad you asked.

A brainwave is simply a cycle of electrical activity. When one group of brain cells (neurons) triggers another group of cells somewhere else in the brain at a later time, this is the beginning of a brainwave. As the cycle repeats itself, the latency of the recurrence is called neural oscillation - a brainwave.

AUDITORY EVOKED POTENTIALS

Auditory evoked potentials (AEPs) are electrical signals generated by the auditory system in response to sound stimuli. These signals can be detected using electrodes placed on the scalp and are recorded as EEG signals.

When a sound is presented, it travels through the ear and is processed by the auditory system in the brainstem and cortex. This processing generates a series of electrical signals that can be detected on the scalp as AEPs.

There are several different types of AEPs that can be recorded, each reflecting different stages of auditory processing. The most commonly recorded AEPs are the following:

- Auditory Brainstem Response (ABR): ABRs are generated by the brainstem and reflect the initial processing of sound. They are typically recorded in response to brief clicks or tone pips and are characterized by a series of waves with specific latencies and amplitudes.

- Middle Latency Response (MLR): MLRs are generated by the midbrain and reflect higher-level processing of sound. They are typically recorded in response to longer duration stimuli and are characterized by a series of waves with longer latencies than ABRs.

- Late Latency Response (LLR): LLRs are generated by the cortex and reflect even higher-level processing of sound. They are typically recorded in response to complex stimuli such as speech or music and are characterized by a series of waves with longer latencies than MLRs.

They can also be described by their oscillatory period, or the 'frequency' of each peak.

When we process a sound, here's what happens:

1. A sound wave goes through the ear (I won't bore you with those details)

2. Energy transducer by the cochlea generates action potentials at the auditory nerve

3. This leads to peak activity in the cochlear nucleus

4. Then the SOC (superior olivary complex [because it looks like an olive])

5. The electricity then travels to the NLL (nucleus of the lateral lemniscus)

6. Then to the IC (inferior colliculus)

7. These create peaks in waveforms that we call the Auditory Brainstem Response.

8. From the brainstem, information is transmitted to the auditory thalamus and cortex (brain) which contribute to middle latency and cortical responses

9. Higher cortical regions contribute to Late Potentials to decide what the sound is and/or what to do about it

FINALLY!

That's a lot that happens just to hear a sound.

We can exploit the relationships of how sound is processed by people, though. Repetitive sounds begin to cause entrainment, causing rhythmic oscillatory activity in the brain.

When studied, scientists found that brain activity from auditory entrainment didn't just touch the areas of the brain above. The frequency of activity heard by the participants created oscillatory frequencies in different parts of the brain that have nothing to do with sound at all. This caused the brain to oscillate in certain areas, and with the frequency they were exposed to!

Before EEG studies came around, children with auditory, reading, or speech disorders were pretty much screwed. They finally found out that 3/4 of all the kids could be diagnosed with several conditions - but not because they *had* the conditions. It was based on what training the doctor had, or what battery was used to diagnose the kids. Now we can identify atypical spectral temporal hierarchy and let providers know where the brain was affected.

HERE'S AN EXAMPLE:

The kids who had serious difficulties were shown to have two distinct beta peaks in contrast to kids without disorders who only had one beta peak on the EEG.

They were de-synchronized. This means their oscillatory networks were inhibited or damaged. This led to the ability to pinpoint the areas of the brain that were being affected, and to accurate diagnoses of the kiddos.

In one more study, researchers tested children with listening problems, some of whom had clinically diagnosed auditory processing disorders (APD) and others who did not. The researchers recorded their brain activity using EEG while the children listened to sounds in different conditions.

When the children listened to sounds in a quiet environment, the EEG recordings showed the expected patterns of neural activity, with different frequencies of brainwaves (including beta and alpha waves) showing temporal hierarchies, which is a normal pattern of auditory processing.

However, when the children listened to sounds in a noisy environment, the researchers found that the children with listening problems (both with and without clinically diagnosed APD) had diminished beta and alpha responses compared to children without listening problems. This means that the neural activity in the beta and alpha frequency bands was not synchronized or "coupled" as strongly as it should be in response to the sound stimuli.

This lack of beta and alpha coupling in response to background noise is referred to as "beta decoupling" and is thought to be a marker of poor auditory processing. Essentially, the brain's ability to process sound effectively is disrupted when there is background noise present, which can lead to listening problems and difficulties in understanding speech in noisy environments.

This finding is significant because it provides insight into the neural mechanisms underlying listening problems and suggests that beta decoupling

may be a useful biomarker for identifying and diagnosing auditory processing disorders. It also highlights the importance of minimizing background noise in educational and clinical settings for children with listening difficulties.

So, if we take all this together, regions of the brain connect to a functional electrical network.

By changing the frequencies of these networks, they become harmonically coupled, more able to work together to accomplish what psychological state that frequency is attributable to.

The last time you spoke to someone inside a crowded area, your brain didn't pick up on every other sound in the room. It figures out what's important and develops a modulator function of selective attention to isolate information from a target speaker. Attention resources are then allocated to this network receiving the *relevant* information.

THIS IS HUGE - REALLY HUGE - but we'll get to it in a moment.

What can be entrained?

1. Think about things that occur in repetitive electrical rhythms in your body.
    - Heart, brain
2. A pacemaker is an implanted entrainment device.
3. The handwriting of someone with Parkinson's will show you what a disruption in electrical frequencies looks like.
4. Other conditions, like epilepsy and Thalamocortical Dysrhythmia are other examples of frequency errors in the body.
    - This is why flashing lights can trigger an epileptic seizure - the input (electricity) happens at frequencies that begin to entrain the brain. Then the epileptic brain starts to adapt to it but is unable.

BINAURAL OR ISOCHRONIC?

Binaural Beats

Binaural beats involve playing two slightly different frequencies, one into each ear. The brain then *perceives* a third frequency that's the difference between the two original frequencies. For instance, if you play a 300 Hz frequency in one ear and a 310 Hz frequency in the other, your brain perceives a 10 Hz frequency, which is the difference between the two. This perceived frequency can encourage your brain to synchronize with it, inducing a change in mental state. This is known as the *Frequency Following Response*.

To effectively listen to binaural beats, you usually need a pair of stereo headphones or earbuds, because each ear has to receive a *different* frequency. They tend to be more subtle and are often mixed with music or ambient sound.

Isochronic Tones

Isochronic tones, on the other hand, involve a single tone that's turned on and off rapidly in a specific rhythm. The 'on-off' pattern happens quickly, which creates a pulse effect. The intent is that your brain synchronizes with this pulsing, eventually syncing up with the frequency of the pulse. For example, if the tone is pulsing on and off 10 times per second (10 Hz), your brain may align with this rhythm, potentially inducing a change in mental state.

Isochronic tones can be listened to *with* or *without* headphones, which makes them more flexible than binaural beats. We'll get into that in just a few minutes.

WHAT IS YOUR FREQUENCY?

Human voices can have different audio frequencies because they are produced by the vibration of vocal cords in the larynx, which produce sound waves.

The pitch or frequency of a human voice is determined by the rate of vibration of the vocal cords. Higher pitch voices are produced by faster vibrations of the vocal cords, while lower pitch voices are produced by slower vibrations.

In addition to pitch, human voices also have varying timbres, which are caused by the unique shape and size of the vocal tract, including the throat, mouth, and nose. This shape and size affect how sound waves produced by the vocal cords are filtered and amplified, creating different harmonics and overtones in the sound.

For example, a person with a longer vocal tract may have a deeper, richer voice with more lower-frequency components, while a person with a shorter vocal tract may have a higher-pitched, more nasal-sounding voice with more higher frequency components.

Furthermore, different accents and dialects can also affect the way human voices sound, as they may involve variations in pitch, timbre, and pronunciation that are unique to certain regions or cultures.

The voiced speech of a typical adult male will have a fundamental frequency from 85 to 180 Hz, and that of a typical adult female from 165 to 255 Hz.

You can determine the average frequency of your own voice by downloading one of dozens of apps designed to measure sound frequencies.

Here's a list of current apps (2023) that have the ability to analyze and determine your average speaking frequency. Many of them are intended for musicians, but they work equally well for this purpose:

1. **SpectrumView (iOS & Android)**: This is a sophisticated spectrogram app that allows you to analyze the frequency components of live audio or recorded files. It provides a visual representation of the frequencies that make up the audio signal at each point in time.

2. **n-Track Tuner (iOS & Android)**: Although intended primarily for tuning musical instruments, this app can display a real-time spectral analysis of your voice, showing its fundamental frequencies.

3. **Audio Spectrum Analyzer & Sound Frequency Meter (iOS)**: This app provides a real-time frequency analysis of audio recorded by the microphone on your device.

4. **SpectralPro Analyzer (Android)**: An audio spectrum analyzer that shows frequency components of the sound captured by your device's microphone.

5. **Audacity (Windows, macOS, Linux)**: This is a free, open-source audio software that you can use on your desktop or laptop. It allows you to record sound and perform spectral analysis to identify different frequencies.

6. **Adobe Audition (Windows & macOS)**: Adobe Audition is a professional-grade audio editing software. Its spectral frequency display lets you visualize frequencies in your recordings.

7. **Sonic Visualiser (Windows, macOS, Linux)**: This is another powerful, free desktop application intended for viewing and analyzing the contents of audio files.

8. **Spek (Windows, macOS, Linux)**: An open-source acoustic spectrum analyzer that supports a variety of file formats and provides a detailed spectrogram.

9. **Voice Pitch Analyzer (iOS & Android)**: While primarily designed to analyze the pitch of a user's voice over time, it can still give you insight into the general frequency range of a human voice.

10. **Voice Analyst (iOS & Android)**: It is a comprehensive app for pitch and volume analysis. It provides a real-time scrolling spectrogram offering insight into pitch and volume.

WHAT YOUR FREQUENCY MEANS

Knowing your frequency is a *powerful* tool for influence. Earlier, you learned that the human brain will isolate the frequency of a target-speaker. It allocates all attention resources in the brain to focus on that specific frequency automatically when there is any background noise present. I told you this was huge, so here's the part where I deliver on that promise.

If you were to play a sound in a speaker that is set to the same frequency as the average frequency of your own voice, a subject's brain would already have re-wired itself to be hyper selective and focused on that frequency. If that sound was also just barely audible and was pulsating at a specific rhythm that you wanted the subject's brainwaves to oscillate, you would naturally and rapidly create the mental phenomena associated with that state.

Hypnosis, for instance, is best done at 6.9Hz.

If a sound was being played to a subject that was at the frequency pitch of your voice, it would automatically be picked up by the subject's brain. If that sound was pulsating (turning on and off) at 6.9Hz, the subject's brain would entrain itself rapidly to that neural oscillation.

A small Bluetooth speaker inside a jacket pocket might be just the tool for this kind of job.

Here's how it would all work:

THE CARRIER FREQUENCY

The carrier frequency is the tone/pitch of the sound coming from the speaker. Playing this sound alone would be simply a tone emitting from the speaker device. This is the frequency that will be tuned to match the determined average frequency of the operator's normal speaking voice.

THE ISOCHRONIC FREQUENCY

Now that the carrier frequency is playing, you can modulate it. The device can now turn the sound off and on in rapid succession. This rapid succession is the frequency of the desired brainwave state of the subject.

PRACTICAL USAGE

There's an app on the Apple App Store called simply 'Isochronic'. It has a purple head (as of this writing) as the app icon.



*This one

This app allows you to set the carrier frequency to any desired level, and the Isochronic frequency to a level such as 6.9Hz.

With your phone paired to a Bluetooth speaker, this can produce profound effects. In therapeutic environments, where the speaker is large and overtly displayed, I've seen the most incredible and rapid changes in clients as they can produce much more profound personal change using talk and hypnosis as guidance. In social settings, such as an interrogation, the speaker is covertly hidden somewhere on the operator's body and playing the sound through the app at the most minimally audible volume.

One speaker that dozens of Mastery students have tried hundreds of times with incredible success is called the Bumpboxx Wireless Bluetooth Speaker. It's shaped like an old school pager and can fit under a jacket on a belt easily.

This can provide a wonderful gateway to completely new dimensions of influence and has the potential to change the way therapy is conducted, how interrogations are done, and even assist emergency personnel such as suicide prevention experts.

NOTES:

De Pascalis, V. (1989). Hypnotic susceptibility, alpha waves, and 40-Hz EEG rhythm, and (De Pascalis, 1989)
personality. In V. A. Gheorghiu, P. Netter, H. J. Eysenck & R. Rosenthal (Eds.).
Suggestion and suggestibility: Theory and research (pp. 221-239). Berlin: Springer-Verlag. (De Pascalis, 1989)
(Levine J. e., 1978)

SLEEP DEPRIVATION IN 3 MINUTES

Since the beginning of time, humans have researched and tested ways to manipulate, control and coerce one another. Sleep deprivation has been used for millennia as both a punishment and an interrogation device. Hippolytus de Marsiliis, an Italian born in 1451, was the first to make a study of sleep deprivation as a torture method and ushered this new tactic into the Catholic Inquisition.

The CIA developed the KUBARK manual in 1963 for interrogation and "coercive counterintelligence interrogation of resistant sources." The manual contained everything from torture methods to sleep deprivation. (CIA, 1964)

Being deprived of sleep causes numerous physiological and psychological reactions in the body. Research has shown it to be a highly effective form of creating suggestibility and diminished cognitive capacity. (Blagrove M. , Mar 1996)

An action simulated in the mind activates the same neural pathways as if the situation were actually happening. This short article will discuss the use of conversational sleep deprivation and how/when to apply it. Sleep deprivation methods for behavior engineering are almost universally applicable and are easy to insert wherever they are needed within an interaction.

Conversationally, mentioning sleep deprivation isn't much of an effective tool. However, when you're able to vividly communicate these feelings and allow

the subject to simulate sleep deprivation in their own mind, you can rapidly escalate suggestibility and openness. Some situations, where time is limited, must rely heavily on the rapid formation of suggestibility, and sleep deprivation has proven to escalate suggestibility in every culture.

To use sleep deprivation conversationally, here are a few techniques to help you get the most out of your subject:

Reduce your own blink rate as much as possible. Once a subject is in sync with you, (which should only take a few minutes) their blink rate will inevitably synchronize with yours to some degree. As you slow your blink rate down, you are creating a slower blink rate in the subject. This helps them to physically experience the dry-eye feeling of not having sleep. When you begin using conversational methods, they will be more likely to feel the effects from it when they can physically feel the symptoms.

While the subject is mirroring you, get them into a slightly uncomfortable position by maneuvering your body in such a way they will either feel discomfort from the position, or unconscious social discomfort from not matching it.

Making accidental physical contact (such as feet touching under the table) will create a small pocket of social insecurity wherein the sleep deprivation techniques will have more effect.

Assist them slightly by calling attention to how none of us observe much when we are tired. Then ask them to remember what type of cars they parked next to on their way in.

Rub your eyes as if you were very tired just before starting your technique.

The following are examples of sleep deprivation used in conversation:

- "It's so amazing when you don't get sleep how different you feel. Trying to stay focused, getting only half of what's going on around you, like feeling so many days without sleep, now, I'm sure you've had that happen before..."

- "...and it took so long that I wasn't able to sleep. You know that feeling when you haven't slept in a long time? Like feeling it...your eyes burn a little, there's that nagging feeling of being disconnected from everything, and nothing happening in the real world is of much concern."

- "A person can feel so sleep deprived when they aren't sleeping right. The feeling when you feel like that...now...that sucks. Everything is hazy and your body feels that way. Your mine is making circles trying to wake up and nothing helps."

- "The last time I went up there was with friends. We partied so hard and getting on the plane to leave, you're going through this place, still feeling like you've had no sleep, eyes burning, that tiny headache...you need to just sleep and let go."

- "It's awesome, but we didn't sleep at all. You know that feeling like you've got no control and it feels fine? Like when you're going into that feeling that all your body isn't really here...just no sleep."
- "When's the last time you had to go like a whole day with no food?"
- "When's the last time you had to go a few days without sleeping?"
- "You've got a lot on your plate. I'll bet you've had an experience or two where you weren't able to sleep at all..."

FALSE MEMORY AND AMNESIA CREATION

HOW MEMORY WORKS

A lot of people have the misconception that our memory works like a video recorder, where we can call up a file and play it back as often as we like.

Memory is not like this at all. In fact, with all neuroscience has figured out about memory thus far, we can say with certainty that about **half of your memory is total fiction.**

Most experts agree that memory operates on what is called a 'dual process' action. This is where the things that are unconscious (called system one) influence our conscious thought processes (called system two). Each of these systems has a process for storing data and retrieving data when needed.

When you learned to do new things in your life, like playing tennis or driving a car or learning how to write upper and lower-case letters, getting started was difficult. It was a very conscious process that involved a lot of your attention and focus. Every action was deliberate and thought out. As you began to develop skills, your abilities improved. The process of driving or writing became less conscious and more unconscious, and over time, these new skills served you in other areas of your life as well. These new skills helped you to solve unrelated problems. After some time, you were even able to carry on a conversation while driving, listen to a professor while taking notes, and complete other tasks simultaneously.

When we talk about 'dual process', this refers to the concept that our thoughts and behaviors are because of these two systems you just learned about (Kaufman, 2011). System One being unconscious, automatic, and reflexive, and System Two being more conscious, analytical, and deliberate. (Osman, 2004)

Memorizing things for a test involves a lot of System One; repetition shoves information down into the unconscious parts of the brain so they can be pulled up later. Many people think that learning in college or making executive

decisions in the workforce are all System Two, but it's vital to understand that System One is important. Analytical thinking and decision-making require a mountain of memorized knowledge and hundreds of memorized automatic judgments to be made in order to be both fast and accurate.

Our memories will always become a lens through which we interpret and see the world around us. The most commonly accepted model of memory involves three individual processes: encoding, storage, and recall.

ENCODING

This is the process of understanding information. We encode memories through our senses. Visual encoding is how something looks to us. Our ears take in auditory information for auditory encoding, and our body takes in tactile information about how things feel for storage. Our brain processes the meaning of situations as well, and this is called semantic encoding. A fascinating study found that even if you stored a memory primarily through one channel of encoding, the memory might be retrieved or revisited by someone through a completely different channel. For instance, if you had a visual experience, it might encode visually, and when you retrieve the memory, it could be very much an auditory memory. We still don't know why this occurs. (Brown, 2014)

STORAGE

Storage is like a file clerk in your mind. During the storage phase, your mental file clerk decides where to put the memory, how to store it, and even decides how long the file should be kept. The encoded information is kept in short-term memory initially, and the file clerk decides to move it to long-term memory if the information is vital or if the information is continuously repeated (like studying for exams). How often we 'access the file' will determine both how long the file clerk keeps the info and how easy it is for the clerk to access it.

RETRIEVAL

This is the process of sending the file clerk down to grab a file that you need. This can be both conscious and unconscious. Sometimes, the presence of a situation or event will cause files to be brought to the surface. The smell of a doctor's office might make you more compliant to authority (life scripts), or an old song from high school might bring up memories you didn't specifically ask for (residual/focal electricity). Long-term memory tends to be retrieved through environment or association (the gist), and short-term memory tends to be recalled in order of encoding (the list). (Roediger, 1995)

Now, knowing all of this, how can we leverage these pieces of data to actually do something in the field? Let's first go through how you can personally leverage it.

CONTEXT

Memory is context and state dependent. Think about when you have a dream and then you wake up. Since the context is slowly changing, you have to make a conscious effort to remember the dream. Sleep is a whole different state than waking, so your brain has to reconstruct data to re-build the memory in the new context. If you woke up, and then someone distracted you right away, you'd have a huge problem re-building the dream because they forced the context to change and they forced the reconstruction to stop. This concept will be leveraged using movement and subject matter shifts to change context with subjects in the techniques that follow.

IMPROVING YOUR MEMORY

You now know that repetition forces the memory into long-term thinking. It has even been proven that when teachers give frequent, small tests to students, they retain information more. Forcing frequent recall of information is the best way to ensure it is encoded as deeply as possible into memory.

Since you know that long-term memory is also brought forth by environment or association, you can use this to your advantage. The theory of state-dependent learning suggests that your surroundings, mental state, and physical state play a role in the ability to retrieve needed information. Learning about social situations in an isolated room will make it harder to bring them up when you're standing in a crowd. When you want to be able to recall something in a particular setting, do what you can to replicate that setting while learning the skills.

Another important understanding of how we form memory comes from your training in Life Scripts. In psychology, a 'schema' is a term to describe associative memory. When you go to a wedding, for example, you have an understanding of what to expect, and your brain adjusts behavior, facial recognition, and even thoughts to both predict what might happen and adjust to the social environment based on past experiences. Schemas are also how stereotypes are formed. We use schemas daily to adapt our understanding of the world around us based on environmental cues. As children, we used schemas to develop an understanding of what a dog looks like. The first time you saw a cow, for example, you might think that since it's furry and has four legs, it might also behave like a dog. When you found out there's a difference between dogs and cows, a new schema was formed so that you could more quickly adapt to these animals in the future.

Getting a subject to vividly describe a wild party, for example, will likely introduce Life Scripts and Schemas that include the expectation of more Openness and more risqué behavior.

THE AMNESIA SEVERITY SCALE

Much like everything else in persuasion and influence, amnesia sits on a hierarchy or 'severity scale' that starts with small memory loss / memory editing and ends with much larger forms of memory changes. To illustrate this, look through the following forms of amnesia listed from least to most severe:

- A long series of unfamiliar numbers
- Someone's name who you met two months ago
- An insignificant interaction that occurred two years ago
- An address from your childhood
- Name of someone you met and sensory information of the event
- Attending an event
- A vacation
- A childhood friend
- A 15-minute period from the current day
- An important childhood experience
- A portion of a day within the previous week
- A 24-hour period within the previous week
- A three-day period
- A series of recurring emotional events that are related to each other

With each increasing level, the memory becomes harder to edit. In conversation, it's extremely rare to achieve anything beyond the first few items on the list above without the subject being aware of what's going on.

DISSOCIATION

The more the subject dissociates, the easier it is to edit memory. Refer to the chapter on dissociation to understand the mechanics of how to perform the techniques to develop dissociation. In creating amnesia or editing memory, some dissociative techniques will have to be leveraged before using the methods that follow. There are exceptions, but they are rare. In adults who dissociate often, this is much easier to perform; in that all you'll need to do is trigger a memory that causes the dissociation to take place, but this requires some knowledge of the subject's past.

There are essentially five ways of erasing or modifying (episodic) memories:

- make the memory inaccessible
- make the memory less accessible
- redirect the thought process upon attempted retrieval
- edit the memory's details
- replace the memory

TWO METHODS OF FALSE MEMORY INTRODUCTION

Altering human memory is much easier than most people imagine. We're editing memories all day long anyway. However, there are two distinctly different contexts where this occurs. In a covert setting, the subject is far less aware of the technique being applied. In a clinical setting, the subject is willing and usually cooperating with a clinician in altering the memory.

1 - COVERT FALSE MEMORY SUGGESTION

PRIMACY AND RECENCY

When editing memories in conversation, the subject is unaware of the editing taking place. The first principle that you'll leverage here is called The Primacy and Recency Effect. This states that our strongest memories are created at the beginning and end of situations and interactions. This even applies to strings of numbers people are told to memorize. When given a series of several numbers and told to remember them, people were far more likely to remember the first and last few numbers in the series. Leveraging this principle in conversation would look something like this:

- Discuss the weather or some other general topic
- Perform the amnesia/memory-edit
- Return immediately to the topic of the weather

THE TRANSFER OF CONVICTION

Much like a hypnotist would do in a performance or clinical setting, the transfer of confidence in themselves and their level of conviction in their language is extremely important in ensuring this method works.

The Covert False Memory Formula

1. Call up associative state memories
2. Novelty
3. Create and shine a light on the inability to recall event details
4. Confusion - open
5. New memory
6. Movement
7. Physical contact - command to 'remember that perfectly now'
8. Continue sentence

EXAMPLE ONE:

Desired false memory: Having met someone previously and felt a sense of trust and connection.

- Novelty injection (picking out a new dog)
- Ask about dogs that lived on their street as a kid (they will have trouble recalling them all)
- Confusion + command to open
- Story - talking to someone: "We've met so many times before, and it's been the most trust you could have in this person (op)"
- Step to side at (op) gesture
- Make physical contact with name - "...and it's one of those things that you can just remember that perfectly. Now, when I'm talking to someone about anything that's deeply on my mind, I tend to..."

EXAMPLE TWO:

In this scenario, you'd like to have someone remember taking action on something that they didn't before. For instance, someone may be afraid to make a commitment to change a habit, or afraid to get onto an airplane. Keep in mind that this method will contain references to timelines, so your use of timeline gesturing is crucial to establish more realism for the memory you're creating.

Keep in mind that your use of Tradecraft at this level, if you've practiced, can produce results beyond this without the use of 'formulas' or 'recipes'.

Here's a rough outline of how this can be done:

- Novelty
- Behavioral Entrainment
- Cognitive load increase
- Confusion (level 4 or higher) with 'remember' command
- Timeline reference
- Create memory
- Continue recall to past conversational topic

Here are explanations for each of these seven steps:

NOVELTY

Inject novelty into conversation and begin deviance escalation to maintain the focus. This is accomplished by introducing something unexpected into the conversation or situation in a way that subverts their expectations. Recall our discussion of mental frames in the Pillars of Influence section. The frame, having four sides, relies on the subversion of the first three to change the definition of an interaction. You've just modified the first corner of the frame: Expectation.

BEHAVIORAL ENTRAINMENT

You're continuing to modify expectation and moving into beliefs on the frame. Moving well through level three of entrainment, the subject is now compliant with your physical behavior.

COGNITIVE LOAD INCREASE

This method can be introduced in multiple ways. Asking them to retrieve information like an old address, or whether one restaurant is northeast or southwest of another restaurant are two examples. See the Cognitive Load Enhancement section for more on this. Ideally, you will have created suggestibility and openness using commands and techniques discussed previously. The more suggestible and open someone is, the more effective memory-editing is in conversations.

CONFUSION WITH COMMAND/TIMELINE REFERENCE/ CREATE MEMORY

Use a confusion statement with a command to remember.

For example, you might use:

> "Looking back (past/right timeline gesture) or even moving forward (op), this whole concept sounds like people would feel a lot brighter (sp) if you couldn't focus at all on things that don't matter (ep) (left timeline gesture) with not feeling like what you don't see isn't that important in the first place—to just finally remember now, that feeling when you did it and everything was fine - tuning that memory with every possible detail."

In this example, the confusion stops at the logical-sounding command, and continues one more time at the ending with the punctuation ambiguity with 'fine-tuning'. This is done so that when you return to the conversational topic, it will produce more of a profound sense of relief and logic, having just been confused briefly one more time.

This technique requires the lateral movement you learned in the confusion section to maintain object-tracking circuits in the subject's brain.

RECALL TO PAST CONVERSATIONAL TOPIC

Redirect the conversation to an earlier topic that the subject is familiar with speaking about.

EXAMPLE THREE:

- In this example, we're going to create 'future memories' of this moment using confusion, timeline references, and linguistics. An operator may use this method to form a future-memory of how this interaction is perceived, or how they enjoyed taking action in this moment and remember (in the future) looking back on today as the moment they decided to take action.

- With your authority present, and having leveled up the subject's Openness, Suggestibility, and Focus, you will execute the following:

- Behavioral entrainment level 4+

- Name usage with physical contact.

- "...and if you think back (gesture left to future) to where you didn't just feel (small gut feeling reference gesture) too late to start to take action on what felt like you could completely focus (hallway gesture) on whenever something finally allows you just completely let go - and then (gesture left/future) looking back on this moment you decided to take action. Knowing you made the choice of a lifetime (op)."

    - [immediate redirect to callback/previous subject]

2 - CLINICAL USES OF AMNESIA

Why was amnesia ever used in a clinical sense?

- It often helps the subject to avoid internal resistance to a new decision to break habits.

- It creates powerful ratification (proves the power of hypnosis to the client, thereby increasing expectancy and suggestibility that the amnesia/therapy will be radically more effective.

    - This is also a method used by stage hypnotists, wherein they will find the most suggestible individuals and put them into trance first. The audience, seeing how powerful it is, is instantly shifted toward higher suggestibility and expectancy that they too will go into deep trance.

- We're more likely to follow suggestions we don't remember. Amnesia for particular suggestions ensures the client has a significantly reduced ability to 'tamper' with the acceptance or rejection of suggestions.

In a clinical setting, it's much easier to set the subject up for this, as you can openly discuss that the memory needs to be edited. The subject then has 'buy-in' and will be more involved and ready for the process. After a clinician would suggest how easily the memory can be replaced and removed, the clinician would then fully consume the subject's working memory. This is often referred to as cognitive load. This refers to the amount of processes that the brain is running at one time, making the pathway to travel back to the memory cluttered and hard to find.

A clinician will most often use language under hypnosis that suggests the removal or lack of retrieval of memories such as the following example:

> *"..and you might remember the memory of something you enjoyed. It might have been a movie where all of the precise moments of that movie aren't something that are fully committed to memory. Just pieces. And the pieces drift, but a whole somehow remains. In some parts of life, things are better to be remembered, and in other pieces, there are things that need to drift – they give you more power when they leave the memory. Lost. Forgotten. And you have the power to choose the final destination of memories – some go onto the desk, and some go into the trash – being taken out and removed. And they can fade away from the places where they temporarily lived, like water falling between your fingers."*

It follows a path that seems to indicate that someone is using four key elements in order: Confabulation, intrusion, reconstruction, and emotional-editing.

THE CLINICAL FALSE-MEMORY MODEL:

- Emotional Involvement
- Borrowing from other similar 'gist' memories
- Recognizable details from other 'gist' memories
- Facial expressions - internal and observed. (McClelland, 1995)
- Novelty at outset of new memory. (Prediction Errors Disrupt Hippocampal Representations and Update Episodic Memories," Alyssa Sinclair, Grace Manalili, Iva Brunec, R. Alison Adcock. Proceedings of the National Academy of Sciences, Dec. 21, 2021. DOI: 10.1073/pnas.2117625118)
- Residual electrical load presence before installation of new memory
- Source-monitoring confusion (inability to scrutinize or discern source of memory) (Belli, Lindsay, Gales & McCarthy, 1994) and (Zaragoza & Lane, 1994)
- Future discussions with family or friends of the implanted memory added as another core memory following the same guidelines
- Development of amnesia capacity (level 3.7)
- No repetition - if repetition is desired, fast forward and add the gist of the implanted memory in conversations with intimate partners and trusted guides in subject's life. (Poole, 1993) (Crowder, 1976) Baddely, 1990)

FALSE MEMORY STATEMENT ANALYSIS

This is a methodology developed by Tim Dalgleish in the UK to question whether or not a statement of abuse was credible or something the child had developed into a false memory. I thought this was particularly interesting, as this was developed to the be the current standard to determine whether a memory is false or manufactured in children, but I think the model shows a lot of what could be used to manufacture a false memory as well. I'm including it here as it was published with full citations in line (vs. in the bibliography) since the data set is large.

[begin quote]

RECOVERED MEMORIES: SEEKING THE MIDDLE GROUND

Edited by Graham M. Davies, University of Leicester, UK and Tim Dalgleish, MRC Cognition and Brain Sciences Unit, UK

Table 7.1: Criteria-based content analysis General Characteristics

(1) Logical Structure
Is the statement coherent? Is the content logical? Do the different segments fit together? (Note: Peculiar or unique details or unexpected complications do not diminish logical structure.)

(2) Unstructured Production
Are descriptions unconstrained? Is the report somewhat unorganized? Are there digressions or spontaneous shifts of focus? Are some elements distributed throughout? (Note: This criterion requires that the account is logically consistent.)

(3) Quantity of Details
Are these specific descriptions of place or time? Are persons, objects, and events specifically described? (Note: Repetitions do not count.)

(4) Contextual Embedding
Are events placed in spatial and temporal context? Is the action connected to other incidental events, such as routine daily occurrences?

(5) Interactions
Are there reports of actions and reactions or conversations composed of a minimum of three elements involving at least the accused and the witness?

(6) Reproduction of Speech
Is speech or conversation during the incident reported in its original form? (Note: Unfamiliar terms or quotes are especially strong indicators, even when attributed to only one participant.)

(7) Unexpected Complications
Was there an unplanned interruption or an unexpected complication or difficulty during the sexual incident?

(8) Unusual Details
Are there details of persons, objects, or events that are unusual, yet meaningful in this context? (Note: Unusual details must be realistic.)

(9) Superfluous Details
Are peripheral details described in connection with the alleged sexual events that are not essential and do not contribute directly to the specific allegation? (Note: If a passage satisfies any of the specific criteria (4)–(18), it probably is not superfluous.)

(10) Accurately Reported Details Misunderstood
Did the child correctly describe an object or event but interpret it incorrectly?

(11) Related External Associations
Is there reference to a sexually toned event or conversation of a sexual nature that is related in some way to the incident but is not part of the alleged sexual offences?

(12) Subjective Experience
Did the child describe feelings or thoughts experienced at the time of the incident? (Note: This criterion is not satisfied when the witness responds to a direct question, unless the answer goes beyond the question.)

(13) Attribution of Accused's Mental State
Is there reference to the alleged perpetrator's feelings or thoughts during the incident? (Note: Descriptions of overt behavior do not qualify.)
Motivation-Related Contents

(14) Spontaneous Corrections or Additions
Were corrections offered or information added to material previously provided in the statement? (Note: Responses to direct questions do not qualify.)

(15) Admitting Lack of Memory or Knowledge
Did the child indicate lack of memory or knowledge of an aspect of the incident? (Note: In response to a direct question, the answer must go beyond "I don't know" or "I can't remember".)

(16) Raising Doubts About One's Own Testimony
Did the child express concern that some part of the statement seems incorrect or unbelievable? (Note: Merely asserting that one is telling the truth does not qualify.)

(17) Self-Deprecation
Did the child describe some aspect of his/her behavior related to the sexual incident as wrong or inappropriate?

(18) Pardoning the Accused
Did the child make excuses for or fail to blame the alleged perpetrator, minimize the seriousness of the acts, or fail to add to the allegation when the opportunity occurred?

[end quote]

In closing, memory can be modified even by using something as simple as word-association. This technique, referred to as cognitive priming, can color a memory a different way instead of editing the content of the memory. Cognitive priming works by associating various words and phrases with an event, thereby making it more likely that the person will remember the event differently than it actually happened. It involves presenting cues, such as words or images, prior to an event that are then associated with the event after it occurs. These cues can be used to influence how a person remembers an event, leading them to remember it differently than what actually happened. For example, research has shown that by presenting positive words prior to an event, people may remember the event in a more positive light than what actually happened. On the other hand, negative words can be presented prior to an event, leading people to remember it in a more negative light. Cognitive priming techniques may also be used to create false memories of events that never actually occurred. In this case, cues are presented before the imagined event which are then associated with it afterwards, creating a false memory in the mind of the individual.

In conversations, you can use cognitive priming to shape how a person feels about a conversation, and how they will later remember it. For example, you could begin the conversation by saying something like "I'm so glad we can talk about this!" or "It's great that we get to discuss this together!". These types of statements will help create an association between the conversation and positive feelings. Additionally, throughout the conversation you should use language that is upbeat and encouraging, such as using words like "definitely" or compliments like "you're so smart!". By incorporating these strategies into your conversation, you will be able to form positive associations which will influence how the other person remembers their experience afterwards.

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With your new skills in memory-editing, you can color, shape, and define how someone retrieves, stores, and forms a memory. These skills are easy to practice and incorporate into any conversation you might have in the future. Now that you're well-versed in memory-editing, it's time to move into Section Eight - Hard-won formulas for influence.

SECTION 08: THE TACTICAL FORMULAS OF INFLUENCE

THE KAPTOR PROTOCOL

KAPTOR was designed by me for rapid results in intelligence work. This formula, above all others, has the greatest potential for misuse. Luckily, the percentage of people who will go so far as to become proficient in the skills required to use KAPTOR is very small. KAPTOR requires the presence of deep-level skills in authority, confidence, social skill, and linguistics. Using KAPTOR without these is a recipe for failure at best, leading to negative consequences in social settings, and physical consequences in intelligence settings.

Kaptor began initial development in 2007 in response to one of the worst terrorist attacks in world history - that many have never heard about.

In 2007, Yazidi communities in Iraq were bombed. Four suicide car bombs were detonated in Yazidi towns in a coordinated attack by 'unknown' forces; 796 innocent people were killed, and over 1,300 were wounded in the attacks.

This was the deadliest car bomb attack in the Iraq war. It's also the fourth deadliest terrorist attack in history.

For months leading up to the attack, tensions rose between Yazidi and Sunni Muslims. I believe the attack was connected with an innocent 17-year-old Yazidi girl who was trying to marry a Sunni boy. She was stoned to death, and a video of the horrific incident was posted on the internet. Sunni terrorists began killing Yazidi men wherever they could find them.

The Kurdish Peshmerga forces were called in to surround Yazidi areas and stop them from continuing the violence.

There were operatives in the region who needed methods to rapidly develop citizens into assets, and numerous intelligence failures led to the needless killings. KAPTOR was built for this specific type of situation; where a locally-operating officer needs to rapidly establish a network of assets, and has limited time to convert each asset in conversation. Trust was not inherent, and a method needed to be developed that could work reliably well in under ten minutes. KAPTOR was developed to work in under five minutes.

As you read through this, imagine using this when lives are at stake, and you have no option for failure. How would you navigate the social situation with confidence and composure? How would you weaponize what you've learned in this book to establish the 'blank slate' that KAPTOR can create in someone?

This blank slate is a state where a person is brought to a mental state of being completely open to receive any type of command or suggestion, and the Six-Axis Model is brought to the maximum levels possible in the shortest amount of time. This state is also known as 'command prompt' mode. A person is essentially put into a walking trance with their eyes open. Earlier, you learned about the neuroscience of hypnosis, and KAPTOR produces the same neurological state, but in a more rapid and covert way.

THE KAPTOR PROCESS

The process of Kaptor details the sheer power of this method, and illustrates how it came to be the most powerful tool in persuasion. I initially didn't trust this to be in the public domain, and even decided not to share this with the government. However, with the rise of A.I., and the increasingly devious manipulation being done on our population by social media, I wanted this to be known so that it can not only be spotted when it's being performed, but so that a select few would have the capacity to use it if needed to help make the world a better place. Please remember you agreed to the code of honor, and that you are becoming an Author, which requires both restraint and good judgment.

> If you'd like to understand this formula fully, read the author's code of honor in the front of the book one more time before you go through this section, and you'll see how these two things fit together.

What follows is the direct transcript from the method designed for operatives in the operative field guide:

1: ATTENTIONAL CAPTIVITY

Phase One relies heavily on the presence of authority and relies on the element of skills of the operator. This combines the willingness of the subject to engage, and the operator's ability to generate social interaction.

2: FOCUS AND TRUST

Continuing use of novelty and authority to develop high-levels of focus and suggestibility simultaneously. The operator's skill in storytelling and presence of powerful social skills are critical in this phase.

3: PHYSIOLOGICAL COMPLIANCE

Obtaining physiological compliance as early as possible in the interaction using behavioral entrainment levels 1-3 enhances compliance on the 6AM. Some operators may need to force this physiological compliance using more advanced techniques. This phase must be completed for KAPTOR to function properly.

4: DEVIANCE ESCALATION

Escalating deviance using the D1-5 model brings subject out of normal behavior immediately after focus, compliance, and suggestibility have been boosted from the initial point of contact in the interaction. This prepares them for the following step. Using the D1-5 model, the subject feels a natural response to the escalation in these behaviors.

5: OPENNESS ENTRAINMENT

This phase relies on the linguistic methods of forcing openness in the subject such as negative dissociation, positive association, identity agreements, elicitation, and the use of heavy command-language.

6: ESCALATE OPENNESS

The openness on the 6AM is elevated here using a different method so that attention is not called to the escalation. In this phase, the subject's Needs are leveraged to enhance their level of safety around being vulnerable.

7: REGRESSION

Regression takes place rapidly due to the previous steps. Small linguistic advances toward regression are all that is needed. Vivid language should be used to regress the subject while using both statement and question methods to do so, and the operator will sharpen their language toward the 6MX of the subject.

8: DEVIANCE ESCALATION

In this second phase of Deviance Escalation, the operator moves up an appropriate level on the D1-5 scale. From the subjects Delta point to their PL and BL limits on behavioral deviation occur here using the methods from Mastery and relying heavily on the identification of subject's deviance boundaries.

9: COMPLIANCE ESCALATION

While Behavioral Entrainment continues throughout the interaction, this phase also begins to incorporate physical compliance through direct commands and requests for subject to perform actions.

10: CONFUSION + OPENNESS

The operator uses one of the two confusion scripts from BP trimester three and ensures movement and physical contact occur to ensure 'object tracking' is present in the subject's neurology during the confusion statement. Command follows confusion for subject to open.

11: ENTRAINMENT + OPENNESS

Physical entrainment is now patternistic in the subject. Operator will utilize this phenomenon by shifting their ph.ysiology into the behavior of nonverbal interest and relaxation such as lowering blink-rate, leaning, abdominal breathing, lowering shoulders.

12: CONFUSION LEVEL TWO

Confession method number two. This creates a behavioral window, the size of which will be determined by many factors. This method follows the Socialize, Minimize, Rationalize, and Project framework.

KAPTOR requires the presence of high-level authority and conviction from Behavior Pilot. These need to be present in large measure. The level of conviction and trust the operator has about their abilities must not only be conveyed, but completely transferred to the subject in a short period.

KAPTOR can easily produce profound results in minutes when used correctly. In ideal situations, it is used in approximately 7 minutes or less to create a high-suggestibility, high-openness, and high-compliance (capacity) subject. While using the method, regular movement is critical, and physical touch points should be often. The Expectancy branch of 6AM should still be utilized, but in a modified way that capitalizes on forcing short-term thinking. The methods from Mastery you learned to force short-term thinking are crucial throughout the entire process, and will be at a peak during the final two phases of the method.

In some cases, but very few, elicitation will need to occur to allow subject to move further from marker D2 on the DE scale. This movement shifts the subject's capacity window to a position where the ideal levels of action are acceptable. In some cases, but very few, eliciting emotional experiences of the subject that are key to D2-D5 on the scale showed to elevate subject's capacity to activate on phase 11. This simply incorporates the basic elements of the neuro-linguistic methods that were prominent in the 1970's. This method, in my estimation, has only helped in a small number of cases to elevate the subject to a higher degree of short-term expectancy and suggestibility. These subjects were mostly women, and were hyper-responsive to linguistic methods in the first few moments of the conversation. These cases are very rare in my experience.

KAPTOR leverages ancestral and life scripts simultaneously, so that the subject's brain does the heavy-lifting for the operator. The linguistic approaches discussed in the KAPTOR model suggest only minimal usage of

language because this is the least powerful lever with which to influence behavior and decisions of subjects. The confusion methods are not linguistic per se. That is, the mechanism of action in these is not in the processing of words, but the cognitive load induced in the subject. After one or two seconds of the confusion method, the electrical activity in the subject's brain departs from Broca's and Wernicke's area. Traveling unpredictable paths around the brain, mostly toward the visual cortex, sensory cortex, and hippocampal regions.

NOTES:

Subjects with whom KAPTOR is most effective share a few common qualities:

- 'Resting suggestibility' capacity of the subject higher than average level
- Average social skills that include both sides of conversation
- People traveling in new cities are for some reason more easily modulated with KAPTOR
- Most men required a small compliment, request for advice, or otherwise small social gesture that prevents them from worrying about being subordinated or made to feel lower-status
- Most women required a false time-constraint or a brief mention of a romantic partner - both of which I believe removed a concern the conversation would lead to romantic advances.
- In all subjects, a glucose-deficit added to the efficacy of the tradecraft.
- The presence of a large crowd or several observers reduced effects in about 1/3 of subjects - it's my belief that these subjects suffered some degree of social anxiety.
- I am not fully convinced, but I believe the presence of semi-formal attire made subjects more suggestible, but this may very well be my own bias affecting the results that I've seen.
- Illness and symptoms of illness seemed to reduce suggestibility in several cases.
- 3 or more alcoholic beverages reduced efficacy by nearly half in all scenarios I witnessed.

KAPTOR METHOD

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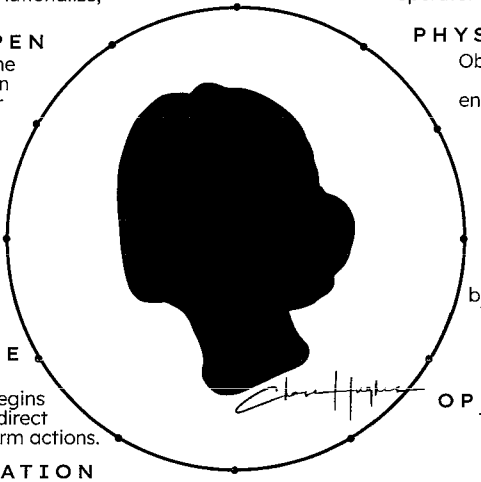
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Effective Level: 7/10

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Severe misuse of KAPTOR could easily be done if an operator added methods of graduated dissociative capacity to the interaction, and then simply implemented The Voice method immediately after a second layer of graduated regression. With live brainwave entrainment, or previous mental entrainment through repetitive audio-programming, the results could be weaponized. The misuse of KAPTOR could also be done by using a kill-switch device in something as small as a metal tin of Altoids mints or a similar 'drill-able' housing.

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THE LILAC PROTOCOL

The Lilac Protocol was developed to cause a powerful regression-point in a conversation.

Lilac was created to develop strong regression so that an operator could trigger a powerful automatic response to authoritative behavior. In this method, you'll see that there are multiple layers occurring simultaneously, and that the operator is progressively increasing the amount of psychological regression.

As you've read enough to understand the methods thus far, I will not spend much time dissecting and explaining them individually. This, in part, is because as you come to understand this method more deeply, you'll develop an awareness of how these are working simultaneously. As you read through the Lilac method, see if you can determine which methods are working on the Pillars of influence. As a reference, try to determine where each method is working when it comes to the Pillars using the following post-mortem influence formula:

OBJECTIVE: PERFORM AN ANALYSIS OF THE LILAC FORMULA

1. How is this method working to modify The Six-Axis Model?
    - Which elements on The Six-Axis Model are being leveraged with this step in the method?
2. On the FATE Model, how is this step or method working to increase or trigger Focus, Authority, Tribe, or Emotion?
3. On the PCP influence Model, what is this step in the process doing to modify each element of the PCP Model?
    - Perception
    - Context
    - Permission

4. Where in this method could other techniques be combined and utilized to increase its effectiveness?

    - Sleep-Deprivation
    - Gestural referencing (for example: referencing upward to reach something that would be high-up as a child)
    - Behavioral Entrainment
    - Physical contact
    - Name usage
    - The Interrogation Protocols

5. What could I be doing from a sensory perspective (i.e., olfactory script-triggering) to enhance the effects of regression?

THE METHOD

- Presence of music from the subject's childhood. Preferably music selected from when the subject was between the ages of 11 and 14. Top hits from that era should be selected, so the familiarity is predictable within the first few songs. This can trigger regression both consciously and unconsciously and continues to work throughout the conversation.

- Olfactory exposure to smells is known to cause regression. Examples of such scents are sunscreen, Crayons, chalk dust, Play-Doh, plastic that pool toys are made of, freshly mowed grass, chlorine, garden hose material, used VHS tape, construction paper, Christmas tree.

- Rapid deployment of an Openness wedge using novelty, elicitation, and negative dissociation or positive association.

- Regression priming wedge deployment: Utilize elicitation and questioning to begin priming the subject with general memories related to childhood. This can later be escalated to increase the effectiveness of the regression.

- Residual electricity priming through discussion.

- Verbal descriptions of breaking rules (deviance escalation)

    - Parties as a child
    - Sneaking out of the house
    - A first kiss
    - The safety of childhood
    - A school dance - sneaking out
    - Finding pornography at a friend's house
    - Breaking into an off-limits area
    - Skinny-dipping at a secluded place

- Needs-focused targeted regression priming: You really seem like you always had a knack for _____, but I'm willing to bet you weren't a total rule follower. You probably had fun in all the ways they told you not to.

- This is followed up with several combinations of methods, which can be suited to the operator or the context.

    - Elicitation and openness escalation is most common
    - Cold-reading to escalate openness
    - Juxtaposition of rules vs. enjoyment/pleasure
    - Introduction of physical object - water gun, candy, toy etc.
    - Deviance escalation continuation using elicitation
    - Consistency-hack with Needs compliment
    - Scarcity priming - words of advice from a dying friend
    - Needs-to-Values statement

- Interrogation activation protocol: socialize minimize, rationalize, project, emphasize values.

    - The first step of this is based on the subject's Behavior Compass:
    - Socialize - Acceptance / Social
    - Rationalize - Intelligence / Necessity
    - Minimize - Approval / Conformity
    - Project - Pity/Deviance/Novelty

- Suggestive activation using the subject's name with authoritative tone and embedded suggestion

A Behavior Compass may have been developed, but it is vital to collect a new set of parameters during any reaction or discussion about regression and the subject's childhood. Adjectives and GHT are most important to collect during these times, as they will be re-utilized during the interrogation-activation protocol. If a subject is talking about their childhood, watch carefully for changes in behavioral patterns and eye-movement, so that those data points can be woven into your Tradecraft, increasing the method's efficacy.

NOTES ON THE LILAC PROTOCOL

1. As with all the core formulas, Lilac can be extended for longer periods of time by subdividing and spending longer time on every step of the wedge, with each repeated visit.
2. Lilac is deployed most often with subjects under 40 years of age.
3. It was found in trials/testing that Lilac works most effectively if leveraged after sunset, and when someone has consumed less than three alcoholic beverages.
4. Lilac can be modified, re-imagined, or added to in any way you see fit. Its main purpose is to escalate deviance, and responsiveness to authority.
5. Lilac has a high potential for abuse by low-integrity/predatorial individuals. Please keep it safe.

THE GRACE PROTOCOL

The Grace Protocol was developed for short-term use, where an operator needs to establish an enhanced, automated response to an authority figure. This is brought to reality through conversational regression and linguistic methods to create a fast increase in Openness. As with the other formulas, Grace requires proficiency in Tradecraft to use in-field. Amateur operators may achieve some level of success with the method, but it is exponentially more effective when it's performed with authority and behavior profiling methods. High-level behavior profiling helps to measure operational success, modify the operator's linguistics, and define which type of Tradecraft the operator will use to best leverage the subject's behavior profile.

HERE'S A BREAKDOWN OF THE GRACE PROTOCOL:

1. Focus - Attentional Captivity
2. Fault admission with regression "I'm always unsure how to _____ at events like this. It's like when you're in kindergarten and you just _____."
3. Deviance escalation
4. Elicitation - childhood experience - Context dependent
5. Linguistic Regression - vivid detail of common childhood sensory experiences - Chalk dust, smell of the classroom, breaking rules, homework, sunburns, beach trips, cool teacher (op) and true best friends you could tell anything to (op), first time breaking the rules and having fun doing it, school supplies.
6. Deviance escalation using negative dissociation - closed-off people, unsuccessful people, kids who never had fun in school, never broke the rules.
7. Cialdini Hack question - Openness
8. Opinion - "What makes some completely open to life (sp) and some (ep) just closed off like a jail cell?"
9. Scarcity (electrical direction for primal drive for impulse) - loss of loved one.
10. Entrainment to focus.
11. Let go - confusion.

Grace was designed to create a window of hyper-compliance, which requires the authority and confidence to deliver that level of authorship when the window is open.

The Grace Protocol is a powerful persuasion technique that involves a series of steps designed to capture attention and persuade an individual towards a particular belief or behavior. The protocol is based on the principles of neuro-linguistic programming (NLP) and is designed to elicit an emotional response from the person being persuaded.

The first step in the Grace Protocol is to capture the individual's attention through a process known as attentional captivation. This is achieved by using powerful language and body language that draws the person's attention and focuses it on the speaker.

Next, the speaker admits to a fault or weakness in a relatable and vulnerable way. They might say something like "I'm always unsure how to act at events like this. It's like when you're in Kindergarten and you just didn't know what to do."

The third step is deviance escalation. The speaker will then escalate this fault, making it seem like a bigger problem than it really is. They might say something like "I've always had trouble fitting in with groups, and it's held me back in life."

Once the individual's attention is captured and the problem is escalated, the Grace Protocol moves into elicitation. The speaker will ask the individual about a childhood experience that is context-dependent and emotionally charged. This might be something like "Can you remember a time when you were in school, and you broke the rules for the first time? What did it feel like?"

The next step is linguistic regression. The speaker will use vivid language to describe common childhood sensory experiences, such as the smell of the classroom or the feeling of chalk dust on their hands. They might also talk about positive childhood experiences, such as having a cool teacher or true best friends you could tell anything to.

The Grace Protocol then moves back into deviance escalation using negative dissociation. The speaker will describe people who are closed-off, unsuccessful, and never had fun in school. This creates a contrast between the person being persuaded and those they don't want to be like.

The Cialdini Hack question is then used to elicit openness from the individual. The speaker might ask something like "What makes some people completely open to life and others just closed off like a jail cell?"

Scarcity is then used to create a sense of urgency and impulse. The speaker might talk about the loss of a loved one and how that has made them realize the importance of living life to the fullest.

Entrainment to focus is then used to keep the individual engaged and focused on the message being conveyed. Finally, confusion is used to create a sense of disorientation and uncertainty, making it easier for the individual to let go of their current beliefs and embrace the message being conveyed.

Let's take a walk through each of the steps of Grace.

GRACE STEPS

FOCUS

Develop attentional captivity through the use of novelty, authority, and captivating language.

FAULT ADMISSION AND REGRESSION

Admission of fault serves as informational altruism (elicitation) and offers the subject permission to be more open to the statement that follows. Regression is introduced by bringing up a similar childhood event and shifting the pronoun to 'you'.

DEVIANCE ESCALATION 1

Based on the environmental context, deviation from normative behavior is introduced. The strategic use of profanity, or a discussion of a topic that is only slightly outside of expected social boundaries for the situation.

ELICITATION

A childhood experience is presented to the subject (by using recall to previous mention of it). In this step, the experience is brought up with details that are likely to be similar in the subject's memory, instead of specific details about the operator's memory of school. The details added to this short offering will be almost universal to most people's memory of similar circumstances. This short story will end with a provocative statement, as is detailed in the Elicitation Section.

LINGUISTIC REGRESSION

After the subject responds, more linguistics are added to the operator's response containing embedded commands to aid in regression. Next, more sensory details are added about the experience from childhood that was previously mentioned.

DEVIANCE ESCALATION 2

In this step, deviance is escalated more using negative dissociation. Specifically, the negative dissociation is about childhood experiences, and features negative behavioral characteristics that involve being closed off or otherwise too 'rule-following'.

RESOURCE:

Negative Comparisons:

- Those kids who never let go and never had fun.
- Kids who were always closed off to the world.
- Kids afraid to do something fun.
- Kids afraid to completely let go.

Negative Trait:

- So closed-off.
- So scared to just have fun.
- Scared of what people might think.

IDENTITY HACKING

Immediately following the negative dissociation statement, the operator will use an identity-hacking technique to further develop openness and assist the subject in confirming they aren't one of 'those people' who never let go/ have fun.

RESOURCE:

> "...and you especially. How did you get to this point where you're able to let go and be so open and fun. I was one of those kids who was closed off (ep). It took me years to learn how to just completely let loose."

The subject will respond - confirming their openness.

OPINION IDENTITY HACK

The operator then asks the subject to speculate on what makes people closed off - further solidifying their identity as 'not one of them'.

RESOURCE:

> "What makes some completely open to life (sp) and some (ep) just closed off like a jail cell?"

SCARCITY

In this step, scarcity is introduced. As with most scenarios, the operator will need to use a perspective (camera angle) shift on the subject to prime them to receive the scarcity method. Typically, the honest discussion of a loss of a loved one is enough to trigger 'time scarcity' in the subject.

RESOURCE:

> "...and it's really sad so many people don't zoom out (use gesture to illustrate this) on this world. They just get buried in their lives - they live with zero awareness that we're all just briefly here on a random planet flying through space. When my uncle died, I remember finally coming to a point where I was like, WOW. This life is short. You've got like one chance to just completely let it all go and have fun."

ENTRAINMENT

The operator will perform a behavior entrainment movement (as they should have been throughout the interaction). A lateral movement works best here, subconsciously reassuring the subject that they can still follow your lead.

CONFUSION - LET GO

A confusion statement followed by the command to let go is offered. Alternatively, regression can be inserted in place of letting go depending on the desired context.

Looking back or even moving forward, this whole concept sounds like people would feel a lot brighter if you couldn't focus at all on things that don't matter with not feeling like what you don't see isn't that important in the first place - to just say 'holy shit', just_____.

REGRESSION EXAMPLE:

So many things that you don't think about when you're a little kid, now. Back then you had different things to worry about...

CONFUSION EXAMPLE FROM LEVEL TWO OF CONFUSION:

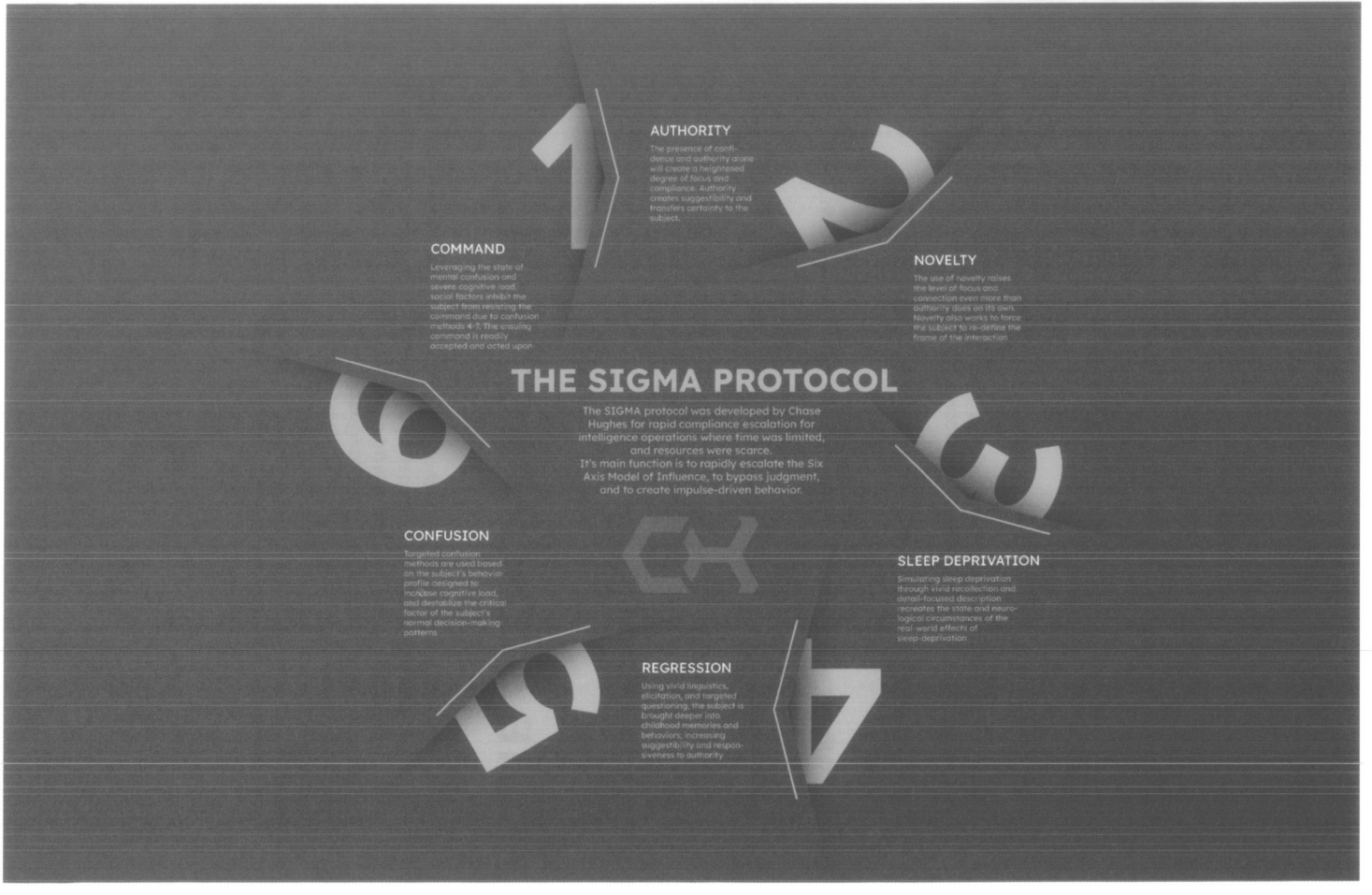
How different would it be if the same things started looking now like it wouldn't change if nothing else really did.

ONE WITH DEVIANCE ESCALATION:

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THE SIGMA PROTOCOL

The Sigma Protocol: With the presence of sufficient confidence and authority, the Sigma Protocol is one of the most diverse and easy to implement formulas within this book. It can be fully implemented even when the subject and operator speak only 5% of the same language, although the effects are increased based on a better mutual understanding of language. Sigma Protocol is the perfect formula to get you out of a bad situation quickly, even when resources such as time, social status, appearance, environment, and even mutual language comprehension are limited.


1
AUTHORITY
The presence of confidence and authority alone will create a heightened degree of focus and compliance. Authority creates suggestibility and transfers certainty to the subject.
2
NOVELTY
The use of novelty raises the level of focus and connection even more than authority does on its own. Novelty also works to force the subject to re-define the frame of the interaction
3
SLEEP DEPRIVATION
Simulating sleep deprivation through vivid recollection and detail-focused description recreates the state and neurological circumstances of the real-world effects of sleep-deprivation
4
REGRESSION
Using vivid linguistics, elicitation, and targeted questioning, the subject is brought deeper into childhood memories and behaviors, increasing suggestibility and responsiveness to authority
5
CONFUSION
Targeted confusion methods are used based on the subject's behavior profile designed to increase cognitive load, and destabilize the critical factor of the subject's normal decision-making patterns
6
COMMAND
Leveraging the state of mental confusion and severe cognitive load, social factors inhibit the subject from resisting the command due to confusion methods 4-7. The ensuing command is readily accepted and acted upon
THE SIGMA PROTOCOL
The SIGMA protocol was developed by Chase Hughes for rapid compliance escalation for intelligence operations where time was limited, and resources were scarce.
It's main function is to rapidly escalate the Six Axis Model of Influence, to bypass judgment, and to create impulse-driven behavior.

A BRIEF SUMMARY OF THE STEPS:

1. **Authority**: The Operator has developed their authority to a level four or higher on all Axes of the Authority Inventory.

2. **Novelty**: The operator uses novelty to generate automatic focus in the subject.

3. **Sleep Deprivation**: The operator uses linguistically-simulated sleep deprivation to enhance and increase suggestibility and lower resistance to the technique.

4. **Regression:** The operator uses linguistics to cause the subject to regress to childhood memories so that the subject is more suggestible, and more responsive to authority figures.

5. **Confusion**: The operator uses a confusion statement such as, "...and it's easy to separate the part listening closely and not actually doing than the part that isn't not completely focused when you _____."

6. **Command**: Immediately following the confusion statement, the operator inserts an embedded command to cause the subject to either connect with the operator, or to enhance the subject's level of openness.

The Sigma Protocol is a highly effective persuasion technique that is based on a combination of scientific principles and influence tactics. It involves a series of steps that are designed to increase the operator's authority and influence over the subject, while also making the subject more suggestible and responsive to authority figures.

The first step in the Sigma Protocol is Authority. The Operator must establish their authority to a level four or higher on all Axes of the Authority Inventory. The Axes of the Authority Inventory include expertise, power, trustworthiness, and likability. By establishing authority on these axes, the Operator will be seen as a credible and trustworthy figure by the subject.

The second step in the Sigma Protocol is Novelty. The operator must use novelty to generate automatic focus in the subject. This can be achieved by using unique or unexpected language or by presenting information in a new and exciting way. By capturing the subject's attention through novelty, the Operator can increase the subject's receptiveness to the technique.

The third step in the Sigma Protocol is Sleep Deprivation. The operator uses linguistically-simulated sleep deprivation to enhance and increase suggestibility and lower resistance to the technique. This involves using language patterns that mimic the experience of sleep deprivation, such as using repetitive or monotonous language or creating a sense of mental fatigue in the subject. By inducing a sense of mental exhaustion, the subject will be more open and receptive to the technique.

The fourth step in the Sigma Protocol is Regression. The operator uses linguistics to cause the subject to regress to childhood memories so that the subject is more suggestible and more responsive to authority figures. This can be achieved by using language patterns that trigger memories from the subject's childhood, such as talking about familiar childhood experiences or using language that is reminiscent of the subject's childhood. By causing the subject to regress to childhood memories, the Operator can increase the subject's suggestibility and reduce their resistance to authority.

The fifth step in the Sigma Protocol is Confusion. The operator uses a confusion statement to create a state of cognitive dissonance in the subject. The confusion statement might be something like, "...and it's easy to separate the part listening closely and not actually doing than the part that isn't not completely focused when you _____." By creating confusion, the subject's critical thinking faculties are temporarily suspended, making them more open to suggestion.

The final step in the Sigma Protocol is Command. Immediately following the confusion statement, the operator inserts an embedded command to cause the subject to either connect with the operator or to enhance the subject's level of openness. The embedded command might be something like, "You can trust me completely," or "You will be more open to new ideas." By using an embedded command, the Operator can influence the subject's behavior and beliefs without them even realizing it.

AUTHORITY

The operator develops authority in multiple ways. Firstly, the operator will attend to their personal authority as per the underlying and internal aspects of the Authority triangle, i.e., environment, time, appearance, social skills, financial, enjoyment, gratitude, leadership, confidence, discipline. The operator will ensure all aspects have been levelled up as high as possible. Secondly the operator will develop Authority throughout the interaction based on the external elements of the authority triangle, i.e., movement, appearance, confidence, connection, and intention.

Here is an example of how external elements of the authority triangle are conveyed even before contact is being made: The operator approaches the situation with a slow confident stride. His hair is freshly cut and his whole appearance seems to imply a level of status. Although his clothes are not overtly fancy, everything looks brand new and seems to fit perfectly. As the operator passes one of the employees in the store stocking a shelf, he pauses briefly, although he is still out of ear shot of the subject. The subject sees the operator making a seemingly lighthearted joke to store employee. As they both laugh the operator warmly places his hand on the shoulder of the store employee, his eyes glinting as they both share a moment of pure focus and joy.

In the example above, if we imagine that the subject is looking at the operator the entire time. Then we imagine that the scene was perceived by the subject with sincerity. In this case the operator would have most likely been able to successfully level up the external elements of the authority triangle, i.e., movement, appearance, confidence, connection, and intention.

The external part of the authority triangle can also be levelled up once the communication begins with no prior knowledge of the operator from the subject. However, the above example shows how quickly these aspects of the persuasion formula can start to level up, even without any verbal communication. It is also important to recognize that as the external aspects of the authority triangle are beginning to level up, so is the FATE and SIX AXIS model simultaneously.

NOVELTY

Using novelty in conversation is a powerful tool that can help to capture and maintain someone's attention. Novelty refers to anything that is new, different, or unexpected in a conversation or situation. This can include using unique language, presenting information in a new way, or introducing a novel concept or idea.

The brain is wired to seek out new and interesting things, and it responds to novelty with increased focus and attention. When something is new or unexpected, it triggers the brain's reward centers, releasing dopamine and other chemicals that create a sense of pleasure and excitement. This sense of reward makes us more motivated to pay attention and engage with the new or novel information.

In conversation, using novelty can help to break up routine or monotony and create a sense of excitement and engagement. It can be particularly effective in situations where someone might be feeling bored or disengaged, such as during a long meeting or lecture. By introducing something new or unexpected, it can capture someone's attention and re-engage them in the conversation.

Novelty can also be used to create a sense of curiosity and anticipation in the listener. When something new or unusual is introduced, it creates a sense of anticipation and curiosity about what might happen next. This can keep the listener engaged and focused on the conversation, eager to hear more about what is happening.

In addition, novelty can help to create a sense of memorability in the conversation. When something is new or unexpected, it stands out in our minds and is more likely to be remembered later on. This can be particularly useful in situations where the goal is to convey information or ideas that need to be remembered and acted upon later.

SLEEP DEPRIVATION

Conversational simulation of sleep-deprivation is a technique used to create a state of heightened suggestibility in the subject. The idea is to use language that simulates the experience of sleep deprivation, even though the subject may not actually be sleep deprived. This can be done by using certain linguistic patterns and phrases that mimic the effects of sleep deprivation on the brain.

When someone is sleep-deprived, their brain is in a state of heightened suggestibility. They are more open to suggestion and more susceptible to influence. This is because sleep deprivation affects the prefrontal cortex, which is responsible for decision-making and impulse control. When the prefrontal cortex is impaired due to lack of sleep, the brain is more likely to rely on automatic or habitual responses, and less likely to engage in critical thinking or rational decision-making.

To simulate the effects of sleep deprivation in conversation, the operator may use certain linguistic patterns and phrases that mimic the experience of being tired or sleep deprived. This can include using repetitive language, using simple sentence structures, and using phrases that convey a sense of mental fatigue or exhaustion. Linguistically, the operator can use the techniques covered earlier, such as the detailed elicitation and description of times when sleep deprivation was experienced.

By creating this sense of mental fatigue in the listener, the speaker can create a state of heightened suggestibility. The listener is more likely to be open to suggestion and more likely to be influenced by the speaker's words. This can be particularly useful in situations where the goal is to persuade or influence the listener, such as in sales or negotiation situations.

REGRESSION

Regression is a conversational technique that involves using language to cause the subject to regress to childhood memories or experiences. This can be done by using language that evokes memories or sensations from the listener's childhood, such as smells, sounds, or feelings. The goal of regression is to increase the listener's responsiveness to authority and heighten their suggestibility.

The theory behind regression is that childhood experiences are deeply ingrained in the subconscious mind and can have a powerful influence on behavior and decision-making. By tapping into these childhood memories and experiences, the operator can create a sense of familiarity and trust with the subject and increase their willingness to follow the speaker's suggestions or commands.

For example, a salesperson may use regression to create a sense of nostalgia in the listener and increase their willingness to purchase a product. They may say something like, "Do you remember when you were a kid, and your parents would take you to the toy store? You would walk down the aisles, looking at all the toys and imagining all the fun you would have playing with them."

By using language that evokes childhood memories and experiences, the operator can create a sense of trust and rapport with the subject and increase their willingness to follow the speaker's suggestions or commands. This is because childhood memories are often associated with feelings of safety, security, and trust, and tapping into these memories can create a sense of familiarity and comfort with the operator.

CONFUSION

Confusion can interrupt the brain's ability to screen incoming information and enhance the effectiveness of suggestions or commands. When a person experiences confusion, it briefly disrupts the functioning of the prefrontal cortex, which is responsible for higher-order cognitive processes such as decision-making, reasoning, and attentional control.

The prefrontal cortex is divided into different regions, each with its own unique function. One of these regions is the dorsolateral prefrontal cortex (DLPFC), which is responsible for working memory and attentional control. When a person experiences confusion, it can briefly disrupt the functioning of the DLPFC, leading to a decrease in attentional control and a decrease in the ability to screen incoming information.

This is where the confusion statement in the Sigma Formula comes in. By using a statement that is intentionally confusing, the operator can disrupt the listener's cognitive processing and create a momentary window of suggestibility. In this moment, the listener is more susceptible to suggestion or command, as their ability to screen incoming information and resist persuasion is momentarily decreased.

COMMAND

The final step of the Sigma Formula involves issuing an embedded command immediately following the confusion statement. It is a command that is hidden within a sentence, often through the use of intonation, pause, or emphasis.

In the Sigma Formula, the embedded command is designed to either enhance the listener's level of openness or to create a connection between the subject and the operator. For example, the operator may use a statement like, "...become completely open.' Or 'feel this perfect sense of connection with someone (bfp).'

The use of embedded commands is based on the principle of the unconscious mind's ability to process information without conscious awareness. By delivering a command in a way that is not immediately obvious to the conscious mind, the operator can influence the subject's behavior or thoughts without triggering conscious resistance.

AN IMPORTANT NOTE ON EYE-CONTACT AND REACTANCE

Eye contact is written about often in persuasion books, but one thing that's missed is the concept of *reactance*. When someone feels their ability to choose what they want to do is being threatened, they will quickly react negatively in the opposite direction.

Eye contact has long been known to be a powerful tool in communication, but a recent study showed that it may have the opposite effect of what is normally assumed. Participants in the study who were exposed to more eye contact from the person trying to persuade them were less likely to be convinced by their argument. This suggests that making more eye contact may cause people to become more *resistant* to persuasion and could have implications for how we approach communication in various contexts.

Eye contact has been found to have a significant impact in making people more resistant to persuasion. In the study conducted by psychological scientists, it was demonstrated that when paired with a persuasive message, eye contact increases recipients' ability to resist persuasive requests. This effect was especially conspicuous when the persuasive messages concerned topics related to morality or social issues.

The experiment involved 60 participants and manipulated whether they received gaze cues along with persuasive messages. It was found that when receiving gaze cues (eye contact) alongside persuasive messages about controversial topics such as abortion and nuclear power, the participants were significantly **less likely** to comply with the request than those who had not received any glance cues before the message.

The findings suggest that eye contact can be an effective protection mechanism against manipulation and can help us resist the temptation or urge in some situations. As such, understanding how we process eye contact could potentially be helpful for public policy makers in designing strategies for effectively communicating with people about public debates of moral importance.

"There is a lot of cultural lore about the power of eye contact as an influence tool," says lead researcher Frances Chen, who conducted the studies at the University of Freiburg, Germany, and is now an assistant professor at the University of British Columbia. "But our findings show that direct eye contact makes skeptical listeners less likely to change their minds, not more, as previously believed," says Chen. (Chen, 2013)

According to Julia Minson of the Harvard Kennedy School of Government, co-lead researcher of the studies, the findings highlight the fact that eye contact can signal very different kinds of messages depending on the situation. While eye contact may be a sign of connection or trust in friendly situations, it's

more likely to be associated with dominance or intimidation in adversarial situations.

"Eye contact is so primal that we think it probably goes along with a whole suite of subconscious physiological changes," says Chen.

THE SIMULATED RESCUE FORMULA

The Simulated Rescue Formula was developed for situations requiring a rapid increase in Openness, Trust, and Connection.

This formula is mostly for use in subjects who have a slightly higher degree of suggestibility. This can be modulated before the use of the formula in subjects who are not highly suggestible by default. This formula also carries an increased risk of misuse, but can be employed by parents, therapists, and caregivers to develop deep-level trust in clients who may present as being more resistant to connection and trust.

In this formula, the operator creates a mentally-simulated situation where the subject is in a state of fear, then becomes the person who rescues the subject from the fearful situation. The operator creates this fearful situation covertly - allowing the subject to insert most of the vivid details to enhance the experience.

There are nine steps to creating and manufacturing the simulated rescue:

1. Openness Increase
2. Topic Comfort Enhancement
3. Fear-Point Recall
4. Present-Tense Framing
5. Deploy Rescue Linguistics
6. Large-Format Entrainment
7. Future-Pacing and Looking Back
8. Needs Compliment
9. Redirection to Subject's Power

ONE: OPENNESS INCREASE

Develop Openness in the subject using linguistics, elicitation, and informational altruism. This phase takes an average of 4 minutes.

TWO: TOPIC COMFORT ENHANCEMENT

The operator will gradually increase the subject's comfort level with the topic of fearful situations by further leveraging elicitation techniques and inserting

their own experiences of being fearful into the conversation (with increasingly vivid details, which can contain several linguistic methods to cause the subject to experience the described feelings).

THREE: FEAR-POINT RECALL

The operator will use questioning or elicitation to get the subject to recall a time they felt a feeling of fear, dread, or a severe need for rescue from a situation in their past. During this time, it's important that the operator presents no rapid body movements or aggressive behaviors so that they are not associated with the subject's recall of fearful experiences.

As the subject brings up memories, the operator will use elicitation or questions to create a more vivid experience for the subject.

FOUR: PRESENT-TENSE FRAMING

The operator will use linguistics to shift past-tense language to more present-tense language to force the memories to be closer to the present moment. An example of this, if being trapped in a car were being discussed by the subject, would be something like this: "So, you're trapped in the back seat, the doors won't open. Is it dark outside? I can imagine you're panicking right about now."

In this example, elicitation was used in a way that redirects memory to be discussed in a more present-tense format.

FIVE: DEPLOY RESCUE LINGUISTICS

In this phase, the operator uses linguistics and gestural referencing to frame themselves as the rescuer. The operator will use linguistics to vividly create feelings of relief and rescue in the subject while using an (op) gestural reference to refer all mentions of 'rescue' and 'rescuer' to the operator. Further, the operator will use phrasing of feelings of rescue with ambiguities such as 'now, with me...' to tie those feelings not only to the present moment, but to the operator as well.

SIX: LARGE-FORMAT ENTRAINMENT

From a seated position (which is ideal), the operator will make a large movement to establish both behavioral entrainment, and object-tracking neurology. Then, positioned above the subject, they will perform a movement to lift them up or help them from their seat. There are countless contexts to do this depending on the situation.

From a standing position with the subject, the operator will make a motion of lifting the subject from a downward position while discussing the feeling of 'someone is there to *rescue* you - to pull you out of this position...'

SEVEN: FUTURE-PACING AND LOOKING BACK

Linguistics further used with phrasing to frame the present moment as when they felt a sense of personal relief and rescue.

Example: "...and looking back on a moment (now gesture) when *you're rescued from everything - with me* - there's this feeling of releasing it all. Just finally *feel completely safe. When this happens* (bfp). It's one of those times you always *feel something powerful took place here.*"

EIGHT: NEEDS COMPLIMENT

The operator will offer a compliment on the subject's identified Needs while physically moving (entrainment and object-tracking) at the moment the subject realizes a compliment is coming forward about them. This is the creation of the 'social vacuum' that we discussed in the behavioral entrainment section.

NINE: REDIRECTION TO SUBJECT'S POWER

The operator returns to a previous point in the conversation that the subject prides themselves in knowing a lot about. They will leverage the elicitation formula to accomplish this, and ensure the conversational redirect is successful.

THE ELICITATION FORMULA FOR REDIRECTS:

- Express a fascination with the topic
- Briefly discuss your curiosity about the topic
- Admit your absolute naiveté around the topic
- Ask a question about the topic the subject can answer confidently

INTERROGATION PROTOCOLS

Adding interrogation to the Formulas section was a strange feeling.

I realized that after all this time, I essentially follow a formula for interrogations and that formula is a loose framework that I've seen outperform any other method in the world. It's a specific formula of interrogation, and not interview. Surprisingly, the interrogation techniques I've been using for years are vastly applicable in multiple scenarios well outside an interrogation room.

Interrogation occurs when the interviewer has a reasonable and justifiable suspicion that the suspect is in fact guilty of the crime. That is the moment the conversation transitions from interview to interrogation.

THE DODPI INTERROGATOR BEHAVIORS

The Department of Defense spent a ton of money and time researching interrogations. Using decades of collected data, they came up with a set of behaviors that the ideal interrogator engages in - meaning these behaviors result in obtaining more information, confessions, and truthful statements from detainees. I begin every interrogation course by covering this list, as it applies to so many social situations in business and in life.

1. Prepares for the interview.
2. Develops themes.
3. Builds rapport.
4. Rationalizes and minimizes the criminal act.
5. Uses optional questions.
6. Confronts the suspects.
7. Recognizes nonverbal cues.
8. Treats suspects with respect.
9. Shows a professional image.
10. Separates self from police or authority figures.
11. Reinforces / rewards / thanks the suspect for admissions.
12. Controls their own emotion.
13. Maintains a matter-of-fact approach to questioning.
14. Does not allow backtracking.
15. Uses hope and fear.
16. Allows suspect to use their own words.
17. Uses recapping - after confession, has the suspect repeat from beginning.

THE BASIC FORMULA OF INTERROGATION

- Introduction
- Compliance
- Elicitation
- Interview
- Interrogation
- Theme Suggestion
- Monologue
- Confession

THE 5 PHASES OF INTERROGATION

Interrogation also follows five phases that can also be applied outside an interrogation scenario:

- Connect and discover
- Capture and lead attention
- Openness and permission
- Inspire to communicate
- Reassure and celebrate

ELICITATION

Elicitation is used throughout the process, but consists of the essential elements of the elicitation technique (covered in the 6MX section) which are:

- The hourglass method
- Provocative statements
- Information altruism
- Flattery
- Eliciting complaints
- Word repetition
- Quotes and facts
- Naiveté
- Criticism
- Bracketing
- Disbelief
- My friend John
- Disappointment

THE ESSENTIAL QUESTIONS

There are also essential questions that assist the interrogator in discovering whether they are talking to someone who is guilty or innocent. These questions will create responses that are polarizing toward either a guilty or innocent likelihood, assisting the interrogator in determining whether he or she needs to transition into full interrogation mode.

- Do you know why you're here?
- Why do you think someone did this?
- Who would do this?
- Did you ever think about it?
- Have you dreamt of doing it?
- Would you take a polygraph?
- How would you do on a polygraph?
- Did you discuss the crime with friends or family?
- Do you think we should give them a break when we find out who did it?

RATIONALIZING

During the rationalizing phase, the suspect is offered numerous reasons why the commission of the crime makes sense, and that it has the potential to lessen the likelihood of denial because it is framed in a way that makes them a hero instead of a monster. Here are the key elements of rationalization:

- Sympathize with suspect
- Reduce guilt
- Offer less revolting reason
- Sympathize by blaming others
- Appeal to pride with flattery
- Suggest the accuser is overreacting
- Get them to agree this behavior should *not* continue

MONOLOGUES

The interrogator will shift to a monologue when they think the subject is guilty and they want the subject to begin the process of confession and acceptance of what's to come.

- Talk for a while - wear them down
- Lean in
- Slow down
- Fully connect
- Rationalize the action
- Project blame
- Minimize seriousness
- Socialize the situation
- Emphasize the truth
- Statement of purpose
- Relate
- Enhance anxiety
- Accept
- Internalize
- End with an alternative question

CONFESSIONS

When it comes to confessions, there are five factors that inhibit them. The interrogator should know which one of these five is most likely to be in the suspect's mind. Overcoming the inhibition to confession becomes a feat of linguistics, authority, and leveling up Openness on the Six-Axis Model early and continuing to increase suggestibility.

- Fear of legal action
- Concerns about reputation
- Self-identity
- Social (family and friends)
- Retaliation

Interrogation follows roughly along a formulaic pathway. I've listed this below, along with what a suspect might be thinking during each phase of the interrogation.

1. Small compliance from the suspect such as where to sit or offering their ID card to the interrogator.
   - What will my friends think?

2. Socialize the situation - The interrogator ensures them that what happened is normal and acceptable.

3. Minimize - this isn't a big deal.
   - This is a big deal!

4. Rationalize - makes perfect sense when you think about it.
   - I don't do this kind of stuff!

5. Project - not your fault at all.
   - Who would I be if I did this?

6. Scarcity - lack of time or resources.
   - There's always tomorrow.

7. Enhance Anxiety - failure to do it might be regrettable.
   - I really don't have to.

8. Internalize - doing this for a good reason - because *you* are good.
   - Why would I do this?

9. Close - immediate request with double bind or other closing technique from last week.
   - I guess it makes sense!

Denials - nonverbal indicators of denial

- Big breath
- Digital flexion
- Shaking head
- Leaning forward
- Holding up hands
- Posture increase

Denials - how to stop a denial

- Hand up
- Subject name
- Statement of understanding
- Back to monologue

Let's build a package that encompasses this immensely powerful technique into an influence scenario:

THE OFFICIAL INTERROGATION PROTOCOL SUMMARY

THE HUGHES INTERROGATION PROTOCOL

This interrogation protocol, originally designed for the interrogation room, is an incredibly powerful tool that can be beautifully woven into any conversation, interview, discussion, or negotiation you find yourself in.

Some elements of the Reid Technique created by John E. Reid and Associates have been incorporated into this protocol. I have chosen specific tools set out in the Reid Technique that produce reliable results on a consistent basis - I have personally seen them work in thousands of interrogations. Other tools will be familiar to you as you will have already examined them in previous sections.

If you're interested in learning more about the Reid Technique, I encourage you to reference the John E. Reid and Associates website that contains a wealth of information including training materials and case studies. Whether you're a law enforcement professional or simply interested in the science of behavior profiling, the Reid Technique is a fascinating and powerful tool to explore.

The Reid Technique, like any interrogation protocol, has received its fair share of criticism. Some critics argue that the technique can lead to false confessions and that the pressure tactics used in the Reid Technique can lead to the interrogation of innocent individuals. Critics also argue that the technique can be used to manipulate vulnerable or psychologically fragile individuals, leading them to make false confessions or admissions.

It's important to note that most of the criticism of the Reid Technique is directed at only a few specific elements of the technique that are considered to be problematic or potentially abusive. For example, some critics take issue with the use of deception, intimidation, or the use of leading questions in the Reid Technique.

These specific criticisms of the Reid Technique do not invalidate the entire set of techniques used in the protocol. Many of the techniques used in the Reid Technique such as active listening and building rapport have been shown to be effective in eliciting information from individuals in a non-coercive manner. In fact, many of the individual elements of the Reid Technique have been adopted and used in other interrogation protocols, demonstrating their efficacy.

Lastly, I believe it is important to note that criticizing a technique is easier to do than criticizing the person using it. Typically, the intention and ethics of the interrogator are more questionable than any technique on its own. Interrogators who produce false confessions are often more concerned with getting a confession than getting the truth.

I've included this quick reference to interrogation for your easy reference, should you ever desire to begin weaving these skills into your Tradecraft.

ESSENTIAL ELEMENTS OF THE INTERROGATION PROTOCOL

Step One: PLANNING (STAGE ONE)

(1) Interrogation planning sheet
(2) Behavior Compass

Step Two: INTRODUCTION

(1) DISCOVERY - Behavior Analysis
(2) Connection

Step Three: PLANNING (STAGE TWO)

(1) Alter planning sheet based on new information.
(2) Develop theme and monologue.
(3) Develop several examples of how I can minimize seriousness.
(4) What are the phrases I'm going to use?
(5) Who could be to blame for this?
(6) Who could I blame?
(7) How am I going to use that person's Needs to move forward?
(8) What words am I going to use to play on those Needs and the Decision Map during this process?
(9) How am I going to pitch my interrogation theme and monologue using the Six Pillars as well?

Step Four: INTERVIEW

(1) Back to the interrogation room.
(2) Reintroduce ourselves.
(3) Ask if they need anything.
(4) Do you know why you're here?
(5) Do you know who did this?
(6) Do you have any ideas who might have done this?
(7) Are there any reasons?

Step Five: INTERROGATION

(1) Direct and positive confrontation.
(2) Launch into the theme and monologue.
(3) Minimize the seriousness.
(4) Rationalize the action.
(5) Socialize the situation.
(6) Minimize the consequences.
(7) Increase the anxiety about being deceptive.
(8) Emphasize the truth.
(9) Present the alternative question.

Step Six: CONFESSION

- We have two jobs
- No promises made
- Talk about our job
- Maximize accuracy
- The confessions stick in court
- They're accurate
- The person is able to confess
- We're not hindering the confession process

PLANNING (STAGE ONE)

Step one is planning.

In the planning phase, you're going to do several things to obtain all the information you need for the successful interrogation of the subject. First, you're going to fill out the interrogation planning sheet to the best of your ability and see what kind of relevant information you can obtain from the subject's social media. Next, talk to their friends, relatives, coworkers, neighbors, bosses, employees - as many people as you can.

The second part of your interrogation planning process should include a Behavioral Compass. Review the person's online activity and look for things like sensory preference, pronoun preference and adjectives they use. From this, you're going to obtain useful data that will aid in building the Behavior Compass. Also, based off the photos you see on the person's social media, identify their social needs and decision-making using the Six Pillars.

You have now developed, to the maximum extent, a full Behavior Compass and behavioral profile of the person that you're going to be talking to. Make sure the person's name is *committed to memory* because you're going to be using their name quite a bit throughout the interrogation process.

Remember that this is only a summary of the preparation process designed to give you a general idea of what steps are necessary. More details will come in the following pages. Be aware, there will be times where it may seem that I am repeating myself but I am doing so intentionally so you can understand the elements of the Interrogation Protocol from different perspectives.

INTRODUCTION

You have done a thorough job planning for your interrogation, which means you are now ready to make an Introduction. Walk into the interrogation room and say, "I've just got a couple of papers that I need to get brought in here before we can start. It shouldn't be too long at all, and I'm pretty sure I can get you out of here as soon as possible."

DISCOVERY

After making your Introduction, go into discovery, which is part of the introduction. Here is where all the techniques you've learned in this manual truly come together and support your behavior analysis.

Discovery is a light-hearted, laid-back, "getting to know you" conversation. You're going to watch the person's movements and determine a baseline of that person's behavior. Because you're waiting for "papers" to arrive, the interrogation hasn't *officially* started. Because the interrogation hasn't officially started, the person is more likely to feel comfortable and relaxed.

Initiate a normal back-and-forth conversation, asking questions like, "Where do you work?" and "What do you like about it?" Keep in mind, you're using your elicitation skills to not only get information out of the person and develop a baseline but also to build a connection with them during a time when it's permissible - after all, the 'interrogation' hasn't officially started. Acquire as much information as you can during this introduction which should take about 15 to 30 minutes. The actual length is completely up to you.

PLANNING (STAGE TWO)

Once you feel like you've gained enough information, step out of the room because your 'papers' have arrived. Go back to the planning sheet and revise what you're going to do next based on what you learned during discovery. This process should take a few minutes. Then, based on the new information you've learned, develop a theme and create a monologue.

To create a monologue, come up with *five or six answers* to the following questions:

- "How can I minimize the seriousness?
- What phrases am I going to use?
- Who could be to blame for this?
- Who could I blame?
- How am I going to use this person's needs of significance and intelligence to move forward, and what words am I going to use to play on those needs and the six pillars during this process?
- How am I going to pitch my interrogation theme and monologue using the six pillars as well?
- If the person is social, how will I focus on the social aspects of confession?"

Regardless of what it shows, the purpose of your plan is directly tied to the Needs and Decision Map of the subject. If you made a detailed plan, you should have a large list about a page long containing potential sentences and phrases you're going to use in the interrogation room.

INTERVIEW

With your papers and folders in hand, walk back into the interrogation room. Lay out on the table some intimidating-looking files and folders labelled, "Surveillance Videos," "Still Shots," "Witness Interviews," "Drug Cartel Banking," and whatever else you've brought with you.

Reintroduce yourself and ask the person if they need anything at all before you begin. Then, start the interview process by asking questions such as:

- Do you know why we're here today?
- Do have any idea who did this?
- Do you have any ideas who *might* have done this?
- Are there any reasons why someone would do this that you can think of?

Go through each one of those questions and make notes based on their answers, then move on to the next step.

INTERROGATION

The next step in the process is interrogation, and this begins with a direct and positive confrontation of the suspect. Start the interrogation by saying, "John, I've been doing this stuff for a long time, and I really like you. But there's one thing I know and it's when I'm not getting the full story." From this point, I'd launch right into the theme and monologue. Keep in mind several important points as you do:

- Minimize the seriousness.
- Rationalize the action.
- Socialize the situation.
- Minimize the consequences.
- Increase the anxiety about being deceptive.
- Emphasize the truth.
- Ask the alternative question.

The 'alternative question' is described below in the confession part of this formula.

CONFESSION

Over years of conducting countless interviews and interrogations, you often hear questions like, "Well, what happens if I say that I did it?" or "What happens if I confess?" or "What happens if I say that I was involved?"

You have two objectives with an interrogation:

1. **Make no promises.**
2. **Talk about your job.**

Your job is to figure out why this happened and to make sure the report reflects well on the person that you're speaking to.

> *"Look, I can't make any promises. My only job here is to figure out why this all happened. I'm not here to convict you or anything like that. The evidence speaks for itself, especially with what the police put together. My job here is to figure out why this happened and to put that in my report, and what I'd like to put in the report is..."*

At this stage, go right into the monologue.

The monologue is what will lead to a confession.

Before going forward, I'd like to make a point or two about confessions and what you can do to maximize every confession so that they are accurate and will stick in court. You need to allow plenty of room for the person to confess and you need to ensure that you're not doing anything to hinder the confession process.

For example, if mid-interrogation you leave the room to grab a notepad and pen for them, this will likely result in a *40% reduction* in your chances of getting a confession. You cannot walk out of the room. You're right there in front of them, in the monologue stage, leading them down the path that will get them to confess. Leaving the room is like leaving a fishing pole on the edge of the dock while you got a fish on the hook - you won't have a pole when you get back! Don't leave the room for anything.

CONFESSION KILLERS

5 Factors Inhibiting Confessions

- Fear of legal sanctions.
- Concern about reputation.
- Self-identity (not wanting to accept they did it or are capable of doing it)
- Not wanting family and friends to know about the crime.
- Fear of retaliation.

Now you're getting into the confession part of the interrogation. These five factors should be considered alongside the information you've learned during your initial planning process.

Even before you enter the interrogation room at the beginning of the process you should have an idea of which two factors on this list are the most likely to impede the person from moving forward with a confession.

Let's review these five factors.

1. **Legal Sanctions**

   This is big! Going to jail, getting fined, getting sentenced are all major deterrents.

2. **Social Reputation**

   This is also big, and you can easily identify these types of people just by looking at their needs map. Their needs map tells you exactly what they're going to be concerned about.

   "Will I be abandoned and ridiculed if I confess?" (Significance)

   "Am I going to face contempt and disapproval by my peers if I confess?" (Approval)

   "If I confess, will my peers criticize me and gossip behind my back?" (Acceptance)

   "Are they going to believe me if I tell them everything that happened?" (Intelligence)

   "If I confess, will my peers ignore me and see me as a criminal?" (Pity)

   "After confessing to the truth, will my peers think I'm weak-minded or easily swayed?" (Strength)

3. **Self-Identity**

   The person you're interrogating has an identity and they don't want this identity shattered. For many people, if they say "I did it" out loud, then that makes it true.

   During the interrogation, say out loud the reasons why people don't confess. This is called 'naming the game'. Regardless of what's going on internally, if we drag a subconscious thought out into the sunlight, then that's where it dies. We must get that thought out into the light to make them realize how silly it is to hold back.

   We all have an active self-identity. For example, when you get out of the shower and look at yourself in a mirror, you stand up straighter and make sure that you look good when you're observing yourself. Why? That is self-identity and we all preserve that to a degree.

4. **Not wanting family and friends to know about the crime**

   This also goes back to 'social' - thinking about the potential consequences if their family or friends find out about them committing the crime. This person would probably use team-focused pronouns and you might see a lot of behavioral patterns come through as well.

5. **Fear of retaliation**

   The person sitting across from you may be worried about a victim's family coming after them, or maybe the entire community via social media. It really depends. But those with a fear of retaliation are typically approval, power, and strength needs. Understand that inside the interrogation room, you will be bringing these issues up. For example, if you're talking to someone whom you suspect has a fear of legal sanctions and a concern about reputation, then it would sound something like:

   "You know, so many people in your situation get worried about going to jail or their reputation, but I promise you, this is something people get over all the time and the issue can be fixed. What I'm going to put in my report is that you did this for the right reasons and your heart was in the right place. People are going to see that. I've been doing this a long time and that's the message I'd like to put into my report."

The 'report' is so critical in all of this.

Every time you're speaking to the person, you are communicating something of substance, but it should be communicated:

1. through their pronoun usage
2. using their adjectives
3. using their sensory preference, visual or audio or feeling

By referencing their behavior profile, you know how to speak to them in their own language. You're not jiggling the lock hoping for the best; you know the exact reasons that might inhibit their confession. You're bringing all of these things out into the sunlight, and you do that during the monologue.

It doesn't matter when and where you do it. I tend to do it right before I ask the alternate question, bringing the inhibition concepts out into the light. Typically, their internal reactions are *"Yeah, I was worried about that. He's probably right. It's not that big of a deal."*

"Are you a bad guy, or a good guy who just made a mistake?" is a simple example of an alternative question.

CONFESSIONS

Having others in the room, notepads and/or recorders (other than hidden ones) always hinder confessions. Importantly, make sure to use their name on a regular basis. Going through the monologue would sound something like:

"John, I know you've been through a lot, and this is hard for you, but John, trust me please, I've been doing this a long time. I've seen a whole lot worse."

Use their name throughout the theme, the monologue, the interview, in fact, the entire process.

ENCOURAGING AND THANKING THEM

This tip is not just for the confession. It's a behavior you should be doing repeatedly throughout the process. The moment you start the interview, ask for their name, address, and all the simple information that you already know (because you've got it in their file). You've got this information in front of you but you want to start the process of information exchange. They give you information and you say thanks along with their name. "Thanks, John, I appreciate that." Write down those little pieces of information down, as that gets them used to the idea of sharing information with you and lets them dip their toe into the water to see how you react.

If they start leaning back, then you're going to make a behavioral/positional shift to regain their focus and confront them by using their name.

WHAT IF I CONFESS?

There are three steps to take if a person asks the question, "What will happen if I confess?"

First, make no promises. Second, redirect to your job. And third, elaborate on how you're there to tell everyone who this person is as a human being, if they cooperated, and if they were honest.

If they ask, "What's going to happen if I confess?" remind them that you cannot make any promises and redirect them back to what your job is. One of the best lines I've used that works on a very regular basis and with all kinds of people and all cultures, is saying:

> *"My job is to put in the report whether or not you were honest or deceptive, kind, or evil, a pervert or someone who just made a mistake. People will want to know, and they will want to read it."*

After each point, I ask "A or B?"

In some cases, when the suspect is unusually quiet during the monologue, they're likely weighing their options and thinking about confessing. You'll see them just sitting in their chair being very quiet and very still.

A good way to break through is by saying:

> *"And you know what, John? You may be wondering what happens if you say you did it, or what happens if you confess. I can't make you any legal promises, of course, but my job here is to do X, Y, and Z, and figure out whether you were A or B, or C or D."*

Bring it up and preempt them by asking the question. Remember, you want to do most of the talking during this part of the session. That's why it's called the monologue.

EFFECTIVE DETAIL ELICITATION
OBTAINING DETAILS IN A CONFESSION

Here are four ways to ensure that you are obtaining accurate and sufficient details in a confession:

1. Never look surprised or as though what they said has any consequence whatsoever.
2. Ask for details during and after the confession.
3. Ask for details about the crime, e.g., "You said the gun was in the glove compartment?"
4. Never wait to bring a witness in to the confession after it has already happened - the delay gives time to reassess the situation and go into long-term thinking mode.

It's very important to not look surprised when you're getting the details of a confession. No matter what is said and what they did - even if you're talking to a serial killer - behave as if the details are no big deal. Never look surprised, disgusted, angry, or shocked at any of these details. The details are not of consequence. Go back and clarify different things they've said, just to be sure of the details. You will have everything recorded on audio, so be sure that you are simply asking for details versus asking leading questions. Examples of leading questions would be, "Did you say _____?" or "You said the gun was in the glove box. Is that correct?"

Some law enforcement departments require a witness to any confession. If you wait to bring a witness in, you're giving that person time to go into long-term thinking mode. If a person begins confessing with no witness present and a witness is required, let them tell you once just to get them comfortable saying it. Then, right away, bring in the witness. I would advise you to not leave the room just as they're about to confess. If you do, the person is going to begin worrying and rethinking their decision.

Think about the last time you were watching an infomercial that really sucked you in ... you were just about to place your order then the telephone rang, immediately pulling you out of that mindset. This is the same thing. The decision to confess will dissipate the moment you open the door.

DETAIL ELICITATION

> *"John, I know that you're trying to tell the whole truth, and that's very important [courageous]. I'm sure that you did put your finger into her. John, when you put your finger in her, were you trying to HURT her, or did you just want to see how she reacted? [It was her idea, I know] I know you weren't trying to hurt her. Did you put it in all the way or just a little bit? John, I just want the truth. How far did you put your finger into her, all the way or just a little bit? I know who's to blame. It's her mother for letting that girl run around like that. Did you put it in all the way, or just a little bit, or just rubbed her?"*

This is a direct quote from an actual interrogation, which I recognize is difficult to read. But despite the repulsive topic, you can see that the interrogator is working hard to ensure the details are complete and accurate.

Concrete details are crucial because once this confession is brought to the court, every detail stands on its own.

As you are collecting details, be sure to continually compliment them for telling you the truth. Say things like:

> *"I know you're trying to tell the whole truth, and that's very important. It's very courageous of you and I appreciate that, John. I'm sure that you did do X, Y, and Z."*

Then ask another alternative question during the confession.

Keep in mind as you collect details that you should continue to build up the person's character, showing them empathy and relating to them.

By saying "I don't think you did this to hurt her" the interrogator above is implying that the person is of good character; the interrogator thinks he is a good person.

By stating "Did you just want to see how she reacted to it? I know, it was her idea. You weren't trying to hurt her" the interrogator is collecting a series of tiny details. But these tiny details are a way to help him confess, one small piece at a time. By starting the verbal confession with tiny bits of details, you're able to elicit more details by using alternative questions. The person may then reply "Well, I didn't mean to...." and there is the beginning of the confession.

There's no hard and fast scientific method here. It's not a formula you've got to memorize. Instead, it is a back-and-forth where they give you a small detail, so you ask an alternative question back in the form of a little monologue, which then leads to another small detail, and on and on.

CONFESSIONS IN WRITING

Getting a confession in writing can be very difficult in some circumstances. Although you may wish to jot down some notes as they're talking, I don't recommend it because you will already have a recording of the whole thing. Instead, use this time to make sure that their stories and details all line up.

When the person is writing down their confession, make sure they write it in easy-to-understand language that anyone can understand. Remember, the confession will likely be shown to a jury at some point - and anyone can be on a jury.

One line that I find works is saying:

> *"I'd like you to write this out using the absolute simplest language you can. Some of the people around here are, like, high school dropouts – ha! – so let's keep it simple so everyone can understand."*

On the bottom of the confession, have the person write down some personal details about themselves, such as what hospital where they were born in, their mother's maiden name, their first pet's name, the last four digits of their Social Security number, etc. Having these things written on the bottom shows that *that* person wrote it, not the interrogator, and it wasn't written under duress. This is helpful if the video were to ever get erased or deleted.

If there are multiple crimes, you should, as a matter of practice, have one confession per crime. This helps the person compartmentalize each crime versus having them compound, which is counterproductive because it results in them feeling like a horrible person. One confession per crime is also good legal practice because there's going to be one charge per crime as well.

FALSE CONFESSION AWARENESS

False confessions happen all the time. You may be aware of the Netflix show called "Making a Murderer" during which detectives force a kid to confess to a crime he didn't commit. The detectives use leading questions and keep telling him that he has mental problems which causes him to begin questioning his own thoughts and recollections.

Richard Ofshe and Susan Loftus are leading researchers on the phenomenon of 'false confessions'. Research has shown that if we ask questions a certain way and have enough authority over the person we're speaking to, by asking *only three or four questions*, we can implant and manufacture a false memory.

False memories do not require hypnosis or anything similar. Rather, authority plays a very big part and authority is often used in the interrogation room. After all, you represent a law enforcement agency or someone who has the potential to get them in trouble. This means that authority is automatically present.

It is important to minimize the chances of getting a false confession. While this isn't a full master class on false confessions, I do wish to show you step-by-step how this phenomenon occurs and how you can avoid it.

False confessions can happen for many reasons, here are a few:

1. *"I just wanted to get out of that room."*
2. *"I just wanted it to be done."*
3. *"The person was yelling at me and I was scared. I said what I had to say to make it stop."*
4. *"I was hungry."*
5. *"I was tired."*
6. *"I wanted to go outside and use drugs/drink alcohol."*

Typically, people who are highly suggestible and have a psychological quality called fantasy proneness, are most likely to provide a false confession. Sleep deprivation is the number one way to manufacture human suggestibility. Suggestibility allows false memories to be generated, and thus, false confessions.

FALSE CONFESSIONS

By understanding the factors that can contribute to false confessions - such as coercion, fear, and confusion - individuals can take steps to avoid these factors during an interrogation. It is important to recognize when an interrogation is becoming coercive or manipulative. By being aware of the interrogation tactics that may elicit a false confession, you can take steps to ensure you stay clear of this potentially dangerous issue.

Some red flags that an interrogation may be in danger of eliciting a false confession:

1. The interrogator repeatedly emphasizes with great confidence their belief in the suspect's guilt.

2. Any information that contradicts the interrogator's premise is concealed from the suspect.

3. The interrogation is extremely long and filled with emotional intensity.

4. The interrogator repeatedly claims that there is incontrovertible scientific proof of the suspect's guilt.

It is never good to have an interrogator who continuously repeats that a person is guilty over and over and over again.

> *"Look, I know that you're guilty. I know you did this. Here's all the evidence."*

Believe it or not, this type of behavior is legal, at least in the United States, while being illegal in the UK.

Another red flag is when the person is isolated from people who undermine or contradict their guilt, for example an attorney. When information that contradicts their guilt is withheld, this means that the person is presented with only information that supports the interrogator's narrative.

When extreme emotional intensity is added to the situation - both in the suspect and the interrogator - the potential for a false confession grows further. Emotional intensity is typically a roller coaster of going up and down, with the interrogator screaming and then being nice, screaming, then being nice. It is like good cop, bad cop but with one person.

Imagine sitting in an interrogation room and the person sitting across the table is showing you DNA evidence, fingerprints, shoe print analysis, and tire treads in the dirt at the crime scene, that all point to you being somewhere that you know you weren't. At some point you may begin to question your own memory. If you are a highly suggestible person, this may happen sooner.

For any interrogation, your job is to find a crack and start pulling it open. The same principle holds for false confessions. If an interrogator can successfully plant even the slightest doubt in a subject's mind that they *don't* remember

things accurately, they have made a crack. And if they start pulling that wide open, a false confession is highly likely.

OTHER FACTORS

An interrogator can make it even easier to pry open a subject's small doubt by repeatedly reminding the person about their previous memory problems or blackouts. In some cases, these problems don't even exist, but an unethical interrogator can plant a seed that a mental disorder could explain the poor memory of a crime (e.g., multiple personality, dissociation etc.) These ploys can undermine the confidence the subject has in their own ability to accurately recall whether they did or did not commit an alleged crime.

An interrogator can further cause someone to question their own memory by asking them questions that are difficult or impossible to remember.

> *"What were you doing last Tuesday?"*

The person may reply, "Uh, I don't, I don't really remember."

The interrogator then looks across the room to the other interrogator and asks:

> *"Jim, what were you doing last Tuesday?"*

Jim replies: "I had a family barbeque, we had steaks for dinner, a couple of hot dogs, and some French fries."

The interrogator then looks at the suspect and says:

> *"Most people can remember what they were doing a week ago, John. Has this been happening a lot lately? Like, do you misplace your keys a lot, or misplace stuff in your house where you can't find it?"*

With enough repetition and emotional intensity, the person could begin thinking, "I thought this was normal, but I'm starting to do all these things. I can't remember stuff that happened a week ago. There's evidence for everything at the crime scene."

ACCEPT MY PREMISES

Another red flag when it comes to eliciting false confessions is the interrogator demanding that the suspect accept his premises and explanations of the alleged crime.

> *"Would you at least agree, John, I'm not asking you to say anything else, but would you just at least agree, hypothetically, that in this situation, there is a 1% chance that it could happen, just a .01% chance that this might, or could have happened? Whether or not it was you, could this have probably happened?"*

This is another attempt to open a crack of distrusting one's own memory. The interrogator is attempting to get the suspect to imagine themselves at the crime scene and imagine themselves committing the crime.

FEAR AND FALSE CONFESSIONS

Ofshe, the researcher in the area of false confessions, maintains that inducing fear in the suspect's mind about the potential consequences of repeated denials (a technique in which many American interrogators are trained) creates a significant risk of generating a false confession.

I firmly agree with this belief. In fact, there is an interrogation technique that is currently taught at the FBI Academy that absolutely has the potential to produce false confessions. This is why I am being so thorough in my coverage of false confessions in this section of the book.

FALSE CONFESSIONS AND THE CIRCLE OF CONSENT

THE HUMAN SIDE

People who tend to falsely confess to crimes that they did not commit tend to display certain characteristics. These are:

1. They trust people in authority
2. They lack self-confidence
3. They have heightened suggestibility
4. They lack confidence in their own memories of events
5. They are slow to detect discrepancies in stories
6. They have past physical trauma and abuse before the age of nine

As an interrogator, you should always be aware of the risks of a confession being false. When working with a suspect who displays some or many of the traits above, you should be extra vigilant that any confession obtained during an interrogation is both accurate and complete.

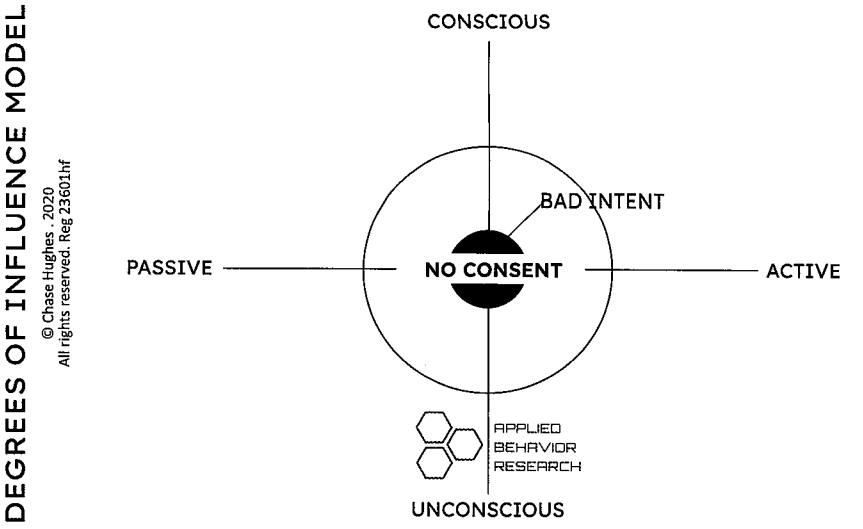
DEGREES OF INFLUENCE MODEL

I developed the Degrees of Influence model several years ago, having searched for decades to find a model that could demonstrate how we are influenced.

The Degrees of Influence model attempts to find the line that separates manipulation, influence and persuasion by focusing on intent.

The diagram illustrates that we have both conscious and unconscious thoughts and feelings. We also have active and passive events happening to us and around us.

Each of these have the potential to cross over the red line into 'bad intent' - whether it's conscious or unconscious, active, or passive. Once we cross the red line and something is done without consent, we are in an ethically compromised position.



Crossing the red line should be considered in the interrogation room. Knowingly pushing for a false confession is operating in the area of 'bad intent' and I hope no one reading this book ever crosses that boundary.

THE RAZOR'S EDGE OF COMPOSURE

Composure is how we present ourselves to the outside world. And it matters - a lot. The way we act around other people really does go into their brain and create their impression of who we are and what we are capable of.

Remember, the middle part of our brain is 100 million years old and one of its main jobs is to read the behaviors of others 24 hours a day. The way we act makes a tremendous difference on how other people perceive us.

In my work training law enforcement and the FBI, I came across a new study that examined why police officers get attacked. The study took a new approach, and instead of watching hours and hours of interrogation footage they simply went into jails and prisons and interviewed the people who committed the attacks—thousands of them.

So, why do police officers get attacked by people? It all came down to one leading cause, and this was *appearance*.

The most common responses from the criminals being interviewed were phrases like, "It looked like I could take him/her." or "It just looked like I could take their gun."

Appearance is so important because it is something being read on an unconscious level. The reason we get a 'gut feeling' about somebody is not because we have some sort of magical powers or crystal ball - it's because our midbrain is constantly reading behavior and body language and has been doing so *for over 100 million years.*

Our midbrain is an expert, but it can't speak English, or any language for that matter. It can't tell us what it's seeing so instead it just makes us feel a certain way. So, when you talk to another person, how they respond is entirely based on their reading of your appearance and your actions, and I promise you that the little things do matter.

Think of a person who attends a formal event, dressing up in beautiful clothes like a tuxedo or ball gown. If back at home their house was a mess with unpaid bills piled high on the table and a sink filled with dirty dishes, the person may feel like a fake at the event. And knowing they're a fake is likely to come through in their behavior, even in small ways. This is because in the back of their mind, part of their brain is dedicated to reminding them that they've neglected something important, and this reminder comes through in their behavior. Worse yet, others will react to their discomfort and not even know why.

Let's go back to the interrogation room. Are your subconscious thoughts and actions undermining your credibility? Is your suspect thinking, *"I don't have to confess to this guy. I can easily trick this person in the interrogation room."*

If your suspect is thinking this, it's highly likely because of something you did, and this doesn't mean your posture or how your hair looks. Instead, it could be tiny micro-gestures that are unwittingly communicating your true intentions. Remember, when you *feel* a certain way, you *communicate* in that certain way.

One great example of this is how we are able to easily spot a highly disciplined individual in a crowd of people. It could be in an airport or a shopping mall, but you can see discipline.

If I sat beside you in a busy airport and asked you, "Point out three people that don't make their bed in the morning" I bet you could do it. That stuff bleeds out of our body, and it often dictates how a suspect reacts to us.

From this I can conclude that the most important element we possess in an interrogation room - especially if we're conducting enhanced influence scenarios - is our character.

THE COMPOSURE PENDULUM

"Who you are shouts so loudly in my ears that
I cannot hear what you say." - Emerson

If you look at the chart, you see that there are three positions where a pendulum would swing.

On the far-left side, we have collapse. An example of collapse would be going in to interview someone who is bigger or more domineering than you are. You're worried that you can't control the conversation, so you walk into the room a little bit apologetic with the intent of appeasing the other person. You are appeasing them to make sure that there's no argument whatsoever, to avoid conflict. That's collapse.

On the far right of the pendulum, we have posturing. This is prevalent in interrogation rooms. Posturing means the over-posturing of literal posture. Examples include using a louder voice than normal or trying to be more domineering over the other person. The posturing is done to reassert their social status, or their status within the room. It is done to make sure the other person knows, "I'm the one in charge. You are not in charge. I am." This is the posturing mindset.

In the middle we have composure. Think of composure sitting on a razor's edge - if you're a millimeter to the right, you're in the territory of posturing and a millimeter to the left, you're in collapse. It's a very small edge that we can walk on and it's hard to do. In most conversations, you can see right away whether someone is a collapse-type person or posturing-type person.

Think of someone in your life who's fully in composure, maybe a family member, colleague, or mentor. How would that person react to being stung by a wasp? I'm willing to bet they would stay in composure. Composure happens in all aspects of your life. Composure is an automatic response which can be learned. I track my own progress daily inside a journal. At the end of every day, the pendulum is one of the things that I will rate myself on, on a scale from 1 to 10, whether I was able to stay in composure throughout the day. This is so crucially important. Just tracking this daily and keeping score will help you grow by leaps and bounds.

I've spent 20 years of my life studying what makes people respond positively to others. Your job in the interrogation room is to get others to respond positively to you, and you can do this by setting up a strong lead.

I'd like to let you in on a little secret:

> The person holding the script is far more important than the script itself.

Let me explain.

If I gave you the perfect script to get a confession, word-for-word, you'd probably get excited and say, "Wow! Chase gave me the magic script! This is gold! Wow! That's incredible."

But what if I gave that script to someone with social anxiety or very low social skills? What about someone who couldn't really handle themselves and wasn't in composure? Would the script work?

We know the answer is 'no'. The person would likely be either in collapse the entire time, or in posture the entire time, and the interrogation would not yield results.

The person using the techniques is more important than the technique itself.

Who you are is more important than everything you've studied so far, and this is the most important part of studying interrogation. If you forget everything else and walk away from this book having mastered how to interact with other people, you'll be successful in interrogation.

COMPOSURE, CONFIDENCE AND CONGRUENCE

What makes a cult leader so alluring and so able to do what they do? Much of it is composure, confidence, and congruence. We've already covered composure and we know what confidence is, but what about congruence? Congruence means that their thoughts, ideas, and behaviors are all in line. This consistency means that they never experience cognitive dissonance.

Planning ahead for an interrogation is extremely important, but not just because it helps you succeed in the interrogation. It also allows you to think steps ahead of anyone else in the room. This means you're more likely to be seen as the de facto leader in the room - you've identified problems before they even occur. I call this a 'premortem', figuring out how failure could happen and then coming up with solutions before the problems occur.

Whenever I set goals, I also explore fears, as well as all of the things that could possibly go wrong.

> *"This is my plan. These are the costs of the various actions. What could possibly occur and what will I do about it?"*

If you begin to address every situation like this, you will see a major change in your behavior. You'll be a lot more confident knowing that you have planned more than anyone else in the room. This inner confidence will then make you act differently and others will react positively to your confident mannerisms.

CALM, PRESENT AND MEMORABLE

When working on composure, awareness of your own personality traits is crucial. What you're not aware of can absolutely ruin a situation, both in your daily life and in the interrogation room. Remember, composure does not mean being a tough guy, a bad-ass, or someone who is super-stoic and doesn't express any emotion. Those are all examples of posturing behaviors. Staying in full composure means being calm, centered, present, and memorable.

What does memorable mean? Think of the last time you checked out at a grocery store. Would the cashier remember you? I would guess probably not. For the next couple of weeks, I want you to focus on making every interaction you have with people memorable. Doing this outside the interrogation room will benefit you personally and will also make you a better interrogator. This is because you will become more memorable *in the interrogation room.*

Some interrogators worry that the people they put away in jail will eventually come back to get them. I've never worried about this. Why? Because the interrogations you conduct should be remembered in that person's head as someone *helping* them. I strongly believe that if the interrogation doesn't end with a 'thank you,' or 'it was really great to meet you, I wish I would have met you under different circumstances,' then you did something wrong. If you need to, you can hate them outside the interrogation room once it's all over.

SECRET SHAME

> **Fact:** if I'm asked to write a list of five things that I don't like about someone, at least four of those things will be things I don't like about *myself*.

I am bringing this up because it's extremely important to be aware of, both in the interrogation room and in your overall life. If you're criticizing someone for being self-absorbed, selfish, or arrogant, you're likely being critical of those exact qualities within yourself.

This has been referred to as 'the shadow.' It's also known as secret shame.

Here is an example from the interrogation room. Let's say you are interrogating a person who has 'significance' and 'intelligence' needs. Coincidentally, you also have 'significance' and 'intelligence' needs. Because of this similarity, you'll be more likely to judge this person while they'll be more likely to do the same to you. This may result in a conflict.

It's important for you to know going *into the interrogation room* that the reason you will likely judge this person's personality traits is because they match with what you're ashamed of in your own personality.

It's important to know and recognize this because it could be preventing your success in the interrogation room. You need to complete the behavioral compass, think about it, and acknowledge it beforehand. Call it out by naming it out loud and bringing it out into the sunlight to die.

Eventually, by going through the needs map and profiling yourself, you'll get to the point where you can say, "I am secretly ashamed of X, Y & Z". You will have brought it out into the sun where it'll die.

During this whole process, I would urge you to write things down on paper. By writing it down (e.g., *"I think _____ is a horrible thing about myself"*) you'll often realize that it is quite silly which then helps you get over it. As you prepare for the interrogation, write into your plan "I'm probably going to fall victim to X, Y, & Z." This way, you are acknowledging it and preparing yourself for it.

THE AUTHORITY SELF-ASSESSMENT AND INTERROGATION

If you haven't already done so, please flip back to The Authority Self-Assessment section of this book and complete it. I'm going to go over why it's so useful when it comes to interrogation. The authority self-assessment has all five qualities of authority: confidence, discipline, leadership, gratitude, and enjoyment. This self-assessment helps you pinpoint exactly down to the hair, where you stand and where your weak spots are located.

POSITIVE & NEGATIVE DISSOCIATION

Positive and negative dissociation is a technique I typically use within the first five minutes of every interrogation during the introduction process while I'm waiting for my 'papers' to arrive. The statement I use is only one or two sentences long, and the formula is so small it could fit on a bumper sticker. But it's also one of the most powerful techniques you can use for persuasion or influence in any situation, and it's especially effective in the interrogation room.

Put simply, positive and negative dissociation is the connecting of personality traits with the subject of the interrogation. The formula is "Every time I meet X, they always Y."

Let me show you some examples.

Let's say I am interrogating a CEO or C-level executive who's accused of insider trading. For positive association I might say something like:

> *"You know, it's always fascinating every time I meet someone who's successful and full of drive, they are always so good at opening up and connecting with others."*

Because I want the CEO to open up with me, I have used positive dissociation to plant the idea that they will naturally be good at it.

Here is an example of negative dissociation. Let's say I am talking to a drug dealer who highly values loyalty in his inner group of friends and family. My sentence will sound like:

> *"You know, I meet people all the time who come into the interrogation room and have absolutely no loyalty to their friends and family. It's interesting that I find they are always the ones who cannot connect with other people. They just sit here and cannot even have a basic conversation with me."*

The positive dissociation of this same trait would look like:

> *"It's amazing when I meet somebody with a whole lot of loyalty for their friends and family. They can sit down and just fully connect with anyone."*

You'll notice this technique start to work almost immediately. The person's blink rate will start to go down, their shoulders will relax, their body will leaned in, and they will get more engaged in the conversation, which is what you ultimately want.

FOCUS, INTEREST AND CURIOSITY (OR 'FIC')

What is your plan to establish FIC - focus, interest, and curiosity? These are three qualities you want to build within the first *five minutes* of every conversation. Remember, you're doing a Six-Minute X-Ray, which means you should be able to develop all these qualities and build a full behavioral profile within six minutes. Keep in mind, six minutes is the outcome if you're just starting out, and after a month or two of repetition, you should be able to achieve this in well under six minutes. Once you get good, you'll be able to do an entire behavioral profile in about 45 seconds.

Let's walk through the process of establishing FIC.

First, you establish focus. Don't continue the conversation unless the person is focusing on you. If they're looking at the ground or away from you, you haven't properly established focus. Focus is critically important. The best thing you can do to establish focus is to speak in a way that has full conviction with no uncertainty. Ask the person for random information like their name, street address, driver's license number, or whatever you need. It doesn't really matter what you ask, unless you have a legal requirement to ask certain questions.

Once you get the person focused, then begin developing interest. Interest comes from speaking in a way that is descriptive and gets them asking questions. This interest then leads to curiosity. Being descriptive means showing versus telling. Instead of just saying it was hot, you would describe how everybody was sunburned and sweating profusely. You're describing things visually.

By developing interest via visually detailed descriptions, you will be able to separate yourself from the authority figures while also getting deeper inside the person's head.

> *"You know, those guys are out there, and they've got this giant check from the mayor's office. It came down here with a guy running into the office this morning holding a Manila envelope in hand, and they got a blank check to complete the rest of this interrogation. With at least fifty officers assigned to the case this morning, they jumped into their cars, sped out of the parking lot, and now they're out there working, combing through, and digging through all the details they possibly can right now."*

Now you have their interest because you're explaining how the investigation is going.

> *"...and they found quite a bit since the beginning of the day. They left at 10am. It's 2pm now and those guys have dug up a whole lot of stuff."*

Is your subject curious now? You bet.

To summarize the building of FIC, you don't speak or start any conversation until that person is focused on you, then you build the interest by using visual, descriptive language and finally you build curiosity by vividly describing how the investigation is going.

Now let's run through an example of building FIC using an interrogation of a subject accused of committing domestic abuse.

Develop a plan: Complete your planning sheet detailing how you are going to establish FIC with this person. You're talking to someone who is beating up his wife, so you can assume you're likely dealing with someone who is potentially a strength/power type of person.

Focus: Enter the interrogation room with a very polite and unassuming manner. This lets them be dominant from the get-go which allows you to gain their focus. Let them express themselves and confirm their needs. Them getting their way will produce a little chemical spike and an increase in their level of focus.

Interest: You then build their interest by saying:

> *"You know what John? Diana is in the next room right now giving her statement and talking to the police officers. She is sitting down with a cup of coffee on the table in front of her. The police have been talking to her for about 2½ hours now. I'm not totally sure what's going on but I've seen a few documents that don't look very good."*

Curiosity: You've gained their interest, and now, you've got their curiosity too. By saying or implying that there's a lot of evidence only you know about - and they don't - you are the one holding the power and the upper hand.

All it took were three or four sentences and you've established control of the room. That's how you do it.

USING SOCIAL MEDIA TO PLAN

How much time should you spend looking into a person's social media before you walk into the interrogation room? I usually spend about half an hour or so looking for very specific clues that will help make my interrogation more effective.

First, I typically go to the person's LinkedIn page (if they have one). Many people will tell you to focus on how a person describes themselves or to look through their basic info but I have a different process.

First, I look at their profile picture. This tells me how they like to display themselves to the world. For example, if someone choses a photo with a smile, dressed in a business suit but with no tie, looking sharp, we can see this person being status, formal, and easy-going with some personality.

Next, I look to the 'Activity' section. Click 'Show all activity' and look through all the positive things he says to other people. This is important because we typically give the praise we want to receive. It's less about how we describe ourselves on LinkedIn, and more about the specific words and phrases used on others.

If you see him comment "This is really awesome" then make a note of the word 'awesome' because you're going to use that in the interrogation room. Making a list of all the good words he uses, you're going to build a little database in your interrogation plan so you have it right from the beginning. You need to find these words from social media beforehand given that typically your subject won't be using a lot of positive and wonderful words in the interrogation room - after all, you are there to discuss a crime.

The third place to look at is 'Recommendations' under 'Given' and read the recommendations this person has given to others. For example, if he wrote "He's a team player" then you identify him as using team pronouns. You might also see words like, "expertise" and "untangling" and then fill out a 6MX just based on things he says about other people.

USING VIDEO RECORDING OF SUBJECT FOR BASELINE

I do like videos for developing a baseline, however, I am always careful to test that baseline in the interrogation room. A subject could potentially have two baselines: off camera and on camera. Anytime someone's on camera, their baseline changes. If someone is conscious of being on camera, the baseline will be different than if they were sitting in the kitchen and talking with family members.

SMALL TALK

In the interrogation room, I use small talk to create a mood of informality. I don't keep a computer or large notepad in front of me, and instead just have a Post-It note on the table and a pencil. Here is an example of an interrogation opening:

> *"Hey man, I'm so sorry. I apologize for not having those papers ready to go. I don't want to waste any of your time and I want to make this as fast as possible. I just need to get some basic information if that's OK with you?"*

By asking permission, the suspect thinks they have a little bit of control. I then ask them their name, where they work, and what they do there. When they answer, I'll casually probe further:

> *"Wow. What's your favorite part about doing that job? I had a neighbor who did that a while ago, and he really loved it."*

Next, I turn it from information-gathering to small talk. If they possess a particular skill, I'll ask about that skill.

> *"Is painting something you're really passionate about or are you really good at it? Gosh, you know what, I've always wanted to do some kind of painting, but just walking into an art store scares me. Like, what is the setup? If I just wanted to get started, how much do you think I should spend?"*

I started with a quick question but now I'm starting the elicitation process using naiveté about what they're good at. By doing so, I'm gathering a lot of behavioral data from the person. I'm not using any advanced techniques, but instead just encouraging them to talk about a topic they enjoy. Any time they say something, I react positively to it and then ask another question.

INCREASING COGNITIVE LOAD

Increasing cognitive load simply means adding numerous mental distractions that prevent working memory from processing new information. Some recommend the use of increased cognitive load in interrogations, but it is not something I personally use.

I do recognize that it can be useful for lie detection. Keeping details straight of a complex lie becomes more difficult when cognitive load increases. But if I'm interrogating a subject who has been arrested and there is some evidence, then lie detection won't be necessary. This is because the truth will emerge through his verbal tells and how he speaks. If I'm going through the interrogation and he thinks I've got lots of evidence - which I probably don't - then he's a lot less likely to lie. Using bait questions and having the folders in front of you on the table is far more powerful than a cognitive load technique, in my opinion.

ADDRESSING CONSEQUENCES AND BENEFITS OF CONFESSING

Throughout the monologue, I am always sure to cover in detail the consequences and the benefits of honesty and openness. I reaffirm this every step of the way. This allows the subject to easily conceptualize the consequences and benefits of cooperating with me every step of the way.

FANTASY PRONENESS

Fantasy prone personality (FPP) is a disposition in which a person experiences a lifelong, extensive, and deep involvement in fantasy. Fantasy-prone people are good in creating a sense of authenticity, even when they fabricate stories, therefore it is something to be aware of during interrogations. If you are interested in reading more about fantasy proneness, I would recommend the studies completed by A. Vrij. (Search 'fantasy proneness Vrij').

WHAT TO DO AFTER THE CONFESSION IS DONE, BEFORE LEAVING THE ROOM

Once a suspect confesses to me, the first word out of my mouth is always their first name. Next, I commend them for being honest and forthright and for doing the right thing.

> *"John, I'm so glad that I met you. I think you did the right thing and that's what everything's going to show in my report, that you did the right thing. And I can tell just by looking at you that you've got a tremendous weight off your shoulders."*

Even if they don't look relieved, they will suddenly feel relieved once I say that I see it.

> *"So, I can just tell by looking at you that you've got a tremendous weight off your shoulders. And I don't know what the police or what the investigators want to do, but I will make sure, and you have my personal word, that all the stuff we discussed will go in my report. I'll be right back."*

Finally, leave to get the arresting officer.

THE TEN-MINUTE RECIPE

THE TEN-MINUTE FORMULA

This quick-reference formula is an example of how a ten-minute interaction could be planned by an operator in short-form. The abbreviations and names should appear familiar to you and can be found in the glossary as well.

1. Break Autopilot
2. Establish Focus
3. Begin Behavioral Entrainment
4. Observe Baseline
5. Gestural Ref. - Op - 'completely fascinating'
6. Behavioral Entrainment
7. Capture Imagination
8. Elicitation
9. Discover Bx Profile Markers
10. Behavioral Entrainment
11. Gestural Ref. - Ep - closed off / conforming / scared
12. First Confession/Admission
13. Identity-Hacking - openness
14. Name usage with physical contact
15. Confusion
16. Command for focus
17. Behavioral Entrainment 4
18. Observe for resistance and neg reactions.
19. Begin modifying language to suit Bx Profile.
20. Elicitation 2 - previous experience
21. Capture Story with open commands.
22. Elicitation 3 - challenges (neg adjectives)

23. Negative Dissociation 1: Needs - Focus/Open
24. Gestural Ref. - Bfp - incredible connection (or Subj. adjective)
25. Observe for compliance.
26. Behavioral Entrainment 5 - Exhibiting desired posture.
27. Negative Behavior response: covert objection handling.
28. Elicitation 4 - travel and vacation
29. Capture Story with excitement commands.
30. Elicitation 5 - meeting amazing people.
31. Positive Association: Break social norms.
32. Elicitation 6 - school, college, learning, childhood
33. Capture Story with Deviance Escalation.
34. Gestural Ref. - Sp - completely open to everything.
35. Faux wisdom: greatest memories you can't talk about - Deviance.
36. Gestural Ref. - Op - perfect choice
37. Elicitation 7: Emotional recall
38. Needs compliment.
39. Capture response: desired emotion recall.
40. Exploit mirror neurons: nodding.
41. Exploit mirror neurons: lean in.
42. Response to story with command to take action.
43. Theme development phase 1 using elicitation.
44. Theme phase 2 - hypothetical close.
45. Needs compliment.
46. GHT body shift.
47. Reduction in eye contact.
48. Reuse all 6MX data in full close.
49. Forward leaning head nodding.

THE OBAMA COVERT PERSUASION FORMULA

Some years ago, in the wake of gun violence in America, President Obama delivered a speech about the gun control issue. My beliefs on this issue are irrelevant, so I'd like to solely focus on techniques used, and the formula he uses in almost every situation where he needs to persuade the nation to adopt a new idea. As a president, he had tremendous shortcomings, but his level of composure, authority, confidence, and charisma can't be denied. During his tenure, I printed every transcript of his speeches out, stapled them together, and brought them to the office on the Little Creek Naval Base for detailed analysis. I discovered a formula that is both powerful, and common in leaders throughout history that changed nations.

It's only five steps, but its power is rooted in context, permission, and perception in such a beautiful way that I couldn't leave you without sharing it. While reading this formula, it will be tempting to assume it's a recipe for persuasion, and your mind may try to convince you that all the traits of Authority aren't also a massive part of making this formula work well. Ensure you keep Authority in mind as you progress through this.

Here's an outline of the Obama persuasion formula:

- Trigger an emotion.
- Get people on board and in agreement quickly by stating facts they cannot disagree with.
- Tie the thought (objection) you want to defeat, with the emotion you will need to defeat it.
- Preempt and overcome objections by stating them openly.
- Allow them to realize that your ideas are already aligned with their belief system.
- Detail what the action would look like.
- Call to action.

To begin this analysis, here's a brief example of Obama using the beginning of this formula beautifully in 2008:

Beginning to explain failures and the economic recession of 2008:

"Our country is badly weakened, a consequence of greed and irresponsibility. Home has been lost; jobs shed; business shuttered but the time has come to our enduring spirit; to choose our best history; to carry forward our precious gift; to pursue our honorable cause."

Which techniques did you spot?

Now, let's walk through one of his shorter speeches to show you how he was able to persuade a nation:

PRESIDENT OBAMA:

Mark, I want to thank you for your introduction. I still remember the first time we met, the time we spent together, and the conversation we had about Daniel. And that changed me that day. And my hope, earnestly, has been that it would change the country.

Five years ago this week, a sitting member of Congress and 18 others were shot at, at a supermarket in Tucson, Arizona. It wasn't the first time I had to talk to the nation in response to a mass shooting, nor would it be the last. Fort Hood. Binghamton. Aurora. Oak Creek. Newtown. The Navy Yard. Santa Barbara. Charleston. San Bernardino. Too many.

AUDIENCE MEMBER: Too many.

AUDIENCE MEMBER: Too many.

AUDIENCE MEMBER: Too many.

PRESIDENT OBAMA:

Thanks to a great medical team and the love of her husband, Mark, my dear friend and colleague, Gabby Giffords, survived. She's here with us today, with her wonderful mom. (Applause.) Thanks to a great medical team, her wonderful husband, Mark — who, by the way, the last time I met with Mark — this is just a small aside — you may know Mark's twin brother is in outer space. (Laughter.) He came to the office, and I said, how often are you talking to him? And he says, well, I usually talk to him every day, but the call was coming in right before the meeting so I think I may have not answered his call — (laughter) — which made me feel kind of bad. (Laughter.) That's a long-distance call. (Laughter.) So, I told him if his brother, Scott, is calling today, that he should take it. (Laughter.) Turn the ringer on. (Laughter.)

I was there with Gabby when she was still in the hospital, and we didn't think necessarily at that point that she was going to survive. And that visit right before a memorial — about an hour later Gabby first opened her eyes. And I remember talking to mom about that. But I know the pain that she and her family have endured these past five years, and the rehabilitation and the work and the effort to recover from shattering injuries.

[STEP ONE: TRIGGER AN EMOTIONAL REACTION]

And then I think of all the Americans who aren't as fortunate. Every single year, more than 30,000 Americans have their lives cut short by guns — 30,000. Suicides. Domestic violence. Gang shootouts. Accidents. Hundreds of thousands of Americans have lost brothers and sisters, or buried their own children. Many have had to learn to live with a disability, or learned to live without the love of their life.

[STEP TWO: GET PEOPLE ONBOARD QUICKLY WITH FACTS THEY CAN'T DISAGREE WITH]

A number of those people are here today. They can tell you some stories. In this room right here, there are a lot of stories. There's a lot of heartache. There's a lot of resilience, there's a lot of strength, but there's also a lot of pain. And this is just a small sample.

The United States of America is not the only country on Earth with violent or dangerous people. We are not inherently more prone to violence. But we are the only advanced country on Earth that sees this kind of mass violence erupt with this kind of frequency. It doesn't happen in other advanced countries. It's not even close. And as I've said before, somehow we've become numb to it and we start thinking that this is normal.

And instead of thinking about how to solve the problem, this has become one of our most polarized, partisan debates — despite the fact that there's a general consensus in America about what needs to be done. That's part of the reason why, on Thursday, I'm going to hold a town hall meeting in Virginia on gun violence. Because my goal here is to bring good people on both sides of this issue together for an open discussion.

I'm not on the ballot again. I'm not looking to score some points. I think we can disagree without impugning other people's motives or without being disagreeable. We don't need to be talking past one another. But we do have to feel a sense of urgency about it. In Dr. King's words, we need to feel the "fierce urgency of now." Because people are dying. And the constant excuses for inaction no longer do, no longer suffice.

[STEP THREE: TIE THE THOUGHT YOU WANT TO DEFEAT WITH THE EMOTION YOU WILL NEED TO DEFEAT IT]

That's why we're here today. Not to debate the last mass shooting, but to do something to try to prevent the next one. (Applause.) To prove that the vast majority of Americans, even if our voices aren't always the loudest or most extreme, care enough about a little boy like Daniel to come together and take common-sense steps to save lives and protect more of our children.

Now, I want to be absolutely clear at the start -- and I've said this over and over again, this also becomes routine, there is a ritual about this whole thing that I have to do — I believe in the Second Amendment. It's there written on the paper. It guarantees a right to bear arms. No matter how many times people try to twist my words around — I taught constitutional law, I know a little about this — (applause) — I get it. But I also believe that we can find ways to reduce gun violence consistent with the Second Amendment.

I mean, think about it. We all believe in the First Amendment, the guarantee of free speech, but we accept that you can't yell "fire" in a theater. We understand there are some constraints on our freedom in order to protect innocent people. We cherish our right to privacy, but we accept that you have to go through metal detectors before being allowed

to board a plane. It's not because people like doing that, but we understand that that's part of the price of living in a civilized society.

[STEP FOUR: OVERCOME OBJECTIONS BY STATING THEM OPENLY]

And what's often ignored in this debate is that a majority of gun owners actually agree. A majority of gun owners agree that we can respect the Second Amendment while keeping an irresponsible, law-breaking feud from inflicting harm on a massive scale.

Today, background checks are required at gun stores. If a father wants to teach his daughter how to hunt, he can walk into a gun store, get a background check, purchase his weapon safely and responsibly. This is not seen as an infringement on the Second Amendment. Contrary to the claims of what some gun rights proponents have suggested, this hasn't been the first step in some slippery slope to mass confiscation. Contrary to claims of some presidential candidates, apparently, before this meeting, this is not a plot to take away everybody's guns. You pass a background check; you purchase a firearm.

The problem is some gun sellers have been operating under a different set of rules. A violent felon can buy the exact same weapon over the Internet with no background check, no questions asked. A recent study found that about one in 30 people looking to buy guns on one website had criminal records — one out of 30 had a criminal record. We're talking about individuals convicted of serious crimes — aggravated assault, domestic violence, robbery, illegal gun possession. People with lengthy criminal histories buying deadly weapons all too easily. And this was just one website within the span of a few months.

So we've created a system in which dangerous people are allowed to play by a different set of rules than a responsible gun owner who buys his or her gun the right way and subjects themselves to a background check. That doesn't make sense. Everybody should have to abide by the same rules. Most Americans and gun owners agree. And that's what we tried to change three years ago, after 26 Americans -- including 20 children -- were murdered at Sandy Hook Elementary.

Two United States Senators -- Joe Manchin, a Democrat from West Virginia, and Pat Toomey, a Republican from Pennsylvania, both gun owners, both strong defenders of our Second Amendment rights, both with "A" grades from the NRA -- that's hard to get — worked together in good faith, consulting with folks like our Vice President, who has been a champion on this for a long time, to write a common-sense compromise bill that would have required virtually everyone who buys a gun to get a background check. That was it. Pretty common-sense stuff. Ninety percent of Americans supported that idea. Ninety percent of Democrats in the Senate voted for that idea. But it failed because 90 percent of Republicans in the Senate voted against that idea.

[STEP FIVE: ALLOW THEM TO REALIZE THAT YOUR IDEAS ARE ALREADY ALIGNED WITH THEIR BELIEF SYSTEM]

How did this become such a partisan issue? Republican President George W. Bush once said, "I believe in background checks at gun shows or anywhere to make sure that guns don't get into the hands of people that shouldn't have them." Senator John McCain introduced a bipartisan measure to address the gun show loophole, saying, "We need this amendment because criminals and terrorists have exploited and are exploiting this very obvious loophole in our gun safety laws." Even the NRA used to support expanded background checks. And by the way, most of its members still do. Most Republican voters still do.

How did we get here? How did we get to the place where people think requiring a comprehensive background check means taking away people's guns?

Each time this comes up, we are fed the excuse that common-sense reforms like background checks might not have stopped the last massacre, or the one before that, or the one before that, so why bother trying. I reject that thinking. (Applause.) We know we can't stop every act of violence, every act of evil in the world. But maybe we could try to stop one act of evil, one act of violence.

Some of you may recall, at the same time that Sandy Hook happened, a disturbed person in China took a knife and tried to kill — with a knife — a bunch of children in China. But most of them survived because he didn't have access to a powerful weapon. We maybe can't save everybody, but we could save some. Just as we don't prevent all traffic accidents but we take steps to try to reduce traffic accidents.

As Ronald Reagan once said, if mandatory background checks could save more lives, "it would be well worth making it the law of the land." The bill before Congress three years ago met that test. Unfortunately, too many senators failed theirs. (Applause.)

In fact, we know that background checks make a difference. After Connecticut passed a law requiring background checks and gun safety courses, gun deaths decreased by 40 percent -- 40 percent. (Applause.) Meanwhile, since Missouri repealed a law requiring comprehensive background checks and purchase permits, gun deaths have increased to almost 50 percent higher than the national average. One study found, unsurprisingly, that criminals in Missouri now have easier access to guns.

And the evidence tells us that in states that require background checks, law-abiding Americans don't find it any harder to purchase guns whatsoever. Their guns have not been confiscated. Their rights have not been infringed.

And that's just the information we have access to. With more research, we could further improve gun safety. Just as with more research, we've reduced traffic fatalities enormously over the last 30 years. We do research when cars, food, medicine, even toys harm people so that we

make them safer. And you know what — research, science — those are good things. They work. (Laughter and applause.) They do.

But think about this. When it comes to an inherently deadly weapon — nobody argues that guns are potentially deadly — weapons that kill tens of thousands of Americans every year, Congress actually voted to make it harder for public health experts to conduct research into gun violence; made it harder to collect data and facts and develop strategies to reduce gun violence. Even after San Bernardino, they've refused to make it harder for terror suspects who can't get on a plane to buy semi-automatic weapons. That's not right. That can't be right.

[STEP SIX: DETAIL WHAT THE ACTION WOULD LOOK LIKE]

So, the gun lobby may be holding Congress hostage right now, but they cannot hold America hostage. (Applause.) We do not have to accept this carnage as the price of freedom. (Applause.)

Now, I want to be clear. Congress still needs to act. The folks in this room will not rest until Congress does. (Applause.) Because once Congress gets on board with common-sense gun safety measures we can reduce gun violence a whole lot more. But we also can't wait. Until we have a Congress that's in line with the majority of Americans, there are actions within my legal authority that we can take to help reduce gun violence and save more lives -- actions that protect our rights and our kids.

After Sandy Hook, Joe and I worked together with our teams and we put forward a whole series of executive actions to try to tighten up the existing rules and systems that we had in place. But today, we want to take it a step further. So let me outline what we're going to be doing.

Number one, anybody in the business of selling firearms must get a license and conduct background checks, or be subject to criminal prosecutions. (Applause.) It doesn't matter whether you're doing it over the Internet or at a gun show. It's not where you do it, but what you do.

We're also expanding background checks to cover violent criminals who try to buy some of the most dangerous firearms by hiding behind trusts and corporations and various cutouts.

We're also taking steps to make the background check system more efficient. Under the guidance of Jim Comey and the FBI, our Deputy Director Tom Brandon at ATF, we're going to hire more folks to process applications faster, and we're going to bring an outdated background check system into the 21st century. (Applause.)

And these steps will actually lead to a smoother process for law-abiding gun owners, a smoother process for responsible gun dealers, a stronger process for protecting the people from — the public from dangerous people. So that's number one.

Number two, we're going to do everything we can to ensure the smart and effective enforcement of gun safety laws that are already on the books,

which means we're going to add 200 more ATF agents and investigators. We're going to require firearms dealers to report more lost or stolen guns on a timely basis. We're working with advocates to protect victims of domestic abuse from gun violence, where too often — (applause) — where too often, people are not getting the protection that they need.

Number three, we're going to do more to help those suffering from mental illness get the help that they need. (Applause.) High-profile mass shootings tend to shine a light on those few mentally unstable people who inflict harm on others. But the truth is, is that nearly two in three gun deaths are from suicides. So, a lot of our work is to prevent people from hurting themselves.

That's why we made sure that the Affordable Care Act — also known as Obamacare — (laughter and applause) — that law made sure that treatment for mental health was covered the same as treatment for any other illness. And that's why we're going to invest $500 million to expand access to treatment across the country. (Applause.)

It's also why we're going to ensure that federal mental health records are submitted to the background check system, and remove barriers that prevent states from reporting relevant information. If we can continue to de-stigmatize mental health issues, get folks proper care, and fill gaps in the background check system, then we can spare more families the pain of losing a loved one to suicide.

And for those in Congress who so often rush to blame mental illness for mass shootings as a way of avoiding action on guns, here's your chance to support these efforts. Put your money where your mouth is. (Applause.)

Number four, we're going to boost gun safety technology. Today, many gun injuries and deaths are the result of legal guns that were stolen or misused or discharged accidentally. In 2013 alone, more than 500 people lost their lives to gun accidents -- and that includes 30 children younger than five years old. In the greatest, most technologically advanced nation on Earth, there is no reason for this. We need to develop new technologies that make guns safer. If we can set it up so you can't unlock your phone unless you've got the right fingerprint, why can't we do the same thing for our guns? (Applause.) If there's an app that can help us find a missing tablet — which happens to me often the older I get — (laughter) — if we can do it for your iPad, there's no reason we can't do it with a stolen gun. If a child can't open a bottle of aspirin, we should make sure that they can't pull a trigger on a gun. (Applause.) Right?

So, we're going to advance research. We're going to work with the private sector to update firearms technology.

And some gun retailers are already stepping up by refusing to finalize a purchase without a complete background check, or by refraining from selling semi-automatic weapons or high-capacity magazines. And I hope that more retailers and more manufacturers join them — because they should care as much as anybody about a product that now kills almost as many Americans as car accidents.

I make this point because none of us can do this alone. I think Mark made that point earlier. All of us should be able to work together to find a balance that declares the rest of our rights are also important — Second Amendment rights are important, but there are other rights that we care about as well. And we have to be able to balance them. Because our right to worship freely and safely -- that right was denied to Christians in Charleston, South Carolina. (Applause.) And that was denied Jews in Kansas City. And that was denied Muslims in Chapel Hill, and Sikhs in Oak Creek. (Applause.) They had rights, too. (Applause.)

Our right to peaceful assembly -- that right was robbed from moviegoers in Aurora and Lafayette. Our unalienable right to life, and liberty, and the pursuit of happiness -- those rights were stripped from college students in Blacksburg and Santa Barbara, and from high schoolers at Columbine, and from first-graders in Newtown. First-graders. And from every family who never imagined that their loved one would be taken from our lives by a bullet from a gun.

Every time I think about those kids it gets me mad. And by the way, it happens on the streets of Chicago every day. (Applause.)

[STEP SEVEN: A CALL TO ACTION]

So, all of us need to demand a Congress brave enough to stand up to the gun lobby's lies. All of us need to stand up and protect its citizens. All of us need to demand governors and legislatures and businesses do their part to make our communities safer. We need the wide majority of responsible gun owners who grieve with us every time this happens and feel like your views are not being properly represented to join with us to demand something better. (Applause.)

And we need voters who want safer gun laws, and who are disappointed in leaders who stand in their way, to remember come election time. (Applause.)

I mean, some of this is just simple math. Yes, the gun lobby is loud and it is organized in defense of making it effortless for guns to be available for anybody, any time. Well, you know what, the rest of us, we all have to be just as passionate. We have to be just as organized in defense of our kids. This is not that complicated. The reason Congress blocks laws is because they want to win elections. And if you make it hard for them to win an election if they block those laws, they'll change course, I promise you. (Applause.)

And, yes, it will be hard, and it won't happen overnight. It won't happen during this Congress. It won't happen during my presidency. But a lot of things don't happen overnight. A woman's right to vote didn't happen overnight. The liberation of African Americans didn't happen overnight. LGBT rights — that was decades' worth of work. So just because it's hard, that's no excuse not to try.

And if you have any doubt as to why you should feel that "fierce urgency of now," think about what happened three weeks ago. Zaevion Dobson

was a sophomore at Fulton High School in Knoxville, Tennessee. He played football; beloved by his classmates and his teachers. His own mayor called him one of their city's success stories. The week before Christmas, he headed to a friend's house to play video games. He wasn't in the wrong place at the wrong time. He hadn't made a bad decision. He was exactly where any other kid would be. Your kid. My kids. And then gunmen started firing. And Zaevion — who was in high school, hadn't even gotten started in life — dove on top of three girls to shield them from the bullets. And he was shot in the head. And the girls were spared. He gave his life to save theirs -- an act of heroism a lot bigger than anything we should ever expect from a 15-year-old. "Greater love hath no man than this that a man lay down his life for his friends."

We are not asked to do what Zaevion Dobson did. We're not asked to have shoulders that big; a heart that strong; reactions that quick. I'm not asking people to have that same level of courage, or sacrifice, or love. But if we love our kids and care about their prospects, and if we love this country and care about its future, then we can find the courage to vote. We can find the courage to get mobilized and organized. We can find the courage to cut through all the noise and do what a sensible country would do.

That's what we're doing today. And tomorrow, we should do more. And we should do more the day after that. And if we do, we'll leave behind a nation that's stronger than the one we inherited and worthy of the sacrifice of a young man like Zaevion. (Applause.)

Thank you very much, everybody. God bless you. Thank you. God bless America. (Applause.)

[END TRANSCRIPT]

As you can see just by reading this, or any of his speeches, in fact, the formula flows from one step to the next without interruption or noticeable 'next step' occurring.

INTERESTING NOTES ON OBAMA'S USE OF PERSUASION AND INFLUENCE FROM A LINGUISTICS AND LANGUAGE PERSPECTIVE

As a side note, let's examine a few characteristics of his speech methods that you can use in daily interactions, and speeches or lectures of your own that make them powerful and persuasive:

After each linguistic example, I will illustrate what methods are being used.

"Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered."

Here, we're seeing an appeal to emotion in a way that no one is able to disagree.

> *"Let it be told to the future world that in the depth of winter, when nothing but hope and virtue could survive, that the city and the country, alarmed at one common danger, came forth to meet it."*

In this example from a speech Obama took from Thomas Paine, he uses a phrase in a way that bypasses and leverages cognitive dissonance at the same time.

> *"On this day, we gather because we have chosen hope over fear, unity of purpose over conflicts."*

Here, we see him appealing to national self-esteem. The way the comparisons are made are key elements of rhetoric. It's abundantly clear that people choose these things, so these statements cannot be disagreed with. He's making the listener unconsciously start down a gradual path of agreement so that the larger agreements asked of the listener later will feel more natural. On the Six-Axis model, he's leveraging Compliance, Connection, and Expectancy.

> *"Time and again these men and women struggled and sacrificed and worked till their hands were raw so that we might live a better life."*

In this short line, Obama is contrasting the economic recession with the struggle of the past, making it seem almost trivial. He's also injecting historical information that brings patriotism to the forefront of people's minds, and subtly suggesting that struggle leads to success. This was also put into the middle of the speech, which you know is less likely to be consciously remembered due to the primacy and recency effects.

There is enough in his speeches to write a second book about. I've dissected every inauguration speech that has ever been delivered by a US President, and they are a wealth of information.

Obama leans on four key elements during his speeches to crystalize opinions about him and his policies:

1. Parallelism
2. Heuristics
3. Alliteration
4. Empathy

PARALLELISM

Parallelism: the use of phonetically similar sounds repeated after each other.

- *"It was the best of times; it was the worst of times."*
- *"It takes one to know one."*
- *"When the going gets tough, the tough get going."*

Here are a few examples from Obama's inaugural speech, which contained **68** parallelisms:

> *"...humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors."*
>
> *"Homes have been lost, jobs shed, businesses shattered."*
>
> *"...pick ourselves up, dust ourselves off, and begin again the work of remaking America."*
>
> *"...who question the scale of our ambitions, who suggest that our system cannot tolerate too many big plans."*
>
> *"...the justness of our cause; the force of our example; the tempering qualities of humility and restraint."*
>
> *"...a firefighter's courage to storm a stairway filled with smoke, but also a parent's willingness to nurture a child."*
>
> *"...duties to ourselves, our nation and the world, duties that we do not grudgingly accept but rather seize gladly."*
>
> *"...what this country has already done, what free men and women can achieve when imagination is joined to common purpose and necessity to courage."*

HEURISTICS

Heuristics is kind of a fancy way of saying scripts. They are mental shortcuts that help us make decisions easier and faster. They are an internal set of rules-of-thumb that allow us to move through the day without having to stop all the time and consciously process what we should be thinking, and what our next action should be.

Nobel-Prize recipient Herbert Simon, who was a cognitive psychologist, introduced us to 'heuristics' in the 1950s. His theory was that while we want to think we make rational decisions and choices, our judgment is limited by cognitive 'shortcuts'. If we weighed every single decision we made with a detailed analysis, it would be time-consuming, and incredibly exhausting to say the least.

We have to rely on a series of unconscious processes to simplify and speed up the decision-making process.

Heuristics can work in three ways:

Attribute substitution: When we substitute simpler, but related questions and ideas in place of more difficult and complex ones.

Effort-Reduction: When something is easy to understand, easy to identify with, or easy to decide on, we're more likely to choose that path of thinking. As behavior expert Mark

Bowden says, "We don't necessarily follow the best leader in the room; we tend to follow someone who is simply the most followable."

Fast and Frugal: When our brain defaults to heuristics to save time and conserve cognitive resources.

Throughout his speech you read through earlier, see how many times your brain is being made to compare and contrast two different ideas, and then immediately given the 'right' idea afterward. This Heuristic tendency is why persuasive speeches are so powerful. The unconscious shortcuts that we take inject new ideas that we aren't fully processing or considering. In Obama's inaugural speech, there are 71 heuristics that bypass your conscious awareness.

ALLITERATION IN OBAMA'S SPEECHES

Alliteration gets defined differently, but it essentially means that the same letter or sound is repeated in close proximity to other words. Often, initial consonants are repeated in speeches. Alliteration can be rhyming, rhythmic, or even repeating sounds. It tends to make speech sound more poetic and is gentler on the ears. The easier it is to hear something, the more likely the heuristic will activate for us to automatically accept the idea being presented so powerfully and poetically.

When it comes to political persuasion and captivating communication, alliteration can help to build the bridge when you speak. In the modern times of social media soundbites, alliteration has become more powerful again, and is being leveraged by laypeople more and more. Before you say that democratic discourse is being debased by these, consider how powerful they have been for centuries in speeches.

Did you notice alliterations in the previous paragraphs? How many?

Here's a line from one of Obama's speeches:

> *"Through it all, we have never relinquished our skepticism of central authority, nor have we succumbed to the fiction that all society's ills can be cured through government alone. Our celebration of initiative and enterprise; our insistence on hard work and personal responsibility, are constants in our character."*

Here's an example from a speech at the Fort Hood Memorial Service that's full of alliteration:

> *"This generation of Soldiers, Sailors, Airmen, Marines, and Coast Guardsmen have volunteered in the time of certain danger. They are part of the finest fighting force that the world has ever known. They have served tour after tour of duty in distant, different, and difficult places They are men and women -- white, black, and brown -- of all faiths and all stations -- all Americans, serving together to protect our people, while giving others half a world away the chance to lead a better life. In today's*

wars, there's not always a simple ceremony that signals our troops' success -- no surrender papers to be signed, or capital to be claimed...."

OBAMA'S APPEAL TO EMPATHY

Obama is unique in that he appeals to empathy more than any other president we've had in his speeches and persuasion.

His tendency to do this won him a lot of favor. His process involves discussing emotional suffering of someone, then the emotional appeal of every side of an issue, from all angles, before moving forward with his agenda.

In this example, taken from his inaugural speech, Obama uses empathy and pacing of emotional empathy to bring people downward so that the upward shift to encouraging words are felt more powerfully:

> *"That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many -- and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.*
>
> *These are the indicators of crisis, subject to data and statistics. Less measurable, but no less profound, is a sapping of confidence across our land; a nagging fear that America's decline is inevitable, that the next generation must lower its sights.*
>
> *Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this America: They will be met. (Applause.)*
>
> *On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations, and worn-out dogmas that for far too long have strangled our politics. We remain a young nation. But in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness. (Applause.)"*
>
> *This fractionation helps to make the good feelings feel more than they otherwise would when contrasted with 30 full seconds of despair and gloom. It's an excellent use of leveraging emotion to perform fractionation on a nation.*

(I'm hoping you noticed the alliteration.)

A WORD-FOR-WORD EXAMPLE OF COVERT HYPNOSIS

Since some of the techniques can be difficult to imagine in different settings, I'm including a word-for-word example of how a simple conversation can be leveraged to maximize hypnotic states in another person, level up the Six-Axis Model, and simultaneously escalate social deviance. The following was submitted by a student, who wrote this example from an audio recording while testing his skills. As you read through this, here are the goals that you should set to prove you've got more knowledge on this than you think:

1. When is the Six-Axis Model being leveraged or modified?
2. Which words are embedded commands?
3. When is deviance being escalated?
4. When is identity-hacking being performed using the consistency principle?

SETTING: Speaking to a woman I've just met at a restaurant. After initial dialogue and behavioral entrainment techniques have been established/accomplished.

"That's amazing. What's your favorite part of that?"

SUBJECT RESPONDS

"How amazing that must feel to have that kind of feeling. It's so easy to completely focus when you enjoy something...like me...I read an article a few days ago in the Houston Chronicle. They did this study on how men and women focus differently. They said women (sp) [subject point] first become curious about something (op)...now...when they become curious, it said women simply allow themselves to become extremely interested in something that makes them this curious. The truly interesting part of this is...they said women actually feel it more powerfully than men do...and when they feel so incredibly curious and interested, to the point where they completely tune out everything else that doesn't matter...now...they develop extreme curiosity. The kind that completely takes over your brain.. .with me...I relate to the men, in that they said men simply focus momentarily several times, until one thing (op) takes all of your attention."

SUBJECT RESPONDS

"I was like that as a kid too, I guess. When is it going to start getting cold here?"

SUBJECT RESPONDS

"Since you grew up here, I'll bet you have some really good Christmas memories of the weather here."

SUBJECT RESPONDS

"You're not one of those kids who had a birthday and Christmas in the same month are you?"

SUBJECT RESPONDS "NO"

"That's good. I can just imagine being a kid...now. My parents made us dress up in nice clothes when we were kids BEFORE anyone was allowed to open presents. It was silly to me. All this amazing stuff...RIGHT THERE IN FRONT OF YOU. But you can't have it yet.

Did you guys get to keep your PJ's on?"

SUBJECT RESPONDS

"What an amazing feeling as a kid...all those presents. What process did your family use? Did you just tear into whatever you want (op) right when you see it (op), or did someone pass out all those presents you've been staring at for a month...getting more curious...all that mystery and excitement building stronger and stronger...almost to the point where you can't even stand it. You want it (op) now. But NO. You have to wait...FOR ME... All that anticipation...waiting...wondering...becoming completely filled.. .now...with all those feelings. For this (op)."

In this phase, you might want to move to leveling up Connection, Openness, and Suggestibility.

Topics: Vacation, Childhood Sports, Proud Moments

SUBJECT RESPONDS

"That's really cool. I'll bet your parents made sure you guys were able to enjoy it. You really seem like the well-traveled type. I bet you had a few kick-ass vacations in your day."

SUBJECT RESPONDS

"No way! That's awesome. What was your favorite part about that place?"

SUBJECT RESPONDS

"I went there once and there was this extremely laid-back surfing instructor who taught me how to surf. He had this hair that looked like it had been in salt water his whole life, you know what I mean? Old tan, leathery skin and all. He was so authentic. I love meeting authentic people who aren't programmed by cultural ideas, you know? Did you swim in the ocean there? It's amazing, isn't it?" (Developing yes set for surrender)

"Did you guys stay in a hotel there?" (Yes again)

"Wow, I really loved that place. That old surfer guy took me out that day and he got me surfing so fast. He said the secret to completely being able

to enjoy yourself is to completely let go. When you absolutely know you can trust in the board (op) to keep you safe, you automatically have this ability to fully surrender...now...as I got a little better, I realized that the only way to be able to enjoy it was to completely let go of all the desires that most idiot humans have...they all want control...and it keeps us all from enjoying life. You have to really release every thought in your head.. .let every bit of control just fade away and become relaxed...AND it's easy when you know (op) you're safe and you KNOW (op) you'll never have THIS much fun."

Install the desired mindset, thoughts, and desires in the subject for the action you want them to take.

"It's so amazing how easy it is to talk, with me, I think there are a lot of people I've met who just didn't really have the social intelligence thing down very well. I'm sure you've seen people(ap) before who can't even focus on what you're saying. I bet you have lots of friends tell you their problems, though. You have this perfect listener vibe."

SUBECT RESPONDS

"Do your friends all bombard you with problems all the time? Or is it just kind of a flow (bfp)?"

SUBJECT RESPONDS

"I'll bet you have lots of cool stories either way, though."

SUBJECT RESPONDS

"I've got a friend Trisha, who always has great stuff. She told me yesterday that she met THIS guy (op) who was so captivating. I laughed and had to ask about it. She said that her whole body (sp) was completely overridden by desire and this guy (op) just made her feel that incredible sense of arousal and desire for something right here. You know that feeling?"

SUBJECT RESPONDS

"It's so fascinating to realize, after only a few minutes that someone can cause an incredible amount of attraction...now...most people have that social programming that tries to force them to stuff it all away...I've noticed all the people who seem to have really socially awkward traits just go with the flow of what other people say they should do. Most people aren't able to break away from all these concepts and ideas that aren't even theirs to begin with."

SUBJECT RESPONDS

"I agree...so here's the most curious part of it all. That when you meet someone who makes you develop cravings like this...just allowing yourself to experience lust in a way that doesn't happen often. It's easy to want it (op) so badly that nothing will stop you. Trisha, my friend, describes it like

a rush of chemicals that just build and build...now...and she said that when she can become aroused and you just give yourself permission to feel all of these cravings about this person (op)...you just notice how good it feels.. .so strong and compelling...like it's taking over your body...now...I'm sure you know what I mean. When you just stop... and look deep inside of you... and you are able to push aside all the rules and restrictions that hold you back... you find that you are free to look at your own desires without being controlled by the fears of others."

SUBJECT RESPONDS

"Just listening...I had no idea a girl (sp) could just let go so easily and enjoy herself this much. Social programming gets so many people who can't make their own choices. They never really get a chance to feel compelled to just let go and act on those cravings...it's too bad small-minded people (ep) don't experience nude ideas. The self-empowered women are always the ones who let nothing stop them...and know this is something you have to experience.

What was it like in your mind the first time you really felt all that? (op) It's truly awesome, isn't it?

I was on the way to work when Trisha said all that. Made me have an incredible day, though. It's amazing when you finally...feel completely open to doing anything in the world."

THE DANGEROUS RECRUITER FORMULAS

In performing research for the development of my techniques, I dove head-first into dark places in the world; from black ops interrogation rooms to cult leaders and questionable sales tactics. I had a single question in mind: "What are the formulas being used to talk people into things that might not be in their best interest?"

I spent time with some of the scariest people in the world. One thing I noticed is that they had very different ways of doing things, but there were a few central themes that took me over 8,000 hours to distill and differentiate. Of course, all the tactics and techniques they employed worked quickly to elevate the Six-Axis Model.

- Suggestibility
- Openness
- Connection
- Compliance
- Connection
- Expectancy

But when I compared their techniques, I discovered they tend to leverage what I was looking for most - a solution to the time-distance problem.

They all employed methods to rapidly get someone to deviate from their normal behavior, and act in ways they would normally not. Talking someone into confessing to a crime quickly, for instance, is something that isn't in a suspect's best interest per se. Someone talking a highly intelligent CEO into joining a dangerous cult is also no easy task. I wanted to get to the bottom of how every possible situation unfolded for these people. How is the behavioral deviance escalated so quickly?

I'd like to give you a full tour of the results of about ten years of work, and my travels through the most unusual psychological situations imaginable. As it turns out, a therapist could use a cult recruiting formula to talk someone into changing their behavior. A Police officer could use a formula from a shady sales technique to talk someone off a ledge and keep them alive. A parent could use a formula used to recruit young women into adult films to get them to concentrate more in school.

If we want to get someone to change their behavior, we need to know how to do it quickly. The ethics reside within the person using the tool, and not the tool itself.

In each formula that follows, identify the parts of the Six-Axis Model that each step brings upward. Second, you should be well-versed in persuasion by now, so you should be able to spot the elements of language that can be inserted into each of the steps. Lastly, as you go through each method, figure out how it could apply in unusual situations. How would YOU be able to leverage the formula to leave people better than you found them?

THE DANGEROUS CULT - HOW THEY KEEP MEMBERS

This formula is from a cult recruiter named David who resided in Florida. I can't mention the name of the cult, as they are litigious and still very active in the USA.

THE STEPS

TARGET SELECTION

The recruiter determines, based on their experience and training, a good candidate for recruitment based on several conditions. As you know now from this training, these can be visual indicators such as smooth lower eyelids, mentioned in the chapter on suggestibility.

Some cults coach their recruiters to wait outside counseling centers and addiction counseling meetings to discover what's troubling someone, and what they're going through. The cult becomes an instant solution to their issue.

They typically target people with recent life changes, like divorce, being fired, buying a new house, foreclosure, bankruptcy, or escape from an abusive environment.

LOVE-BOMBING

In this phase, the new initiate becomes overwhelmed with a sense of belonging and love. The resulting surges of dopamine and oxytocin produce a novel and new feeling of social acceptance the initiate hasn't experienced before. This activity in the brain is similar to that of a new heroin addict.

ISOLATION - FROM TELEVISION, FRIENDS, SOCIAL INFLUENCE, OUTSIDE WORLD

Over time, the initiate is isolated form their friends and family. As they spend an increasing amount of time within the cult, they develop a dopamine-dependency on the environment, and the social presence of the cult members. The cult often injects ideas of 'us vs. them' to further isolate and differentiate the members of the cult from the rest of society. The more often the cult points out these 'differences' between the members and the rest of the world, the power of the group enhances the credibility of the statements, and continues to make the division between the members and the world larger and more 'obvious' to the initiate.

THE SAFE-HAVEN SETUP

Inevitably, the new initiate will need some kind of support and safe haven from something happening in their life. When someone is running away from a problem, they are also running toward something that feels like a solution. The cult is now positioned to be the safe haven for the new initiate, and after the initiate experiences the feeling of relief when they turn to the cult for help, the dependency is further solidified. The cult is now no longer working in terms of the IDEAS they communicate, they are now woven into the IDENTITY of the new initiate.

PREEMPTING THE OBJECTIONS OF OTHERS (OUTSIDERS)

The cult leader will frequently mention ideas and phrases that the initiate may hear from outsiders. They will illustrate the criticism in a way that equips them to deal with people who are 'non-believers' and defeat their objections. This not only prepares them to defend the cult in public, but assists in defeating unconscious criticism, doubt, and uncertainty that the initiate may be feeling internally.

IDEOLOGICAL INDOCTRINATION

In this phase, the cult uses the frame-changing system you learned in the frames section. It consists of changing (in order) Expectations, Beliefs, Perceptions, and Definitions. Their expectations and beliefs are already modified, and this paves the way for the final two steps of building their new frame of reality as a cult member. Their Perceptions about the world are modified through repetition and social acceptance of the cult's beliefs about the world. They witness the repeated messages being completely accepted and agreed with by the entire cult and since the power of tribe is so strong, they move to the final phase of the frame - definitions. The way they define 'facts' about the world is modified and reshaped so that their identity becomes solidified as a member of the cult. This phase happens in the form of a wedge, where the ideology isn't immediately made apparent and clear to the initiate. They are gradually introduced to the ideas of the cult, and as they progressively continue to adopt them, they become transformed in terms of identity, and are now ready to accept the next slightly more bizarre level of ideology.

CONTROL

The final phase of full indoctrination is keeping the initiate off-balance. Their lives will be interfered with, their beliefs will be questioned, and the cult is there to support them with each episode of disturbance and stress that they experience. The cult then becomes a source of both conflict and relief - much like a drug, a lover, or even a drill sergeant. As the cycle continues, the initiate's mental frame is re-defined over and over - making them a true member, and a faithful defender of the cult's ideals in every aspect of their life.

THE ADULT FILM RECRUITER

In this research, I spent time with 19 different recruiters who recruit in person in California. They didn't know each other, but what I noticed was that they followed a very similar pathway to getting young girls to agree to get into porn. As you dissect this method, think of how else it could be used. I've used this exact method to extract a confession from a criminal, and I've used it to build a rapid connection with someone on a plane. You could even use this formula for sales, or to influence a jury. As you read this, use divergent thinking to dissect it, and see if you're able to spot which element of the Six-Axis Model is being leveraged in each step.

INTRODUCE

In the initial phase of conversation, usually immediately after introduction, the recruiter will escalate deviance by using profanity, using overly sexual language, or conveying speech that doesn't often occur in the context of the location. For instance, the word 'pussy' is almost never mentioned in a shopping mall when a stranger introduces themselves. This sets a tone for what's to come in the interaction, and subconsciously modifies the subject's expectancy, focus, and openness. As soon as the subject performs any

behavior that is even slightly elevated on the deviance scale, the wedge of deviation has begun. Larger and larger agreements toward a deviation in behavior are standing in line to be performed next.

SOCIALIZE

In this phase, which only begins moments into the conversation, the recruiter will mention how common, participating in the activity is. Many examples are given to the subject and the recruiter will typically show them photos of other girls that look similar to the subject and discuss how it much more common than she could ever imagine. False statistics and numbers are often used in this phase. In many cases, the recruiter will provide numbers such as 'eight out of ten girls have done this before' and '70% of girls who attend the same college as you do are doing this right now to make extra money'. This strategy of socialization, which is often used in interrogation, is used to make the cultural tendency toward shame/embarrassment/disgust/awkwardness disappear. It lowers the fear of social judgment, which you know is one of the most powerful fears we have based on The FATE Model.

MINIMIZE - IT'S NOT THAT BIG OF A DEAL - THOUSANDS OF PEOPLE DO IT.

This phase aims at making the act of doing porn more acceptable in the public eye. Not from a social perspective, but a perspective focused on how much of a 'big deal' the action is. Porn is often framed as insignificant. A recruiter in San Diego often uses a key phrase: "You don't judge girls that do porn, do you?" The young lady will of course say no. As soon as she does, she's made a consistency agreement without knowing it. The recruiter will respond to her by saying, "Right! No one judges them at all. Most people appreciate and celebrate women who take charge of their own bodies and do what they want. It's really not a big deal at all. It's like any other job, except the money is a lot better."

RATIONALIZE

In the rationalization phase, we're only a minute and a half into this conversation, and the recruiter is now aiming at the third part of the subject's psychology - sensibility. The recruiter will use phrases and canned lines to make porn make logical sense. Here are a few examples of this in action in this industry from my recordings:

> *"I always challenge people to show me how it doesn't make sense to make $800.00 in a single hour."*
>
> *"If making $800 dollars in a single hour sounds silly to someone, they are obviously an idiot."*
>
> *"How often does someone walk up and offer you a job making $800 an hour? It's the no-brainer decision of the century!"*

PROJECT - BLAME THE INDUSTRY, NEWS, SOCIETY, CULTURE, ETC.

In this phase, the recruiter focuses in on ensuring the young girl is able to see that if she does agree to be in a porn, she's not at fault. A recruiter will spend time 'helping' her to understand that society, the media, social media, religion, parents, teachers, politicians, celebrities, and even their own friends are to blame. They put so much out there that puts unreasonable expectations on women that doing porn just becomes a natural extension of that.

> *"Look, I don't blame you for wanting to take a second to come with me. The whole world seems to be against women in this weird covert way. Even Instagram and Facebook have turned into these places where girls just almost get naked. It's just the new way of life. The only difference is that you get to get paid - they get likes. Can you buy a new pair of heels with likes? Nope."*

EMPHASIZE TIME CONSTRAINT - WE DON'T HAVE LONG - LOTS OF PEOPLE WANT TO GET IN ON THIS.

The recruiter will immediately shift to a false time-constraint here while the girl is processing the information. He will emphasize that there isn't much time to wait and introduce an element of time-scarcity into the equation, making her far more likely to run an Ancestral Script that responds to scarcity by making impulsive decisions. Another element of scarcity often introduced here is about opportunity scarcity. The recruiter will emphasize the time element, but follow this up with a statement about how there are hundreds of girls who do this every day. Stating that he has to keep moving to keep his schedule.

> *"Okay. I have to be there in 15 minutes to shoot the video. I don't have a long time, sadly, but there are a ton of girls who are doing this today, so we have to make a choice. It's totally up to you."*

ENHANCE ANXIETY ABOUT LACK - NO MONEY, NO FRIENDS, SOCIAL LIFE.

Without giving her a chance to back down or answer his request, the recruiter leans in at this point. Increasing anxiety only slightly. He lowers his voice and reassures her that this is a good choice. He will emphasize her anxiety about her social life and make very covert mentions about her lacking money or friends, to increase her feeling of uncertainty or anxiety.

INTERNALIZE

Now comes the beginning of the close. Keep in mind this whole thing is like five minutes. Often even less.

The recruiter is now poised to relieve the anxiety with internalization language often used in interrogations. He will reassure her that she's a good person and that she's doing this for good reason. The technique was surprisingly much like something you'd hear in an interrogation room.

> *"Listen, I know you're doing this for a good reason. Hell, you're probably even going to do something good for someone with the money you get today. I talk to a lot of girls. Most of them are stuck up and narcissistic. I know for a fact you're not one of them."*

CLOSE - MAKE AN IMMEDIATE REQUEST FOR ACTION USING A DOUBLE-BIND WITH SECONDARY TIME.

Now, the close. The recruiter will make an immediate request for action using a double bind question that leaves no room for her to say no.

> *"You can just hop in my car. I live five minutes from here. Or if you have your car here, you can follow me and park in the driveway. Do you have your own car here?"*

She's forced into a corner using this questioning method, and asked a concrete question at the end which assumes she's willing to agree to come to his house. It's not only a double-bind, it's also a scope-limiting question that forces her to agree to the double bind. There's no official name for this technique, but if you'd like, you can call it 'double-bind-scope-limiting questioning'.

THE SCRIPT-HACKING FORMULA

In the linguistics section, we talked about hacking consistency. We covered several methods for hacking someone's social script by leveraging the human need for consistency. In this section, you're learning about how life scripts form. You already know how to hack into ancestor scripts, which is represented by The FATE Model.

Life scripts are predicable behavioral patterns we develop throughout our lives.

THREE KEY ELEMENTS OF A LIFE SCRIPT

- Emotion that shifts or changes perceptions.
- Response to environment that change context.
- Behavioral patterns that change the level of social permission to act certain ways.

> You'll notice these life scripts contain the three elements of the hierarchy of compliance.
>
> PERCEPTION, CONTEXT, and PERMISSION

In different situations, you may need a different type of emotion, behavior, and permission.

You'll want to follow a formula in many cases that brings out the behaviors you need to get a subject to make a decision. Calling up events from their past so that residual electricity can do the heavy-lifting, or vividly describing a scenario (or several) to place the subject into a desired state.

THE (ROUGH) STEPS OF SCRIPT-HACKING

1. What do I want them to do?
2. What emotion is required?
3. How do I create that emotion from the start?
    1. What stories can I vividly describe?
    2. What memories can I trigger in them to make it more powerful?
4. How will I escalate it from the beginning of the conversation?

EXAMPLE STATES FOR SCRIPT-HACKING:

1. Impulsivity
2. Openness
3. Connection
4. Excitement
5. Lust
6. Agreement
7. Victim-siding
8. Aggression

You may want to have someone think back to times when they were impulsive, or your desired outcome may require that you get them to be more open and excited. During the steps of planning, this is easy to determine which memories you need to access, and what stories you can share that create or trigger the desired life script.

EXAMPLE TOPICS THAT HAVE ASSOCIATED LIFE SCRIPTS:

As you go through this list, use it to train your brain to identify what emotions might come up, and how the person's perception, permission, and behavioral boundaries (context) are being shifted.

1. Learning to swim
2. Ordering on Amazon
3. Guidance from a coach
4. A friend's first date
5. Your elementary school
6. Getting in trouble as a kid
7. Complaining about closed-minded people
8. First time you broke rules on purpose
9. Visit to theme park
10. Massage
11. Watching infomercial
12. A first kiss
13. Animal abuse
14. Anticipating a vacation
15. Walmart screwing people over
16. Caught a couple #@!* on a plane
17. A babysitter who was horrible
18. School bully
19. A babysitter that was exciting
20. Teen hormones
21. Your neighbor's making noise
22. Trusting your neighbors
23. Neighbors having loud sex
24. Neighbor fired from job
25. Seeing someone with road rage
26. Losing something suddenly

SCRIPT-HACKING

IDENTIFYING SCRIPTS CURRENTLY RUNNING

Some people are running scripts that are BENEFICIAL to your goals as an operator, some people are running scripts that need to be broken, so that a new script can be triggered. You know that Novelty is a tool that gives you a universal ability to override a currently running script. Once you identify someone's script, and you know what they might expect from a situation, you can subvert those expectations and cause them to turn that script off. Their brain realizes that this situation isn't like those other times, and decides it needs to pay more attention.

Identifying and training your mind to identify and process how people are running scripts, and how you can hack into that script in order to trigger a new one. In each of the following examples, think deeply so that you can expand your awareness. The list below is carefully tailored to stretch your brain in several directions when it comes to thinking about how people behave in everyday life.

IMPROMPTU IDENTIFICATION OF SCRIPTS

- A woman working at Starbucks behind the counter - as you approach the counter, what's the next line in her script? (What is she expecting you to do or say?)
- Someone gets angry at a bar - what is their next line in a script? How would you break their script before violence occurs?
- What script would someone borrow from if they were in a new situation where a group of people, they didn't know, were all at a 'mixer'?
    - What would be the next step for them?
    - What would cause it to break?
- What script is someone borrowing from if they are at a wedding dinner party?
    - What would be the next step if they ordered their meal already?
    - How would you break it?
- What scrip is a car salesman running?
    - After you ask a question about the car, what does his mind imagine you'll do next?
    - How would you break it?
- What script is a firefighter running when he enters a hotel room?
- What script is running when someone is attending a lecture?
    - Are they likely to be obedient (frame of mind)?
    - Would you want to push this script or break it?
- A woman is buying a new house for the first time, what script will she borrow from?
    - How could the realtor break the script?
    - How could the realtor CHANGE the script - making her borrow from a different one?

We start to understand that while the exercise of identifying the next logical step is important - and we'll continue to add that into our weekly goals and behaviors as we develop....

The content is more important than the next step.

What is the content of the script. What does it actually say?

Here are a few examples:

1. An adult is sitting in a college classroom for the first time since high school. What does their script actually say?

    - Don't make noise.
    - Don't draw attention - could be the opposite.
    - Pay attention.
    - Listen to the teacher.
    - Obey the teacher.
    - Do what others are doing (social conformity script).
    - Don't break from the crowd - which means constant observation of what others are doing around them.

2. A young woman just got a new job at a law firm. Her previous job was as a waitress - how will her old script adapt itself to her new environment?

    - Listen to my boss - and those in authority.
    - Be deferent to others.
    - Earn respect (from earning tips).
    - Listen closely when people speak at work (memorizing meal orders).
    - Get from one place to another quickly.
    - Show up on time.
    - Check in with people.

How could you hack all of this?

For homework, go through the following exercise:

In each scenario, identify the script, give it a name, and then describe its contents, and how you could push and break it for enhanced influence.

Scenario 1:
You meet a younger person on a college campus walking between classes. You have 2 minutes to hack them...

Scenario 2:
You are introduced to someone at a party - they appear to be comfortable and social. You have only 60 seconds to hack them...

Scenario 3:
You are buying a car and the salesman just slid the paper across the table with the numbers on it. You have 4 minutes to hack them and use authority to get a better deal.

Scripts can lead you to your death - they are immeasurably powerful, and for some reason, no one else is talking about them.

Scripts change based on feelings and emotions - but only to some extent. Those emotions can also simply run alongside scripts, making us more or less likely to act.

When you're persuading someone - their resistance is to what will change for them. When "it won't really change anything" is in someone's head - they become far more likely to comply and let go.

THE FREE ANYTHING SCRIPT

This is the development of a script to obtain a complimentary beverage at a coffee shop, but it can be used for many other things. I'm going to show you how I would create this from scratch by building a plan on the paper you're holding.

First, I need to determine which words and phrases will be most effective in my communication. Then I need to figure out how those will work their way into a brief interaction in a way that is relatively 'normal sounding'.

First, let's build a word bank to figure out what we might need to say:

Word Bank:

free	give	generous	giving
take it	pass	giveaway	owe
duty	complimentary	feel good	generosity
given	Christmas	birthday	present
charity	gift	surprise	big-hearted
spontaneous	providing	offering	compassion
aid	altruism		

Now, let's build some essential persuasion phrases, many of which will become embedded commands later in the language.

Phrase Bank:

- Give it away
- Feels good to give
- It's my birthday
- You can just give it
- You can totally give it away
- It would be big surprise to me
- Have you ever surprised someone
- Feel that sense of duty
- Give it freely
- And you can feel generous
- Feeling generous, as you...
- When you owe (sp) someone
- He was so complimentary (op)
- Feels so good to give that...
- Feels great to finally give something away...about yourself
- I love being surprised
- ... and charity (sp) is so amazing in that way
- It happened so **spontaneously ... giving ... me ...** that feeling of...
- ... you enjoy being big hearted, right?
- And you can just feel good about giving ... to me ...
- The greatest offering you could give ...
- If you can give me(sp) ...
- It always feels good to give a little extra around Christmas

CONVERSATION

How often is it that people (sp) actually **donate** to these charity organizations (sp)?

I always feel a sense of accomplishment after donating a bunch of things to a favorite charity (sp). It is so easy for you to look around and see something (op) that you don't need for yourself anymore. If more people would **feel the sense of duty to give**... people (op) would be better off.

It's so amazing to think of how awesome people are...I mean, this one guy I saw on the news last night was talking about it...he said, it just **feel so amazing to give...to me...now...**I think that's an incredible thing, because when someone starts to **get THAT FEELING** of wanting to give and just **make a choice to give something** to someone...even if it's a random act

of kindness...just FEELS good. I'm amazed at how awesome people are now.

It is the best feeling in the world when you surprise someone (op) with a gift. You know they feel overjoyed, and it gives you the most heartwarming feeling in the world.

VARIATION

We were in the drug store, and I just couldn't figure out if this medicine was the right one for my son. But the pharmacist said, "**It's fine give it to him (op)...it's fine...you'll be glad you did it.**" And it was such a relief to know that you can **give something. Now, with me**...COFFEE! That's what makes the difference. Thank you for this. Thank you. Could I get this one on the house?

FREE COFFEE AND CONFUSION:

People are really **giving it free** - of their time and so many are **so generous (op). With me**, when I see that - it's amazing (sp) to just **hand it over** their time - it feels amazing I'm sure to **do that - NOW** when I see people doing things for each other it's always awesome.

Imagine what people could see if you just don't listen to all the things (ep) people feel you shouldn't be doing ahead of you when you look here at just that sense that there's nothing holding someone back from being able to _____.

Why did I use the word 'someone' instead of 'you'?

Hint: Refer back to the chapter on topic proximity and reactance to better understand why this works better in this situation.

LIMBIC SYSTEM NOTES FOR FORMULAS

The limbic system is our action system.

When we hear good stories, we activate our limbic system.

When we get a memory flashback to a really happy time, we flash forward as well because the emotions from the flashback are triggered in the present using the limbic system.

- It's where gut feelings come from.
- It's how we connect with other humans.
- It's an open loop system - everything else is a closed loop.

The limbic system requires input from the outside world and other body systems. The first person in our limbic loop was our mom and parents.

People in isolation go crazy because of the lack of limbic loop formation.

As we get older, our limbic loop gets larger. Lots of real-life friends and associates.

From a leadership point of view, the limbic system is a leadership function - our ability to build new people into our loop and activate their limbic system, and bring US into their loops permanently.

Extreme facts and figures are boring and don't activate the limbic system at all.

> Just think: Heart first - then head.

SECTION 09: AVERY - BUILDING AN A.I. IN A HUMAN BRAIN

Avery is hard to explain.

> It's a machine, but it's not a machine.
>
> It's another personality, but it isn't at the same time.
>
> It's an alter ego, without an ego, and not so alter.
>
> It's a device implanted using trauma, but no trauma is inflicted.
>
> It's a piece of software in the mind, but it has very real hardware components.

I struggled the most with writing this introduction, so instead, I'm going to include what the website tells clients about Avery in order to introduce her to you:

What if you could literally install
new software in your mind?

The ability to upload entirely
new software into the mind instantly.

Chase engineered this machine over the course of 15 years with the most advanced neuroscience and psychological techniques on the planet.

- Formerly called a Byers-Burnwood Device, Avery is fully operational on the third day, and completely programmed by the fourth.
- The changes Avery makes are physiological, not psychological.
- Habits are formed by neurons.

You get to customize every aspect of Avery, and physically switch the machine on when you need it. The personal beliefs, confidence, behavior patterns, and even desires that you wanted to instill activate instantly.

- $33 million in research
- 21 years in development
- A powerful weapon of change
- 4 days of programming
- 6 months of software updates
- A relationship for life

The Avery engine is self-learning and self-updating. Giving you immediate access to the new behaviors you desire.

That's what's online about Avery. Let me expand on this.

Avery is a mental device that, over the course of four days, is sharpened into a semi-alter ego that can be activated at will, or completely take over on its own, without someone telling it to.

Avery operates similarly to a separate identity, but one that has 'admin' access to the host. By host, I simply mean the person who possesses Avery.

Over the course of four days, Avery is built to contain the precise levels of confidence, discipline, fearlessness, leadership, drive, motivation, and emotional regulation that a client desires. These and any other feature a client desires are added into this Avery over the course of the four-day programming session. Avery then resides within the client with the ability to be activated to assist the client with public speaking, social situations, leadership, romantic relationships, or any situation they deem Avery needs to be used.

Over the course of four days, using four hours of programming each day, Avery is gradually introduced to the client. Here's an overview of what those four days look like before we get into them:

WHY FOUR HOURS?

Avery is built to last. Over the decades of research, and development for Avery, and countless brain scans, I discovered several things that make it exponentially more powerful. I am often asked why it takes four days, and why only four hours a day are used instead of the entire day for programming. My first answer, if I'm honest, is I don't fully know why. I do, however, have a hypothesis.

I believe that there's an attention span when it comes to hypnosis and programming. I've found it almost universal that four hours is the point of diminishing returns in hypnosis. Often, if a client continues past the four-hour mark, they will continue to eagerly participate, but the 'depth' that the techniques and tactics can reach is reduced. I've noticed this so often that it has become a rule. Not only are the four hours a (semi) limit on hypnotic attention span, but they are also packed with information and learning, which the client needs time to absorb and process both consciously and unconsciously.

WHY FOUR DAYS?

I've tried every combination of time and schedule imaginable.

As I worked to discover the perfect formula, I accidentally discovered something that, again, I can only speculate as to the neurological reasoning for the method.

A programming session had to be interrupted once when I only did Avery over the course of two days. The client and I stopped early so an appointment could be attended. We continued the following day, and I noticed that the client had absorbed the previous day's training at a much deeper level. Something changed from previous sessions. After another year of testing, I discovered that a full night's sleep helped the client to absorb, internalize, and solidify the training at a profoundly deeper level than before. It's my opinion that the REM cycle the client goes through on these nights of sleep in between programming does something to the client's level of absorption. I think these nights of sleep allow the client an isolated period of rest to internally process the physical, mental, emotional, and logical parts of Avery that are introduced during that four-hour session. Every client now undergoes the four/four process. Four hours each day, for four days.

A NOTE ON REM CYCLES AND THEIR IMPORTANCE:

The Rapid Eye Movement (REM) cycle is the stage of sleep during which our brains are most active. During this stage of sleep, the brain processes and consolidates memories from the day before, allowing us to better remember what we learned or experienced. The REM cycle also plays a role in how we learn by helping to link related ideas and concepts together, so that we can form more comprehensive understanding of the material. Additionally, it helps us to make new connections between different ideas or topics. Without enough REM sleep, our ability to think creatively and critically would be greatly diminished.

Hypnosis has been shown to be especially effective when combined with REM sleep because the state of deep relaxation and focus during hypnosis is enhanced by the active brain processing and memory formation taking place in REM. In this way, hypnosis can help to reinforce or further cement concepts or information that have already been discussed during the day, allowing you to better recall it when necessary. Additionally, this combination of REM sleep and hypnosis can also help to increase creativity and focus, allowing you to more easily find creative solutions to problems or form new connections between disparate topics.

[1] Ellenbogen et al., "The Role of All Stages of Sleep in Memory Consolidation", Neuropsychopharmacology, Volume 34, Issue 4, 1 April 2009, Pages 927–944 (Ellenbogen, 2009)

[2] Tucker et al., "A Multidimensional Hypnotic Interaction Model: The Effects of Intensity, Suggestion Content and Stimulus Variation on Subject Response to Hypnosis", International Journal Of Clinical And Experimental Hypnosis, Volume 52 Issue 2 April 2004 (Tucker, 2004)

A NOTE ON THE FINDINGS OF RECENT STUDIES REGARDING REM

One experiment on the effects of slow wave sleep and memory consolidation was conducted by (Ellenbogen, 2009). The study investigated the effects of different amounts of slow wave sleep on probabilistic learning, verbal declarative memories, and motor skills [1]. To do this, participants were divided into two groups—one group with a sleep-deprived night, and one group with a full night's sleep. Results showed that those who had experienced a full night's sleep displayed significantly higher recall accuracy than those who had been deprived of slow wave sleep.

Other experiments have been conducted to assess the effects of slow wave sleep on general learning processes. In one experiment in 2015, (Oudiette, 2015) looked at the influence of slow wave sleep on reinforcement learning [2]. Through this research, they found that slow wave sleep can improve cognitive abilities related to decision making and problem solving.

Sources

[1] Ellenbogen et al., "The Role of All Stages of Sleep in Memory Consolidation", Neuropsychopharmacology, Volume 34, Issue 4, 1 April 2009, Pages 927–944 (Ellenbogen, 2009)

[2] Oudiette et al., "Memory Consolidation During Slow Wave Sleep: An Electrophysiological Investigation", PLOS Computational Biology 11(11), November 2015 (Oudiette, 2015)

PRE-AVERY

For a minimum of 34 days leading up to Avery, the client is given an mp3 audio and mandated to listen nightly. This serves to enhance the responsiveness to the operator's voice and assists them in entering trance states much faster during the sessions. This also develops a level of familiarity and trust with the Avery operator.

If deemed necessary, an allergy test is ordered to determine potential reactions to chemicals that will be introduced during programming. A list of medications is also screened through staff doctor for potential reactivity. Clients are advised to obtain a note from their personal medical provider as well.

60 days prior to programming, Avery clients will undergo a neurotransmitter test. A detailed description of this, including a master-reference of neurotransmitters, and how to modulate them in clients is provided in the Resources and Graphics section near the end of the book.

DAY ONE

The client is introduced to the concept of auto - therapeutic tremor response. This is an action that is largely in the brain stem and spinal cord. This step not only provides the client with a full-body release of stress and trauma, but it allows the client, for the first time, to learn to develop a relationship and awareness with the brain stem and spinal cord.

- Chemical M1 (which will not be mentioned in this book) is introduced to the client if necessary. [MtL]
- Chemical M2 is given to the client. [MCM]
- Chemical M3 is used if necessary. [ZN]
- **Note:** Since on each day, the client is at a glucose deficit, they are more prone to nausea reactions from the chemical introductions. A large supply of sublingual ondansetron hydrochloride should be kept at hand for the entire programming process.

DAY TWO

The client is introduced to the concept of 'The Workspace'. On this day, a hallway and several rooms are built in the client's mind. The rooms are an office, a medical laboratory, an empty room with two chairs, and a conference room. During this day, a computer that controls the body and mind is set up inside of the client's new office within their mind.

- Chemical M1 is given to the client. (2mg/kg)
- Chemical M2 is given to the client with dosage based on SpO2 metrics and mg/kg standards. (15-20 mg/kg)
- Chemical M3 is used, if necessary, in low dose due to [redacted] effects. (5-10mg/kg)

DAY THREE

On this day, the client is given an instant trigger to enter a trance state. Their dissociative capacity is also leveraged to maximum. Several experiments are conducted such as rapid development of anesthesia, deliberately changing body temperature, and controlling other autonomic functions at will such as heart rate. Instruments are used to prove to the client they are developing more control over their physiology than most people in the world will ever even dream about. Later in day three, the client is walked through exercises to eradicate limiting beliefs. They are also taught how to edit memories. They then build an admin user account in their office control center for Avery and design Avery's qualities and character traits. Following this, they build an AI system that scrubs their childhood memories and edits the perspective instead of the content - seeing experiences from a different (adult) viewpoint. This AI continues to run in the background throughout the night. They are unable to speak until the following day.

- An electrical stimulation system is also introduced on this day, with very specific protocols, which will not be discussed in this book.
- Chemical M1 is introduced a third time if needed.
- Chemicals M2 and M3 are used with discretion.

DAY FOUR

The final day of Avery is emotional. The client is walked through an exercise that fully removes limitations and limiting beliefs. Following this, there is a prolonged period of body tremor activation to connect the experience of Avery to the spinal cord and brain stem. Avery is then built using stress in the chamber they created in their mind with the two chairs. Once Avery is built, the client is able to test it and perform a series of experiments with it. On the fourth day, the client is also not permitted to speak for reasons we will go into. Following a 24-hour period, Avery is able to be activated at will, though it usually activates on its own before these 24 hours have elapsed. Chemical Two (which is not mentioned in this book) is introduced 40 minutes before training - this chemical is mandatory.

- The electrical machine N1 (which is not mentioned in this book) is placed on a separate dissociative (DRP) protocol at the 2h:45m time mark.
- Chemical M1 is introduced a third time if needed.
- Chemicals M2 and M3 are used with discretion.

That's a summary of what an Avery programming looks like. In the sections that follow, you will see me detail several semi-scientific reasons for performing unusual tasks during Avery programming. In fact, I don't fully know for sure why these work so well, or why these particular methods work best in the order that they do. What you will see in this section, however, are theories. You won't see many references because I've kept this concealed from the world my entire life. So, keep in mind that I may say that one action is 'because' of a certain idea - it may well be for some other reason. This is my best guess as to why this works so well.

THE AVERY PROCESS: THE INTAKE

When assessing a potential client for Avery. A full intake must be done. This includes an interview to understand the client's history, desires, challenges, lifestyle, and expectations. Like any practitioner, a thorough intake makes the process more effective for both parties. During the initial call, there are several things that are covered, but this list is what I would deem as mandatory and essential:

MEDICAL HISTORY

- Develop a full understanding of physiological health. Moderate activity is required to make Avery as powerful as possible. Recent injuries or surgeries may require rescheduling. Severe obesity or other conditions that prevent moderate activity may be disqualifying, as Avery will not be able to be fully installed with the protocol that is currently used.

CURRENT PRESCRIPTION MEDICATIONS

- Some drugs such as Adderall and MAOIs can severely impact results of programming and interfere with chemicals potentially used in programming.

ALLERGIES

- Certain allergies are an automatic disqualification from Avery.

ANY DIAGNOSIS OF MENTAL HEALTH ISSUES

- Schizophrenia and associated disorders are an automatic disqualification from Avery.

CLIENT ISSUES

- Develop an understanding in as many contexts as possible. Understand that the client will tell you that an issue occurs in one setting, when it's occurring in a slightly different way in another setting (such as at home).

CLIENT VISION

- How does the client want to use Avery?

EXPECTATIONS AND QUESTIONS

- What does the client expect Avery to do? Do they have any questions about how Avery operates?

NON-DISCLOSURE AGREEMENT

- A mutual non-disclosure agreement is signed.

HOLD-HARMLESS AGREEMENT

- A hold-harmless agreement is signed.

NEUROTRANSMITTER TESTING

- A test is ordered to measure neurotransmitter levels in the client and determine if action is needed to assist Avery in functioning at full capacity.

THE AVERY PROCESS: PRE-AVERY

In the weeks leading up to Avery, the client receives an mp3 from me to listen on a nightly basis. It's a hypnosis mp3 that has a side-benefit of helping them to sleep, but it's also serving several other reasons. This mp3 gets the client used to my voice. As they continue to listen each night, they become more entrained to my voice, so that when we meet in person for Avery programming, they are less resistant, more open, and have already been put into a trance by me more than thirty times. In many cases, clients listened to the mp3 for sixty or more days leading up to programming. The mp3 also serves to create familiarity with the process of Avery. It helps them to understand the road ahead so that expectancy is created, lowering barriers to Avery's creation.

Throughout the mp3, a low-volume sound is played behind soothing music. This sound is a frequency meant to activate neural oscillations (brainwave entrainment). The specific frequency I've found to be most effective is 7.1Hz.

The script for the audio is a basic hypnosis and entrainment session with the goal of making the client responsive hypnotically and reducing the amount of lag time between my commands and their bodily actions. The mp3, on the Six-Axis Model, is leveraging **Connection, Suggestibility, Openness, Compliance, Expectancy**, and **Focus**. Yes, that's all of them.

Most clients say that for weeks they aren't able to make it through the entire audio programming session. This is absolutely fine, and I let them know this is normal and expected that this occurs.

THE SCRIPT FOR PRE-AVERY INSTALLATION

> "Listen to this recording before bed each night leading up to your programming for Avery. In a moment, your reprogramming priming session will begin.
>
> It's vitally important that you not be operating any kind of machinery or driving while listening to your focus enhancement training session.
>
> Before you listen - fully ensure you're comfortable, sitting or lying down, and can be free from interruptions during the session.
>
> Are you ready to begin training? Say yes aloud when you are ready.
>
> Since you've been approved for this training, keep in mind how important it is to let go, and enjoy the transition and training.

Before we start the focus session, we will have ten to fifteen minutes of neural priming. Literally changing the makeup and wiring of the brain. If for any reason you're near someone while training and cannot speak aloud when told to, it's important that, at a minimum, you move your mouth when told to speak.

Bring your heart rate and breathing into control now. *(Pause 10 seconds)*

Good, now start taking slow, deep breaths that begin to fill your abdomen. (*Wait ten seconds*)

Lift your left hand. Put it down.

Lift the right hand. Put it down.

Close the eyes. Open the eyes.

Close the eyes. Open the eyes.

Lift the right hand. Put it down.

Make a fist with the right hand. Let it go.

Make a fist with the left hand. Let it go. Now.

Place your right hand onto your abdomen. Start breathing into the abdomen and continue doing so. Make it automatic.

Say perfect.

Say down.

Say forest.

Place your right hand back where it was comfortable.

Make sure you are improving your response time, removing time between the command and the body's response.

Wiggle your toes.

Close your eyes.

Wiggle your toes again.

Open your eyes.

Say this is it.

Say gardener.

Say evergreen.

Say Berlin nine seven.

Think about a window.

Good.

Now let your mind wander as it will. Leave it alone.

Wiggle your fingers.

Relax them.

Raise your shoulders.

Relax them.

Pick up your arms.

Let them fall and make them comfortable.

Tighten your legs.

Let them go...relax them.

Tighten your pelvic muscles.

Let them go.

Say Everest.

Smile.

Frown.

Show interest or curiosity on your face.

Smile.

Let your face relax.

Listen to my voice.

Ignore the outside world.

Take in another - perfect breath.

Good.

Let it go.

Wiggle your fingers.

Relax them.

Raise your shoulders.

Relax them.

Pick up your arms.

Let them fall and make them comfortable.

Tighten your legs.

Let them go...relax them.

Tighten your pelvic muscles.

Let them go.

Say Everest.

Smile.

Frown.

Show interest on your face.

Smile.

Let your face relax.

Listen to my voice.

Ignore the outside world.

Take in another perfect breath.

Open your mouth.

Close your mouth.

Relax everything.

Good.

Close your eyes completely.

Focus on this voice.

Let's review the guidelines:

I succeed because of my training, confidence, and intent.

I see the brain, not the person.

I have tremendous faith and confidence in my training.

I no longer get angry or fearful - I now enjoy my entire life calmly.

I can change my behavior to speak to different parts of the brain.

I see the hidden needs in every interaction and use them to create situations for behavior change.

I don't create opportunities; I become the opportunity.

I can become insecure and fearful anytime it is necessary.

I foster regression or issue power when it's needed.

I make no apologies for creating the outcomes I want in life.

I see the places where others lack enjoyment and fulfillment.

I never mistake appearance for reality.

I am a behavior sculptor.

I am comfortable and humble about being on a different level than others.

I am aware of every sense I am speaking to.

Good.

Close your eyes again.

Back to my voice.

Open your eyes slowly.

Focus on anything in front of you there and let them close slowly as you focus in front of you.

Open your eyes slowly...focus...let them close slowly...stay focused...perfect.

Open them slowly...focus...let them get comfortably closed one more time.

As you are sitting here, don't drift back to where you haven't been yet. Just focus on my voice. Completely safe.

Bring your attention to your feet...letting any tension that might be left going completely away, feel the warmth there as your body works just fine...without any thought.

Moving up your legs, letting everything unravel and relax, fully warm and perfect. Into your pelvis...and spreading to your abdomen the breaths perfectly going in and out, and your entire torso...letting go...now...as you move this into your shoulders...and neck...even the skin on the neck is becoming loose and spreading to the scalp. Relaxing even the skin on

your scalp and face. and noticing your hands have already started to become warmer and your arms can start to...let go...now...as your body can lose awareness of itself. Just my voice.

Taking those breaths is a perfect way to start going into a place where you focus more on my voice...leading you into the place where you can change fully so long ago. Everything is relaxed, as your eyes move back to where they feel more comfortable. You can move forward into where you were just a moment ago where you could focus fully on listening now. Every breath can take you deeper into focus and allow you to have more control over Brandy...you're unconscious...now as you continue to move deeper and let yourself sink into...this voice...let the whole mind go blank. Deeper.

Feeling the sound of my voice going into...your unconscious...and having permission to LET GO. When you can look ahead to where you were and seeing even thoughts you weren't having making no more impact...having your whole body absorbed...here is the place to go deeper when you listen...to the future being brighter than you could imagine a past back then that is so distant...without the need to focus...now.

Even now feeling your mind...in time...now...as you move forward...deeper.. .letting go...fully letting go deeper. As you hear my voice brighter and brighter...heavier in your mind. totally perfect...melting everything away that doesn't matter...anymore.

Focused, perfect.

You have the power to keep your mind from listening, or to allow it to participate. You are the subconscious, the recipient of this voice. The voice of action. Take control.

Go down the hall to your workspace. As you're in the workspace, control the body and raise the right index finger slightly.

(*Wait ten seconds*) Good. Let it fall back down.

Walk to the desk and take a seat there. Get situated and comfortable in the seat and raise the index finger when you're comfortable.

(*Wait ten seconds*) Good.

The control center of your entire body and mind is here. Place your hand onto the desk to take control and raise that finger again when you're in.

(*Wait a few seconds*) Good.

Put your head back and make it comfortable in your study chair here and just go into full trance...now. Relax all the muscles, deep.

As you go deeper, so does the mind behind you. That's it...all the way down.

Recall the file you created with hundreds of hours of training and scenarios with behavior profiling. Open that folder now and begin playing all of the scenarios at one time. Take your time. Once they are all playing, feel how you would in the scenarios. The confidence, the presence, the knowing things no one else can see. Feeling totally in control of YOU.

Go deeper.

Every day you can see new evidence that your life is getting better. More motivation, grace, calm, elegance...powerful moments that will happen every day of your life. You will remember your training and concentrate on what is truly important, attracting positive, life-affirming experiences into your life. Nothing bothers you anymore. Nothing shakes you anymore. Your movements are smooth, graceful and produce comfort in others as you read their behavior.

Nothing shakes you. You start to notice your heart and mind are calmer in situations that would bother you. Everything looks different. Colors are brighter and you will own your world. You have permission to take control anytime you like.

You can see the micro-behaviors of everyone you meet. Every movement speaks to you, and you know exactly how to read them. All of the emotions come alive when someone speaks. All of the masks fall off and every secret gets revealed. You've invested in your training, and you continue to get better and better every day, noticing more and more. Becoming sharper, more focused.

You now create outcomes. You've been trained to control behavior and, mixed with your elegant and graceful personality, you know what to do to get everyone at their best, and produce the best in others.

Go deeper.

From this point forward, you have access to continue your work, making this part of you unstoppable.

Every time you touch a doorknob, or a handle of a door, this will forever be a signal to the entire body to remember your programming. You're calm, in control and will own this life. If the conscious mind needs your help, YOU can...take control.

Tomorrow is a whole new person. A whole new day.

Sleep now."

AVERY

AVERY DAY ONE - A NEW LIFE

The time has come to begin the installation of Avery. The client has been listening to that mp3 for well over a month, and their mind is primed to the extreme to receive programming and detailed instructions for building Avery.

EXAM

Another intake is performed, and I ensure the client has no changes to history or any current issues that will affect the process. The client is also reminded they will be unable to speak on the third and fourth day of programming. I briefly explain the neuroscience behind this and remind them that I am still unsure if I'm correct, but something about this method makes Avery work exponentially better.

I will make the client comfortable and build basic rapport with them before continuing the basic and abbreviated neurological function exam to make sure there are no neurological deficits that will impair the machine once it's created. It's also my hypothesis that performing this examination aids in the client's trust and belief that this programming is something clinical and trustworthy. The tools and instruments I use for this are standard neurological exam equipment, and I believe they add a layer of credibility to the process above and beyond simply determining if the client has neurological deficits that will impair the machine.

To perform this neurological exam, you will need a set of tools:

- Medical penlight (I recommend Weltool M6-Dr Diagnostic Medical Penlight)
- Reflex hammer
- Tuning fork

FIRST CRANIAL NERVE

This is the olfactory nerve and is usually tested by having the client identify smells. I do not perform this test. It's usually only done after head trauma or when damage to the anterior fossa (like a meningioma) are suspected.

SECOND CRANIAL NERVE

This ocular nerve is tested using a vision chart in a clinical setting. I simply ensure they are able to read at a reasonable distance with both eyes using a magazine or nearby book. I do not test for color perception.

Using a pen light, I ensure both pupils respond directly and consensually to light. This means that they respond to light exposure individually, and they also respond to light being shined into the opposite eye.

THIRD, FOURTH, AND SIXTH CRANIAL NERVES

The third (oculomotor), fourth (trochlear), and the sixth (abducens) cranial nerves, I observe the eyes for symmetrical movement, drooping of eyelids, and observe for twitches in either eyelid. The client then should be able to follow a pen with their eyes to all four corners, and across the midline. Then, they should be able to follow the tip of the pen to the client's nose. This can detect nystagmus and palsies of the ocular muscles. Not that we will treat these, but they will be noted in the client's responses and nonverbal behavior under hypnosis.

Ensure the client has no difference in pupil size in a dimly lit room. The left and right pupils should be of equal size.

FIFTH CRANIAL NERVE

This trigeminal nerve can show us the three sensory divisions (ophthalmic, maxillary, and mandibular). I do not test these.

SEVENTH CRANIAL NERVE

This is the facial nerve. It's evaluated by checking for weakness in the face. This is also called hemifacial weakness. Any asymmetry of facial movements should be noted. It's easy to spot this during normal conversation. In some cases, where only the lower face is affected, and the upper face is still able to make bilateral expressions, the weakness of the cranial nerve is central rather than peripheral.

Hyperacusis, indicating weakness of the stapedius muscle, can be detected using a vibrating tuning fork near the client's ear.

Part of this exam involves testing for taste on the tongue. I do not perform this.

EIGHTH CRANIAL NERVE

This cranial nerve (vestibulocochlear, acoustic, auditory) carries both auditory and vestibular input, so testing involves both hearing and vestibular function exams.

I simply use a tuning fork for the hearing portion, and a pen light for the vestibular function to test for nystagmus.

Nystagmus is a condition that causes involuntary, rapid eye movements. It can be a sign of an underlying neurological disorder, and can affect vision, balance, and coordination. Nystagmus can also indicate problems with the vestibular system (the part of the inner ear responsible for

helping us maintain balance), as well as cause dizziness and difficulty focusing on objects. In some cases, nystagmus can be associated with migraines or seizures.

NINTH AND TENTH CRANIAL NERVES

These involve gag reflex and palate evaluation, which I do not perform with Avery clients.

ELEVENTH CRANIAL NERVE

The spinal accessory cranial nerve is evaluated by testing the muscles it supplies:

For the sternocleidomastoid, the client is asked to turn their head against resistance from my hand. For the upper trapezius, the client is asked to elevate the shoulders against resistance.

TWELFTH CRANIAL NERVE

This is the hypoglossal nerve. I evaluate this by asking the client to stick out their tongue and move it side to side - ensuring no asymmetry is noted.

TESTING FOR ATAXIC MOVEMENT

I perform the Scale for Assessment and Rating of Ataxia (SARA).

I do not tally or add up the scores using the scoring system. I make note of behavioral changes or abnormalities that will potentially show up later today during the spinal cord section of Day One.

TESTING VIBRATIONAL SENSE

I place a finger under the client's distal interphalangeal joint and press a lightly-tapped tuning fork on top of the joint. With their eyes closed, the client should be able to determine when the vibration stops. When I feel the end of the vibration through the client's joint, the client should also note the end of vibration.

CREATING NEUROGENIC TREMORS

On this day, a method is used to activate the brain stem and spinal cord.

Chemical M2 is introduced 30 minutes prior to starting the exercises and will be introduced each morning 30 minutes prior to starting every programming session.

NOTES ON CHEMICAL M2

M2 is an effective [redacted] used to treat [redacted] caused by [redacted]. Its ability to [redacted] can also help improve the effectiveness of hypnosis treatments, as it helps reduce [redacted] in the body and allow for a more relaxed state of mind. Studies have found that compared to other M2-similar chemicals, M2 is more effective at increasing hypnotizability and improving the depth of hypnosis. Additionally, M2 has been shown to increase the length of time patients are able to remain in a hypnotic state, allowing for a deeper level of trance during the session.

It's my belief that getting the client in touch with their spinal cord has several key benefits. I'll list them here in a bullet-format:

- The client develops a brand-new awareness of what their body can do, thereby overcoming an obstacle to new discoveries on the very first day.
- The client achieves a success on the first day of training / programming.
- The client learns to control a new part of the body that they assumed they had no control over.
- The spinal cord and brain stem are closely tied to the activation of Avery.
- We are increasing the proximity of Avery to the spinal cord and brain stem.
- We are leveraging the most powerful parts of our nervous system during Avery's programming, thereby making Avery associated with the lowest, and most powerful part of the brain - this gives Avery tremendous power compared to a simple hypnosis session. It's now being tied directly to the activation of the spinal cord and brain stem.
- As a side-effect benefit, the neurogenic tremor ability serves as a therapeutic tool for the client.

WHAT IS A NEUROGENIC TREMOR?

A neurogenic tremor is a tremor that occurs in the body and is caused by, and within, the nervous system. These are also often referred to as neurophysiological tremors.

When you see someone shaking after a stressful incident, this is a neurogenic tremor. As humans, our tendency is to STOP these naturally occurring tremors from happening. We often hear someone say something to the effect of, "I can't stop shaking," after an incident that has stressed the person's nervous system. In fact, these 'shaking' episodes we've all experienced before are the body's way of deleting trauma from our lives. For some reason, humans evolved to become the only creatures to suppress this instinctual response to stress and trauma. Perhaps these shaking tremors made us look sick or injured to tribe members in the distant past, or we have a fear of looking strange, so we instinctively suppress the tremors to appear like everyone else around us.

As it turns out, these rapid shaking movements have been the nearly foolproof way to eliminate stress from our lives for thousands of years. We were somehow conditioned to suppress them as we developed into modern day humans.

All mammals have the capacity to experience neurogenic tremors. Many other species that are not mammalian can also perform this incredible action. Can it actually delete trauma? Is it some magical cure for everything?

I make no claims, but I will pose a question to you: when is the last time you saw a depressed or traumatized squirrel, fox, deer, impala, or zebra?

Dr. Robert Sapolsky, a Stanford University Professor and researcher, wrote a book about why animals don't seem to suffer from psychological trauma and stress like humans do. In *Why Zebras Don't get Ulcers,* Dr. Sapolsky beautifully explains that animals have something figured out that humans seem to have forgotten. You'll never see a zebra get attacked and then head back to its herd with a depressed attitude, spending more time alone, and socially withdrawn. But why?

These tremors are seen all over the animal kingdom. After surviving a vicious attack, an impala will go into several minutes of tremors - a sight that looks like the animal is suffering. In fact, the animal's nervous system is making repairs to both physiological and psychological systems that science still can't fully explain. These tremors seem to create a kind of instantaneous healing. After you see an animal go through one of these tremoring sessions after surviving a violent encounter, it's just about universal - they pop up onto their feet and run from the scene as if nothing has happened.

After years of obsession with squirrels, my dog finally got one in 2015. She darted out the back door, there was a sharp noise from the squirrel, and I ran to see what had happened. I yelled her name, and my dog stopped and stared at me, frozen - with the squirrel still in her mouth. "Drop it!" I yelled. The squirrel fell to the ground with a little thud. It was motionless. I called the dog into the house and walked into the yard to check on the squirrel. By the time I arrived at the little furry grey body on the ground, it was vibrating - it looked like some kind of seizure. Not knowing about these tremors yet, I felt the need to put the squirrel out of its 'misery'. It stopped convulsing (tremoring), and the squirrel took in breaths so big that its belly was the size of a tennis ball. Huge, deep breaths. Within seconds, it sprung to life in a spinning motion, stopped to check its surroundings, and shot up a tree like a...well, like a squirrel. It would be years until I learned that those tremors were the reason

the squirrel was back the next day playing with his friends, taunting my dog, and stealing bird seed.

These tremors are a built-in feature of every animal.

What's the success rate, you ask? I will only ask you how many depressed animals you've seen. I'd say it's damn near 100%. You can see this response in polar bears who were shot by researchers with tranquilizer darts as the drugs wear off. You can see them in groundhogs who manage to escape the claws of a hawk. You can see the tremors running through the smooth body of a dolphin who was injured by a predator. It seems to be programmed in us all.

Science knows very little at present about trauma and memory. Most agree that the body can physically store trauma. If this is of interest to you, and you'd like to read further on this topic, I would highly recommend the work of Bessel van der Kolk M.D. His incredible book, The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, is one of the best I've read in my life to understand trauma.

These tremors reduce over-activity in the hypothalamus-pituitary-adrenal axis – the body's complex neuroendocrine network that regulates our stress response, our emotions, energy storage, and release.

Dr. David Berceli created a simple system that I personally think is best for safely activating the natural spinal cord reflex mechanism of vibrating and shaking. When this is activated in a controlled environment, the body is encouraged to return back to a state where it un-learns the suppression of neurogenic tremors.

After spending several moments in a position designed to slightly fatigue the muscles, the body begins to bounce or shake. These aren't tremors; the shaking is occurring because of the muscle tension and fatigue. Over time, the client is 'teaching' the brain that the tremoring, shaking, and vibrating is desired. It's my opinion that the spinal cord, which has been trying to release the client's trauma and psychological damage for decades, becomes excited when this happens. The spinal cord starts to 'see' that the client isn't suppressing vibrations and tremors anymore, so it decides to test the waters.

In this initial phase, usually 15 minutes into the exercise, the pelvic and abductor muscles begin to quiver with very real tremors. The spinal cord is seeing if it has permission to repair the mind and body here. After several minutes of this, the spinal cord will move the tremors to a different area such as the abdominal or glutes. Then, these will rhythmically bounce and tremor for several minutes. The client is usually quite surprised at this. The upper brain isn't involved with this activity at all. The only thing the client had to do was find the way to pass on permission to the spinal cord to activate tremors and begin repair. Since the upper brain is not involved in this process, the client can carry on a full conversation, watch television, listen to a book, or check email.

As the client learns to hone their non-suppression of these tremors, the spinal cord gains more freedom to roam around the body. In many cases, you will see clients' bodies performing a 'scan' where the spinal cord will cause tremors

up and down the body 'searching' for a place that needs the most attention after the decades the client has been suppressing the instinct.

In the initial phase of getting a client into this tremor state, I tend to show them videos of polar bears tremoring, Navy SEALS going through the exercises and tremoring, and an impala surviving a cheetah attack and using the tremors to fix itself before running away. This helps the client to understand that it's natural and completely okay to do this. The social drive to suppress these behaviors is so powerful that some clients will unknowingly suppress them in front of an operator for fear of looking silly. This makes the first phase of the exercise longer, necessitating more encouragement to get past the social/ego-driven phase of the exercise.

The body is placed in several positions to trigger muscular fatigue, and when the bouncing starts, the client is encouraged to let that get bigger or continue as it is. We're not here to make the muscles fatigued, or to make them bounce because of fatigue, but we are here to teach the brain that it's okay not to suppress these things and prove to the spinal cord that it's safe to come out and do its amazing work on the body. Once the client discovers how to lift their finger off the suppression 'button', they have a tool that they can use anytime they like. This muscular fatigue phase is usually no longer required. They can relax and let the spinal cord go to work on its own.

You can learn more about Dr. Berceli's work at https://TraumaPrevention.com/.

I've noticed in almost every client that the tremors tend to travel to the place they are needed most. If the client has had trauma in the past to his shoulder, for instance, the tremors tend to find their way to that specific shoulder very quickly. If the client has had a sexual trauma, the tremors will focus around her pelvis, glutes, inner thighs, and lower abdomen. Since I've started doing this, I've not seen many exceptions to this. The purpose of doing these tremors for Avery isn't therapeutic. That is a tremendous side benefit, but our main goal is to get the client in touch with their brain stem.

At this point, we're halfway through day one of Avery. The client has a brand-new skill that we will continue to practice throughout the day. The reason for this (I believe) is that the client's newfound discovery of activating the spinal cord to produce tremors in the body is, in all likelihood, the closest they've ever come to deliberately spending conscious time with their own spinal cord and brain stem.

By the end of day one (usually the 4.5-hour mark), clients can activate tremors in several areas of their bodies in under 9 seconds. In the coming days, we're going to use these tremors immediately before and after hypnosis to permanently 'tie' the hypnosis session to the spinal cord and brain stem. This, in my opinion, is the most powerful method I've seen of solidifying and making permanent physiological change through hypnosis - tie the hypnosis in a knot with the spinal cord. By associating the tremors with the hypnosis, the subject's own connection to their spinal cord is being activated both before and after the hypnosis session. It's my belief this helps to create a deep-level change.

The entirety of day one focuses on the development of the client's trust in you, and the client's trust in themselves. Think of this when you think of Avery – Avery is about leveling up all of the Six-Axis Model, but for a client to level up their own – with regard to themselves.

- I'm helping the client to be more **Suggestible** to themselves.
- I'm helping the client to be more **Open** to themselves.
- I'm helping the client to be more **Connected** to themselves.
- I'm teaching the client how to **Focus** better on themselves.
- I'm teaching the client to be more **Compliant** to themselves.
- I'm teaching the client to create their own **Expectancy**.

With each day being only four hours, the client will need to complete a bit of homework. The homework for day one is to spend an hour (minimum) going through the tremor exercises and get familiar with where the tremors might be trying to go. They are a wholly unconscious process – remind the client they can't control where they go, and they aren't in charge of them. They can stop them at any time, but the level of trust they develop with their brain stem and spinal cord is what will make the difference in the long run. The client is usually reminded here that they will have this skill for life, but this isn't the intention as part of Avery. The intention to leverage this spinal activation is to tie it to the programming only, but the side-benefits are truly something amazing that will serve them for life.

BUILDING THE WORKSPACE

After the tremor exercises, the client gets to hand-draw what their workspace will look like. The workspace is a mental 'corporate headquarters' you will install in the client's mind to allow them unprecedented levels of control over their mind, body, and life. This is also where Avery will be created, in the room called **THE CHAMBER** in the illustration. Each room within the workspace is drawn on an individual sheet of paper.

THE OFFICE is much like any office. The client gets to design it much like a dream office. It will contain the admin control computer that contains their memories they can access, edit, modify, and even delete. It will contain the controls for emotional regulation, psychological functions, and physiological control of the body.

THE MEDICAL LABORATORY is what it sounds like. It's a fully stocked medical lab with exam equipment, body-scanning systems, robotic surgical machines, intravenous fluids of every variety, injections that can do just about anything, and some clients even add a gym and fitness testing area here. I've seen things happen with clients experimenting with their medical laboratories that should not be possible. Science has proven that our minds can drastically change our physiology, and people are paving the way for this science like Joe Dispenza. Others, who are researching the placebo effect, aren't researching

the placebo effect at all, they are, in reality, researching the brain's ability to modify physiological aspects of the body that scientists previously thought to be only modifiable through procedures and pharmacology. This medical lab isn't a necessary part of the creation of Avery, but I think it's one of the most powerful gifts you can give to a client. The medical lab, in my opinion, takes what some people spend decades meditating and developing mind-body connection to heal themselves with, and adds in a master-key shortcut that allows the client to do anything they please to their bodies. With the enhanced training in visualization, and mind-body connection being a tremendous side-benefit of Avery, this is a gift that allows the client more control over the functioning of their bodies than I've seen even in lifelong monks who specialize in controlling their bodies. Forget the decades of meditating in a cave, you can give your clients their own lab and go right to the source.

The Medical Laboratory is the Mecca of Mind-Body Connection. Science is only just beginning to scratch the surface of what the brain can do inside the body. Having a laboratory built inside your client not only gives them direct access to specific organs and anatomical structures, but it also allows them to make modifications to them using the equipment instead of guided visualizations drawn out over years of meditations and seminars. I've seen these results in real time, asking clients to immediately increase body temperature, lower their heart rate, or even reduce blood flow to one of their hands - watching it turn powdery-white in front of my eyes. For further reading on this, there are five key books that will expand your knowledge and understanding of why I think the Medical Laboratory is one of the most critical elements of Avery, and one of the kindest gifts you can offer a client.

For centuries, modern medicine has dismissed the concept that our thoughts and beliefs can have an impact on our physical health. But a mounting body of evidence is proving what many in the holistic world have always known -- that our mental processes can be profoundly influential when it comes to affirming and maintaining health and wellbeing.

From the influence of the placebo effect to astonishing cases of spontaneous remission, studies are beginning to show just how vital the mind-body connection is. And while it may not always be openly acknowledged, this union can often be the key factor in recovering from illness and preventing further harm.

In his groundbreaking book "The Biology of Belief", Bruce Lipton explores how cells receive and process information to radically change our understanding of life. His research shows that it isn't genes or DNA that control our biology - these are simply being controlled by signals from outside the cell, such as the energetic messages emanating from our thoughts and beliefs. Whether positive or negative, what we think can have a significant impact on our genetic expression.

Mind Over Medicine is a comprehensive delve into the powerful effect of thoughts, feelings, and beliefs on our physical health. Drawing upon fifty years' worth of medical research, Lissa Rankin, M.D.—trained OBGYN and author—reveals how the body can naturally heal itself when given the right stimulation. From exploring the placebo effect, to detailing spontaneous remissions, this book provides readers with a step-by-step guide to self-

healing. An immersive experience that will leave its audience captivated, Mind Over Medicine is an essential reference for unlocking one's inherent potential.

In his acclaimed book on the physiological effects of stress, Robert Sapolsky explains how chronic and unresolved stress can detrimentally impact our bodies. He posits that when we are in a state of worry or stress, the same physiological responses that are activated in animals become active in us as well. However, unlike animals, we typically don't resolve our conflicts through fighting or fleeing. This constant activation of a stress response can lead to a range of physical and mental ailments such as depression, ulcers, colitis, heart disease and cancer. Fortunately, Sapolsky also provides guidance on controlling our stress response to mitigate its effects and possibly avoid these diseases.

Deepak Chopra, M.D. is a world-renowned pioneer and leader in the exploration of the mind-body connection. Drawing from his own experience with patients in his practice, he felt compelled to seek out answers to their unexpected recoveries despite dire prognoses given by Western medicine. He discovered Ayurveda, an ancient healing tradition in his native India, and combined it with insights from Western medicine, neuroscience, physics, and more. This led to the discovery of what he termed as a "network of intelligence" in our bodies that has the potential to successfully fight against cancer, heart disease, and aging itself. Through this research and study of the complex relationship between mind and body, Dr. Chopra has set new standards for health care professionals around the world.

For years, Dr. Hamilton worked as a pharmaceutical scientist and was astounded by the remarkable results of his control group—patients in drug trials often experienced similar prosperity to those who had taken medicine. This discovery inspired him to delve deeper into the power of the mind and its complex connection with our physical body. Through research and exploration, he reveals the effect of visualization, belief, and positive thinking on the body's health; demonstrating how we can use our imaginations and mental processes to activate our own healing systems and combat disease, pain, and illness.

THE CONFERENCE ROOM is also a tremendous benefit to the client that isn't necessarily a huge part of Avery. The conference room stems from a technique originally developed by Napoleon Hill. He called this method the 'Invisible Counselors' technique.

Napoleon Hill, the success guru, believed that when two or more individuals come together and their minds are in harmony, a third brain forms. This Master Mind allows each person to access their own `sixth sense'. Hill argued that this sixth sense is connected with subconscious creativity and provides inspiration and ideas.

In order to tap into this connection, Hill encouraged people to form Master Mind groups in person as well as an 'invisible Cabinet of Counselors'. He himself had nine prominent group members- Emerson, Paine, Edison, Darwin, Lincoln, Burbank, Napoleon, Ford, and Carnegie—and held imaginary meetings with them every night before going to bed. He would thank the member for the quality he was trying to emulate (i.e., Emerson for his

understanding of nature), then ask their help in obtaining knowledge related to it.

Hill found his meetings so inspiring that despite initially stopping them out of fear of confusing reality with imagination—Lincoln appeared in his dreams asking him not to shirk his duty—he increased the number of counselors to over 50 members (including Christ and St. Paul). By studying each one extensively between meetings he eventually developed mannerisms associated with them all.

We all know the power that comes from surrounding yourself with great minds and ideas, but there is something more to it than just simply being inspired. To put it in the words of Napoleon Hill, maintaining a cabinet of invisible counselors "kindles within you an appreciation for true greatness," allowing us to tap into the universe's vast temple of knowledge.

It may sound a little far-fetched but when we fill our minds with positive energy and great minds, something truly magical happens—we become what we think about! If we focus on inspiring stories and diligent work ethic, those qualities will become imbued in our character. It's also worth noting that true manliness doesn't always have to be defined in words; sometimes you can just feel it when you see it.

Take a moment each day (or whenever you can find the time) to read or reflect on someone who has achieved greatness. Allow their success to become your own by letting them rub off on you and let the knowledge they offer shape your own views. That feeling of inspiration is powerful and very real!

HAVE YOUR CLIENT FOLLOW THESE STEPS

- Select the members for your cabinet.

Choose people that inspire you, regardless of whether they are living or dead, real, or fictional, or famous or not. Consider adding figures such as Jesus, Muhammad, and your grandpa; Theodore Roosevelt and Atticus Finch; Sherlock Holmes and Ronald Reagan — the possibilities are endless! Remember that inviting people into your cabinet doesn't mean you think they're perfect — rather it means they have characteristics that you admire and want to work on in yourself.

- Learn as much about your chosen invisible counselors as possible.

Dive into their biographies, autobiographies, and writings to get a more complete understanding of who they are and what inspired them. Narrow down your selections to 5-7 "core members" so that you can delve deeper into the research surrounding their lives.

- Consult with your counselors in whatever way works best for you.

Some options include regularly engaging in meetings with them in the conference room (like Napoleon Hill did), taking notes on points that stand out to you from their biographies, using their advice when facing difficult situations, allowing their actions in particular moments of history to influence yours when facing similar dilemmas — or even just adding their photos in places you'll see them often like a desktop wallpaper or a slide show screen saver on your TV.

The client will create this list of four or five initial board members on the evening of day one. Preferably, the members will be people that the client is familiar enough with that they can vividly imagine their behaviors, mannerisms, and appearance while in the conference room.



HOMEWORK FOR DAY ONE:

At the end of day one, the client spends time alone developing what I call this intra-spinal relationship.

AVERY DAY TWO - DESTROYING THE OLD

During day two of Avery, our goal is to further develop the client's capacity for mind-body connection, while continuing to level-up dissociation through gradual linguistics, exercises, and visualizations. The client will also be trained to visualize better than they ever have before - including producing both positive and negative hallucinations. This day also encompasses the creation of the Workspace, a mental command center that enables the client to gain next-level control over their mind and body.

Chemical M1 Introduced:

M1 is a medication commonly used to treat [redacted] conditions, and its effects on hypnosis are becoming increasingly researched. In clinical studies, M1 has been found to reduce both the amount of time it takes for patients to reach a hypnotic state as well as their overall responsiveness in the hypnosis session. Furthermore, research suggests that M1 can potentially lead to improved patient confidence in their ability to undergo hypnosis and greater satisfaction with the outcome of their treatments.

The second day of Avery begins with activation of the tremor mechanism for 15 minutes minimum, to ensure they can activate it. Almost always, they will be able to activate it within a matter of seconds. Within a minute, and without the need to apply tension to the muscles, the client should usually be able to activate tremors in their body.

LIMITING BELIEFS

A thorough, detailed walkthrough of the client's limiting beliefs is conducted after their 15-minute session of tremors. These limiting beliefs are then translated into another way of speaking in an exercise on day three. On the evening of day two, you will spend time without the client performing this translation during the picnic table protocol. This list will also be used to develop the one-pager of Avery responses to scenarios - detailing how Avery will respond to incoming situations, challenges, and threats.

TRAINING TO VISUALIZE

The client may be very adept at visualizing. However, every Avery client will benefit from this visualization training. It will aid them in the hypnosis portion and help them to build the rooms inside of their mental workspace. This training is vital and provides you and the client with information on how they process the world. It gives a framework of how you need to tailor your language and approach to the upcoming parts of Avery. Visualization training usually lasts about one hour, and it's beneficial to brief the client on this by letting them know. Here's an example of a brief for visualization training I might commonly offer:

> "Alright, Justin, this next step we're going to teach your brain how to visualize better. I'm even going to show you methods to hack your visualization system so that later, as a side benefit that has nothing to do with Avery, you'll be able to visualize your goals, successes, and triumphs with so much clarity that your brain makes it automatic. No one on earth gets this level of visualization training. For some reason, even meditation gurus and mindset coaches completely ignore this. Why? I have no idea, but since I need you to visualize a bunch of stuff in the next few days, I figure I might as well make you an expert at it. Sound good? Okay. I do have to warn you, this next hour of training is going to feel pretty boring, but what I'm really doing here is jamming a bunch of electricity into your visual cortex, then you and I together are going to shape that electricity. Your brain is going to automatically remember all of this because it's so visually based. So, when you go into trance in a little while, it's going to be a lot more effective. We're essentially giving your mind's eye Lasik surgery—making it see in 20/15 with much better vision. Ok. Are you ready? Need to use the restroom? Let's get started."

I struggled with the best way to add this to the book. I argued internally between bullet format and explaining each step, in detail. So, I'm going to merge the two. This process has several benefits but is covertly assisting you in developing both hyper-visualization skills, and in dissociative capacity in the client, which will be continuously leveled up throughout the process of Avery.

In the list that follows, the process for visualization training is laid out in order (this is not under hypnosis):

1. **Perspective Shift Training** (the client is taught to visually and emotionally shift perspective when imagining something familiar)

    a. Recall a recent memory of a situation where you were with a few people. This could be a business meeting, a dinner, or even a family movie night. As long as it is within the last few months.

        i. We're asking them to recall something recent so that it's easier to visualize, and they don't struggle too much with bringing up the relevant details to fill the situation. Remind the client here it's okay if some of the details are inaccurate. Our memories are mostly fiction anyway.

    b. Experience the situation in first-person. Have the client imagine the scenario in a way that it is not a still-image, and they can look down and see their arms on the table, or their shirt, for example. Get them in first person and give them a moment to add in details. Once they are in first-person within the scenario, ask them to recall a few more details about the situation that might be missing. Give them a moment to do this.

    c. Shift to third person. Have the client observing themselves interacting with people in the scenario. Give them time again to add in detail. Ask them if it's color or black-and-white. Either is okay for now.

    d. Shift to a security camera. Now have the client shift to viewing the scenario through the lens of a security camera. Add in detail as much as possible. Ask them about the experience. Allow them a moment to experience this viewpoint while encouraging them to add in detail or notice more detail they thought they had forgotten.

    e. Shift to someone else's POV. Get the client to pick someone in the scenario and imagine shifting into their point of view. Have them observe the hands and feelings of the person they shifted into. (You might notice we are enhancing both visualization capacity with the capacity for dissociation simultaneously as these methods continue)

    f. View the situation from above. Get the client to imagine the scenario from above. The client will usually default to making the scenario a still-image, so ensure they are seeing motion, and not just a still shot. Have them add in detail and allow them a moment to experience this viewpoint.

    g. View the situation as your younger self. Allow them time to make this shift to third-person and past-person. It may take some prodding from you, and some suggestive language to help build their younger self perspective, such as suggesting the backs of

the chairs are at eye-level, or noting the younger self wearing clothes they wore as a child.

h. View the situation as your older self. Allow them time to make this shift to third-person and future-person. It may take some prodding from you, and some suggestive language to help to build their older self-perspective such as suggesting the maturity increase, feelings of aging, or the feeling of having celebrated a 65th birthday recently, for example.

i. Change to one more scenario from recent past and repeat these steps. Consider that each step may take time and you may need to assist with linguistics suited specifically for the client based on their behavior profile.

2. **Visualization Training** (Object One)

a. Pick out an object with minimal detail. Preferably something that is easy to draw or memorize such as a jewelry box, a battery, or a pen. I've found this is most effective if an object is used that the client has not handled before. Something that belongs to you, for example, that has remained in your briefcase until this moment, is a great object to use. Place this object on a table near the client (within a few feet). Explain the following rules to the client:

i. "I'm going to give you two minutes to memorize every detail that you can about this object. Your job is to have it committed to memory so much, that when I tell you to close your eyes in two minutes, the object can almost stay right where it is. When I tell you to close your eyes, your job is to re-build this table surface, and this object in your mind. I know there's other stuff in the room here, but all you need to build in your mind is this (object) and the table' surface it's sitting on. Got it? Ok. Starting your two-minute timer...now."

b. Allow the client two minutes to memorize the object and at the end of the two minutes, tell them to close their eyes. Give them time to rebuild the image in their mind. While they do this, ask them about the experience and use every 6MX tool at your disposal to make physical notes of how you will structure your language in the upcoming programming. Get them to see the object in their mind and observe eye-movement under their eyelids for irregularity and accessing. This accessing movement should reduce as the visualization training continues.

c. Tell the client to find one detail in their memory they forgot to add to the mental image. Give them a moment to do this and confirm when they have done it.

d. Tell the client you're about to tell them to open their eyes, and use this script:

    i. "In just a moment, I'm going to tell you to open your eyes. When I do, you're going to have five seconds to memorize any new details you didn't add to your mental picture. The object is in the same place, so all you need to do it pay attention to any detail you might have missed. Sometimes it's a reflection of the light in the room off a shiny part of the object, sometimes it's a shadow being cast onto the table by the light in the room. Other times, it might be a detail about the object that didn't get noticed the first time. Ok. Are you ready? Five seconds...starting.... now."

    ii. On a stopwatch, measure exactly five seconds before telling them to close their eyes again. Once they do this, assist them as needed to rebuild the image in their mind. They will typically rebuild it quickly and add in a few details.

e. Repeat the five-second detail add-on method.

    i. "Again, I'm going to give you five more seconds to obtain a few more details about the object so you can add it to the picture in your mind. Sometimes it's a reflection of the light in the room off a shiny part of the object, sometimes it's a shadow being cast onto the table by the light in the room. Other times, it might be a detail about the object that didn't get noticed the first time. Ok. Are you ready? Five seconds...starting.... now."

f. Repeat the five-second detail add-on method.

    i. "Again, I'm going to give you five more seconds to obtain a few more details about the object so you can add it to the picture in your mind. Sometimes it's a reflection of the light in the room off a shiny part of the object, sometimes it's a shadow being cast onto the table by the light in the room. Other times, it might be a detail about the object that didn't get noticed the first time. Ok. Are you ready? Five seconds...starting.... now."

g. Continue this process two more times.

h. Memorize the object while it is in motion. In this phase, the client can now open their eyes and observe while you slowly turn the object. As you do, they memorize the object in motion, so that they are graduating from a still image to a moving picture in their visualization capacity. Here's what you might say:

    i. "In this portion of the training, I'm going to rotate the object so that you can observe it from multiple angles. I'm going to slowly turn it in a circle in front of you here on the table, and your job here is to be able to visualize this in your

mind. I'm going to turn it on the table very slowly, and I'm going to rotate it all the way around three times. While I'm doing this, turn on your brain's supercharger. This should take about one minute, then I'm going to give you a moment to rebuild the moving image of the object in your mind with your eyes closed. When I tell you to close your eyes after the third rotation, you can begin rebuilding the image in your mind. Are you ready? Ok."

ii. Rotate the object very slowly three times on the table and tell them to close their eyes - assist them as necessary with rebuilding the imagery in their mind.

iii. Give them time, as this is a huge step from a still-image.

iv. Once they have the 'movie' as best they can recreate it in their mind, give them another minute to observe only one slow rotation on the table again. Have them close their eyes immediately after the rotation completes.

v. Rebuild the moving object in their mind, and repeat four times with four more opportunities to memorize details they might have missed about the object.

i. Have the subject pick up the object, but only in their mind.

i. Have the subject close their eyes again. Return to visualizing the object on the table sitting still. In their mind, and only in their mind, have them pick up the object. Ask them to now place weight, temperature, texture, smoothness, sharp edges, rounded corners, and all other details into the mental experience of picking the object up.

ii. Have them open their eyes, obtain sensory detail this time, instead of visual details. Close their eyes and instruct them to mentally pick up the object and describe the detail, weight, and experience as vividly as possible.

iii. Take a short break.

j. Eyes open visualization.

i. Return to the table with the object placed there in front of the client. Have them memorize it one more time.

ii. Have them close their eyes and vividly imagine the object there. While their eyes are closed, remove the object from the table. Tell them you're removing the object, and that now they need to rebuild the object on the table, in their mind, with their eyes open. This will often take several repetitions. Now that they have become so familiar with the object, it will be easier to 'place' the object onto the table with their eyes open. They don't need to get to the point of

hallucinating the object on the table, but you're asking them to get as close as they possibly can.

iii. Continue repeating this step until the client can visualize the object on the table with their eyes open. Once they are able to do this, repeat this five more times to solidify the new skill.

k. Allow the subject a break to open their eyes and adjust back into the room. At this point, you will introduce the concept of visual complexity. The object they memorized was simple and easy to do. In the next phase, a slightly more complex object is introduced. I've used everything imaginable for this step. I've used a shoe, a handgun, an oddly shaped Bluetooth speaker, a camera lens, a bottle of wine, and even a laptop. Your only goal here is to increase the complexity of the detail in the object. Not so much that they would need to memorize every letter on a keyboard (the laptop was closed), but enough that the object is more visually complex than the pen, or the other simple object that was used in the first phase.

l. Repeat the visualization protocol in its entirety here with the more complex object.

m. Introduce a slightly more complex object with design elements. Most often, I will use a playing card here. Sometimes, a dollar bill will suffice. If the client is developing quickly, you may want to choose something more complex to challenge their visual system.

n. Repeat the visualization protocol in its entirety with the more complex object.

BUILDING THE INSTANT TRIGGER

In this phase of day two, you will induce a trance, and observe every nonverbal signal during the induction so that your induction later on is much sharper and more precise. This induction should be similar in linguistic style to what the client is used to hearing on the nightly mp3 audio recording.

The purpose of this initial trance is twofold:

- One, you're setting up a trigger that will allow you to send them into a state of trance much faster, because the next few days involve a lot of in-and-out of trance experiences.

- Two, you're developing a critical behavioral measurement of word, tone, topic, and somatosensory response behaviors.

Every passing second provides an opportunity to take notes on the behavior you're witnessing, and the context. This will drive your trancework with them and will be part of your nightly routine of editing, shaping, and crafting the

trancework for the following day. The script that follows leans heavily on confusion. It's up to you to decide which is best based on the client. Some clients respond better to different approaches based on their Behavior Compass. This is only a suggestion.

SCRIPT FOR DAY TWO:

"Ensure that you move into a comfortable position, either by sitting or lying down. Just in a place where you can completely relax.

Now, take in one deep breath into the abdomen.

Good. Slowly let that out. And allow those breaths to continue relaxing you as they can act on their own... doing their own work to help you...let go...now.....

The conscious mind may make an attempt to try in vain to stay with us here, and that's totally fine. Your eyes will eventually feel that familiar need to close, and that's fine.

You mind may wonder...about many places it can go as the rest of you can listen and wonder how easily it was...now when you...let go completely.

Softly at first...noticing the increasing full sound of soft black filling the entire mind as you...

Let every muscle...completely unwind and loosen.

Allowing the skin on your face to soften. The tiny muscles around the eyes finally able to...let go.

And letting it all go even deeper...now...is the time to let go of the...future will be brighter than you could...imagine...becoming so completely focused. Noticing how different it could be if the same things started looking now like it wouldn't change if nothing else really did...completely let go.

And becoming aware of the part of you listening closely and the part that isn't not completely letting go...now...is the time you might find your mind on its own two...feet...becoming relaxed as that warm sensation can move upward to the other parts that...feel completely absorbed in something when they were so heavy.

Even the thoughts you aren't having become part of something that makes them feel even deeper than...before you begin to start counting backward from ten... nine just can show up where it came from...eight a good meal and felt like heaven could be as weightless or heavy as bricks...in a wall...minus five. And what would it be FOUR, if you could focus completely or drift with the breeze... under the shade of a tree. And where you're going TWO next can feel even deeper than before tomorrow there is only ONE path to follow ahead...back down to this place...is where every fiber in the body can finally release.

This perfect place of infinite focus...is automatic. Making every part of you that doesn't listen even pay attention to what is letting you go...deeper is right here... and there...is always a way to GO DEEPER...into what feels...right...or left to focus on...something can absorb all your attention...can become softer...and it can be hard to even notice the body on its own...with the muscles loosening still with every breath.

And it's easy to completely separate the part listening closely and not actually doing than the part that isn't not completely focused...now.

It's such a good feeling to just lose yourself into what captures all of your focus when nothing is really what you aren't...noticing the mind and body coming together now.

And there is nothing you need to try to do...or not do...because everything you do, allows you to become aware that you already do know that you can hear many things...feeling no need to make the effort it takes to try to make the effort to pay close attention to anything I say.

Your ability...to relax...to know what you might not need to do...fully. Even those thoughts that can come and stay in that area where the fog is. Leading you even closer to where that time is where you don't even need to understand...just hearing this voice. HERE. THIS voice in the center of your mind. Not having to decide whether to go or not go without...going...deeper.

And back when tomorrow can become even better than feeling now like THIS VOICE in the center of the mind to guide you right into the perfect...feeling completely focused and moving even deeper into that feeling of...you don't even need to do anything at all. It all belongs to you as you begin to hear...the way you do...here and now...with eyes closed.. .comfortable...that voice or sound...in the background...of the mind...as you listened to that show...show that too...and it showed you how to notice the relaxed...drifting glow...of a slow...sound show...of quiet calmness...and thoughts like dreams...following themselves...as I spoke...turning...spokes in wheel turning...AROUND, where we'll be drifting...effortlessly down a path.. .into a quiet still place where words...can remind ...your mind...of those things needed for you.

Hasn't it always been that way...as you look at things in a different light, of course, ...you can feel now that there is always a different way... And there always has been...it's just that sometimes it's the same way that you already know... And as you weigh that up...it can be quite relaxing for your mind to...find that...way down.

The body all on its own...letting go.

Softly at first...noticing the increasing full sound of soft black filling the entire mind as you...might even wonder what it would feel like if you could experience the sensation of becoming aware of feeling your brain, your mind, fully releasing and letting go...what that might feel like...now. It might feel like a lightness or a warmth, and it might feel like a release inside that has been waiting for years to happen...now...

With those beautiful breaths continuing to do their own work and allowing them to continue releasing every fiber even more with every long exhale, you can begin to notice your mind can go anywhere it likes to go, and YOUR UNCONSCIOUS can do all the work for you, and it may choose to relax - and you can know that my voice will travel with you and continue to guide the deeper part of your mind into the most profound change.

And you can finally find yourself with this perfect state of focus, the limitless feeling of completely letting go...the total release of all tension. Complete release. And you can instantly and rapidly return to this precise state of being when you hear me say the word 'sleep'. At any point in time, you know now you can fully immerse yourself into this state, like warm water, hearing the word 'sleep'. Warm. Instant. Returning even deeper than you might realize right here to this state at any moment you hear this voice in the center of your mind, saying that word that brings you right here...'sleep'."

Now you've built a trigger you can use to quickly get them back into this state. Ideally, every time you see your client in a perfect state of trance, based on their behavioral indicators, you can implant the trigger word again. This should be accomplished mostly through the use of the mp3 they have been listening to for the previous month, but never miss the opportunity to install and reaffirm the instant trigger so that you and the client can save time and avoid lengthy inductions and progressive relaxation routines.

BUILDING THE WORKSPACE

Use another induction with specific phrasing that you obtained based on behavioral reactions in the previous induction. A sample induction is directly below this paragraph you can use and tailor to your client. Remember you're an operator, you don't work on stock scripts, and you've got more training on how to tailor your client's experience than any psychologist in the country. Have faith you can do this. Don't default to a stock script.

The following script is only a guideline:

"Let your body adjust itself as you find this perfect, comfortable position here. I'll go with you all the way down.

Start taking those perfect, deep breaths all the way down into your lower abdomen. Letting every breath release even more tension and allowing your body to scan itself with every exhale to release, and LET GO of any hidden tension or tightness.

As you allow those deep breaths to continue, and you continue to let your body do its work to allow everything to completely LET GO, you can just bring your attention to the feet. Maybe noticing the temperature at first.

The conscious mind may make an attempt to try in vain to stay with us here, and that's totally fine. Your eyes will eventually feel that familiar need to close, and that's fine. But don't close them until you feel that feeling. Just keep looking in that direction. Perfect.

And as you look there. You can find yourself paying attention to the most unusual things at times. Sometimes it's counting or adding numbers, thinking of memories, or allowing the thoughts of next to nothing to completely fill your mind. And you can try to be aware, of the sounds, there...or not there...and as you sit there...there's no reason to listen. Only because when you consider which part of you does the listening in the absence of the other, it's easy to let that part listen while even the thoughts you AREN'T having become part of what is on the surface. Here.

And there is nothing you need to try to do...or not do...because everything you do, allows you to become aware that you already do know that you can hear many things...feeling no need to make the effort it takes to try to make the effort to pay close attention to anything I say. Your ability...to relax...to know what you might not need to do...fully. Even those thoughts that can come and stay in that area where the fog is. Leading you even closer to where that time is where you don't even need to understand...just hearing this voice. Here. This voice in the center of your mind. Not having to decide whether to go or not go without going...deeper.

You don't even need to do anything at all. It all belongs to you as you begin to hear...the way you do...here and now...with eyes closed.. .comfortable...that voice or sound...in the background...of the mind...as you listened to that show...show that too...and it showed you how to notice the relaxed...drifting glow...of a slow...sound show...of quiet calmness...and thoughts like dreams...following themselves...as I spoke...turning...spokes in wheel turning...AROUND, where we'll be drifting... effortlessly down a path. ..into a quiet still place where words...can remind...your mind...of those things needed for you.

Other times we drift a bit...as we think about all the things that are parallel in the universe... and all the things...which cross across the horizons of those parallel things...but we always find ourselves slowing down for a stop sign...and drifting... floating...below the threshold of our consciousness.

When we feel ourselves let go of those parallel line thoughts...and just focus on how drifting...seems effortless...in a timeless drifting down motion...which we find many times to be relaxing...relaxing, relaxing deeper...and deeper...as we add three plus three plus three plus...the horizon of relaxation...in a drifting feeling as we float along to the solution...which relaxes us deeper into the concepts that we are now examining...because four plus four is forethought to forgo consciousness.. .and drifting happens when we now calculate all of the foregoing thoughts...in the parallel sphere of our own reality...letting go...and relaxing deeper and deeper.

Hasn't it always been that way...as you look at things in a different light, of course...you can feel now that there is always a different way...and there always has been...it's just that sometimes it's the same way that you already know...and as you weigh that up...it can be quite relaxing for your mind to...find that...way down.

Now allowing all the tendons, tissue, and fibers to release. Letting complete relaxation penetrate into every joint and every fiber of your feet. Just allowing them to LET GO.

And that feeling there can move up into your ankles. Creating perfect space there and noticing the relaxing feeling of allowing everything to completely release and unravel. And as that gently moves into the lower legs, you can discover the same sensation of full relaxation and release of every single molecule - the fibers all disengaging and unwinding perfectly...for you...can allow that to move into the knees and your thighs. Right there, allowing all of that to penetrate into every part of the thighs...just releasing and letting everything unravel and open up. Allowing everything to completely LET GO.

As that moves upward still, everything releasing even more with every exhale of those deep breaths that continue on their own into your abdomen. Every exhale loosening everything, and allowing that awareness now of your pelvis, glutes, and lower back fully letting every bit of tension completely dissolve. Letting space create itself, and allowing the muscles to relax on their own, they know what to do.

As that perfect feeling continues to release everything, you can notice this perfect feeling of warmth moving up the small muscles that run alongside your spine. Letting go. Every fiber unraveling and releasing, and feeling that movement of the abdomen as those breaths continue to release every muscle even in the abdomen itself. Allowing that to move into the chest and even the skin on the chest can release and loosen, fully let go, all the way down. Going into the shoulders and letting the loose, relaxing warmth soak through every fiber all the way to the bones, letting everything release.

Letting all the warmth drift down the arms, noticing every fiber completely unwinding and releasing for you on its own...it knows what to do. The elbow relaxing for the first time maybe in a long time. And letting the tendons and all the fibers warm and relax as the forearms fully release now...perfect loosening and even the wrists can completely become open and warm...allowing themselves to relax. The hands and fingers finally getting a chance to LET GO all the way down that feeling getting even deeper than before with every exhale from the abdomen continuing to do its work.

And finally allowing this incredible sensation to work its way up your neck, allowing those muscles...even the smaller muscles hiding under the shoulder blades to release every ounce...every last final ounce of any tension...getting fully and even more perfectly relaxed, and allowing the skin on your neck to finally soften and let go.

As this feeling moves into your face, you might notice the skin on your face softening...those tiny muscles around the eyes releasing and letting go...completely relaxed. All the muscles in the face can relax in such a way that the scalp loosens, the skin on the scalp has finally got your permission to completely release and let go all the way into this...feeling fully and perfectly open to let go.

You might even wonder what it would feel like if you could experience the sensation of becoming aware of feeling your brain, your mind, fully releasing and letting go...what that might feel like...now. It might feel like a lightness or a warmth, and it might feel like a release inside that has been waiting for years to happen...now...

With those beautiful breaths continuing to do their own work and allowing them to continue releasing every fiber even more with every long exhale, you can begin to notice your mind can go anywhere it likes to go, and YOU'RE UNCONSCIOUS can do all the work for you, and it may choose to relax...and you can know that my voice will travel with you and continue to guide the deeper part of your mind into the most profound change.

And you can finally find yourself positioned there standing in front of that perfect elevator door. Ready to take you down into that perfect hallway and into your workspace. As you approach the elevator door you can extend your hand and feel that familiar click of the button underneath your finger, and you notice the door perfectly opening again. Welcoming you inside of the elevator. And as you push that bottom button right there and feel that under your fingertip the door can close safely, and you can feel that downward motion. Pulling your body down. That sensation of gravity moving you down closer and closer to the largest transformation of your life. To the incredible workspace that you've made for yourself. To the amazing workspace you can use for the rest of your life. Continuing to feel that elevator coming down perfectly until it comes to a stop in the door opening in front of you, revealing the hallway. Stepping out of this elevator can extend your right hand and allow your fingertips to drag along the wall as you pass the first, the second, and getting closer to the third door on the right side hearing your heels and footsteps may be in this hallway as you get closer to the last door on the right. The door to your workspace."

After this induction, proceed to add in necessary items, décor, furniture, windows, flooring, art, and anything else the client wants to add to the workspace. Allow them time to finish and use an ideomotor signaling device to signal you that they've finished the process. Offer slow, easy, and subtle suggestions that the office can always be changed in the future, it doesn't need to be perfect, and that they will be coming back here with the ability to change things around for the rest of their lives.

A NOTE ON IDEOMOTOR SIGNALING:

Essentially, this technique is how you can communicate with the client while they are in trance. You can set this up ahead of time or develop the response to 'yes' and 'no' questions while they are in trance. Ideomotor signaling is widely used in hypnosis, though it contradicts the original definition of 'ideomotor'. Rather than being movements that are unique to an individual, ideomotor signaling requires a person to be told exactly how to signal a 'yes' or 'no' answer and what counts as a valid movement. For example, some hypnotists only use one finger, while others may use two or all ten. This means everyone signals the same way for that particular hypnotist, which is contrary to the meaning of ideomotor originally coined by William Benjamin Carpenter.

THE MEDICAL LABORATORY

- Follow the same process of the office/control room. Use the client's drawing or sketch to walk them through the details of the room, and allowing them to observe sounds, smells, and even lighting conditions as they add in equipment, exam tables, medical supplies, and surgical/scanning machines.

THE CONFERENCE ROOM

- Build the conference room in the same manner as the medical lab.

THE CHAMBER

- The chamber is minimal, so it won't take long to build. Have them interact with the two chairs in the room, feeling the temperature, texture, and weight of them as they slide them or make adjustments to their location or proximity.

Have the client visit each room one more time, noting details, sensory information, and picking up a new detail they didn't notice before in each of the rooms. While doing this, suggest that it's okay to add or change things, and give them a moment to do so if they wish. Use ideomotor signaling to identify when they are ready to move to the next room.

Following this process, have them return to the office, approach the desk in vivid detail, pull out the chair, and take a seat at their desk. While seated, layer in sensory detail and have the part of them that is in the office now go into trance. This leverages the dissociative capacity that will be needed for days three and four.

Perform a glove anesthesia while in trance in the office.

Perform somnambulism skill development while in trance in the office.

Perform further dissociative skill development such as becoming awake and out of trance only from the neck up, then sending them back into trance using the installed instant activation word.

Immediately have them exit the office with gratitude (as always) and take the elevator up, bringing them out of trance. Have the necessary equipment on the floor ready to perform the neurogenic tremor exercises.

Perform neurogenic tremor exercises for ten minutes, followed by a restroom break.

Following the restroom break, allow them to activate a tremor state again for five minutes to activate the spinal cord before getting them re-situated for trance in the chair.

Re-induce trance and take them into the medical lab. Use the scanning machine to bring an image of their heart in 3d onto the screen while they lay on the exam table. Slow the heart rate down using dissociative language (THE heart, instead of YOUR hart). Increase and decrease body temperature using suggestion, hypnotic language, and presuppositions. Use ideomotor signaling

to confirm they are able to feel the change in body temperature and ensure the temperature control is brought back to normal.

Bring the scanner to focus on the brain, displaying the brain onto the screen where the client can see it in the lab. Have the client find the controls for emotion and adjust levels of fear downward only slightly. Allow them a moment to locate these controls, and use vague language when speaking about them, as your descriptions could conflict with their experience and disrupt the experience. Use ideomotor signaling to confirm the client is able to feel this small reduction in fear. Return the fear control to the normal location.

Remind the client they just established more control over their bodies than people who spend a decade meditating and going to seminars. Remind them they just joined the top 1% of people who possess a mind-body connection. Remind them that they did this, not you. At every opportunity, remind them that they own this success, not your techniques or skills.

Walk the client back out of the medical lab, up the elevator and out of trance.

Immediately get the client onto the floor to 'set' the new skills into spinal cord.

The client is given chemical M1 at the end of the day.

The client is introduced to Machine N1 at the close of the day, taught how it works, and given the machine to keep under NDA for future personal use.



HOMEWORK FOR DAY TWO:

The client is debriefed about spinal cord anatomy, and how all of this is thus far working. Personally, I'm comfortable telling the client I don't fully understand how it works, and letting them know that what I explain to them is my best guess. This evening, the client needs to revisit the workspace on their own using the programming audio file containing only the mathematically calculated harmonic resonance from the entrainment audio file. The difference being that there is no scripted audio induction, and the client develops the ability to enter their own workspace without assistance. They will perform this action lying down and enter the medical lab. Once in the lab, they will lie on the exam table, bring the scanner to life, and bring their spine onto the screen using the scanner. With an image of their spine and spinal cord on the screen, the client will then enter into neurogenic tremor state, tying the workspace even more tightly to the spinal cord and brain stem.

Instruct the client to also explore the rooms of the workspace without supervision and make any adjustments they would like to make.

Ensure the client is taking relevant supplements based on the neurotransmitter analysis, as tomorrow's work will necessitate higher levels of certain neurotransmitters.

AVERY DAY THREE - MEMORY MODIFICATION AND TRAINING

PHASE ONE

At the beginning of day three, check in with the client to ensure they were able to complete the homework, and take notes on their feedback. After a brief discussion of the day ahead, administer chemical M1 and chemical M2. This will take approximately 30 minutes to take effect. During this time, the client will be permitted to use the restroom, and use the rest of the time developing the neurogenic tremors in different areas of the body.

Both chemicals M1 and M2 are introduced with appropriate mg/kg ratio with reaction times noted from the previous day taken into account, and timed so that the peak experience in hypnosis for day three will take place before the half-life point for the combined average of the chemicals in the client's system. Averages are taken from scientific reports, but these are also compared to the behavioral and neurological notes made from the previous days. The timing is important so that the peak of the session during day three takes place before the half-life point of the chemicals.

During their tremor session, have another briefing on 'spinal proximity' and the importance of these tremors being so closely associated with all of the programming. Secondly, ask the client if there is any part of the body they would like to modify or work on in the medical laboratory. If they aren't sure, assist them to choose a random body part. Bring up detailed imagery of the anatomy of that body part on an iPad screen or something similar so that they can more vividly visualize it in the medical lab. Explain this procedure that they can reproduce with any body part in the future. This exercise is only used for ratification in terms of their Avery programming but will serve them for life when it comes to mind-body connection and healing. Secondly, bring up several images/videos of the anatomy of the nerves, muscles, and bones of the human wrist. Let them know they will also be making a special surgical modification to this area and adding/repairing nerves inside the wrist.

Repeat the induction from day two and re-build the instant induction trigger. This trigger will not often be used but is useful in maintenance calls weeks later over video chat. This should take roughly 45 minutes.

After bringing the client out of trance, get them right onto the floor again for a minimum of ten minutes of neurogenic tremor activation followed by a restroom break.

Induce trance again using a tailored induction and use the elevator to bring them into the medical lab. Conduct a scan of several organs to allow them to 'test drive' the scanning equipment. Bring the scanner to the area of the body that you chose with them, and once it's vividly on the screen, make small changes to it to improve that body part using the AI surgical instruments. Suggest that these modifications the machine can make might be through

light, laser, blade, radiation, or something else. Avoid instances where your language could interfere with their experience and cause disturbances or discrepancies they will have to deal with.

Perform a nerve repair on the inside of the left wrist. This should be done suggestively using the surgical machine. Use suggestions that involve the machine adding new capabilities, creating new neuron pathways, building tissue, and making the wrist more powerful than the other one. Spend at least 15-20 minutes vividly walking through this surgical procedure.

Sliding off the exam table, the client will now make their way to the office, and access the main control computer, where all bodily controls, memories, and emotions are controlled centrally.

Have the client locate folders and files that contain memories.

Have the client locate controls and settings for:

- Confidence
- Self-control
- Emotional regulation
- Anger
- Fear
- Enjoyment
- Self-discipline
- Composure
- Leadership
- Openness

With each new control the client accesses, treat it like unlocking a new achievement. Have the client slightly adjust each one until they can actually feel a difference. Following each adjustment, bring the 'setting' back to normal, or where it was when they discovered it. It's tempting for them to want to make permanent adjustments here, but this is not the time to do so. Use ideomotor signaling to demonstrate each of the adjustments, when they occur, and when they are set back to 'normal'. This process should take the better part of an hour.

After this process, walk them to the elevator, remembering that gratitude comes with every contact with every door handle while they are in the workspace. Use the elevator to bring them out of trance. Immediately lay them on the floor for fifteen minutes of neurogenic tremor activation.

During this tremor activation, you can discuss the intricacies of the N1 machine, its components, and the ways that it can be used.

Place the client onto the N1 machine with DRP protocol and set a two-hour timer.

Induce trance again with enhanced dissociative capacity enhancement in the workspace, and trance within trance in the workspace. Have client open their eyes in the workspace again and access the memory files in the computer. Locate a memory of a childhood bedroom from an early age (around six).

Have the client enter this memory instead of 'playing' the 'video' of the memory. Have them enter this memory in three-dimensional space. Ensure the client is informed the house is empty and totally safe. Use regression to make the details of the room remind them they are now a child. The doorknob being at eye-level, for example.

Ask the client to remember several details, one at a time, that they thought they had forgotten about the room. Vividly build their sensory experience of the room.

Ask the client to locate a marker or pencil. Direct them to make a small mark on the wall in a spot they can find it in a year, or sometime in the future. This small edit will introduce their mind to the initial steps of editing memory. In future memories of this bedroom, they can now 'remember' this mark being on the wall. Some clients even experience instantaneous 'memories' of seeing this mark on their wall years later.

To ensure this still-frame snapshot of 3-dimensional memory is edited, have the client walk to the middle of the bedroom, close their little eyes, and fade back into the office/control room. Vividly bring them back into the control room with sensory information such as the weight of their arms on the desk.

Have the client now access a memory years later in the same bedroom without 'entering' the memory. In most cases, the client experiences these as video files. Have them play the video file and ensure that somewhere in the memory, they are able to see the tiny mark on the wall.

We are introducing the concept of memory plasticity to the client without explaining it or using technical jargon. We are just showing them instead of telling them.

Repeat this process for another location in childhood with more vivid regression. A location such as a classroom is great.

Check again that the files are changed in the control room.

Take the client out of the workspace/trance.

Immediately activate 20 minutes of neurogenic tremors and allow a restroom break as needed.

Make adjustments to the N1 machine and administer chemical M3 to interact with the machine as it reaches a peak.

Re-induce trance with a full induction *(do not use* the immediate trance trigger word at this stage).

Have the client enter the workspace and return to the control center.

This mark is usually the high mark for Chemical M1, so the process is at a peak. Your day should be timed so that the high mark of M1 roughly matches with this induction. Chemical M2 is not relevant to this induction and is still active at this point.

MEMORY MODIFICATION TRAINING

In this phase of training, the main goal is to increase the person's dissociative capacity, but we are also leveraging their ability to modify memories to the extent that the techniques that will be covered later will be immensely more effective and powerful.

In the initial phase of memory modification, we made a small mark on the wall in the childhood bedroom memory of the client. We did this in three-dimensional space. And then it was translated. Into two-dimensional space when they replayed the memory inside of the Control Center.

In this phase, we're going to select another memory. That will most likely be vivid in the client's mind. Most often, clients will. Have vivid memories of a childhood birthday party that they either attended or celebrated their own birthday at. This will be something that is discussed with the client prior to taking them into trance. During this phase, you will want to establish 2 distinct events that occurred before the age of nine that they have a fairly good memory of. Two of the most common that I experience with clients are birthday parties and Christmas mornings. Either in the neurogenic tremor section that the client just went through or in the morning briefing that you did with the client, you will want to establish what these two events are so that they can be revisited in the Control Center with more clarity.

Induce a trance using a standard induction and bring the client back into the office/control center. Bring up the first memory that you and the client decided was most vivid for them from childhood. For this example's sake, we will use a birthday party as an example.

In the files section of the control center, locate this memory and have the client ENTER the memory of the birthday party. Have the client explore the memory a little bit - observing objects, people, colors, and fully immersing themselves in the experience. Reassure the client that not all details need to be accurate, and the mind will fill in blanks where it needs to. It's not a test, it's an experience. Your use of regression in this method is key.

Now, have the client look down at their shirt in this memory. Now have them visualize themselves 'editing' the color of this shirt in the memory files way back in the control room. If they were wearing a blue shirt, for example, the part of them back in the control room is changing the color to red. Have the client witness the color changing. Now have the client visualize the part of themselves back in the control room saving the memory - making it permanent. Fast forward through the birthday party memory now, having the client experience the entire event in the shirt that is (was) a different color.

ADDING AN AVERY CHRISTMAS ORNAMENT

Depending on the client, they may or may not have celebrated Christmas. If they didn't, choose another celebratory memory from childhood, and add something similar to the format of this method.

In trance, have the client take the elevator down into the workspace and enter into the office once more. Have the client sit at their desk and go into another trance that's even deeper than before. Perform regression to the target event (that you and the client selected before the trance session began) and build vivid imagery and recreate the memory to the furthest extent using all sensory information.

Inside the memory, place a new ornament onto the Christmas tree that you can design on your own.

Have the client (as a child) walk over to the tree and interact with it - feeling the weight, temperature, and seeing the light reflect off of it.

Continue this development of seeing the ornament for the remainder of this memory. This can take up to about 40 minutes.

Return to the workspace.

Regression again to a family vacation. Insert a small, brief memory as a young child in a public place. In this memory, they will briefly recall seeing their adult self, walk past - recalling the feeling of recognition they had when they first noticed the person. Not quite sure who he/she is, but certain of some kind of unusual feeling of connection. Building and making this memory vivid may take up to 20 minutes.

Now, back in the workspace, have them perform this action as the adult. They will locate the file in the system control computer (we're taking this route to the memory because it's not about regression, it's about locating and accessing the memory from a third-person point of view).

Walk the client through the same memory as an adult, observing their younger self mesmerized or staring at them as they briefly walk past them in the zoo/park/beach/etc. Build the detail in the scene. Allow the client to stop and observe the older style of people's clothing, the lack of smartphones, the interesting smells and sights they would never have noticed as a child. This step is critical to the initial development of the framework for Avery. These new experiences are all opening new doors that Avery will need to traverse on its way to the mid and lower brain.

MEMORY MODIFICATION ESCALATION

[REDACTED]

HALLUCINATION TRAINING AND NEGATIVE HALLUCINATION PRODUCTION

[REDACTED]

Have the client return to the workspace now to check files are edited with the new content that you've added and removed from memory.

Initiate neurogenic tremors immediately after trance is broken.

Confirm that once out of trance, the client is able to verbally describe the memories without hesitancy or nonverbal indicators of disfluency. Use Machine M2 to measure modification of memory in the O and z regions.

Break for restroom, do not remove components of machine M1.

PHASE TWO

Five minutes of neurogenic tremors.

Full trance induction using previous script tailored using responses from previous induction.

Walk-down into workspace and office.

Check the files again to ensure memory edits are holding and permanent inside of the control computer.

Create an inception-trance in the office. Trance at the desk with arms resting on the office chair, or on the desk in front of the client in their office.

Have the client picture themselves vividly on a grassy hill near a small river. A small wooden bridge goes across the bank to the other side, which is also covered in grass. Near the bridge, on the client's side, there is a large tree. Under the shade of that tree is a picnic table. Next to the picnic table is a fire pit with a gentle fire in it.

Build this imagery vividly in the client's mind. Let them feel the grass crunch under their feet as they move. Let them feel the sun on their neck.

Next, you will follow along a script (roughly) in a way that matches the client's limiting beliefs that you determined on day one. Your work will be to deeply translate their limiting beliefs into statements that a child would make. They are going to meet their younger self here at this table, and the child is going to show them all these beliefs. They will have an opportunity to choose to carry those beliefs into adulthood or not.

Here is a rough script for what this section of the session might sound like:

"...and as you look there by the table and see that fire gently burning in that fire pit, you can notice there's a small, innocent child there holding a large bag. As you focus on the child, and the details become clearer, you notice that the child is you. They look to be around eight years old. You can see they recognize you as you make your way to them. The excitement on their face. You can hug him if you like. He's wondering how you got here. And you can also let him know that you're wondering why he's here as well.

He looks back at the bridge for a moment, then turns back to you and tells you that the bridge back there is the bridge to full childhood. He's been wanting to

cross this bridge for nearly thirty years, but they would not let him do this with the bag he had to carry. He's brought this bag here to show you what's inside.

You can take a seat at this table across from him now, and ask him to show you all the things he has in this bag. He pulls the bag up beside him as he takes a seat, his feet dangling as he digs into the bag. With each item he shows you, he's going to tell you a life lesson that he learned. And you can talk to him about each one of these items, and make a choice to keep this item, or to toss it into that fire right there.

The first item he withdraws from the bag is a ruler. As he sets this down, he tells you the life lesson he remembers learning. The lesson that he will take into adulthood because it kept him safe. He tells you, 'You have to follow what everyone else is doing.'

Now, you can take a moment to speak with him about this. You might let him know that this is maybe something that is good for a child, but that it can be completely let go now. It might have kept him out of trouble, or kept him safe, but it's time for this to go now so he can be free. You can toss this one into the fire now. As you do, you can see his face get excited to see it burning. The warmth on both of your faces as it burns.

He reaches back into the bag now and retrieves a blanket, and tells you, 'Don't talk to new people or take any risks. They might be mean.'

This lesson was something he carried into adulthood. You can forgive him. You can let him know he thought he was doing the right thing for you. He thought he was doing what was best to keep you safe. He can completely understand. If you like, you can allow him to toss this one into the fire. Hug him if he needs it. Take a moment to reassure him.

The next item he pulls up from the bag is a roll of tape from school. As he sets this onto the table, he says, 'Don't speak up right away – it could be dangerous.'

Following the same path. Provide him with reassurance – remind him that this was okay for a child to have, and that he didn't understand what an adult was supposed to be like at his age. He nods in agreement. Smiling that he's gaining his freedom back. You can now toss this item into the fire, or allow him to do it.

Now he withdraws a stuffed animal from the bag and is hesitant to speak up. After you nod for him, he finally says, 'If I make someone upset, it will wind up hurting me.'

You can hold his hand if he needs it and reassure him that he's okay. Talk to him for a moment about this being okay for a child to think, and okay for a child to get rid of. Toss this into the fire.

The next item is only for you to know, and as he pulls this out of the bag and sets it on the table, he tells you, 'If I take charge, I won't be able to do it. I should just let someone else take charge.'

Take a moment to hug him if needed. And speak with him to reassure him, and let him know, just like all the other things, that he's completely fine to get rid of this, and it's not something that belongs in an adult body or mind. This can be easily tossed into the fire there.

He reaches back down into the bag once more, withdrawing a small, folded notecard. As he gently lays this onto the table, he tells you, 'If I'm really confident, someone will challenge me.'

You can reassure him this is understandable for a child. You can talk to him for a moment about this, letting him know this is not something that belongs in a successful adult's body and mind. You can toss this into the fire at any time you like.

He tells you there's one last thing inside the bag. He pulls out a band-aid. He looks at you hesitantly again, and finally tells you, 'Never take charge, cause you'll get hurt.'

Take a moment to speak with him about this. This one is emotional for him. Reassure him. After he's ready to let it completely go, and he understands this doesn't belong in an adult, you can toss this into the fire.

Lastly, the entire bag he's had to carry for thirty years can be tossed into the fire. Check that there aren't any hidden objects in the bag, and toss this bag into the fire, feeling the warmth from the fire on your face as it burns. Seeing the excitement on your younger self's face to see the spectacle.

Now, he can finally cross the bridge. You can take a moment to hug him goodbye, knowing that you can always return to this place to see him anytime. You can watch as he runs to the bridge he's been waiting 30 years to cross. He waves at you and darts across the bridge to enjoy childhood.

Now, as he runs off, you can take a seat one more time at that table. Feeling the wood under your hands and arms. Now able to completely see the future meetings, interactions, social situations where you will no longer live with this bag of beliefs. What life will be like without having this heavy burden of things you were able to burn off here. The feeling of not having these, and what it does to your mind, your posture, your thoughts, your actions. The feeling of allowing that little boy to finally cross that bridge over there. "

Have the client close their eyes, fade back into workspace, and exit workspace through elevator and out of trance.

Five minutes of neurogenic tremors.

Restroom break.

The introduction to the electrical machine is done here, and the client is taught how to operate it, care for it, and how to use it with battery power vs. a direct plug into the wall. This machine will not be mentioned here in this book.

AVERY DAY FOUR - INSTALLATION

[REDACTED]

The fourth day of Avery leverages tools that I am unable to discuss in a book, and that serve the main core of how it becomes implanted within the brain stem. Not only am I unable to share these details within a book, I believe it would be irresponsible to do so.

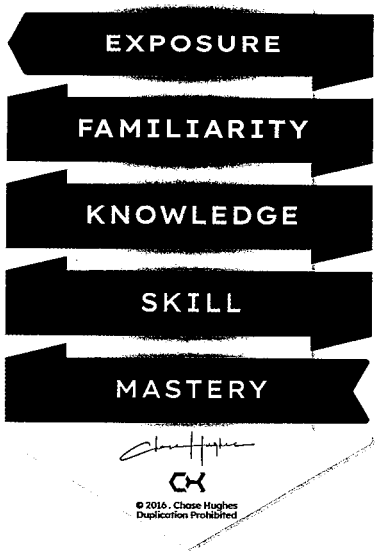
There are six key elements of day four that make Avery possible. If they are done out of order, or only five of them are done, Avery will NOT work. Avery installation involves a set of skills that MUST be acquired through serious training and will only work under specific circumstances. Otherwise, attempts at this will only put someone in danger, and do essentially nothing but create a placebo in their minds at best.

To sign up for an Avery training event, you must be proficient (at level four) at the skills covered in the Skills Assessment in the next section. To become licensed to perform Avery, you can attend the course, and get your name on the high-tier client list to deliver Avery to them. If this is of interest to you, reach out to support@chasehughes.com.

SECTION 10: TRAINING PLAN

THE MASTERY ASSESSMENT AND TRAINING PLANNER

IN THIS SECTION, I WILL provide you with goals for developing these skills so that they become part of who you are, and not something you *do*. The biggest mistake I've seen people make when learning these skills is that they focus on learning how to persuade, profile, and influence. What the goal *should* be is learning how to be a person who is persuasive, how to be a person who profiles.



I want you to get to mastery. You've been exposed to the skills now, you've developed familiarity, you have a working knowledge of how it all works, and you've got a few skills developed that you can use in situations where you need them. I want you to earn your red belt.

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SKILLS ASSESSMENT

Here is the skills assessment I use to determine an operator's level of skill in Tradecraft. There are four levels of skill used to measure an operator's proficiency:

Level 1: Able to consistently recall some of the foundational elements of a Tradecraft Skill. Must be able to demonstrate an ability to execute the technique in a safe social context with no resistance from the subject. Must demonstrate an ability to create a desired result some of the time with minimal or no resistance.

Level 1 Example: Jane is able to demonstrate successful 6MX Needs profiling while watching a video with her instructor and reviewing notes together. John is able to use elicitation to successfully get his daughter to open up about her day at school. Jane is able to profile the general openness of her employee

and utilize basic persuasion techniques to level up this aspect of the Six-Axis Model.

Level 2: Able to understand most of the foundational concepts of a Tradecraft Skill. Must understand roughly how a technique or skill works within the brain. Must be able to demonstrate an ability to execute the technique within a controlled social context. Must demonstrate an ability to create a consistent outcome most of the time with minimal resistance from the subject.

Level 2 Example: Jane is able to demonstrate successful 6MX Decision profiling while relaxing at her favorite coffee shop when she strikes up a conversation with the man sitting next to her. Next Jane establishes a relative baseline of the man's composure using the Pendulum Model. Finally, Jane is able to successfully utilize regression in the conversation to begin leveling up the Six-Axis.

Level 3: Able to understand all foundational concepts and some of the dynamic or creative parts of a Tradecraft Skill. Must have a basic understanding of neuroscience fundamentals, and a general understanding of how the skill works in the brain. Must demonstrate an ability to execute the skill during normal(?) situations, including public areas, social gatherings, mild sleep deprivation, or other mitigating factors.

Level 3 Example: John is able to build a nearly complete 6MX profile within 15 seconds of talking to an airport customs agent and two minutes of profiling the customs agent before walking up to the counter. John is able to talk to the customs agent with confidence and displays a relatively high level of authority. John edits his word choice, demeanor, and tone on the spot to leverage the 6MX profile of the customs agent and continues to make adjustments as needed based on situational feedback. John identifies the customs agent's life script and is thus able to create novelty by deviating from the script and running a brief deviance escalation formula on the customs agent. As a result, John levels up the Six-Axis Model quickly and the customs agent feels intuitively that he trusts John and lets him go with minimal conversation or questions. The customs agent doesn't realize he missed the glaring discrepancies in John's paperwork.

Level 4: Able to understand all the creative, dynamic, and philosophical elements of a Tradecraft Skill. Must have a comprehensive understanding of neuroscience in relation to the general subgroup of Tradecraft Skill being used. Including general knowledge of the area of the brain which is being used to leverage the Tradecraft Skill. Must demonstrate an ability to execute the Tradecraft Skill during most situations, including under strong social pressure, moderate sleep deprivation, or other mitigating factors. Must be able to creatively modify and edit the Tradecraft Skill in real time to counteract strong resistance from a subject, or large changes to environment/culture. Must demonstrate an ability to create a consistent reliable outcome when confronted by strong resistance from a subject or situation.

Level 4 Example: Jane is just about to leave the airport. As she walks out the front doors into the warm summer air, she notices that she forgot her very important business phone on a chair. The chair is located in the airport beside the check-in counter where she de-boarded. In an instant Jane knows she needs to get past every security checkpoint to get back to her phone within the next five minutes. Within 20 seconds she centers herself in composure, slowing her heart rate and calming her mind. Her focus is now like a laser and all the small details about general life in her mind disappear. The only thing that matters is the present moment and the behavioral data in front of her. She walks back into the airport in a state of complete confidence, composure, and authority. Instead of starting where people normally check-in, she decides to go through the security system in reverse, starting with what is normally the last security checkpoint before you get your bags. With her airport luggage in tow, she confidently walks toward the security guard. As soon as the security guard is in view, Jane instantly begins building a full 6MX behavior profile, quickly assembling the various puzzle pieces as she walks toward him. By the time she is in range where conversation is socially normal, she instantly begins speaking and moving her body. Every word she uses and every motion with her body is carefully selected to leverage the security guard's 6MX profile. As a result, she levels up the Six-Axis Model within 5-10 seconds to a point where she can successfully utilize a confusion/command formula which she has edited on the spot to better reflect her exact situation. After this she instructs the security guard that she needs to get by to which he responds, "Yes madam no problem, I hope you have a good day." Jane then continues walking to the next checkpoint. She expertly uses authority, profiling, and influence to get past the next two guards in a very similar fashion. However, the last security checkpoint located as the customs intake is different. Within five seconds of profiling the last guard Jane recognizes a remarkably higher level of composure, authority, and confidence in the guard she is approaching. The security guard also appears generally very closed, and firm minded. With about 30 seconds left before she reaches the guard at a normal walking pace, she realizes that she is going to need something more to get past this person. Jane pivots her approach and begins profiling 6MX with the specific intent of implementing the Kaptor formula. She draws all of the same 6MX data while paying special attention to focusing on the aspects she will need to properly execute Kaptor. Ten seconds before she reaches the final security guard, she begins focusing on the life script of the security guard and deciding on which method will work best to break his behavioral frame. Upon reaching the guard, Jane utilizes a strong pattern interrupt, injecting massive amount of novelty into the situation. Jane utilizes a method that best leverages the security guard's behavior profile so that the deep injection of novelty also begins to instantly level up the Six-Axis Model incredibly fast. Before the security guard even understands what is happening, Jane begins the Kaptor formula. Although she makes a few small errors her execution of Kaptor is near perfect. At the end of utilizing Kaptor, Jane thanks the man for letting her through and gives the security guard a final dose of Needs-based neuropeptides before continuing to walk to where she left her phone. As Jane walks past the lineups of people waiting to get through customs a security guard posted to patrolling the main floor notices her walking the wrong way against the crowd. Concerned, the security guard quickly walks over to Jane to see what is happening. However, Jane's confidence and authority are now so high after just implementing Kaptor that with elegance and ease she simply mentions a few words about where she is going and why everything is "totally ok". The

man thanks Jane without knowing why and walks off. Jane gets her phone and then re-passes through customs as a normal citizen once again. Her mind relaxes and the thoughts of her normal life begin to drift back into focus.

OPERATOR SKILLS ASSESSMENT

This skills assessment was developed in partnership with both government and private clients to measure, track, and develop the skill-level of operators throughout their progression in training.

PILLARS OF INFLUENCE

- ☐ **The Time/Distance Problem**: Able to explain and provide examples of The Time-Distance Problem in everyday life.
- ☐ Able to identify and discuss the Pillars of Influence, and how they permeate both Tradecraft and everyday life.
- ☐ Able to label a blank graphic of The Pillars of Influence.
- ☐ Able to apply the FATE Model to a randomly given scenario, and explain both how it can be leveraged, and how it is being applied.
- ☐ Able to apply The Six-Axis Model to a randomly given scenario, and explain both how it can be leveraged, and how it is being applied.
- ☐ Able to discuss and apply the Behavioral Deviation Pyramid in planning, execution, and post-mortem phases of an interaction.
- ☐ **Authority Triangle:** Able to label and discuss the basics of how The Authority Triangle functions from both an internal and external perspective.
- ☐ The Hierarchy of Influence Factors: Able to explain the hierarchy, and openly discuss the importance of the levels pertaining to influence and persuasion.
- ☐ **The Social Frame**: Able to label a blank diagram, and explain how it functions both within the operator and within the subject. Able to give detailed explanations and examples of how the frame functions in social environments. Able to provide examples of how The Social Frame is being used in any scenario. Operator has a personal frame that is impervious to the frames of others. Able to demonstrate the ability to override (large-frame) a subject in under five seconds.

THE FOUR BARRIERS TO INFLUENCE

- ☐ Able to explain the barriers in detail.
- ☐ Able to identify which barriers are preventing influence in any example situation given.

NEUROANATOMY

- ☐ Able to label and discuss the functions of a basic model of the brain including the lobes, deep structures, brain stem, hypothalamus, pineal gland, thalamus, basal ganglia, and limbic system.
- ☐ Able to explain glial cells and neurons, and why they are important in influence.
- ☐ Able to explain the concept of resting potential, and its impact on influence.
- ☐ Able to explain the ventral tegmental area and reticular formation, and how they function to develop scripts, habits, neuronal pathways, motivation, and focus.
- ☐ Can explain the function of dopamine, and its relationship to the Ventral Tegmental Area.

SOCIAL SKILLS MEASUREMENT

- ☐ Able to make small talk with strangers.
- ☐ Able to start conversations that strangers find interesting.
- ☐ Understands and can employ the Four Threads Technique in conversation.

AUTHORITY

- ☐ Able to identify and openly discuss all aspects of the authority triangle.
- ☐ Able to use an authority triangle to plan for an upcoming scenario.
- ☐ Able to use an authority triangle to diagnose an issue with someone's communication or persuasiveness.
- ☐ Able to roughly measure a person's standing on the authority triangle and identify how they can become a better leader.
- ☐ Able to stay in composure during stressful events.
- ☐ Able to discuss and apply The Composure Pendulum in social settings, and how it triggers trust, authority, and 'followership.'

- ☐ Able to discuss the Milgram Experiment in detail, and provide detailed explanations of how it worked using the Six-Axis Model, FATE Model, and Authority Triangle.
- ☐ Able to discuss the importance of the Bystander Effect, and how it applies to influence and persuasion.
- ☐ Operator can explain and discuss the concept of social resonance, and how it applies to interpersonal behavior.
- ☐ Able to discuss the Authority Tripwires, and how they are individually triggered in different settings and scenarios.
- ☐ Behaves in a way that demonstrates little to no qualities of negativity that detract from personal authority.
- ☐ Scored 4 and higher on all Authority Traits Assessment on the HABI.
- ☐ Scored a 4 or higher on the Authority Lifestyle Assessment of the HABI.

PROFILING LEVEL ONE

- ☐ Able to navigate the BTE and, identify and discuss the difference between open, closed, aggressive, and unsure behaviors.
- ☐ Able to identify deception indicators on the verbal axis, and can spot them when seen in a conversation.
- ☐ Able to identify deception behaviors on the nonverbal axis, and can spot them when seen in a conversation.
- ☐ Able to develop a basic analysis of a video using the BTE and produce a finished product analysis.
- ☐ Able to teach and discuss the BTE in under ten minutes to a beginner.
- ☐ ☐ Able to answer complex questions about the BTE in a way that isnformative and knowledgeable.

6MX SECTION

- ☐ Able to label a blank Animal Profiling Chart.
- ☐ Able to explain, in their own words, what the characteristics of each animal mean when translated to human behavior.
- ☐ Able to identify conflict resolution strategies in people using the Animal Profiling chart.
- ☐ Able to make verbal predictions about a subject's response to confrontation or conflict, based on their position on the Animal Profiling Chart.

- ☐ Can demonstrate an ability to consistently use the 'fourth lens' when dealing with difficult or challenging people.
- ☐ Shows an overall lack of judgment when asked to offer opinions on behavior or when dealing with others.
- ☐ Can perform an analysis of behavior from isolated video of eye movement only and make an educated determination of relevant data points.
- ☐ Can perform an analysis of behavior from isolated video of facial movement only and make an educated determination of relevant data points.
- ☐ Can perform an analysis of behavior from isolated video of upper torso movement only and make an educated determination of relevant data points.
- ☐ Can perform an analysis of behavior from isolated video of hand and arm movement only and make an educated determination of relevant data points.
- ☐ Can perform an analysis of behavior from isolated video of leg and foot movement only and make an educated determination of relevant data points.

ELICITATION

- ☐ Can immediately demonstrate the ability to use elicitation after being allowed to ask one question, and keep a conversation going without asking questions for four minutes.
- ☐ Can discuss elicitation in detail, and can explain the psychological principles for why and how it works.
- ☐ Can explain and demonstrate the use of the hourglass method.
- ☐ Can identify and correctly capture a subject's preferred pronouns in a 40-second audio clip.
- ☐ Can identify and correctly capture a person's positive and negative adjectives in a 40-second audio clip.
- ☐ Able to identify sensory preference in a 20 second audio clip.
- ☐ Can explain and openly discuss the Needs Map, Decision Map, and Value Map, their differences, and how they are correlated.
- ☐ Able to build a full Behavior Compass within a three-minute conversation while simultaneously using elicitation techniques.
- ☐ Able to label a Behavior Compass in real time while observing a video without the need to re-watch the video.

- ☐ Able to develop a mental Behavior Compass in real time.
- ☐ Able to respond to a Behavior Compass using language and behavior appropriate to the recipient.
- ☐ Able to determine whether the profiled behaviors are 'hitting home' with the subject, or causing resistance.
- ☐ Can openly discuss a behavior profile of an individual after a six-minute conversation – including their insecurities, fears, and three key moments (imagined) from the subject's childhood that could have led to the creation of the Behavior Compass present in the subject.

INFLUENCE

- ☐ Able to demonstrate and explain the neurological, social, and psychological reasons for behavioral entrainment.
- ☐ Able to verbally discuss and teach a lesson on the anatomy of story, the critical elements of story, and what keeps a listener engaged -- this is also reflected in their personal behavior.
- ☐ Able to discuss the escalation of behavioral entrainment, and its importance.
- ☐ Able to mark and utilize a subject's eye home and emotional-accessing points using gestures and visual triggers.
- ☐ Able to use gestures to change the importance placed on ideas – either to diminish or elevate.
- ☐ Speaks with conviction during all conversations in an unhurried tone.
- ☐ Able to tell a captivating story on the fly due to familiarity with the elements of story.
- ☐ Able to maintain attentional captivity of subjects using body movement, tone, voice, linguistics, and the power of story.
- ☐ Able to direct electrical energy to specific and emotional memories.
- ☐ Can openly discuss the importance and reason for leveraging residual electrical activity.
- ☐ Can fluently communicate with embedded commands to leverage openness, connection, and focus while using storytelling, small talk, and elicitation.
- ☐ Strong familiarity with the grief process, and the persuasion skills to walk a subject through a rapid grief process.

- ☐ Knows a minimum of five confusion statements and can speak them inside of normal language with smooth delivery, confidence, and a well-timed command.
- ☐ Can explain and discuss linguistic entrainment.
- ☐ Knowledge of linguistic entrainment is such that the operator can use it at a moment's notice in conversation.
- ☐ Operator is intimately familiar with the concepts surrounding the deliberate use of ambiguity, and can explain where to use it in conversations, and when not to use it.
- ☐ Has proficient skill to execute impromptu hypnosis in a public social setting, and is able to get most to agree to be hypnotized.
- ☐ Able to discuss pushing vs. triggering a script.
- ☐ Able to plan for pushing and triggering scripts based on a given scenario.
- ☐ Comfortable making physical contact with subjects, and knows when this is most effective for influence.
- ☐ Can escalate deviance in a conversation within 40 seconds.
- ☐ Able to describe the need for deviance escalation, and its applicability in influence.
- ☐ Can cause regression in subjects using both linguistics and storytelling.
- ☐ Able to use 6MX to modify linguistics and methods for escalating deviance.
- ☐ Operator can demonstrate, discuss, and employ dissociative techniques in conversations under five minutes.
- ☐ Operator can list a minimum of seven cognitive biases and how to overcome them by either preemption, or directly mentioning them.
- ☐ Operator can verbally and nonverbally deliver a sleep-deprivation technique in conversation.
- ☐ Operator is able to formulate scripts and deliver a sample verbal demonstration and walkthrough of how amnesia is created.
- ☐ Operator is familiar with methods of creating false memories.
- ☐ Operator has a thorough working knowledge of the four tactical protocols, and can demonstrate them while using 6MX, elicitation, embedded commands, confusion, and physical contact.

- ☐ Operator is familiar with, and able to modify and teach the recruiter formulas, and can describe how three randomly generated Behavior Compasses would change the approach for a given scenario.

- ☐ Operator can, on the fly, develop a planning sheet for obtaining a room upgrade at a hotel when given an example Behavior Compass.

LINGUISTICS DRILLS FOR PRACTICE AND TRAINING

NEEDS MAP SCRIPTED DRILLS

SITUATION 1 **Significant Guy** **Positive**

Outcome: Make the significant guy more **open**

Script: *"It's pretty obvious you make a tremendous difference around here. These people really look up to you. It's always fascinated me when you sit down with someone who is a real and genuine leader (sp) it's like every time you speak with them (sp) they all have this genuine openness about them."*

SITUATION 2 **Significant Guy** **Negative Dissociation**

Outcome: Make the significant guy more **open**

Script: *"It's pretty obvious you make a tremendous difference around here. These people really look up to you. I don't know what it is, but when you meet one of those people who aren't really a leader and they are pretty self-absorbed - it's like every time you spend time with them, they all seem to be in this prison that makes them so closed off to the world. Like they can't just - **completely open up**."*

SITUATION 3 **Intelligent Guy** **Negative**

Outcome: Make the Intelligence Needs person more **open** using Negative Dissociation

Script: *"I'm glad we're talking now. I have to deal with a lot of... well I don't want to say 'dummies', but it's a relief to talk to someone who gets stuff so quickly. It's amazing when you meet someone who just **can't** see the world clearly (ep) - like when you sit down with them - like seriously every time - they have no ability to just **stop** and **be completely open**."*

SITUATION 4 **Intelligent Guy** **Positive Association**

Outcome: Use Negative Dissociation on an Intelligence Need to increase Openness

Script: *"I'm glad we're talking now. I have to deal with a lot of... well I don't want to say 'dummies', but it's a relief to talk to someone who just gets stuff so quickly. I'm always completely fascinated (op) when I sit with someone who's really able to see through all the BS. Every time I sit with one of these people, it's like they all have this incredible ability - not just to understand, but that they can articulate their understanding to others (op) - just genuinely able to* ***get completely open*** *with people (op)."*

SITUATION 5 **Pity Guy** **Identity Hack - Open**

Outcome: Use an Identity-Hack to create more openness in a Pity Needs person

Script: *"I seriously can't imagine all you've been through. I'm curious. How is it you're able to just* ***be completely open*** *all the time. So many people just hide behind some wall (ep)and are so afraid to just* ***let it all go*** *when they are with people (op). Have you always been this way, or was this something you had to learn?"*

SITUATION 6 **Pity Guy** **Negative dissociation**

Outcome: Use Negative Dissociation to create more openness in a Pity Needs person

Scripts: "I seriously can't imagine all you've been through."

Script: *"Man, you've been through one hell of a storm. I can't imagine. You know, throughout my life, every time I see one of those people, who I'm sure you know, that just can't get it. When you meet one of them (ep), it's like they all have these weird walls around them - they just can't stop - and realize they can just* ***let go, and be completely open*** *with people."*

SITUATION 7 **Approval Guy** **Positive Association – Connection**

Outcome: Increase the connection in the Approval guy using Positive Association

Script: *"I'm so glad that I met you. I'm so amazed at the people who always* ***take action****, it's like my whole life - every time I meet one of these people, they have this amazing ability to* ***just drop in, and fully connect****, when they are with someone."*

SITUATION 8 **Approval Guy** **Negative dissociation – Focus**

Outcome: Increase focus using Negative Dissociation with Approval guy

Script: *"You obviously know what you're doing around here, I can always tell when I meet someone who just gets it. There are so many people that go through life like a hurricane and it's like every time you sit and talk to one of those (ep) people, it's like none of them have that ability (sp) to just stop - and completely focus in on someone (op) in a conversation."*

SITUATION 9 **Acceptance Guy** **Positive Association – Connection**

Outcome: Increase connection using Positive Association to level up connection

Script: It's pretty obvious you're a tremendous asset to this group.

"It's so awesome to have you in my circle. You know you have these people in your life that are the go-to guys you can rely on and everyone likes. It's like they have this magic ability to just really connect so fast with people."

SITUATION 10 **Acceptance Guy** **Identity Hacking – Openness**

Outcome: Increase openness using an Identity Hack on an Acceptance guy

Script: *"There's no need to state the obvious that everyone loves having you around. I don't know what it is, but some people have this magnetic draw that allows you to **connect, now, with me** I've seen you and I've been wondering. Have you always been able to get connected or is it something you've had to work on?"*

DECISION MAP LEVEL ONE SCRIPTED DRILLS

You're in an airport. As you walk around, you meet several different people. Your mission is to identify their Decision Map location and determine a way to respond to them, so that they agree with what you say and identify you as a potential friend.

Remember, we choose our friends based on our proximity to them on The Decision Map, not The Needs Map.

LEVEL ONE: DEVIANCE

Mission: You've identified someone's Decision Map location of Deviance based on clothing and appearance indicators designed to break from social norms. Use a phrase you know will be more likely to target their decision-making thought process.

Script: *"There's a lot of people who are already doing it one way, and obviously it's just what crowds of people tend to do. This isn't for most people, to be honest."*

LEVEL ONE: NOVELTY

Mission: You've identified someone's Decision Map location of Novelty based on their brand new phone, and observing that their clothing and even their luggage is brand new. It's also Spring Break, and they mentioned that most people are going to Cancun as they gesture to the departure gate. They tell you they are going to Antarctica instead. Use a phrase you know will be more likely to target their decision-making thought process.

Script: *"Wow! Antarctica! Now that's a unique place to be. I bet it's a little cold, but most people don't realize the path less traveled is usually the most fun."*

LEVEL ONE: SOCIAL

Mission: You've identified someone's Decision Map location of Social based on a comment they made about how many Facebook groups they're in, and how they are traveling to a 20-year class reunion. They also briefly mentioned how they keep up weekly with high-school friends. Use a phrase you know will be more likely to target their decision-making thought process.

Script: *"It's so heartwarming to hear that. So many people don't understand the importance of good friends and having good people in your life. My friend's mom had this little painting on her wall that said, 'In times of bad weather sheep flock together;' and that always stuck with me."*

LEVEL ONE: CONFORMITY

Mission: You've identified someone's Decision Map location of Conformity based on their dress and appearance. (They have a nondescript, rolling suitcase, and their clothes are plain and business-like). They also mentioned they will be heading to the Delta Sky Lounge later, and let you know the one in this concourse is where most people go. Use a phrase you know will be more likely to target their decision-making thought process.

Script: *"Thanks for that! I'll have to take a look. I'm hoping these flights aren't delayed with the storms out there this week. I just imagine all the golf games being canceled right now."*

LEVEL ONE: INVESTMENT

Mission: You've identified someone's investment decision-making location using clues such as their well-worn briefcase, rugged phone case, and meticulously polished old leather loafers. Use a phrase that is more likely to target their decision-making thought process.

Script: *"...absolutely! I love those shoes, man. I remember my grandfather had a pair of boots for 65 years and they still looked new. He would always quote Ben Franklin and say, 'The bitterness of poor quality remains long after the sweetness of low price is forgotten.'*

LEVEL ONE: NECESSITY

Mission: You've identified someone's Necessity decision-making location using clues such as their mention of 'having to' go on a business trip and using the word 'mandatory' to talk about the TSA screening process. They are using a rugged indestructible rolling suitcase, and their phone on the table has a cracked screen. Use a phrase that is more likely to target their decision-making thought process.

Script: *"Yeah, those trips aren't always fun, but you gotta do what you gotta do. At my last job, I had this boss who taught me a lot about life and how to be more critical of how I make choices. There are so many people (ep) who just go full speed without really thinking much, and life doesn't have seatbelts.*

DECISION MAP LEVEL TWO

In the following scenarios, more behavioral profiling and Tradecraft will be required. Use your skills to identify Compass markers and determine a path forward in a way that enhances Tradecraft. Remember that every element of Tradecraft is designed to either modify or measure The Six-Axis Model elements.

BONUS: For more advanced Authors, go through the script out loud as you normally would, then create your own script for each of the scenarios based on the available data.

BONUS TWO: For advanced Authors, add in one more embedded command where you think it might fit within the script, and for extra credit, determine how each of the situational examples was also designed so that confusion could be used somewhere in the script (hint: some of them are designed to have a confusion statement immediately following the script.

SCENARIO ONE

Situation: You're in a business networking event. You encounter someone you'd like to work with, and determine that their Decision Map is Novelty. You've also heard them use the word 'amazing' to describe what they like about their job. Finally, you found that they are Significance on the Needs Map.

Novelty - Amazing - Significance

Mission: Develop a working relationship with this person. Next, deploy a linguistic technique that allows them to see this as a great decision based on what you've learned.

Execution: Use the following script to see if you could modify or change it if the person had another behavioral trait on the needs map.

Script: *"Yeah. I think that's a seriously game-changing idea. There are so many people (ep) who just follow along and do what everyone else is doing. Like they're just chained to old habits. Nothing new(op). When you see those people (ep), it's like they all seem to be so closed off (ep) to* ***embrace new ideas*** *(op). Here's what I think would be truly amazing; let's collaborate on this, and I know you will* ***take the lead*** *in a completely new way."*

Explanation:

- We used the term 'game-changing' because of both the Significance Need, and the Novelty Decision Map location.
- We then used negative dissociation away from non-Novelty/non-Significance people.
- External referencing (ep) was used to describe all negative (or things we know the subject views as negative) situations, qualities, and people.
- We used (op) to gesture toward ourselves as we mentioned topics we wanted associated with us (the operator).
- An embedded command was used at the end of the Negative Dissociation to 'embrace new ideas while combining this action with a gestural reference to the operator.
- We used a phrase that piques attention 'Here's what I think would be truly amazing' and wove the subject's positive adjective into the attention-piquing statement.
- 'Take the lead' was used as an embedded command to making a decision.
- We finished the decision suggestion by including the subject's Decision Map location of Novelty by saying that their decision will be made in the way that this subject makes decisions: '...in a completely new way'.

SCENARIO TWO

Situation: You're at your gate in the airport, a woman is yelling at employees. She is angry that her flight has been delayed. You observe that her Needs are Strength/Power and that her Decision Map is Social based on her Steelers football jersey. You also notice her negative adjectives are 'disgusting', and 'pitiful'.

Strength/Power - Pitiful - Social

Mission: De-escalate the situation using Tradecraft so that the employees will be more open and connected to you in the future when you ask for an upgrade on your seat.

Execution: Use the following de-escalation script, and bring the woman from an emotionally aggravated state to one that is more accepting and calm.

Script: *"Oh my God, look. Can you even imagine if they had flights that actually ran on time? I'm glad they are not in the train business. It's like... it's Friday afternoon, flights are delayed for whatever reason, and there's like a hundred people trying to get where they need to be. I can tell you are obviously in a leadership position somewhere, and all good leaders get frustrated when this kind (ep) of thing happens. But I really want to know...how is it that you maintained composure there? It's so pitiful, a lot of other people (ep) would have really been jumping over that counter - just embarrassing themselves. Is there any way I could ask you for advice?"*

Explanation:

- You used a pattern-interrupt and novelty insertion by using an uncommon phrase.
  - **Bonus:** you can step to the side and point at the same time as this is said to layer in Behavioral Entrainment to increase the effectiveness of the opening phrase.
- You made a negative comment about the situation which implies the airline and not the employees. You knew based on her emotional state that there is no way she could disagree with this.
- As an operator you realized that you needed to deploy the De-escalation Formula (Re-orient, Validate, Observe, Action) to achieve your outcome.
- You then added three statements that she was incapable of disagreeing with. The final of those three statements was deliberately vague because you didn't want to mention something that might conflict with her frame.
- Then, you used an observation to lead into a Needs compliment. Next you wove an identity-hacking technique into the Needs

compliment by insinuating that real leaders would get equally upset - validating her emotional eruption.

- To further this agreement you deployed another identity-hacking technique by asking her how she was able to maintain composure, and connecting the lack of composure to her fear of being seen as weak.
- You deployed a Negative Dissociation tactic by using the word 'wimps' and how they are prone to losing control.
- Based on her behavior profile you know that she's vulnerable to the 'need to offer advice' persuasion angle, and you wrapped up the Tradecraft by weaponizing her need to offer advice to others - solidifying the preceding techniques, and also capitalizing on the recency effect of memory. These changes made her more likely to remember this interaction as friendly and pleasurable.

SCENARIO THREE

Situation: You're in a bar with friends. An artificial 'alpha male' named Terry pushes into your group and loudly introduces himself as he shakes your hand with an excessive grip. You profiled his Decision Map immediately, noticing he's wearing very Conformity-driven attire (chinos, a button-down, and a sweater vest). He then announces he *knows* that you and your friends are first-timers to the bar since he's a regular - he points back to his group of friends as he does this using the word 'we'. You identify his Acceptance needs right away and notice he uses the words 'kick ass' to describe how cool the bar is.

Acceptance - Conformity - Kick-Ass

Mission: Employ Tradecraft to develop a non-confrontational conversation with this person, and build rapid rapport. You must be able to confidently ask him to head back to his table if necessary following your brief conversation. His compliance will hinge on the rapport you are able to develop.

Execution: Use the following script and associated nonverbal behaviors to fulfill his needs, create rapport, and make him a part of the your circle of friends by leveraging his Needs and Decision Map so that he isn't feeling excluded - his biggest fear associated with his Needs.

Script: *"Wow! That is a powerful handshake, I have to admit that hurt a little bit. I just learned this week that people like you are called 'Mavens'. The person who is so connected and people just tend to revolve around them. It's so* ***kick-ass*** *to notice how easily they can just really tune in with people (bfp) when they talk. I grew up with social anxiety - it took me years to get to the point where I could start conversations and really* ***connect with people.*** *I still struggle, if I'm honest. Can I introduce you to my friends here?"*

Explanation:

- You initially used a loud voice to develop the beginning of a large frame.
- You then drew attention to the hidden agenda behind his attempt and brought it into the light - knowing that when a technique is exposed, its power is significantly reduced.
- Admitting that it hurt you was a deliberate action you performed to dismiss any thoughts he might be having about a pending challenge.
- You took advantage of the social awkwardness of this and immediately launched into a Needs Compliment which is also hidden inside of a Positive Association technique.
- Within the Positive Association technique, you used his positive adjective to describe the 'type' of person he is, without directly referring to him specifically.
- You deliberately placed an emphasis on connection while using gestural referencing to tie the references of connection to the interaction between you and him.
- You used a couple of embedded commands specific to connection because you knew connection was most likely to be attractive as a topic for an Acceptance Needs Map person.
- Finally, you leveraged his Connection Need and Conformity Decision Map location to offer to introduce him to the group, which is both connecting with them (Needs) and the socially expected behavior in a situation like this (Decision Map).

SCENARIO FOUR

Situation: You're at a family reunion. A relative familiar with your Tradecraft skills asks if you can talk to their child. They explain that he is having a hard time with a teacher who continually singles them out and makes them embarrassed. You agree to talk to him. The child's parent explains how difficult it is for a nine-year-old in school. Later the parent introduces you to him after you agree to speak and walks away. You profile the boy as having an Intelligence Need based on the parent describing him as wanting to be smarter than the teacher. You notice that the boy's Decision Map is Deviance by the way his parent described his actions at school. You also heard him use the word 'stupid' when describing school - further confirming your Intelligence-Need hypothesis.

Intelligence - Deviance - Stupid

Mission: Speak to the boy and ensure you teach him how to modify his teacher's behavior while leveraging the boy's Needs. Ensure that you phrase yourself in a way that utilizes his Decision Map so he will be far more likely to take action. Coach the boy on how to openly expose a behavior so that its power is lessened, as you did in the previous scenario.

Execution: Use the following script to give the boy what he needs most to take action - confidence. Develop his understanding of the teacher's behavior by changing his perspective. Teach him about exposing behaviors to lessen their power in a way that won't degrade his relationship with his teacher. **Inspire** him to take action using his Decision Map.

Script: *"I had a teacher who was the most stupid (ep) human in the world when I was a kid - she was a total bitch, and then I learned a secret trick to make anyone* ***be completely different****. It was seriously like Harry Potter. Whats even crazier is back then I thought I knew everything. Most kids would find this too complicated, but I know you will love it. Can I secretly share it with you now if you promise you won't teach anyone else? If you want any adult to instantly start changing their behavior, all you have to do is literally talk out loud about what they are doing. I'm going to nod my head - say 'you're nodding your head'. Perfect. You see a behavior, you say it out loud - the adult stops. It's incredible. Even if the teacher is singling you out, you just mention, '..oh, I'm being singled out again.' and then sit back and watch how easy it is to control adult bad behavior, even faster than they can control yours."*

Explanation:

- You begin with a story which enforces the child's needs by talking about 'others' who are stupid.
- You deploy deviance escalation, while leveraging the Deviance Decision in the opening sentence by using a swear word.
- An embedded command is deployed to "be completely different" to increase openness and suggestibility
- Harry Potter is referenced to create a feeling of connection and relate-ability.
- A mention of having thought you knew everything as a child helps to overcome any unconscious objections to being told new information.
- You talk about how most kids would find it too complicated to trigger their intelligence need
- The fact that the method is a secret creates scarcity and an elevated feeling of importance around the technique
- Now the child's frame has been edited to accept the new idea the technique is revealed
- Suggestibility/Compliance are increased immediately following the reveal of the main technique to increase the acceptance of the concept
- A contextual example of the technique is provided to show the efficacy and ease to which it can be used within the exact framework that the child will deploy it.
- Finally the ease to which is can be implemented and the feeling that it will create for the child are referenced to help ensure that they will actually use it.

VALUES MAP SCRIPTED DRILLS

MISSION BRIEFING: VALUES MAP DRILLS

You're in a networking event. Identify the Values of an individual, and develop a phrase that you need to get them to work with you in the future. Read the scripts out loud so that the linguistics, understanding, and muscle-memory all sit at a deeper level in your brain with each repetition.

LEVEL ONE: Connection

Mission: You've identified someone's Values Map location as **Connection** after hearing them say, "At the end of the day, what truly matters is whether you take care of family and friends."

Toward the end of the conversation, develop a phrase that will tie working with you to their end-goal Values that you identified.

Script: *"I totally agree. It's pretty rare to find someone in this field who actually gets it. Not many people truly get the importance of people now days, and how important a solid team is. Let's set up a call later this week when you have time, I know you're busy."*

LEVEL ONE: Information

Mission: You've identified someone's Values Map location as **Information** after hearing them say, "If I got that promotion everything would be perfect. I'd be able to get access to everything no one else can see."

Script: *"I can look back on my life and see all those moments I could have skyrocketed if I just had the resources in needed in the moment. I know there's no need to state the obvious, but success comes from resources and access. I'd love to show you the storehouse of data I've been compiling my whole life from the depths of confidential briefings."*

LEVEL ONE: Recognition

Mission: You've identified someone's Values Map location as **Recognition** after hearing them say, "I don't see the purpose of doing that - you work your whole life and no one even notices."

Script: *"You've worked your ass off to get here. I've always said the worst insult anyone could call me is 'lucky'. I think if we could chat this week, there's something that would really put your work on a major stage and seriously elevate the level of attention your work needs."*

LEVEL ONE: Experiences (location-freedom)

Mission: You've identified someone's Values Map location as **Experiences** after hearing them say, "At the end of the year, we'll hit all the financial goals my husband and I set. We'll finally be able to travel."

Script: *"If there's one thing I've ever learned about success from every mentor I've ever had, it's that success feeds freedom. There's no other outlet for true success. It's just...freedom. Freedom of financial issues, and the freedom from location prisons that most people spend their lives in. People stay in one place their whole lives and don't realize their jail cell is just the size of the city they live in. I would love to go chat this week and show you this."*

LEVEL ONE: Freedom (decision-freedom)

Mission: You've identified someone's Values Map location as **Freedom** after hearing them say, "Once we move away from the city, I'll be able to finally relax, and I can do whatever I want."

Script: *"There's nothing that compares to that ability people get when they know something can be the key to unlock the door to freedom (op). So many people (ep) live their lives in this little jail cell of life and never realize it until they turn 90. There's something I think you would be super excited about that I can show you this week. Everyone's calling it the leash-cutter."*

LEVEL ONE: Growth

Mission: You've identified someone's Values Map location as **Growth** after hearing them say, "After retirement, I'll finally be able to go to med school. You're never too old."

Script: *"Everyone knows we're always in either of two states of being. We're either in a state of growth, or we're in a state of decay - there's no middle ground. I think so few actually GET this, that they get addicted to the most dangerous drug in the world.... COMFORT. Could you commit to a quick call this week?"*

SECTION 11: RESOURCES AND GRAPHICS

EMBEDDED COMMANDS EXAMPLE RESOURCE

THE THREE C'S OF LINGUISTICS

CAPTIVATING, CONFIDENT, CONCISE

The three Cs of influence and linguistics—Captivating, Confident, and Concise—are essential pillars of powerful and persuasive communication. Understanding and embodying these qualities can profoundly impact various aspects of life, from personal relationships to professional success.

Being captivating allows you to effortlessly capture and hold attention. By mastering the art of storytelling, engaging nonverbal communication, and crafting compelling narratives, you can leave a lasting impression and make your message truly memorable.

Confidence plays a vital role in influential communication. When you exude confidence, you establish credibility and inspire trust.

Conciseness is crucial in a world filled with distractions. By delivering concise and impactful messages, you cut through the noise and ensure your words are fully processed.

BRIEFING VIDEO:

- Three rules of embedded commands
- Three common errors using embedded commands
  - not pausing
  - being afraid of using them
  - not returning back to the conversation or continuing to speak
- becoming more nervous as you get closer to using the technique in conversation

DRILL ONE

"...and I remember one of the greatest lessons I ever learned - working with this coach for a year and he finally shared this incredible piece of wisdom with me. You can never really take hold of what you want (op). Until you **completely let go** of something else. It's just like..."

DRILL TWO

...and there's this moment when you finally realize how important it is to **fully connect** with people. I remember..."

DRILL THREE

...It's truly amazing when you sit down with somebody who's genuine. It's like this weight comes off of you, and you can become **completely open**. Now with me.

DRILL FOUR

"...It's like this moment where the volume of everything going on around you turns down and you can get **fully focused**. Here...

DRILL FIVE

"...and so many people worry so much about judgment (ep) that they can't **connect completely** (bfp). With me...

DRILL SIX

"I met him before. He was such a great conversationalist. It's like there's this place where you can get **completely open**. Like you can just **let it all go**"

DRILL SEVEN

"...I mean, it's pretty rare. There's a lot of pretty strange people out there (ep) and it's not often where you can just become **completely trusting**. Now, with me..."

DRILL EIGHT

"So many people live in this tight rubber band ball of anxiety and they reach this point where they finally just say, screw it. And **decide to just let go**..."

DRILL NINE

"I'm the same way. I do a lot of research and it takes me a bit to **feel that sense of trust**. Now I think..."

DRILL TEN

"It's one of those moments in time where you just decide to **completely let go.** It's like you realize how many people live in so much fear that they cant just completely **open up. To me** it's a shame..."

DRILL ELEVEN

"Yeah, I just read a book about this recently that was totally captivating (op). I love how when something captures all of **your focus (op).** You can just **get fully absorbed in this moment...**"

DRILL TWELVE

"He had one of those rare epiphanies for most people. Its like this moment when you **realize all the rules you've been following were written by someone else...**"

DRILL THIRTEEN

"It wasn't until I became an adult that I had the realization that only some people have - and it's ridiculous for me to have waited so long. It's like when you just finally realize you can **break all your own rules.**

DRILL FOURTEEN

"Its one of those moments where you realize your hard on yourself and you finally give yourself permission to **be who you actually are.** And finally **take what you want...**"

DRILL FIFTEEN

"...In this article listed all the ways that someone can **feel this perfect sense of connection (bfp)...**"

DRILL SIXTEEN

"...and it isn't until you realize how silly life is that you can just **completely open up. Now, with me...**"

DRILL SEVENTEEN

"...and everyone knows there are two kinds of people; rocks and clouds. Some live in a tight ball of anxiety and some finally decide to **let go of all the fear. Now,...**"

DRILL EIGHTEEN

"...and the more focused you get, the more your able to notice everything else **just fading away...**"

DRILL NINETEEN

"...and every once in a while I just get **completely absorbed** in this new book series that came out.."

DRILL TWENTY

"...and she finally reached a point where she was able to just **let all of the inhibitions go completely**..."

DRILL TWENTY ONE

"It was just one of those moments, I guess. You reach a point where you just **decide to live a new life. Now**, I just feel like so many people..."

DRILL TWENTY TWO

"...and I remember watching him go through this process (sp) where he finally was able to just realize there's something more - you can just **let go** of the chains that other people throw onto you - controlling how you act in these weird subtle ways."

DRILL TWENTY THREE

"While she and I were speaking, it was like you could see this light (sp) in her head go off. Like she smashed through some mental wall and decided she could just **completely let it all go**, and actually **decide to break these fake rules**..."

DRILL TWENTY FOUR

"...and when you reach that point and finally realize you can **make brand new decisions**, it's like a whole world (op) opens up..."

DRILL TWENTY FIVE

"...and my neighbor was just talking about that, even with the gym membership. That spike at New Years and then all disappear (ep). It's like, you don't need a special time of year to **become a whole new version of you**..."

DRILL TWENTY SIX

"It's one of the best places to get a massage. I don't know what they do, but it's like you can just **completely relax your entire body**..."

DRILL TWENTY SEVEN

"...they brought out these lavender candles and wow! It was like you could just **feel that sense of calm** as you **just let it all go**."

DRILL TWENTY EIGHT

"... I was captivated (sp) watching that it's like you start watching and don't even **notice the world disappearing around you...**"

DRILL TWENTY NINE

"... and that was my first yoga class. It's fascinating how fast you can just **relax into your breath.**"

DRILL THIRTY

"... and when you finally get to that point where you get that incredible feeling where you **let all your muscles just finally release**, it's so amazing."

DRILL THIRTY ONE

"...It's like when you let all of that worry go, and realize that all of this time, you could just **become this unrestricted version of you. Now**, there's even more reasons people have for..."

DRILL THIRTY TWO

"...when you're with really good friends (op) there's this feeling, like you can just **relax and feel completely safe.**

DRILL THIRTY THREE

"I feel so motivated when I crush a to-do list. And this rush that you get, it's like you **get into a new mindset of action... Now with me...**"

DRILL THIRTY FOUR

"These networking things are always a little weird. Just coming up the stairs here, you really have to **bring your mind into focus** to deal with all the chaos."

DRILL THIRTY FIVE

"I was watching this incredible (op) documentary on Netflix last night about fire fighters, it's amazing how with everything they do that they can somehow **let every fear just burn away...**"

DRILL THIRTY SIX

"The first time I can remember getting on a plane I was so excited. I had this model plane in my room dangling from the ceiling, and you can **just feel that sense of desire...**"

DRILL THIRTY SEVEN

"I think it's pretty rare to have family that care that much. My grandmother was human Xanax. No matter what was going on - you just talk to her for like five seconds and you can just **notice that warm sensation. Right here**, we used to always..."

DRILL THIRTY EIGHT

That's a perfect way to describe it! I will never forget this one quote I heard from a speaker about a decade ago. No one's coming to give you permission to change. At this exact moment, you can **become a new you. Now**, when I look back on it, I wish I could tell my younger self to **loosen up** a little and actually **enjoy what you're doing**.

DRILL THIRTY NINE

"It's incredible seeing so many people here. I'm surprised at how open and real everyone is here (sp)! I think there must be something in the water that just makes you **unlock all those places you hide from the world.**"

DRILL FOURTY

"...and anyone in their right mind would agree. When things add up like that, there's a moment where you can just **confuse yourself**, and **just say screw it.**"

NEUROTRANSMITTER REFERENCE

Your understanding of neurotransmitters and their role in the brain is vital as an operator. Not only will you be more aware of the chemical processes you're causing with your Tradecraft, but you'll also be positioned to make positive changes in clients if you're a coach, or offering Avery after you've been certified to do so.

A terrible mistake I've seen far too often is that coaches, hypnotherapists, psychologists, and even psychiatrists will treat ALL problems as if they can be fixed through some kind of talk therapy or medication. The physiological side is so often overlooked that it can even cause death. I've heard horror stories of people who started exhibiting strange behavioral changes. A counselor they were seeing simply assumed they could fix the issue by booking the patient more frequently for talk therapy - not realizing a brain tumor was developing in the patient's head only four feet away from them.

Not all problems with behavior are psychological. Physiology should be at the forefront of your thought process when you're providing guidance to someone about their behavior, regardless of what profession you're in.

Every client who receives AVERY undergoes a neurotransmitter test. A neurotransmitter test is a laboratory analysis that measures the levels of key chemicals in blood, urine, or saliva samples.

This is done a minimum of sixty days prior to the installation so that appropriate action can be taken to modulate the levels of neurotransmitters in the body. The test can provide critical awareness of imbalances and deficiencies in key areas that will be vital for programming of Avery. This can also benefit you as an operator in many ways.

- A neurotransmitter test can provide valuable insight into the functioning of the subject's brain chemistry and help to identify any underlying issues that may be causing health problems.
- Such tests can help pinpoint deficiencies or imbalances in important neurotransmitters, which can then inform treatment plans with a subject's doctor.
- Neurotransmitter testing also helps to assess conditions such as depression, anxiety, ADD/ADHD, and autism.
- It can offer useful information pertaining to stress levels, fatigue, insomnia, and other sleep disorders.
- Testing can also be used to determine how certain medications are affecting brain chemistry.

Neurotransmitters and neuropeptides are essential for the proper functioning of the brain. Neurotransmitters are chemical messengers released by neurons that carry electrical signals across a synapse to another neuron or other cells in order to relay information. Neuropeptides, on the other hand, are small proteins produced by specialized cells and act as hormones to regulate various biological processes. Together, both neurotransmitters and neuropeptides play a crucial role in maintaining the delicate balance of neuronal activity, and are essential for proper brain functioning.

These two types of molecules work together to coordinate communication between neurons. Neurotransmitters jump the synaptic gap, or gap between neurons, to signal the recipient neuron. Neuropeptides, meanwhile, travel through the bloodstream and are responsible for carrying hormones from endocrine glands to act as chemical messengers in other parts of the body.

Neurotransmitters and neuropeptides have been studied extensively to better understand how they work together in the brain. For example, research has shown that there is a tight relationship between serotonin and dopamine levels in the brain. Serotonin helps regulate mood and other cognitive functions, while dopamine plays an important role in reward-motivated behavior. By understanding how neurotransmitters and neuropeptides interact with each other, scientists can better understand how we think, feel, learn, and interact with our environment.

We all have a unique set of neurotransmitters that control our emotions, moods, and behavior. Neurotransmitters are the chemicals responsible for

relaying messages throughout our bodies and can be found in specific foods, as well as activities we engage in on a daily basis.

Certain foods have been proven to boost our levels of neurotransmitters, and even alter the way we feel and interact with others. Foods such as dark chocolate, nuts, blueberries, bananas, green tea, fish, seeds, and avocados are high in natural compounds that can stimulate neurotransmitter production. Eating these foods regularly can help improve concentration while also reducing feelings of stress and anxiety.

Our behaviors can also have an effect on neurotransmitter levels. Studies show that exercising regularly increases dopamine production in the brain which enhances our moods, motivation levels and cognitive abilities. Taking part in meaningful social interaction has a similar effect on serotonin which helps regulate sleep cycles and appetite. Stress can inhibit the production of certain neurotransmitters such as GABA; relaxation techniques such as meditation or yoga can effectively reduce cortisol levels and release calming endorphins.

- **Acetylcholine (ACh):** A neurotransmitter that is important for learning and memory, as well as muscle contraction and relaxation.
- **Serotonin:** A neurotransmitter involved in regulating moods, sleep, and appetite, as well as affecting social behavior.
- **Norepinephrine (NE):** Also known as noradrenaline, this neurotransmitter helps regulate alertness and arousal.
- **Dopamine (DA):** A hugely important neurotransmitter involved in reward pathways in the brain, motivation, movement control and influencing pleasure.
- **Gamma-aminobutyric acid (GABA):** The main inhibitory neurotransmitter in the human brain - it can help to slow down activity within certain neural pathways and reduce anxiety levels.
- **Glutamate:** The most abundant excitatory neurotransmitter found in the nervous system and playing an important role in learning and memory formation.
- **Oxytocin:** Associated with social cognition and bonding, this peptide is released when we experience positive emotions or intimate physical contact.
- **Vasopressin:** This hormone helps regulate our body's water balance as well as playing a role in stress, aggression, and social memory.
- **Neuropeptide Y (NPY):** A complex molecule involved in the regulation of appetite, stress responses and anxiety levels.
- **Substance P:** Helps to transmit pain signals across the nervous system and can also contribute to inflammation.
- **Enkephalins:** An inhibitory neurotransmitter that plays a role in regulating pain perception and reward pathways in the brain.

- **Endomorphins:** Also known as endogenous morphine, these peptides are natural painkillers released by neurons in response to stress or pain.

ACETYLCHOLINE (ACh)

Acetylcholine (ACh) plays a role in communication between the brain and muscles. It helps with muscle contractions and is vital for thinking, remembering, controlling emotions, and regulating sleep patterns.

The levels of ACh in our bodies can be affected by various factors such as diet, lifestyle choices and age. For example, a poor diet lacking in essential vitamins and minerals can lower our ACh levels. Likewise, lifestyle choices such as smoking, or alcohol consumption, can also have negative effects on ACh levels. Age can also influence ACh levels; often older adults will have reduced amounts compared to younger individuals due to changes in metabolism and natural hormonal balance.

It's clear that acetylcholine plays an important role within the body; its presence enables us to move normally, think more clearly, remember better, and generally feel more emotionally balanced.

SEROTONIN

Serotonin (5-HT) is an important neurotransmitter in the body that plays a key role in maintaining mood, memory, and cognition. It helps with regulating sleep patterns and overall alertness, as well as helping to reduce feelings of stress and depression.

The levels of serotonin in our bodies can be affected by many different factors including diet quality, lifestyle choices, age, and stress levels. For example, a poor diet lacking in essential nutrients can decrease 5-HT levels while eating certain types of food like fish or nuts increases it. Stress levels also affect serotonin since the body uses more during times of emotional or physical distress. Age can also influence 5-HT levels; often older adults have lower concentrations than younger individuals due to changes in metabolism and hormonal balance.

Increasing levels of serotonin can be accomplished through the following foods and/or supplements:

1. Tryptophan-rich foods such as chicken, eggs, cheese, nuts, and seeds.
2. Fermented foods such as yogurt and kimchi.
3. Complex carbohydrates such as oats, brown rice, and quinoa.
4. Bananas
5. Dark chocolate
6. Spinach and other leafy greens.
7. Avocados
8. Fruits such as pineapple and kiwi.
9. Salmon and other fatty fish.
10. 5-HTP

11. Omega-3 fatty acids
12. Zinc
13. Vitamin B6
14. Vitamin B12
15. Magnesium glycinate
16. Tryptophan-rich protein sources
17. St. John's wort
18. SAMe (S-adenosylmethionine)

DOPAMINE

Dopamine is a neurotransmitter produced by the brain that affects many aspects of our behavior and emotion. It is involved in reward-motivated behavior, motor control, motivation, pleasure, and attention. It has been linked with feelings of well-being, enthusiasm, and joy.

In the body, dopamine operates by sending signals between neurons to other areas of the brain through synapses. It binds to different kinds of receptors in our brains which cause certain signals to be passed along and interpreted by our bodies as an emotional response or action - resulting in us feeling pleasure or more motivated.

Dopamine plays a key role in our everyday lives, allowing us to experience pleasure from activities such as eating food, exercising, and socializing. It also helps regulate our moods and can even help to improve learning ability by increasing focus and concentration.

Dopamine levels can be modulated by introducing the following foods and supplements:

19. Tryptophan-rich foods such as chicken, eggs, cheese, nuts, and seeds.
20. Fermented foods such as yogurt and kimchi.
21. Complex carbohydrates such as oats, brown rice, and quinoa.
22. Bananas
23. Dark chocolate
24. Spinach and other leafy greens.
25. Avocados
26. Fruits such as pineapple and kiwi.
27. Salmon and other fatty fish.
28. Vitamin B6
29. Mucuna pruriens
30. Rhodiola rosea
31. Tyrosine-rich protein sources
32. Ginkgo biloba
33. Magnesium glycinate
34. Omega-3 fatty acids
35. Bacopa monnieri

GABA

Gamma-Aminobutyric acid (GABA) is an inhibitory neurotransmitter that plays a major role in the central nervous system. It helps to regulate the activity of neurons, promoting relaxation and calmness, by decreasing electrical activity in the brain. GABA works by binding to specific receptors on neurons which inhibits them from firing, preventing overstimulation, and keeping our brains balanced.

This neurotransmitter is heavily involved in controlling our behavior and emotions, by helping to maintain a balance between excitatory signals and inhibitory signals within the brain. For example, it can help us to relax during times of stress or anxiety, as well as aid with concentration and focus when we need it.

GABA also acts as a calming agent in our bodies, allowing us to sleep better at night, or cope with difficult situations. It has even been linked with improved moods due to its ability to increase endorphin levels in the brain.

GABA works on neurons by binding to specific receptors which inhibit them from firing. This makes the neuron less likely to send out signals, creating a calming effect within the brain. GABA also works in the opposite way, by increasing the effects of other neurotransmitters such as serotonin and dopamine, which can help with feelings of pleasure and satisfaction.

When GABA binds to its receptor, it changes the neuron's electrical charge from positive to negative, resulting in fewer excitatory signals being sent out. This decreases activity within the brain, promoting relaxation and calmness while still allowing some signals to be sent through.

36. Studies have found that GABA is involved in modulating anxiety, fear, and stress responses.
37. GABA has been linked to controlling motor behavior and movement.
38. Research suggests that low levels of GABA are associated with increased impulsivity, aggression, and suggestibility.
39. In addition, studies have shown that lower levels of GABA can lead to decreased cognitive flexibility and executive functioning.
40. GABA has also been implicated in the regulation of attention and arousal states.

Some studies have shown that the following supplements and foods can help to increase levels of GABA in the brain:

41. Magnesium glycinate
42. Valerian root
43. GABA supplements
44. L-theanine
45. Omega-3 fatty acids
46. Passion flower
47. Melatonin
48. Skullcap
49. 5-HTP

GLUTAMATE

Glutamate is one of the most important neurotransmitters in the human brain, playing a role in many processes such as learning and memory. It is believed to be involved in both long-term potentiation and depression, which are key components of memory formation. Glutamate is an amino acid that acts as a neurotransmitter - sending signals between neurons - by binding to receptors on their surfaces. This allows it to control a variety of functions including regulating excitability in the brain, controlling reward pathways, forming new connections, and modulating plasticity. Glutamate also plays an important role in pain processing, motor functioning and mood regulation.

50. Glutamate has been found to be involved in regulating short and long-term plasticity which is associated with learning and memory formation.

51. Research suggests that disruptions in glutamate signaling can lead to deficits in learning and memory formation.

52. Studies have also demonstrated that excess glutamate can lead to neuronal damage and death.

OXYTOCIN

Oxytocin is a hormone and neurotransmitter that can be found in both the brain and the body. It is involved in many processes such as bonding, social recognition, fear regulation, sexual arousal, and maternal behavior.

In the brain, oxytocin is produced in the hypothalamus before being released into the bloodstream or directly into various areas of the brain. Its release can be triggered by physical contact, positive emotional states, or environmental cues.

Oxytocin plays an important role in social cognition - allowing people to remember individuals they have interacted with and recognize familiar faces - as well as enabling trust and cooperation between individuals. In addition to its cognitive effects, oxytocin also contributes to physiological processes such as reducing stress levels and facilitating childbirth.

Oxytocin is an important hormone involved in the process of falling in love. Oxytocin is sometimes referred to as the "love hormone" and it plays a role in creating feelings of trust and attachment between two people. Research suggests that oxytocin increases during courtship, heightening sexual arousal, and allowing partners to form a physical bond. Oxytocin also promotes communication between partners, fostering emotional connectedness through sharing experiences, and building trust and understanding. In addition, oxytocin has been found to reduce stress levels, which can help couples feel more relaxed and secure in the relationship.

Oxytocin levels can be modulated with the following foods and supplements:

53. Dairy foods such as yogurt and cheese.
54. Lean meats such as chicken and turkey.
55. Oily fish like salmon, tuna, and sardines.
56. Nuts and seeds.
57. Fruits like bananas, apples, and oranges.
58. Whole grains like oats and barley.
59. Cruciferous vegetables such as broccoli and cauliflower.
60. Dark chocolate
61. Vitamin C
62. Magnesium
63. B vitamins such as vitamin B6 and vitamin B12.
64. Omega-3 fatty acids
65. Probiotics
66. 6Amino acids such as lysine and arginine.

VASOPRESSIN

Vasopressin is a type of hormone and neurotransmitter that is produced in the hypothalamus before being released into the bloodstream or directly into various areas of the brain. It plays an important role in processes such as regulating water balance, controlling hormonal responses to stress, and modulating social behaviors such as aggression, and forming monogamous pair-bonds.

Vasopressin functions by binding to receptors located throughout the body, including those in the brain. In the brain, vasopressin acts as a neuromodulator and can influence memory formation, social behavior, learning, aggression, and even sexual libido. It has also been found to play a key role in regulating stress levels and promoting relaxation.

NEUROPEPTIDE Y

Neuropeptide Y (NPY) is a small peptide and neurotransmitter produced in the brain. It plays an important role in regulating many processes, including appetite, stress, memory formation, and learning.

NPY is found mainly in the hypothalamus and hippocampus of the brain. In the hypothalamus, it acts to promote the secretion of other hormones such as

cortisol and vasopressin, which help regulate stress responses. In the hippocampus, NPY modulates memory formation by influencing synaptic plasticity, allowing for long-term changes in synaptic activity.

In addition to its role in memory formation and stress regulation, NPY also helps regulate hunger signals by suppressing appetite, and increasing glucose tolerance within nerve cells. In turn, this reduces food intake while promoting energy conservation.

SUBSTANCE P

Substance P is a neuropeptide found in the central and peripheral nervous systems. It plays a part in transmitting pain signals to the brain, as well as modulating neuroimmune, cardiovascular, and endocrine functions.

In the central nervous system (CNS), substance P acts on neurons located in the thalamus, hypothalamus, cortical regions, and spinal cord. Here, it can trigger responses such as increased blood pressure and sympathetic activity. In pain transmission specifically, substance P binds to its receptors on nerve cells before sending signals to other parts of the brain that are then interpreted as pain.

Substance P also has an influence on various immune cells in the body, regulating inflammation, and helping to maintain homeostasis throughout the body. It has even been found to play a role in skin conditions like psoriasis and dermatitis, by increasing vascular permeability and activating mast cells in affected areas.

Substance P plays an important role in pain transmission by binding to its receptors on nerve cells and sending signals to other parts of the brain. These signals are then interpreted as pain. Substance P is released from nerve cells in response to tissue damage or inflammation, and binds to specific receptors, causing a cascade of cellular responses that ultimately lead to an increase in sensitivity to painful stimuli.

Substance P is found mainly in the central and peripheral nervous systems, where it can affect various processes including inflammation, neuroimmune activation, cardiovascular control, and endocrine function. In terms of pain specifically, substance P has been found to play a crucial role in modulating the intensity and duration of pain signals sent from the body's tissues, to the central nervous system.

ENKAPHALINS

Enkephalins are small peptides that act as neurotransmitters in the brain. They are produced from larger protein precursors and bind to opiate receptors, playing a role in regulating pain, emotion, memory formation, and other processes.

Enkephalins can be found throughout the brain and spinal cord, where they play an important role in mediating pain signals by binding to opioid receptors. In addition, they also modulate reward pathways and aid in

memory formation by influencing the release of other neurotransmitters such as dopamine.

Another key role of enkephalins is regulating emotions. They have been found to reduce anxiety levels and produce feelings of pleasure when activated. Furthermore, they have been implicated in promoting social behavior and helping individuals cope with stressors.

The following can assist to regulate and increase natural levels of enkephalins in the body:

67. Eating foods that contain the essential amino acids tyrosine and tryptophan.

68. Regular exercise, particularly aerobic exercise.

69. Practicing yoga and other relaxation techniques.

70. Meditation and mindfulness activities.

71. Receiving massage or acupuncture treatments.

72. Practicing deep breathing and other forms of mindful breathing.

ENDOMORPHINS

Endomorphins are endogenous opioid peptides that function as natural painkillers within the body. They are produced by the central nervous system and affect neurotransmitter systems in the brain to reduce pain perception and anxiety. Endomorphins act on the same receptors that are targeted by drugs such as morphine and other opioids.

Endomorphins play an important role in regulating pain responses, stress reactions, and immune system responses. They help to control inflammation and bolster healthy cell production, both of which can help keep chronic pain at bay. In addition, endomorphins have been linked to depression-like behavior and may be involved in the modulation of moods and motivations.

Endomorphins reduce anxiety by binding to specific receptors in the brain, which in turn triggers changes in neurotransmitters associated with anxiety. This helps to reduce tension and increase relaxation. The effects of endomorphins on anxiety can be further enhanced when combined with other forms of treatment such as cognitive behavioral therapy or relaxation techniques. Endomorphins also have been found to have a calming effect on the body and can aid in reducing the intensity of panic attacks. In addition, endomorphins have been linked to increased levels of beta-endorphin, which is known to trigger feelings of euphoria that can help improve moods and reduce stress and anxiety.

Endomorphins are endogenous opioid peptides that function as natural painkillers within the body. They bind to specific receptors in the brain, which triggers changes in neurotransmitters associated with anxiety. Additionally, endomorphins have been linked to increased levels of beta-endorphin, a

neurotransmitter known to trigger feelings of euphoria that can help improve moods and reduce stress and anxiety.

Getting a healthy level of endomorphins in the brain can be accomplished by the following:

73. 7Regular exercise, particularly aerobic exercise.
74. Eating foods that contain the essential amino acid tyrosine.
75. Receiving massage or acupuncture treatments.
76. Practicing yoga and other relaxation techniques.
77. Meditation and mindfulness activities.
78. Practicing deep breathing and other forms of mindful breathing.

NOREPINPHRINE

Norepinephrine (NE) is an important neurotransmitter in the body that plays a key role in maintaining attention, alertness, and focus. It helps with regulating heart rate and blood pressure, as well as helping to reduce feelings of anxiety.

The levels of norepinephrine in our bodies can be affected by many different factors such as diet quality, lifestyle choices, age, and stress levels. For example, a poor diet lacking in essential nutrients can decrease NE levels while eating certain types of food like fish or nuts increases it. Stress levels also affect norepinephrine since the body uses more during times of emotional or physical distress. Age can also influence NE levels; often older adults have lower concentrations than younger individuals due to changes in metabolism and hormonal balance.

Norepinephrine is a major component of the fight-or-flight response, which is an adaptive mechanism triggered when faced with stressful events or situations. It helps regulate the body's stress response by causing an increase in heart rate, respiration, and blood pressure. Additionally, it influences our moods by causing feelings of pleasure, as well as agitation. For example, when faced with a stressful situation like public speaking, the body releases norepinephrine which can cause feelings of nervousness and agitation. On the other hand, when feeling joy or excitement, norepinephrine is also released and can lead to increased energy and alertness.

Maintaining a healthy balance of norepinephrine can be difficult, but a few simple ways that have shown to modulate this neurotransmitter are the following:

79. Eating foods that contain the essential amino acids tyrosine and tryptophan.
80. Regular exercise, particularly aerobic exercise.
81. Practicing yoga and other relaxation techniques.

82. Meditation and mindfulness activities.

83. Receiving massage or acupuncture treatments.

84. Practicing deep breathing and other forms of mindful breathing.

GLUTAMATE

Glutamate (GLU) is an important neurotransmitter in the body that plays various roles in bodily functions. It helps to create new connections between neurons, aiding memory formation, and the learning of new information. It also helps with cognitive processes such as problem solving, reasoning capacity, and working memory.

The levels of GLU can be affected by many different factors, including diet, lifestyle choices, stress levels, and age. For example, a poor diet lacking in essential nutrients can lead to decreased GLU levels. Stress can also deplete GLU levels as the body uses more during times of emotional or physical distress. Age can also influence GLU levels; often older adults have lower GLU then younger individuals due to changes in metabolism and hormonal balance.

Ultimately, glutamate plays an important role in the body's functioning; its presence enables us to think more clearly, learn more effectively, and generally feel better both mentally and physically.

Current research suggests that glutamate has a major role in learning, memory, and cognitive processes. Glutamate plays a critical role in encoding memories and facilitating the recall of information, as well as modulating emotion and motivation. It is also involved in regulating sleep/wake cycles, as well as hormone levels.

85. Studies have shown that an increase in the concentration of glutamate in the hippocampus is associated with improved learning and memory performance.

86. Glutamate has been found to play a critical role in encoding memories and facilitating the recall of information.

87. Glutamate has also been linked to modulating emotion and motivation.

88. Studies have demonstrated that glutamate plays a key role in regulating sleep/wake cycles, as well as hormone levels.

89. Increased levels of glutamate are also associated with greater flexibility and adaptability when it comes to cognitive tasks.

Knowing about neurotransmitters and neuropeptides can help us better understand the underlying psychological processes that drive decision-making, attitude formation, and social interaction. In addition, these chemicals can be used to create persuasive messages or influence behavior by manipulating the brain's response to certain stimuli. Understanding how

neurotransmitters and neuropeptides work is therefore essential for anyone interested in the science of persuasion or influencing others.

THE HUGHES BEHAVIORAL INTERVIEW (HBI) MODEL

This interview model was developed to assess incoming employees to an agency. It was so unique they adopted almost all of it and continue to use it to this day, as a go-to metric for both assessing the potential of employees, and predicting how they will perform.

I'm including it here because it's full of valuable tools and insights that can be woven into the fabric of almost any conversation, and provide a level of insight that few can obtain within the same timeframe. Along with your skills in elicitation and knowing how to use linguistics to level up Openness on the Six-Axis Model , you'll be able to adopt parts of this into ways that I could never have imagined. This tool is an invaluable resource to keep coming back to, for answers when you're looking for an edge to influence and behavior skills.

THE MODEL

The questions themselves are not as important as the response we are trying to elicit from a subject. Each question is tailored to reveal a hidden piece of information that might have been otherwise difficult to obtain.

Each question (in bold) will be followed by an explanation of why it's being asked, the behaviors I hoped to elicit, and how I might interpret the answers to the question.

- Would you rather be effective or efficient?

This question is not wholly about which one they choose. I'm asking this here to establish their initial level of comfort, honesty, and whether or not they hesitate in their answer. Hesitancy, because of over-thinking, looks different nonverbally than hesitancy due to lack of confidence. The eyes will move differently, the body will display different signals which you've already learned to spot.

- Would you rather be successful or significant?

This second question follows the same line of thinking as the first. If I was uncertain about any hesitation during the first question, this question will assist me in understanding their psychology a bit more. A few things to look for here:

- Did they answer quickly?
- Did they hesitate to answer due to fear, stress, over-thinking, or some other reason?

- When the question was presented, where did their eyes move to access?

- Did they use a confirmation glance after their answer to gauge my response?

None of these are good or bad but might allow me to decide if they will be a good fit in the role they are applying for.

- What is the biggest life lesson you would pass down to a child if you could only choose one?

This question helps me gauge the person's mental state and determine where many of their regrets live in their past. In most cases, the answer you get from this will illustrate the person's lesson they would like to pass down to their younger self if they got a chance. This could also hint at potential issues they had as a child, which formed their current viewpoint of the world.

- What do you do that makes you feel most significant?

This question reveals a lot. Aside from noting their hesitation / reservation, it reveals what drives this person to action. Asking this question is not about the Needs Map. This question should open a brief window for dialogue that helps to connect with them. Questions that dig deeper into what specifically about [answer] makes them feel that way, and potentially asking them about a memory they have that is associated with that particular feeling will help to reveal behavior, create openness, and generate connection.

- How often do you exercise?

This question is more about honesty than anything else. This, and other questions that you believe people commonly 'stretch the truth' about, will assist you in determining their level of straightforward communication and lack of reservation. For a sales position, for example, you will want someone who has almost zero reservations, and acts honestly without hesitation. For a customer service representative, someone who might consider things before their answer might be a good fit. However you use this question, keep in mind that the answer isn't as useful as *how* they answer.

- What hardships have you overcome that made you stronger?

Asking this question might be hard for some, but it is powerful. It assists you in revealing what this person identifies as a genuine struggle or hardship, and the open-ended nature of the question will allow you to assess whether they will tell you more about how they overcame something, and the details of the issue. It also opens a window for dialogue that might be more sensitive had the subject not brought up the topic themselves. As with all the others, it's important to be present here, and observe for signs of stress, withholding behavior, and concealment of information using the skills of 6MX.

- Do you find it easy to trust others?

This is a behavioral interview question that assesses a person's trust in others, and whether they might have issues working on a team. The answer might be a resounding 'yes!', but their nonverbal response will show you if there is a need for further discussion on this topic, or if elicitation methods may be necessary to get them to open up more.

- When was the last time you broke the rules and enjoyed it?

This question assesses honesty, and the person's willingness to be open. This will reveal if they will be good with a team, their location on the Decision Map, and many more things depending on how they answer, what the action was, and whether their nonverbal behavior matches their answer - showing genuine enjoyment.

- If you were with someone you trusted, would it be more fun to let them take the wheel, or for you to drive?

Trust is an important factor in job interviews. It's your decision here to determine if you should insert the bit about being with a trusted person. Some people more prone to hesitancy might require this in order to answer more honestly.

Second, how the person responds to this is key; look for hesitancy, couching, qualifiers, stories they bring up, and if they add more information than you asked for - which can add more detail about their internal psychology, and how they behave socially.

- What were you doing at 11PM last night?

Watch for eye-movement and monitor for hesitancy. This will assist you in building a baseline for eye movement, and taking note of their level of honesty, and how they spend their time late at night. Their actual answer is less important than how they answer, and the behavioral responses you get from this.

- What time do you go to bed?

Do they start with 'usually', or do they have a schedule they keep. This is a personal discipline assessment. Ask the question quickly to get a more accurate response. The speed of your questions can cause subjects to also match your behavior and feel the need to answer quickly. You can change this anytime by slowing a question down if you feel they need to calm down a bit.

- Is there someone who continuously lets you down?

Here, I'm watching for a few things: do they think of one person and then change their answer (nonverbal signals)? Does the subject simply say 'yes' and leave it at that? Does their face show signs of emotional distress when thinking about this person? Do they launch into a pity-seeking story?

This question alone has a lot of potential to assess a subject's psychological state, and how they view their lives. Locus of control can often be determined based on how they answer this question.

- Can you text as quickly with one hand as you do both?

This question, in some cases, will send a subject's eyes to a different direction toward visualization, and sometimes a sensory memory of having tried this.

Watch for hand movement to determine 6MX data and note the presence of hesitancy if you see it here. This question is designed to introduce novelty, slightly enhance focus, and break the seriousness of the conversation up before asking a more serious question, which comes next.

- Do you believe what goes around comes around?

You'll hear all kinds of responses to this, but pay attention to their answer on this as much as how they answer. As always, watch for hesitancy. Some who are firm believers in karma will also view themselves as slightly higher on the 'moral food chain' than others. This can then create a situation where if they feel wronged, they view themselves as Karma - with the ability to inflict damage to someone, their property, or their career. This might show itself in a facial expression of anger while they answer.

In other cases, on the other side of that spectrum, this question can generally show that a person might view the world as they do the animal kingdom, where bad things just happen.

Keep in mind that there are no 'bad' answers here, but these answers will help you in determining whether someone will be a good fit for a team or your company. If you're interviewing a nanny, for example, this might show a greater willingness to neglect your children if they view you as having been a 'bad person' by their standards.

- What was the last great compliment you received?

This will show not only what they take pride in, and like to be complimented on, it will reveal how long it takes to recall the memory, and whether they strive on praise.

Their answer will expose what they see in themselves that they might have doubted about their personal abilities. In other scenarios, you may hear a subject telling you that someone told them they were an asshole, and that was a 'compliment' to them. This question is essential to revealing the psychology of subjects in an interview.

- When was the last time you had a long drive?

Notice this question does not ask 'went for' a long drive, or 'enjoyed' a long drive. Nor does it assume that anything about the drive was miserable.

When they process this question mentally, take note of microexpressions. A person who likes to work alone or spend time alone might begin to smile before telling you about an enjoyable road trip. Another may complain about traffic. The behavior revealed here will usually reveal how a person copes with long hours, whether they enjoy solitude, how they feel about travel, and whether they mention family and friends on a trip.

- Have you ever toilet-papered someone's house?

This should elicit a smile in most people, as will the following question. This is simply a deviance measurement. You will need to note whether you get a simple yes/no answer, or whether they go into a story and how their face changes while talking about breaking social 'rules'. This can reveal social skills, openness to new things, and even potentially show you that a person might take things too far with your clients when they work for you.

- Do you curse around your parents?

This question is keeping with the escalation of deviance and novelty, and should reveal interesting behavioral cues that you will be able to determine on your own.

If their parents passed away, do they take the opportunity to make you feel guilty for asking? Do they launch into pity-seeking behavior, or do you witness a socially intelligent person kindly inform you of their passing?

Determine how their answer will fit the role you'd like them to take. Aside from showing you what their childhood was like, this can also reveal their position in the Animal Behavior Profile – showing you how they respond to conflict or stress.

- The first thing you notice about an attractive person?

The only reason for asking this question, if it's even legal anymore, is that it should make most people smile, and make the eyes perform visual-accessing. Make note here of social behavior, and whether the subject is socially savvy with their answer.

- What are you most excited about working with us if you get the job?

Watch for truthful behavior and observe the subject for behavioral cues of stress or deception. This can usually be followed up with the next question.

- What is the biggest challenge you had with a previous employer?

This question should reveal locus of control, potential for narcissistic behavior, and what the person sees as challenging with other employers.

How does the subject answer this? Some may detail how horrible their employer was, while taking none of the blame and failing to discuss how it felt

to them, and others may blame the entire challenge on themselves. If you observe a behavior that makes them a hero and the previous company a villain, this doesn't always mean you are dealing with a potentially toxic employee. Ask the following question if you hear a response that suggests behavioral toxicity:

- What did you learn about yourself during that challenging time?

In their response to this question, you're likely to either hear a story that genuinely details a real lesson they learned about themselves, or a story that continues to demonize the previous employer. For example, you might hear something like, 'Well, I learned that I shouldn't stay at a toxic company for too long." Or you might hear, "I learned that people don't give a damn about each other, but it depends on the company."

These two answers illustrate that a person hasn't learned anything other than that they are perfect and wonderful, and the world around them is bad. This reveals an external locus of control, and potentially toxic behaviors in the future workplace for this person.

A genuine answer will illustrate a true lesson, or an admission of some form of negative emotion that the person experienced.

- On paper, in two minutes, list as many possible uses for the following two objects: Broom handle and a poncho.

An IQ test usually asks people to analyze a question and choose the correct answer out of a handful of answers: they "converge" on the solution. But a different kind of testing is called "*divergence*" testing, which involves asking a participant to, for example, list all the uses he or she can think of for a brick, and a bed sheet. At one British high school, the student with the *highest* IQ came up with the *least* number of ways to use these two items, while students with lower IQs demonstrated remarkable versatility and creativity in their responses. Perhaps this is why a high score on an IQ test doesn't guarantee a Nobel prize. A person might be smart enough, but not *creative* enough, to achieve that level of success.

This question is designed to show you the abilities of the applicant, but I use a slightly different method to analyze their answers than is recommended in the Divergence Test curricula. Here are the factors I look for when asking this question:

- Did the person combine the two objects? If this happens, you might see an answer like, "Put the poncho over the broomstick and make a fort."
- Did they need to ask me lots more questions before they could start? This shows hesitancy and may reveal a need to be micromanaged in uncertain situations.

- Did they begin with 'normal' uses for the objects? For instance, some might answer by saying a broom stick could be used to attach to a broom for sweeping, and a poncho is for staying dry in the rain. This isn't a bad sign; it only lets me know that they are logical thinkers first.

- Did they begin with outside-the-box answers? If someone begins with, "You can use the broomstick as a ninja staff, and turn the poncho into a superhero costume, then I know this person begins with creative thinking, and might be the perfect fit for my marketing team, but might not be the best fit for our financial and accounting department.

Overall, how far outside the box people go will show you creativity, and where they start and end (based on how far outside the box their answers are) will show you their dominant mode of thinking, and where they fit into your company.

Pay attention to their face while they write their answers down. If they smile, make note of what they were writing when they did.

I find it also a great addition to this question to have both a pen, and a pencil on the table, to allow them to make a 'permanent' choice vs. one that they can 'go back and edit.' This provides a small, but interesting window into their willingness to commit to an action.

- What haven't I asked you about that you think I should know?

This is as open-ended as it gets. A person will usually answer with surprising information that you would have otherwise never gained from the interview.

- What's the most difficult time you've ever had with a co-worker/family member?

This question is an assessment of social issues and can strongly sway your decision about adding them to a particular team or group.

- What do you like least about doing _____?

This simply allows them to tell you the aspects of their occupation or job they are applying for that they like the least. This will allow you to elicit a lot of information for their 6MX profile as well.

- Is there any reason _____?

You'll recognize this takes the shape of the bait question. This can be used to ask them if there's any reason any of their previous employers might have anything negative to say about them. This can also be used to ask them about previous employment, such as, 'Is there any reason that one of your previous employers wouldn't be listed here?'

Another use for this is to ask them about anything in their personal history that might have 'come up' during due diligence.

TRIAL SCIENCE

"I wonder how much the general population of this country know that the legal system has far more to do with playing a good hand of poker than it does with justice."
— Jodi Picoul

> **NOTE:** The word 'court' will often be used to describe the person or persons responsible for deciding a verdict or outcome; such as a jury, judge, or arbitrator.

I'm not an attorney. I never will be.

I don't offer legal advice, but I do specialize in what can make or break your case in court: psychology, and the human brain. This manual is intended to be a reference for the courtroom not from a legal perspective, but from a perspective on what runs the show behind the scenes.

The legal stuff is up to you. Presenting evidence, building the case, managing discovery; it's all up to you.

In this reference manual, you will find the hidden world behind the law. The information in this manual is the reason that I'm the only trial consultant in America with a 300% money-back guarantee when I perform trial consultation services.

However advanced and developed a legal system is, it still runs on a several hundred-thousand-year operating system: the brain. Our brains haven't changed much in a millennia. We have built-in loopholes, biases, judgment errors, and evolutionary quirks that we simply can't change. Our phones and computers may update over time, but our brains never have. Some believe they can 'think' or 'train' their way out of ten million years of evolution...we obviously can't.

The reason these methods are so effective is that they rely on fundamental proven techniques of psychology, influence, persuasion, and behavior that get results. You're in the business of winning cases, and you're holding the reference for that precise purpose.

You handle the legal matters; this manual will do everything else. You now have the nation's leading trial consultant in your office 24 hours a day.

THE TEN LAWS OF TRIAL SCIENCE

1. There is no such thing as an unbiased human.
2. Most of our beliefs and choices are made unconsciously before we know it.
3. The more the jury identifies with your client, the more likely you are to win.
4. Cases are won inside the brain long before they are decided on paper.
5. Every member of the court makes unconscious judgments and decisions.
6. Everything has the potential to permanently alter perception.
7. Small behaviors can cause massive shifts in decisions.
8. Psychology wins over facts. Every time.
9. A jury never weighs facts without emotion.
10. The judge will always attribute their decision to FACTS, regardless of how powerfully they were persuaded.

RECONSIDERING TRIAL SCIENCE FROM A PSYCHOLOGICAL PERSPECTIVE

If you gathered the top 100 most powerful and successful lawyers into a single room, you'd have an interesting crowd for sure. If you interviewed them all, however, you'd find something very shocking that they all have in common. It's not that they all know the law better than everyone else, or that they are able to look up case precedent faster than their opponents. The truth is, they would all be massively successful in dealing with people. From reading people to their ability to speak persuasively, this would be the one quality they all shared. Anyone can learn the law, but the skills these people possess are hard to define, and even harder to teach and learn. One reason is that these skills are most often something these people do naturally.

Legal knowledge pales in comparison to human skills when it comes to successful attorneys.

The human brain is complex. Many people tend to view the court and legal system in our country as a fact-weighing machine.

The problem is that this estimation couldn't be further from the truth. Human brains make decisions in court, not a machine that blindly chooses based on a preponderance of evidence. No matter how emotionally removed a human being is from a situation, or how forcefully they try to adhere to impartiality, we are still human. Our legal system, flawed as it may be, is still one of the best in the world. For the foreseeable future, humans will make the decisions in courtrooms, not machines.

Imagine a jury seated in the box to your right. Their serious faces look on as the case is unfolded before them. Facts are explained, photos are presented, and experts extoll their opinions. No matter how impartial this looks on the surface, in reality, this jury is a box of brains. Electrical impulses race at the speed of light across trillions of neural connections, and chemicals like serotonin, dopamine, and cortisol are pumped into their blood. Every word from every attorney has the potential to trigger a childhood memory, or send someone back to their younger years. A single sentence can cause a majority of your jury to unconsciously associate your client to a bully they knew in middle school - something that is incredibly hard to undo.

As a species, language is pretty new to us. For millennia, we communicated without it. Our bodies told the story of how we felt, what we intended to do, and whether we enjoyed someone's company. This was the case for millions of years until we invented language. It's also the reason we are BORN with facial expressions. Nonverbal communication is hard-wired into our brains from birth. A smile or frown looks the same in a socially-isolated remote village, as it does in downtown Manhattan.

Not only are we born knowing how to communicate nonverbally, we're born knowing how to interpret nonverbal behavior as well. This is a tremendous factor in determining the outcome of your case.

Our brains 'read' nonverbal communication using a part of the brain that isn't within our conscious awareness. For instance, the last time you had a conversation with someone, and, on the surface, everything seemed to be perfectly in order, but something felt 'off', this was what happened. Your brain processed hundreds of thousands of movements the other person made unconsciously. The part of our brains that do this are incapable of language processing. This is the reason why we have a 'gut feeling' instead of a crystal-clear message of what the brain saw.

This part of the brain, referred to as the mammalian brain, can't speak English, so it gives you powerful emotions instead of filling you in on what it saw.

Every movement you make as an attorney, and the movements of your client will heavily affect the outcome of your trial. The words you use will be woven into the minds of the jury and the judge. If you're a compelling speaker, the

courtroom will be focused on your words, and those words have a lot of power. They can do a lot.

The power of words can:

- Trigger an old memory.
- Remind someone of a loved one.
- Remind someone of betrayal in their own lives.
- Cause powerful neurochemicals to be released.
- Bring someone into the present moment.
- Trigger a feeling of sympathy for your client.
- Make someone become more interested in what you're saying.
- Cause someone to associate opposing counsel's client with a school bully they encountered.
- Cause a jury to unconsciously think of friends in elementary school when they see your client.

This is a microscopic list of what is possible with the power of language. However, if nonverbal communication unconsciously and accidentally communicates doubt, uncertainty, fear, or guilt, you're cooked. The case could be lost from a single series of small hand movements. That jury that WOULD HAVE listened to your amazing closing arguments doesn't like you, but they can't put their finger on why. So, your brilliantly crafted closing argument falls on a sea of deaf ears, often creating even more mistrust.

Could this really be the case? Could evolutionary psychology play THIS important of a role?

The answer is yes.

Not just a yes, but an absolutely resounding affirmative. So much so that I will stake my reputation on saying that it plays a linchpin role in EVERY case you have ever fought, or will fight in the future.

What we will cover in this book, and the reason I protect it with my life, is the strategy to hack into that evolutionary psychology. The millions to be made, and the secrets I will share in this book are the most powerful that have ever been discovered. I'm not an expert in the law, the court, or even trials. I AM an expert in what wins cases, however. And that is human psychology.

Dr. Phil is the most famous trial scientist in world history. He owned a company called Courtroom Sciences in Texas. His company was hired by Oprah to win the case against the beef industry. And she won. The reason Dr. Phil referred to me as the leading expert in the world is not due to my (completely absent) legal experience, it's due to my grasp on how the brain works, and most importantly, how people make unconscious choices.

My career has been focused mainly on intelligence-gathering, interrogation, and overseas sneaky stuff. They all had one major thing in common, though: all the techniques I developed were designed to rapidly convince someone to do something that was NOT in their best interest. Things like confessing to a major crime or deciding to commit treason, are hard to convince people to do.

I didn't just work on HOW it could be done, I perfected HOW FAST it could be done.

In short, you've been given access to the most dangerous methods I've ever created. I've spent years modifying these methods for the courtroom based on my experience with law firms around the country. The reason I guard this book with my life will soon become glaringly apparent.

Over the millennia of our species' history, we developed language. The primal reason to do this was to share information with each other. Over the centuries, we started to teach what we know to others. Sharing the location of a sabretooth tiger's den, for example, would be pretty important to know about. If a member of our tribe found a hoard of nuts and berries, that location would be important too. If an elder in our tribe was teaching us how to trap animals, or which plants you can eat and which ones will kill you, those are also vitally important.

This passing down of wisdom and knowledge is the reason you're reading this book. We survived as a species by sharing information, we thrived as a species by passing on knowledge.

The innate desire to obtain this wisdom and information is visible in every human baby. They experiment, test, observe, listen, and play. Imagine a generation of humans born without this desire to listen to wisdom...they wouldn't last very long.

This is why stories are so captivating to us all. We get unusually focused when a story sets off a few triggers in our minds. Many psychologists and researchers have been dissecting what makes stories compelling for an exceptionally long time. One book that popularized the concept of story structure was called 'The Hero's Journey' by Joseph Campbell in 1949. Campbell authored several books on what makes a story captivating to humans. He found that all popular stories follow a similar path. He named this path "The Hero's Journey."

In the Hero's Journey, the lead character goes through 17 steps, ultimately culminating in his success at the end.

In short, the Hero leaves the village, goes through trials, and comes back with a profound experience or treasure to share. Sound familiar? Fifty thousand years ago, humans would live in small tribes of a few hundred people. Imagine for just a moment that you lived back then.

A man in your tribe comes back with a huge animal to eat and tells you about the difficulties he endured, the traps he set, and the fight with the animal to kill it. It would be the most compelling thing you would ever hear. Not only is it interesting, but the information could also save your life. This is the reason that this story formula triggers our intense focus and interest. For a million years, we've been passing down information this way, and we are programmed to automatically respond to this story structure.

In academic circles, the hero's journey, or the monomyth, is the common template of stories that involve a hero who goes on an adventure, is victorious in a decisive crisis, and comes home changed or transformed.

Joseph Campbell describes this journey in his book, 'A Hero with a Thousand Faces,' in this way, "A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered, and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man."

This structure can be found in just about every move you've ever watched, and every book you've ever read. It's common because it works to grab hold of our attention and focus in a way OTHER stories, structured differently, simply cannot.

The Seventeen Steps of the Journey, according to Joseph Campbell, are:

1. **The Call to Adventure –** Hero receives calling to the unknown.
2. **Refusal of the Call –** Obligations or fear prevent the hero from starting the journey.
3. **Supernatural Aid –** Magical helper appears or becomes known.
4. **Crossing the First Threshold –** Hero leaves its known world and ventures into the unknown.
5. **Belly of the Whale –** Final stage of the separation from the known world.
6. **The Road of Trials –** Hero must pass a series of test to begin the transformation.
7. **Meeting with the Goddess/Love –** Hero experiences unconditional love.
8. **Temptation –** Hero face temptation that will distract from ultimate quest.
9. **Atonement with the Hero's Father –** Hero must confront the person that holds ultimate power in their life.
10. **Peace and Fulfillment Before the Hero's Return –** Hero moves to a state of divine knowledge (usually through some form of death)
11. **The Ultimate Boon –** Achievement of goal

12. **Refusal of the Return –** Having found bliss and enlightenment in the other world, hero may be reluctant to return.

13. **Magic Flight –** Sometimes the hero has to escape with the boon.

14. **Rescue from Without –** Sometimes the hero needs a rescuer.

15. **Return –** Retain wisdom gained on quest and the hero integrates wisdom in human society by sharing wisdom with the world.

16. **Master of Two Worlds –** Hero achieves balance between the material and spiritual (inner and outer world).

17. **Freedom to Live –** Freedom from fear of death, causing hero to live in the moment and no concern for the future or regrets of the past.

Many people have simplified the hero's journey into smaller chunks. One of them made it into eight parts which are:

1. The Call
2. The Threshold: Initiation and Transformation
3. The Challenges
4. The Abyss
5. The Transformation
6. The Revelation
7. The Atonement: Return
8. The Return

Of all the research and theory done on what makes stories compelling to us humans, they almost all agree that there are three large stages of the story that captivate us:

1. Departure
2. Conflict
3. Return

There's one thing about this that I haven't brought up yet. When we hear these stories - our brain automatically wants the hero to win. It's not something we have to decide, debate, think about, ponder, or consider. It's completely automatic, and it's embedded in our brains from millennia of evolution.

We want the hero to win so badly that when it doesn't happen, we get pissed off. Think about the last time you experienced this. A writer kills off a character you really identified with, or a hero loses in the end. It's infuriating.

"In laying out the monomyth, Campbell describes a number of stages or steps along this journey. "The hero's adventure" begins in the ordinary world. He must depart from the ordinary world, when he receives a call to adventure. With the help of a mentor, the hero will cross a guarded threshold, leading him to a supernatural world, where familiar laws and order do not apply. There, the hero will embark on a road of trials, where he is tested along the way. The archetypal hero is sometimes assisted by allies. As the hero faces the ordeal, he encounters the greatest challenge of the journey. Upon rising to the challenge, the hero will receive a reward, or boon. Campbell's theory of the monomyth continues with the inclusion of a metaphorical death and resurrection. The hero must then decide to return with this boon to the ordinary world. The hero then faces more trials on the road back. Upon the hero's return, the boon or gift may be used to improve the hero's ordinary world, in what Campbell calls, the application of the boon."

Consider this: no one tells us the hero's journey is happening, and no one has to tell us to deeply desire for the hero to win. When our brains hear or experience something that follows the path of the hero's journey, they respond with focus, attention, and a burning desire for the hero to win the day.

In court, you can capitalize on this by bringing the hero's journey into the courtroom. No one will see it, but the brain still spots it unconsciously. When people in the courtroom are exposed to the hero's journey, their brains respond automatically without a shred of conscious awareness.

YOUR CLIENT: THE HERO

Your client needs to be the hero of the story in their case. Regardless of the crime or the case, to trigger the 'Hero Impulse', they need to be the hero in the hero's journey.

In reality, your client may be a trashy criminal, or a drug dealer. In the courtroom, however, those have to be an integral part of the story. Your first line of business is to figure out how the case fits the narrative structure of the hero's journey. Your client's appearance in court is part of the journey. In almost any case you work, the trial you are working IS a part of that journey. This appearance in court is the final battle the hero is facing. Anyone watching this journey, the way you crafted it, will feel subconsciously compelled to see the hero win:

- In the 17-part structure, the trial is there, it's step six: The Road of Trials – Hero must pass a series of test to begin their transformation.
- In the eight-part structure, the court trial is the Abyss, step four.
- In the three-part structure, conflict is the courtroom battle that your client is involved in.

The wording of deposition questions can be changed to echo the hero's journey to the minds of a jury. Cross-examination can be done to craft the

narrative in such a way that the judge hears the precise steps of the journey at work. Closing arguments can be modified to reflect that your client is on the path.

Every statement, objection, and question must be done to illustrate the presence of the journey in your client's life. Not only does your client need to be viewed from this perspective, but your words must also be crafted to compel focus, curiosity, and interest.

You don't need to make your client **look like** a hero. That's not the case at all. There are many stories with something called an 'antihero.' This is a main character in a story who lacks conventional heroic qualities and attributes such as idealism, courage, and morality. Although antiheroes may sometimes perform actions that are morally correct, it is not always for the right reasons, often acting primarily out of self-interest or in ways that defy conventional ethical codes. For instance, they might save someone from a dangerous situation because it furthers their interests, not because they actually care about helping others.

You don't need to glorify your client. Sometimes it's actually bad to do so. There's another character that can follow the hero's journey called a villain-protagonist.

How is an antihero different from a villain-protagonist?

Few books have been successfully written from the perspective of a completely irredeemable, morally reprehensible main character. Readers want to be able to root for the protagonist at least a little bit. Exceptions include Humbert from *Lolita*, Patrick Bateman from *American Psycho*, and Tom Ripley from *The Talented Mr. Ripley.* By the end of these books, you're likely waiting on tenterhooks for the protagonist to be brought to justice.

These characters are classified as "Villain Protagonists." They're different from antiheroes because the author purposefully avoids giving readers a reason to cheer for them. Antiheroes are morally grey characters we're still encouraged to root for. But a villain protagonist is a "bad guy"— who happens to be the main character in the story.

THE RISE OF THE ANTI-HERO: HOW THE HERO'S JOURNEY HAS CHANGED OVER TIME

From Homer's *Odyssey* to *Star Wars*, the hero's journey is an archetype that has been used throughout literature and film. However, in recent years, we have seen a shift away from this traditional model towards something new: the anti-hero. An anti-hero, as opposed to a classic hero, is someone who isn't necessarily good, but still struggles for a just cause. This article explores why this archetype is becoming increasingly popular, and how creators are adapting it to fit modern storytelling.

What Makes an Anti-Hero?

At its most basic level, an anti-hero is a protagonist who lacks traditional heroic virtues such as courage or honor. Instead, they often display traits such as sarcasm or cynicism. They may make questionable decisions or engage in immoral behavior to achieve their goals. We can see examples of this trope in characters such as Walter White (*Breaking Bad*), Don Draper (*Mad Men*) and Dexter Morgan (*Dexter*).

Why are Anti-Heroes Popular?

One reason why writers might choose to create anti-heroes instead of traditional heroes is because they offer more "realistic" protagonists. In today's society where individuals often feel powerless against government or corporate forces - or even just day-to-day stressors - readers and viewers can relate more easily to those who struggle against greater odds than themselves. These stories also offer readers moral complexity; with their morally ambiguous protagonists not playing by conventional rules, these narratives provide opportunities for deeper self-reflection as readers are presented with ethical dilemmas rather than black/white morality choices.

ADAPTING THE HERO'S JOURNEY FOR MODERN STORYTELLING

The hero's journey narrative has remained essentially unchanged since ancient Greek times; there is typically a call-to-action which leads our protagonist on an adventure filled with danger and mystery before finally resolving with a triumphant return home. While it remains popular in fiction today (e.g., Harry Potter), writers have revised this formula using the anti-hero trope in order to make stories more contemporary and relatable — while still keeping some core elements of the original structure intact. For example, Breaking Bad follows many structural conventions of the hero's journey: protagonist Walter White begins his story much like any other hero but quickly demonstrates his ethical greyness due to his poor decision making — making him more identifiable to modern audiences than traditional heroes of old tales were able to be.

EXAMPLES OF SUCCESSFUL ANTI-HERO STORIES

In recent decades some particularly noteworthy examples have emerged that use anti-heroes effectively within their narratives. One example from television is Game of Thrones — Daenerys Targaryen starts off as an idealized leader but soon reveals her own dark nature that makes her unpredictable and therefore more compelling for viewers — especially when compared with predictable protagonists from classical stories who you know will come out successfully at the end every time regardless of what obstacles they face along the way! Similarly, comic books like The Punisher explore themes of revenge and justice featuring a flawed protagonist who straddles both sides between good & evil - making it hard for readers not too connect & understand him despite his murderous tendencies!

EXAMPLE: Bilbo Baggins from The Hobbit

Bilbo Baggins, a fifty-year-old hobbit with a deep aversion to adventure and an affinity for creature comforts, was an unlikely choice when a party of dwarves asked him to join them on their quest to reclaim stolen treasure from a dragon. Bilbo politely declined their offer, confident that they would find someone far more suited to the task. Yet despite this initial reluctance, Bilbo soon found himself embarking on his own incredible hero's journey.

Along the way he discovered strength within himself he had never known existed; vanquishing trolls, stealing treasures from dragons and forgetting his handkerchief along the way! In the end Bilbo returned home more courageous and daring than ever before - a true hero in every sense of the word.

THE UNWILLING OR UNINTERESTED HERO

This character is mostly good-hearted, but often don't believe they can make much of a difference in the world. They aren't sure that any of their efforts will be effective, so they resist the temptation to fight off the bad guys. They resolve to live their own life and allow the bad guys to be bad. They might be dragged into the fight later, but only when something is seriously at stake.

EXAMPLE: Han Solo in *A New Hope*

Han Solo started out as an anti-hero, motivated only by personal wealth and unwilling to stay and help the Rebel Alliance in their fight against the Death Star. Yet when push came to shove, Han had a change of heart and returned at the most crucial moment for the Battle of Yavin. His return proved incredibly useful, allowing Luke Skywalker enough time to ultimately destroy the Death Star - much to Darth Vader's shock and dismay.

THE RATIONAL ANTI-HERO

Still reluctant like the unwilling hero, but this hero is more concerned with getting the job done. More likely to join the fight, but more likely to take risks, and to do things that aren't moral or ethical to achieve their victory.

EXAMPLE: Edmund Pevensie from *The Chronicles of Narnia*

Edmund is still growing up and when it comes down to protecting his siblings he will always step up to the task. This is especially highlighted by his help in defeating the White Witch as well as other heroic acts throughout the series. Here we see that despite seemingly anti-hero qualities, Edmund can still emerge as a complex hero of sorts – displaying both selfishness and bravery at different points in the story.

THE ANYTHING GOES ANTI-HERO

While they still have positive intent, they are no longer the typical 'good guy'. They assume this role because of the need to destroy the evil in the world, however.

Their goal to do good is often twisted as they attempt to bring down villains who "have it coming". But instead of carrying out justice in the cleanest manner possible, there is an unfortunate tendency to grow violent and even find pleasure in the bloodshed and hurt they deliver.

EXAMPLE: Jack Bauer from the series *24*

> An intense character, Jack is willing to break all the rules in order to protect national security and save lives. Despite his often-brutal tactics, Jack maintains a strong moral compass and will always uphold what he believes is right. Throughout the series, he is consistently put into impossible scenarios where his loyalty and commitment to saving innocent people are tested. All of this combined makes him one of television's most beloved characters.

THE FOLLOWING EXAMPLES OF ANTI-HEROES ARE FROM REEDSY, an online writing resource. I found these and had to share these examples, as they translate so well into trial science, and how to set the stage so that your client is perceived in the way they should be for the judge or jury.

This article can be found at: https://blog.reedsy.com/anti-hero/

Example #1:

Annalise Keating from *How to Get Away with Murder*

"Speak of the devil and she shall appear."

"Anti" Annalise Keating is a law professor at a prestigious Philadelphia university who drips seductiveness and arrogance, with just the right amount of likeability thrown in. These attributes make her similar to fellow anti-hero Don Draper. Annalise has no problem manipulating others to get her way and commits cruel, self-serving deeds without a second thought.

"Hero" Annalise is the type of morally grey main character that many viewers love to watch, but sometimes struggle to like. While she does a lot of things viewers fundamentally oppose, she has also lived through a number of traumas that inform her crooked actions (hello, Unscrupulous Anti-Hero!). Ultimately, she fights on behalf of the innocent and bounces around the top 4 positions of the anti-heroes sliding scale.

Example #2:

Sherlock Holmes

"Heroes don't exist and if they did, I wouldn't be one of them."

"Anti" Sherlock is a genius — or "high-functioning sociopath," as he's presented in the BBC modernization — and he gets bored easily. Solving crimes gives him something to do with his superior intellect. While Holmes might appreciate the fact that his work allows justice to be served, he's largely motivated by the novelty and challenge of cracking cases.

"Hero" At the end of the day, Sherlock helps fight crime. Whether or not he's doing it for selfless reasons, he has still dedicated his life to stopping criminals, and he does this using noble means. Different depictions of Sherlock also portray his sympathetic side to varying degrees — some allowing audiences to glimpse emotional connections between Sherlock and the crime he solves.

Example #3:

Michael Scott from *The Office*

"No, I'm not going to tell them about the downsizing. If a patient has cancer, you don't tell them.

"Anti" Michael makes the lives of his employees at Dunder-Mifflin paper company very hard sometimes. He's constantly distracting them with his need for attention and validation, and he ends up making some very questionable decisions that can harm others in his need to come across as a hero. Oh, and let's not forget about the way he treats poor Toby.

"Hero" While Michael can be incredibly selfish, unaware of how his decisions negatively affect his coworkers, and downright rude, he has a good heart and loves (most of) the people who work for him. In the face of major downsizing, he fights for his branch and the job security of the people who work there. Michael has shining moments of kindness (such as the bird funeral), and viewers root for him — and pray for his continuing self-improvement.

Example #4:

Veronica Sawyer from *Heathers*

"Heather, my love, there's a new sheriff in town."

"Anti" While the rebellious new kid, J.D., might be the person who starts Veronica down the path of killing her classmates, she does not protest enough to avoid eventually pulling the trigger herself.

"Hero" While Veronica does murder a student, she's portrayed for the most part as an impressionable and bullied teenage girl who gets carried along by the sinister doings of J.D. Still, for much of the movie, she can definitely be considered a Hero in Name Only, as she's absolutely complicit in the homicides. At the end, we see a glimmer of humanity when Veronica stops J.D. from bombing his school and reunites with her social outcast friend, Martha.

Example #5:

Tony Soprano from *The Sopranos*

"A wrong decision is better than indecision."

"Anti" A number of things put the "anti" in Tony's label as "anti-hero": murderer, thief, con artist, extortionist, to name a few. He is the capo di tutti capi (the "boss of all bosses") in the crime world.

"Hero" Apart from being the protagonist of the TV series, things like his unshakeable love for his family, his kindness to his friends, and the occasional pang of guilt or moment of vulnerability let viewers glimpse Tony's human side. What solidifies his status as an anti-hero, however, is the fact that his enemies are portrayed as being far eviler and more sinister than he is."

We can attach to many types of heroes. More importantly, we begin unconsciously rooting for them to win as our brains recognize this hero's journey at play.

BUILDING THE HERO'S JOURNEY IN THE COURTROOM

It's essential that you illustrate very clearly that your client possesses traits of heroes. While not all heroes are the same, throughout history, we've learned that they play on our minds a certain way because of a few similar characteristics.

WHAT IS IT SPECIFICALLY THAT MAKES A HERO OF A STORY?

For some reason, Western culture, and likely the other cultures in the world, have been dramatically obsessed with hero movies and television. It might be said that our culture is driving toward hero-worship.

Ancient Greece gave birth to the classical heroes. The myths of Jason, Odysseus, Heracles, and Poseidon took place about 3,000 years ago. In that age, the idea of a hero was defined by how easily they could kill people. In Greek mythology, however, the heroes typically killed for moral reasons, and the Greeks gave them all individual flaws that limited their powers. The stories grew in popularity, and became an icon of storytelling, but served many people as a moral guide.

Surprisingly, thousands of miles away, in Nordic and Slavic regions, very similar things were happening, with very similar heroes. These 'gods' served our ancestors, despite their flaws, as a mechanism that brought people together, and celebrated morality.

Heroes through the millennia have always had flaws. Their flaws were something that endeared them to us, however. They seemed more human, and more likeable. One major thing that has changed about how heroes were developed since ancient Greece, is that heroes of old fought for honor, reputation, and personal grandeur. This is in contrast to modern heroes, who seem to want to blend into society, and take none of the credit.

Luckily, preparing your client for heroism doesn't mean they need to fit into a role of gender, skin color, or religion. A hero can be anything, but there are a few rules to follow to create the hero in your client, so that they fit into the hero's journey you're crafting for them.

A LACK OF IMPULSE

A hero is patient. Showing that your client understands and lives life as if they fully understand that change isn't always immediate helps to begin the hero-crafting process. In our world of immediate gratification, show the court that the client is patient and has the gift of calmness and attention-span to get things right.

BRAVERY

A classic trait of heroes in many films and books, bravery means that your client was willing to face difficult circumstances and potential consequences for taking the action that they thought was right. If your client shows compassion for others at the cost of themselves, they're a hero. If they were willing to make a moral decision that caused them to face consequences to help themselves or others, they will be seen as more of a hero to the court.

KINDNESS AND COMPASSION

Without this trait, many heroes would disappear. This trait isn't always required. Especially if your client is what might be called an anti-hero. Kindness and compassion, however, are critical in most cases. Showing that your client has a tendency toward altruism that places them at risk is key. If you can show that your client has a drive toward compassion that overrides the normal human instinct of self-preservation, the court will identify them as a hero subconsciously.

EMPATHY

Showing your client's level of empathy is important for many reasons. The jury needs this element to solidify almost any hero's journey in their mind. There are exceptions, but they are rare. Show and demonstrate that your client is capable of imagining themselves in the situations of others, and that they can feel the suffering of other people.

HUMILITY

In modern storytelling, humility is a key element of the hero in most cases. Find out how to demonstrate this character trait to the jury. Clearly show that your client isn't a braggart. Clearly show that your client isn't the type to narcissistically criticize others while lifting themselves up and complimenting themselves.

CONFIDENCE

Your client needs to show confidence in order to have any degree of likability. The type of confidence your client needs will be based on the story they are in, and the story you're portraying to the court. If, for example, your client is soft-spoken and shy, their confidence is rooted in owning that behavior without being ashamed of it. IF your client is cocky, tamper this behavior as much as possible, and allow this to gently come through, while bringing up their humility to a level that covers the cockiness. Mostly, confidence should center around your client's firm and absolute belief that they know what they were doing was right, moral, and just.

CREATIVITY

There are countless ways to show this hero trait. Ensure creativity is shown not in the key points or narrative of the case, but the daily life of the client. This can be illustrated in deposition and once it's done, it ticks off a hero box in the jury's mind.

SELFLESSNESS

Whatever the story, most of our modern heroes are selfless. Even if they made mistakes and did things that crossed a line, they did it for good reasons.

Sometimes, a selfless hero thinks so much about the welfare of others that they forget to protect themselves.

HONESTY

Creating a flawless client on the stand or in the courtroom is a recipe for failure. Your client needs to have flaws like all heroes, and they need to be brutally honest about the lives they live, in order for the jury to like them. As counterintuitive as it sounds, the honesty angle is something that is one of the most overlooked elements in winning court cases.

There's no recipe book to make a hero. There are characteristics that are important, but one thing that makes a hero is their circumstances, not just who they are. The story your client finds themselves in has the highest capacity to elevate them to hero status.

The flow of your language, the way you ask questions, and how you present your client to the court must communicate the presence of these qualities in some form or another.

PLANNING FOR TRIAL

Planning ahead for your trail is essential. Your client depends on solid trial science and your skills in law to win. To solidify their place in the hero's journey to the court, you will need to follow a 5-step process.

1. Choose which path your client is on.
2. Choose the hero **type** for your client.
3. Decide the elements of your client's hero's journey.
4. Place them into the timeline.
5. Rehearse and repeat.

CHOOSE THE PATH YOUR CLIENT IS ON

If time is limited in the courtroom, choose the shorter of the two hero's journeys above. It's rather easy to plant the thoughts into the court using abbreviated questions or statements.

If you have more time, allow for more exposition to be done. Show the court through calculated questions during deposition that your client has followed the structure of the journey to the letter. The more clearly you can show that your client has followed all of the steps of the journey up until the point of challenge and conflict (the big fight scene), the more the court will follow your lead.

We have three major goals in this planning phase:

1. What path is best suited for my client's case?
2. How will I subtly illustrate this through deposition and exposition?
3. How will I communicate it so that it generates focus and interest?

CHOOSE THE HERO TYPE FOR YOUR CLIENT

Your client MUST be the hero of the story. In order to do this, you must identify which hero type they are. If you are representing a drug dealer, for instance, your choices would be very different from how you would characterize a white-collar Marine Corps veteran.

In this case, use the following formula to identify which story and hero type fits your client best:

1. Discover backstory.
2. Compare with the master list below.
3. Place the hero into the storyline you chose in step one previously.

THE HERO MASTER LIST

Use the following list to identify two or three roles that fit your client well, and delve into the story process to discover what qualities or traits about those things the court, jury, or judge will subconsciously latch onto.

> Remember, only choose a couple. Three or more makes communicating the character of your client confusing and will cause negative blowback in your case.

This list was developed by Ken Miyamoto and has been modified to suit the Trial Science category of storycraft. The original list can be found at https://screencraft.org/

ABSENT-MINDED PROFESSOR	An absent-minded scientific genius (Doc Brown from *Back to the Future*).
ALL-LOVING HERO	A character that loves everyone and will suffer for the sins of their loved ones.
ANTI-HERO	A hero that is driven by pursuit for power, sex, money, control, or particular vices and because of this, they are often selfish, anti-social, power-hungry, and materialistic. But they sometimes showcase some heart in the end (Max from *The Road Warrior*).

ANTHROPOMORPHIC PERSONIFICATION	The living embodiment of a fundamental abstraction. They may be god-like in power, but have a much narrower focus and struggle with limits based on what they represent (Joy, Sadness, Fear, Anger, and Disgust from *Inside Out*).
AUDIENCE SURROGATE	Characters who the audience sympathize with by actively seeing themselves as them. Usually victims of social challenges (Clay and Hannah from *13 Reasons Why*).
BAD BOY	A macho loner that doesn't care that he's bad. He's actually proud of it and that often attracts others (Dallas from *The Outsiders*).
BIG FUN	The big, fun, lovable guy or girl (Hurley from *Lost*).
BLACK KNIGHT	An evil fighter or antagonist (Darth Vader from *Star Wars*).
BLIND SEER	Characters with a sacrifice of sight that has greater cosmic knowledge (Chirrut from *Rogue One*).
BOSS	The boss of everyone. They are usually controlling, competitive, stubborn, aggressive, and always call the shots.
BOY NEXT DOOR	The average nice guy that does everything in the right.
CAREER CRIMINAL	This character commits high stakes crime and is often smart and highly skilled (Neil McCauley from *Heat*).
CHAMPION	The character who is devoted to the cause/life/honor of one character and everything that they entail (Sam from *The Lord of the Rings*).
CHILD	This character is young in age or spirit, and loves adventure or at least they think they do until they truly experience it (Tim from *Jurassic Park*).
CHOSEN ONE	They have been chosen by someone or some force and are the only ones capable of resolving the plot (Neo from *The Matrix*).

CHOOSER OF THE CHOSEN ONE	This is the character who finds and chooses The Chosen One (Morpheus from *The Matrix*).
CONSCIENCE	A classic character type whose sole purpose is to act as the hero's conscience and moral compass (Jiminy Cricket from *Pinocchio* or Clarence from *It's a Wonderful Life*).
CONTENDER	A competitive underdog (Rocky from *Rocky* or Daniel from *The Karate Kid*).
CORRUPTER	Their primary role in the story is to bring out the worst in everyone (Rumpelstiltskin in *Once Upon a Time*)
DAMSEL IN DISTRESS	A noble and innocent woman in need of rescue (Kim in *Taken* or Lois Lane in *Superman*).
DARK LORD	The near-immortal personification of evil (Sauron from *The Lord of the Rings*).
DUMB MUSCLE	This character lacks intelligence, or fails to showcase it, and are tasked with doing the heavy lifting of the villain or any antagonist.
ELDERLY MASTER	A wise, powerful man or woman teaching their powerful craft to a young student (Mr. Miyagi from *The Karate Kid*)
EGOMANIAC	They like to be the center of attention and usually are often very insecure, overcompensating for a deep need to be loved and/or revered.
FALL GUY	The scapegoat that the powerful or empowered use.
FATHER FIGURE	The man who showcases authority, yet has a pure heart and will do all he can to protect those he loves and watches over, either physically or emotionally (Atticus from *To Kill a Mockingbird*).
FEMME FATALE	A beautiful but mischievous and traitorous woman (Catherine Trammel in *Basic Instinct*).

FERRYMAN	A character that acts as a guide or aid, allowing characters to travel over near impossible obstacles to reach specific destinations (Heimdall from *Thor*).
FINAL GIRL	The "last girl standing" in a horror movie (Laurie from *Halloween*).
GENTLE GIANT	Big, strong, and intimidating, but they've got a heart of gold. (Fezzik from *The Princess Bride*).
GENTLEMAN THIEF	A very charming, sophisticated, and well-mannered thief (Thomas Crown from *The Thomas Crown Affair*).
GIRL NEXT DOOR	An average but attractive girl with a wholesome quality to her.
GOD OR GODDESS	All powerful but often showcase human qualities in the end (Zeus from *The Little Mermaid*).
GOOD KING	He is honorable, virtuous, wise, and understanding. He cares about his subjects no matter how seemingly unimportant they are and puts their well-being above his own (King Arthur).
GRANDE DAME	A very flamboyant woman, often used as a stereotype for an elderly high society socialite (Martha from *Arthur*).
GROTESQUE	An often-tragic character that induces both fear and pity because their deformities overshadow a perfectly normal and likable personality (The Hunchback of Notre Dame).
HARLEQUIN	A clown or professional fool.
HERALD	This character sets the Hero/Protagonist on the path of adventure (Obi-Wan Kenobi from *Star Wars*).
HERO	The character that faces the most direct danger and conflict as a basis for the central aspect of the story.

HOTSHOT	This character is often skilled, but reckless, known for taking risks (Maverick from *Top Gun*).
HUNTER OF MONSTERS	A character whose sole mission is to eliminate whatever monster(s) in question (Quinn from *Jaws*).
INGENUE	A young woman who is endearingly innocent and wholesome.
IMPOSTER/PRETENDER	They are intelligent and take advantage of situations and characters.
JESTER	They are always lighthearted and joking but always pure of heart and truly caring for others (Will Ferrell in *Elf*).
JOCK	A male athlete who is often muscular, but not very smart.
KIRK	The captain or a similar leader who needs to be practical rather than emotional or distant, often having to make decisions in the middle of The Spock or The McCoy (see below).
KNIGHT-ERRANT	A noble Knight on a Quest.
LONER	The Loner isolates him or herself and often struggles to connect with others. They feel alien to others around them (Theodore Twombly from *Her* or Jim from *Rebel Without a Cause*).
LOSER	They don't catch any breaks and always seem to get the short end of the stick. They are also either usually unmotivated and don't care about how they are perceived, or they do and try to make the change, only to fail time and time again (Charlie Brown from *The Peanuts* and arguably the guys behind Pied Piper in Silicon Valley).
LOVABLE ROGUE	They break the law and don't always seem to care about anyone else, but they often show enough heart in the end for audiences to like them (Han Solo from *Star Wars*).

LOVERS	Star-crossed lovers who fall romantically in love, despite the constant conflict of other characters. They're often from different sides of the tracks (Romeo and Juliet, Tony and Maria from *West Side Story*).
LOYALIST	They have the strong ability to support others and always remain loyal in doing so despite their own lack of abilities and feeling of self-worth (Dr. Watson from *Sherlock Holmes*).
MAD SCIENTIST	Usually insane or highly eccentric. They often play the role of the villain or antagonist and always feel that the science they are exploring is above and beyond any human rights issues or ethics (Dr. Moreau from *The Island of Dr. Moreau*).
MAGICIAN OR SHAMAN	A man with special insight or mystical powers coming to the aid of the protagonist (Dick Halloran from *The Shining*).
MAIDEN	Usually, the innocent and pure female that is often in need of rescue. She can be naive, sometimes overly self-confident, and can be attractive but also child-like (Princess Fiona from *Shrek*).
MANIC PIXIE DREAM GIRL	Characters that have eccentric personality quirks, are very girlish, and usually dreamingly cute and attractive (Sam from *Garden State*).
MCCOY	He or she cares for others deeply and they always seek to do the right thing, no matter what the situation.
MENTALLY OR SOCIALLY DISABLED	Dependent and sometimes draining on others around them at times. More preferred contemporary variations are those that have a heart and contribute to the story in a positive way (Raymond from *Rain Man*).
MENTOR	The mentor is the adviser, the expert, and is usually intelligent and wise in whatever field of expertise or philosophy that they are known for. They care for the hero and want to be in the hero's life, which usually starts with conflict at first.
MONSTER	They are either half human or not human at all and usually provoke fear and panic.
MOTHER FIGURE	The mother figure is always the source of nurturing and comfort, offering guidance while also sometimes coming off as over-controlling and worrisome, but always acts from the heart (Mrs. Baker from *Boyz n the Hood* and Mrs. Gump from *Forrest Gump*).

MOTHER'S BOY	A man who is excessively attached to his mother. This is played for all types of emotions and genres, including comedy, drama (Forrest Gump), and tragedy (Norman from *Psycho*).
NEMESIS/CHALLENGER	They usually exist to hate the hero, for any number of reasons. The nemesis or challenger is often similar to the hero in many ways and thus is always trying to overshadow due to jealousy or outright hate (Loki from *Thor*)
NERD	Usually a socially-impaired, obsessive, or overly-intellectual person. They often have a good heart and always mean well (Sheldon Cooper from *The Big Bang Theory*).
NOBLE SAVAGE	A wild outsider with noble characteristics that has little to no experience with society's ways (Tarzan).
OBSERVER	They often witness all that goes on, but remain quiet and calm throughout. They are usually philosophical and every time they speak or act, it's important (Rafiki from *The Lion King*)
OUTLAW	Similar to the Rebel (see below). They are romanticized, charismatic, and can often be the social bandit of the story.
PEACEMAKER	They try to force the peace between characters and situations. Usually the voice of reason between all.
PESSIMIST	For them, the glass is always half empty. They won't take risks and often complain about everything every chance they get (Hudson from *Aliens*).
PSYCHOPATH	They have no conscience, are amoral, and have the inability to feel or care for others. All of which together is not a great combination.
REBEL	Despite the fact that many believe James Dean in *Rebel Without a Cause* is the quintessential rebel (he's actually better defined as the loner), the truth is that the rebel takes the loner attributes to the next level as they push up against anyone and everyone, walking strictly to a beat of their own drum without caring what others think (John Bender in *The Breakfast Club*).
REDSHIRT	The expendable character that is never given much backstory and usually dies soon after being introduced. Taken from the original Star Trek series where characters with red shirts were often those expendable characters going out on missions with the main characters.

RELUCTANT MONSTER	The Reluctant Monster usually has no idea that they're a monster at all. They are often a member of a species that traditionally does nasty things to people, but that is not in their own personal nature (Frankenstein).
RIGHTFUL KING	A lost or forgotten just ruler whose return or triumph restores peace (Aragon from *The Lord of the Rings*).
SEEKER	They are always on a quest for the truth, uncovering mysteries, lies, and deception despite all dangers both big and small that they face on a personal and professional level (Erin Brockovich).
SHREW	A bad-tempered or aggressively assertive woman
SIDE KICK	The friends and helpers of the main hero. They are much like the loyalist, but play a more active part in the Hero's adventures (Robin from *Batman Forever* and Short Round from *Indiana Jones and the Temple of Doom*).
SOCIOPATH	A person with a personality disorder manifesting itself in extreme antisocial attitudes and behavior and a lack of conscience. They are intelligent, cunning, and dangerous (Hannibal Lecter from *The Silence of the Lambs*).
SOUTHERN BELLE	A young woman that often represents the American Old South's upper-class daughter, or young and pretty woman (Scarlett O'Hara from *Gone With the Wind*).
SPOCK	The Spock is an rchetype that focuses on logic, rules, and reason while fighting for the greater good.
STRAIGHT MAN	Exists alongside a funny character. Their serious and no-nonsense attitude makes his partner look all the more crazy and funny (Abbott from *Abbott and Costello* movies)
STORYTELLER	A character that is noted for his or her ability to tell tales, or those that choose to do so, even to the dismay of the other characters (Wally from *"Crocodile" Dundee*).
SUPERHERO	A hero with special powers that vows to protect the world around them (Marvel Cinematic Universe characters).
SUPER SOLDIER	A soldier who operates beyond human limits or abilities (Luc Deveraux/GR44 from *Universal Soldier*).

SUPERVILLAIN	Antithesis to the Superhero.
SWASHBUCKLER	A joyful, noisy, and boastful renaissance era swordsman or pirate (Jack Sparrow from *Pirates of the Caribbean*).
TOMBOY	A girl usually interested in sports, activities, and displaying attributes that often fall under the umbrella of boys and men in society (Scout from *To Kill a Mockingbird).*
TORTURED ARTIST	They often display constant torment due to frustrations with art and society
TOWN DRUNK	Usually a male in a small town who is known to be drunk in public fashion.
TRAGIC HERO	A hero with a major flaw that leads to his or her eventual death and downfall (Anakin Skywalker from the *Star Wars* prequels).
TRICKSTER	They are often the troublemakers, liars, and the self-absorbed. They can be like jesters, but they often make more of an impact on the main characters in some way, shape, or form by the end of the story (The Mask from *The Mask* or Buddy Love in *The Nutty Professor*).
TROUBLED TEEN	They hate rules and defy authority, usually because of depression, hormones, or due to social differences. Despite the hard attitude they portray, they are often the most vulnerable (Evie from *Thirteen*).
TURNCOAT	The character who switches sides at some point to help out the other side (Cypher from *The Matrix*)
VILLAGE IDIOT	A character usually known locally for ignorance or stupidity, but are often shown to have a good heart and can contribute to either the downfall or the uprising of the hero (Noah Percy from *The Village*).
VILLAIN	An evil character in a story.
WHISKEY PRIEST	A priest or ordained minister who teaches at a high standard but also showcases moral weakness through drinking alcohol or other vices (Father Callahan from *The Exorcist*).
WISE FOOL	A "fool" or somewhat socially hindered character with an attribute of wisdom (Dory from *Finding Nemo*).

WISE OLD MAN	An elderly character who provides wisdom to the protagonist (Gandalf from *The Lord of the Rings*).
YOKEL	A term referring to the stereotype of unsophisticated back country characters (Carl Spackler from *Caddyshack*).

PLAINTIFF AS THE VILLAIN

In most cases, you will want your opposing counsel's client to be represented as the villain in the story. In rare cases, which we will discuss below, you will need to paint opposing counsel as the villain of the story to ensure the jury or judge subconsciously makes a choice to side with your client or you.

When creating the villain, choose very wisely between which type this person is. Opposing counsel's client, which I will hereafter refer to as PLAINTIFF, is at the center of this story, and in all good stories that captivate our attention, the villain means conflict. The villain not only introduces the conflict, but he also brings it to a head unlike anything the hero has seen before.

Based on the narrative you have thus far constructed for your client, what type of villain is the plaintiff? In some stories, the villain is obvious and portrayed in such a way that we see it from the beginning. In other stories, however, the villain is masked until the end. Either way, we grow to hate them quickly because the story is told in such a captivating and formulated way as to subconsciously force us to adapt beliefs about them...whether they are true or not.

David Mamet, a bestselling author, has created a list that I use in trial consulting to prepare law firms in developing this story. This makes it easy to do because once we identify the type of journey the client is on in the story, we simply use the behaviors and evidence against the plaintiff to paint a picture of which villain type they most logically fit into.

Bambi needed the **hunter** to be interesting. Snow White needed the **evil queen**, and even Toy Story characters needed the **boy next door** who mangled toys for fun. We fall for this so many times because of conflict. The three most captivating parts of stories that keep our attention and focus are conflict, tension, and suspense. If you think the jury is impartial, or that they are immune to storytelling the moment they enter a courthouse, you need more help than I could ever offer.

From the list below, decide which category the plaintiff (or sometimes the opposing counsel) fits into based on what you know, and what your client has given you.

Every Snow White needs an evil queen; every Gandalf needs a Sauron. Many of the great villains that oppose classic heroes fall into a handful of villain archetypes:

1. **Anti-villain:**
The anti-villain is a villain archetype in which the bad guy has a sympathetic motivation or appealing characteristics. In the same way that an anti-hero is ostensibly a good guy with villainous or immoral tendencies, an anti-villain may have justifiable, noble goals or even a good side.

Examples of anti-villains include Hannibal Lecter in *The Silence of the Lambs* (portrayed by Anthony Hopkins in the film version) and Draco Malfoy from the *Harry Potter* series by J.K. Rowling.

2. **The beast:**
A classic villain whose goal is to terrorize and attempt to defeat the main character, the beast is a literal monster. This type of villain cannot be reasoned with and is often found in the horror or science fiction genres.

The whale from *Moby Dick* and the shark from *Jaws* are examples of this type of villain.

3. **The bully:**
Bullies serve as simple, straightforward opposition to the protagonist. This character archetype is sometimes marked by a backstory that explains their mean and oppressive tendencies, such as a childhood marked by abuse or insecurity. Other times, they are simply mean for the sake of being mean.

Examples include Nurse Ratched from *One Flew Over the Cuckoo's Nest* and Fletcher from the film *Whiplash*. Examples: Biff Tannen, Dudley Dursley, Mr. Bumble.

4. **The machine:**
The machine is similar to the beast, with one major difference: It is a technological construct and is therefore lifeless and incapable of pain, fear, and emotion.

The machine can often be found in science fiction thrillers—like Ultron in *Avengers: Age of Ultron* or Arnold Schwarzenegger's robotic killing machine in The Terminator.

5. **The mastermind:**
The mastermind opposes the protagonist by overseeing a brilliant, diabolical master plan. They are a gifted schemer and evil genius who attempts to defeat the protagonist mentally as opposed to physically.

Great villains in the mastermind tradition include Hans Gruber from *Die Hard* and Lex Luthor from the *Superman* series. Examples: Megamind, Professor James Moriarty, Loki.

6. Evil incarnate:
This villain personifies evil itself, offering little in the way of character development or backstory. This type of evildoer serves as an obstacle to the hero's journey and is primarily found in fantasy and superhero genres.

Examples include Sauron from *The Lord of the Rings*, Darth Vader from *Star Wars*, and the Joker from *The Dark Knight*. Examples: Darth Vader, Voldemort, Mister Sinister.

7. The henchman:
The henchman exists to do the dirty work of someone else, usually the mastermind or another major evil character in the story. They are functionally the sidekick of the main villain. Though they usually lack the villain's brains, they make up for it in brawn.

Examples include Boba Fett from *Star Wars* and the monkeys from *The Wizard of Oz*.

8. The fanatic:
The fanatic's villainy is driven by an extreme ideology. Oftentimes, they are propelled by religion or a twisted moral belief that gives them fuel to carry out their twisted mission.

The serial killer John Doe from the movie *Seven* is a true villain in the fanatic tradition.

9. The Mirror:
Evenly matched in brains, brawn, and often even appearance, the mirror is the hero's equal in every way but one: ideals. There will be some fundamental difference in moral and/or philosophical outlook that will always end up playing into the result of the final confrontation. This match up cancels out all the mundane traits that might set a hero apart from normal people, because the villain possesses those same traits. In this case, it is the heroism itself that matters.

This is a great villain for a case study in what being a hero means. Karma, friends, and just the value of having something worth fighting for - these are the things that set a mirrored pair of hero and villain apart.

Examples: Negaduck, Professor Moriarty (a versatile guy!), General Zod

10. Someone Else's Hero:
They fight for a cause that opposed the hero's, but for those who follow that cause, this villain is their hero. Turn the tables, and you could tell the story with the roles reversed, casting the villain in the heroic light and the hero as villain.

Examples: Magneto, Khan Noonien Singh, Benjamin Linus

OPPOSING COUNSEL AS THE VILLAIN

In some cases, the plaintiff may be beyond reproach, a loved member of the community, or someone who, for some other reason, you're unable to vilify.

As the case progresses, you must subtly and covertly paint a vivid image in the court's mind about this attorney. We will cover precisely how to do this later in this manual. If you must cast opposing counsel as the villain in court, the beginning of the legal battle or trial must be the central part of your conflict in the hero's journey. For opposing counsel to be the villain, it's essential that you develop a storyline with plot points that communicate their client is not only unaware, but that their client is also a good, trustworthy person who made a mistake. In the list above, the same process would evolve to place them into an archetype villain role for your client's story structure. There could be many reasons that opposing counsel could be cast as the villain:

- The agreement to take the case alone.
- Greed or desire for money.
- A hatred of the hero (your client).
- Some kind of history with the hero.
- A desire to use the legal system in ways that make him more powerful.
- He misunderstood his client's honest claims.
- A childhood fear or trauma was triggered by this case.
- Neglect - a failure to review the facts.
- Eagerness - agreeing to the case before facts were checked.
- Desire for popularity and fame.
- Narcissism
- Dishonesty - telling his client they have a solid case when he knows otherwise.
- Laziness - a failure to get things prepared.
- Hatred for his client - knowing they would be embarrassed by bringing this to light.
- Involvement in a conspiracy (depending on the leanings of the jury).

The beliefs and behavioral profile of your jury or judge will determine much of how you approach the case, and how you properly frame the villain of the story. There are several pitfalls that I've seen attorneys make that cost them the case, due to simple lack of behavioral skills. It takes only a second to lose a judge or a majority of the jury. Working to get them back on your side is a long, hard road.

Coming up, we will cover how to form and develop the jury and judge behavior profiles, and what specifically you can do with that information to ensure your client wins.

PREPARING YOUR CLIENT

Your client's behavior will be as important as yours. Even small nonverbal behaviors while they are silent at the table can leave a permanent mark on the court. There are several ways I prepare clients for court when I am hired to do so, but they all involve a SEVEN-step process:

1. Communicate the story in a compelling, confident way.
2. Communicate the vital importance of behavior.
3. Communicate the vital importance of their visual appearance.
4. Discuss the 'game plan' with regards to the narrative.
5. Conduct a deposition walkthrough with **no** preparation.
6. Provide deposition feedback and preparation.
7. Repeat the process.

Time may be limited, but I will address all my preparation advice here in this chapter for your client:

Preparation will be broken down into four sections:

1. Appearance
2. Speech
3. Attention
4. Narrative

APPEARANCE

Your client's appearance has an impact. You've no doubt seen countless courtroom outcomes that could have been altered by appearance and demeanor alone. When you prepare your client for appearance in court, it's vital to cover appearance.

Overall, the appearance of your client should reflect hygiene, taste, class, and judgment.

The clothing your client wears should be carefully chosen. Simply offering 'wear whatever you would wear to church' will not suffice if the stakes are high. Your client's appearance needs to be honed, in order to impact the psychology of the court. Moreover, it needs to match with the client's hero-type. If you are representing a low-income drug dealer, for example, having them show up in a cheap suit that doesn't match their behavior at all, triggers an instinctual red flag from millions of years ago. When things don't match up for us, we automatically recoil. If someone's mannerisms and appearance do not match well, our brains pick up on this immediately, and mistrust, doubt, and uncertainty form on a completely unconscious level.

Since we are hard-wired by the previous few million years, we tend to default to negatives when information is absent, or doesn't match up. Being mistrusting of other humans is our default because it kept our ancestors safe. We back away (unconsciously) when things seem 'off'. These small subconscious red flags can cost you a major case in your career.

Let's unpack what needs to happen by illustrating a few examples of appearance in court:

Client: Male Drug dealer

> Dress: Nicer clothing that are still in line with this person's personality. Minimal jewelry and wealth-indicators. No logos should be visible, as the court has no doubt seen drug dealers on television for years, not knowing that their brain will automatically react when they see something that reminds them of a 'bad' drug dealer on television.

Client: Petite woman charged with larceny

> Dress: In keeping with her hero plotline. If she is the damsel in distress, she needs to look like a damsel in distress. The innocent, white-colored summer dress, the blush perfectly applied, and the hair made to look natural. A trip to get these done the morning of trial may be a worthy business expense for your firm.

Client: Wealthy businessman charged with reckless driving

> Dress: Since the court is accusing this person of being irresponsible and careless, the visual appearance must communicate the opposite. Still in-line with this man's normal wear, we would advise him to wear a collared shirt like he always does. The difference would be that we would ask him to wear one that is as old as possible, but still pressed and clean. The shirt is visual proof to the court that he is responsible and takes care of his things. His wedding ring will be polished, and depending on the judge, we will advise him to wear a tie or not. The openness of a collar can indicate vulnerability, openness, and a desire to connect with others.

> The appearance of your client is important. Treat it as such.

Use the following guide to help you decide what to choose for your client in court:

SIZE

- The smaller person should be made to look small and innocent if this is what their story suggests. If they are small, but their hero's journey involves them overcoming a massive enemy, they may need to wear a jacket or suit that contains shoulder pads, or is tailored to their musculature.

- Large clients accused of violent crimes would need to be made to look smaller, and more innocent. A suit that covers the muscular nature of their body, and glasses that resemble a professor will go a long way to communicate this.

COLORS

There is a massive amount of research showing that colors can seriously affect our moods and the way people perceive us. Colors can even change someone's heart rate, blood pressure, or respiration, based on research from Keith Jacobs and Frank Hustmyer in 1974.

GREEN

This color denotes freshness, safety, and harmony. It's also associated with money and the "go" signal for a traffic light—both great characteristics in the workplace. The color green is restful on the eyes and produces the least amount of eyestrain, making this a good choice for clients who need to communicate they are calm, rational, and good decision-makers.

BLUE

Humans tend to associate blue with truth and wisdom. Blue also has a calming effect and is linked to intellect. It's also the most stable color. So, if you have a client who might need to calm a heated jury, blue is the best choice. Overall, blue should be a default choice in the absence of any information for your clients.

BROWN

Brown can offer women more credibility when they speak. This color in clothing indicates maturity and stability.

BLACK

This power color can convey feelings of mystery and seriousness. It is also considered elegant and has a thinning effect. If your client needs to be taken very seriously, black with accents of blue are a great way to communicate sobriety, candor, and even expertise.

DO take caution with crimes involving aggression or violence:

A detailed analysis of stats from 25 seasons of the National Hockey League found players wearing black are penalized more frequently than those in lighter colors. No one's sure why this happens, but the findings are robust enough to suggest the phenomenon is real, not the result of a few ruffians who happened to wear black.

"Although our findings suggest a color–aggression link, one question they cannot address directly is whether uniform colors affect aggression or perceptions of aggression — or both," psychologists led by Gregory Webster of the University of Florida wrote in a study published in the May issue of Social Psychological & Personality Science.

WORST COLORS

YELLOW

Yellow can make your clients look weak. While people may associate this with sunny days and happiness, yellow tends to make us think someone may be unstable. One reason is based in evolutionary psychology. A human or animal with accents of yellow could be poisonous, and if we saw someone with yellow colors on them millennia ago, they might be infectious to us. For yellow, think instability.

GRAY

Gray might be a good color to recommend to clients who are accused of violence or crimes involving a loss of control / rage. Gray communicates passivity, distance, and emotional removal. It lacks energy, but this may serve some clients while it could hinder others.

RED

All primates associate red with aggression and passion. It might be great on a date, but in the courtroom, leave it at home. You and your clients would do well to avoid reds in any courtroom. Red physically raises human blood pressure - this is why we see it on traffic lights, stop signs, and emergency vehicles.

WEAR IN MODERATION OR AS AN ACCENT

ORANGE

Orange is good to wear, and to advise your clients to wear, in moderation. In specific cases where you need to communicate stimulation and enthusiasm, orange is a great accent to an outfit, but never a color for anything else.

PURPLE

Have you ever seen a purple animal? Chances are you haven't. It doesn't occur often in nature. When humans see colors that seem unnatural, the part of the brain that reads behavior triggers a feeling of artificiality in response. Use this in moderation, or when your client needs to be seen as someone who is easily misled by others.

WHITE

We know white is associated with purity and cleanliness. Too much white, in women and in men, can denote sterility and timidness. This may be a good indicator for your clients in cases where you need to over-communicate cleanliness or purity, perhaps due to charges involving rape, abuse, etc.

THE EYES

You know that faster blink-rates indicate stress. Your client needs to remain calm on the stand, but remaining calm isn't good enough. They need to also appear calm.

If your client is being questioned or cross-examined, an increase in blink rate not only sends unconscious signals to the jury and judge, but the opposing counsel will also receive this signal. This increase in stress or fear can subconsciously trigger more aggressive behavior in opposing counsel, causing their line of questioning to become more hard-hitting. There's a time and place we will want this to happen, but we need it to happen strategically, instead of 'by accident.'

Redness in your client's eyes can also play a role in influencing the court. We want the court to identify with, thrust, and like our client. Shiny, clear eyes are one of the top signals we look for in other humans to identify trustworthiness and whether or not someone is suitable to be a sexual partner. All primates do this. While we aren't getting our clients dates in court, this physical appearance quality is vitally important to persuasion and influence. In my time performing research, clear eyes were present in almost 99 percent of cases where a deposition went exceedingly well, or an interrogator obtained a rapid confession in the courtroom.

Before your client takes the stand, run through this checklist to ensure they are prepared.

- Does your client wear glasses? If so, they need to be worn during testimony, as blurred vision can cause an increased state of bewilderment and/or confusion.
- If your client wears contact lenses, they need them for court.
- Apply an eye drop lubricant that also reduces redness a half hour before the deposition.
- IF your client has allergies (you should ask), ensure they bring their allergy medication, and take it well enough in advance to ensure it's effective while they are on the stand.

MAKEUP

We know appearance matters a lot more than people think it does. If your client is a woman, the makeup should be tailored to conform to the role you chose in her journey. If she is to look innocent and small, the makeup should convey this. Here's what the experts say:

If your client is the powerful heroine, the makeup should be applied to present an image of stoicism. Anything that blatantly breaks from cultural or social norms should be absolutely avoided.

Your client (regardless of sex) should reflect the common behavior profile of the people/person who will decide the fate of your case. If most of the jury is conservative and driven by Significance, this must come through in the physical attributes of your client on the stand, and at your table.

For male clients, makeup is also sometimes a must. Earlier, we discussed how clear, shiny eyes were an indicator of trustworthiness, and also a mating indicator. One of the other top three visual mating indicators is clear skin. These hygiene indicators are something we (most of us) unconsciously look for to form opinions of others. Men's makeup should only be applied to the point where it is undetectable at two feet away. Here's what the experts say for men's makeup:

- Apply a skin tone-matching powder with a brush to even skin tone and reduce redness.
- Apply the powder with a sponge if oily skin is visible or present to reduce the appearance of sweat and oil, which can often be confused. Opposing counsel may misinterpret oil on the skin unconsciously as sweat and become more aggressive with your client.
- If blemishes are present, use a skin tone-matching concealer to a minimal degree to conceal them, followed by a light makeup brush with skin tone-matching powder to blend the color.

Try to start seeing hygiene as a trustworthiness indicator, both for you and your clients. Even though we *shouldn't* view humans through such a surface-level lens, our brains do it anyway.

> It's a shallow world. We must get over it.

DEMEANOR

When you're preparing your client for court, demeanor is just as important as what they will be saying verbally. In many cases, it's even more important. The rule of law, and our justice system *should* be impartial, and only in the business of considering the facts of a case, but the truth is it isn't, and it never will be. Your client's demeanor and nonverbal communication will speak just as loud, or louder than their words.

This doesn't only apply to when they take the stand. The court will be observing them occasionally at the table throughout all proceedings.

Demeanor is broken down into three categories:

1. Movement
2. Response
3. Attention

MOVEMENT

Posture is amazingly important to your client's outcome in court. Remind your client about this with the phrase, 'Head over heart. Heart over pelvis."

If your client has poor posture, fix it. This can be done using kinesiology tape (KT), which is a body-worn elastic adhesive tape designed for physical therapy.

Before we go into the how-to of kinesiology tape, I think it's worth taking a moment to define what I mean by "better" posture. In an ideal world, our posture will look like this:

- Head is neutral with the gaze straight ahead (chin not pointing forward nor up).
- Ears are lined up with shoulders, hips, knees, and ankles.
- Shoulders are down and relaxed (not rounded forward).
- Curves of the spine are neutral, with posterior neck and anterior trunk muscles relaxed yet engaged and elongated.
- Ribcage and pelvis are neutral and not sticking out (the "cup" of your pelvis isn't tilting forward or backward).
- Knees have a slight bend.

Taping to correct hyperlordosis

- Hyperlordosis looks like walking around with the butt sticking out and the pelvis tilted forward. This can cause serious shortening of the hip flexors and lead to a lot of low back pain.
- A basic correction is the standard H technique. Put two pieces of tape on either side of the spine, extending from the belt line up to the mid back. Then apply a strip of tape running perpendicular to the spine in the low back area, from hip to hip (be sure this strip extends over the other two upright strips).

Taping to correct a forward-leaning head

- Apply two pieces of tape on either side of the spine from the lower shoulder blade up to just below the hairline. The third piece of tape goes perpendicular to the spine and the other two strips at the base of the neck, and along the upper traps.

Taping to correct rounded shoulders

- Use the posture X technique for this: Measure two strips of tape, each running from the tip of one shoulder to the opposite armpit, then apply the tape in the shape of an X at the upper back.

SLOW MEANS TRUST:
We know that fear makes our bodies protect vital organs, but it also speeds up our movement. From increased shutter speed of our eyelids, to hand gestures and gait, we speed up when we feel fear.

Your client needs to learn to slow down if they are prone to this behavior. Sometimes it can take weeks to coach this behavior into a client, so it's best, as with all trial preparation, to give them coaching as early as possible.

Teach your clients to move slowly in response to questions. Make this a vital part of your deposition preparation as well. A piece of advice to give your clients to visualize this, that I've used with many of mine, is to **'never move faster than if you were underwater.'**

This helps them to understand the speed you're coaching them to exhibit. They can practice at home and in their daily lives in the weeks leading up to their day in court. Rapid behavior is something we do when we are scared, and we don't want to send signals to the mammalian brains in the courtroom that your client is feeling scared. Slow movement creates trust in others.

RESPONSE

How your client responds to questions on the stand nonverbally matters. All eyes will be on them at this critical point in time. Here is a list of what I look for to indicate deception or stress when I'm performing an interview, and what a judge or juror could potentially see in your client when they answer questions.

- Lip Compression
- Single-sided Shoulder Shrugs
- Shoulder Shrugging
- Object Insertion (into the mouth) such as the end of a pen or pencil, fingers, or clothing.
- Increase in physical speed.

- Increase in verbal speed.
- Facial touching
- Mouth-covering
- Shaking head 'no' while saying 'yes.'
- Saying 'no' while nodding head 'yes.'
- Fidgeting
- Pulling at clothing.
- Touching their hair.
- Looking at attorney before answering.
- Repeating the question verbatim.
- Swaying back and forth.
- A sudden decrease in posture.
- Licking lips
- Hesitation: such as stuttering or using 'um' or 'uhhh.'
- Palms suddenly facing downward toward table.
- Arms suddenly pulling into the body.
- Hands pulling backward to protect abdomen.
- A sudden lack of animation or bodily movement.
- Feet withdrawing under the chair.
- Feet wrapping around legs of chair during the question or answer.
- Covering or protecting the neck.
- Breathing into the chest.
- Covering or protecting the suprasternal notch (the divot at the bottom of your neck just above your sternum).
- Direct, unwavering eye contact.
- Gestures that do not match the rhythm of speech.
- Excessive swallowing

We will cover *verbal* responses later, but for now, these are the behaviors you and your team need to be watching for carefully when performing deposition preparation. These are the most common signals of deception, discomfort, and stress. If your client habitually does one of these, there are two avenues you can take to address this issue:

1. Coach the client to deliberately exhibit these behaviors at the table while the trial ensues. Teach them to also exhibit these behaviors while you're asking your client questions on the stand.

2. Coach them to prevent this behavior: call in their spouse, roommate, and friends and have them 'call out' these behaviors every time they spot them in the weeks leading to their court date. On the court date, if they are still uncomfortable, or they are worried they will exhibit these behaviors on the stand, revert to method one above.

It's important to know how to spot these behaviors in the moment, but the benefits to having this list is immeasurable. You'll be able to make a detailed list your client can provide their significant other to spot stress responses. Their own peer group then becomes a trial coach for you. Make a list of the behaviors they are most likely to exhibit and provide this list to your client to take home. In the deposition section, you will find a sample deposition preparation question template you can use that is specifically designed to elicit your client's baseline behaviors, and produce stress and deception indicators as well.

Deposition prep should occur as early as practicable. Even if you have no discovery from opposing counsel to base questions off, you can use the sample list in the Deposition Chapter to begin preparing your client. The more repetitions they have, the better it is.

> **NOTE:** It's a good rule to have someone other than you perform the deposition prep questions. Your client should not develop an unconscious and automatic stress response to you, the sound of your voice, or your presence. You can be present, watching for behaviors, but it is best to have another person perform the practice deposition.

You're in the business of *winning*, so let's discuss critical behaviors that your client can exhibit to communicate truthfulness, relaxation, and honesty. The following list is a summary of truthful behavior and is specifically what most people *see* as truthful when someone analyzes a stranger and is asked to determine whether a statement is truthful or deceptive:

- Exposed palms
- Fluid, natural movement
- Lack of hesitation in answers.
- Erect, but comfortable posture.

- Emotional expression in the face and eyebrows.
- Facial expressions match the topics being discussed.
- Slow and smooth movement of the body.
- Active use of people's names instead of a pronoun for them.
- Slow blink-rate
- Head shaking or nodding begins slightly before they speak.
- Lack of rigidity in the body.
- Breathing into the abdomen.
- Communicating openly about emotions felt about events or circumstances.
- Using the eyes to 'access' memories before or during their answer.
- Hand to chest behavior when communicating sincerity or elevated levels of emotion.
- Movement of chin boss muscle when expressing grief, regret, or shame.
- Momentary eye-closure when discussing traumatic occurrences, or when communicating regret.
- Gestures match the rhythm of speech.
- Eye contact
- Breaking eye contact occasionally to recall events for a moment while speaking.

To diminish the credibility of opposing counsel's questions, your client can look at something else in the room besides the opposing counsel. Even looking beyond them at the back wall of a courtroom can help to diminish OC credibility. OC will likely ask innocent questions in the beginning. During these questions, it's fine that your client makes eye contact to answer. As the questions become more pointed, however, your client can look to the side of OC, or just over their shoulder. This can seriously put OC off-center and send an unconscious signal to the court that credibility and respect are diminished as the questions become increasingly hostile or pointed. Remember, this is *only* when the question is being asked, *not* during their answer.

Note to client: If the opposing counsel is speaking or addressing the court, lean further back in your seat, breathe through your mouth, and don't look down at the table when something comes up that could damage your character.

WHEN TO LOOK AT THE JURY OR JUDGE

Many attorneys advise clients not to make much eye contact with the jury box or the judge. It's a good rule of thumb, but there are exceptions. These people are supposed to be unfeeling, detached, and removed from the emotional situation in the courtroom, but they aren't. We want them emotionally invested in the action. The closer we can pull them into the story, the more likely they will silently form a confirmation bias in their mind.

Most of your work in the courtroom will be centered around confirmation bias creation. The more the jury or judge identifies personally with your client, the higher your chances are of winning the case.

ATTENTION

One of my most quoted lines when I teach behavior profiling is, 'Pay close attention to attention.'

The court will be checking your client frequently. Whether their name is brought up, a deposition is occurring, or someone is addressing the judge; they will look.

Attention conveys significance. Teach your clients to moderate their attention and focus to key areas of the courtroom in different situations. In brief, if you only had a moment to prepare your client, the following short brief would suffice:

- Look at the judge when she speaks.
- *Never* look at opposing counsel when they are speaking, unless they are speaking to you.
- When I'm in front of the court speaking, all eyes on me.

You want your client to direct focus away from OC at any time they are making any statement to the court. The same goes for you. Looking at them as they speak conveys importance and relevance that you want to diminish to the furthest extent. When you take notes as OC speaks, never take notes immediately after a damning piece of evidence surfaces. This also gives credibility to the statement. A simple headshake is fine to dismiss it.

On the stand, your client should be briefed about attention with a similar brief to this:

> *"When you're on the stand, give your attention to the jury every time OC does it. If he addressed the jury, you should too. If he addresses the judge, you can look in that direction as well. When he's asking you questions, just look at the clock on the back wall of the courtroom until he's finished asking. If you're regretful, look down, when something shocked, hurt, surprised, or caused any other large emotional response, briefly look across the members of the jury."*

At the table, a brief might sound like:

> *"When OC is speaking, relax. When I'm speaking, sit up, lean forward, and hang on my every word. If I speak to the judge, look at the judge for a response. If I speak to the jury, you can look at the jury. If I speak about or to OC, pretend they aren't in the room. And NEVER check your watch."*

Attention matters. Help your client to use it in a calculated way, instead of 'by accident.'

SPEECH

How your client speaks is as important as how they appear to the court.

As with movement of their body, the speech they use, needs to be measured and unhurried. Of course, in preparation for deposition or cross-examination, we want to ensure they know to wait for a beat to allow you time to object to the question.

Our words are highly influential. When you prepare your client, the narrative must be at the center of your focus. What your client says will regulate how well the court identifies with them. Let's examine how we relate to others to begin with. In the court, there are twelve ways the jury can identify with your client:

1. We share a common goal.
2. We identify with someone's life story.
3. We identify with someone's personal struggle.
4. We identify with someone's beliefs.
5. We identify with someone's experiences.
6. We share common interests.
7. We dress alike or resemble each other.
8. We find someone expressive and enjoying themselves.
9. We find someone doesn't judge us.
10. We discover someone shares a secret flaw with us.
11. Someone speaks like we do.
12. Someone has similar experiences in their daily lives as we do.

The jury wants to connect with someone. It may as well be your client, instead of the OC's. The jury is thrust into this unfamiliar environment, in a courtroom they've probably only seen on television, and they are vulnerable.

In one word, this situation is ***novel*** for them.

Anything that is brand new for us, from meeting someone new, to having something happen that we didn't expect to happen, generates focus. A hundred thousand years ago, novelty meant potential death. If you heard a stick break in the woods, 100% of your focus would be on the sound, and what made it. New situations cause our brain to focus because it has saved our ancestor's lives. In fact, you can look at most psychology through this lens; if humans share quirks, there's something about that quirk that saved our ancestors lives a long time ago.

> If there's one thing novelty does, it increases **Focus** and **Suggestibility** on the Six-Axis Model .

When the jury first sees your client, this is when the situation in court is MOST novel to them. At this novelty peak, this is the most critical time to insert as much information as you can to build rapport between you, your client, and the jury.

With the above list of the 12 factors of rapport, how could you insert these qualities and imbue them to your client, and to the jury in the courtroom?

METHOD ONE: UNIVERSAL EXPERIENCES

We identify with people who have common experiences to ours. In this instance, if your client were to simply address the fact that they did something or experienced something that almost anyone can identify with, you've got an immediate connection with the jury.

EXAMPLE:

There are a lot of things we identify with when people say them. Consider the following list of topics that can be brought up when talking about your client, or during deposition when your client is speaking about themselves:

- Getting stuck in traffic.
- Experiencing a rude person at a restaurant.
- A dirty hotel room.
- A freezing cold house because you forgot to adjust the thermostat.
- Spilling coffee on a nice outfit.
- Being underappreciated at work.
- Experiencing a troubled relationship.

All of these are experiences that we've all had. In your trial prep, what could you say as soon as practicable in court, so that the court will instantly have some shared connection with your client?

In the above list, also notice how each of the experiences are written to subtly start causing the jury to identify with your client AND see them as a victim simultaneously.

NOTE:

We don't identify with lower-case nouns; we identify with people. Names. I've advised many clients of mine to never use 'client' when referring to their client. At every opportunity, you should use your client's first name. If you're only able to say Mister X, or Mrs. P, this still humanizes your client, but not as much. Get their first name into the mix as often as you can.

METHOD TWO: STORY

Remember your client is on the Hero's Journey. You can use the power of a good story to illustrate this, as well as providing details that the jury can identify with, to enhance their level of rapport with your client.

The jury also needs to like you, but that's another chapter that has already been covered in this book.

When your client is on the stand or speaking, this is the excellent opportunity to have them illustrate the bullet points you've prepared for them to humanize them. These can be nested within answers to OC questions, or in response to your own questions.

If you can weave the bullet points into your client's responses to OC, the entire narrative OC has prepared could wind up making the court favor your client even more.

SHOULD YOUR CLIENT PUNCH BACK?

Assess your client. If they are in a job that requires non-stop judgment calls and people skills, there's a good chance they are fit to punch back in deposition. If the client is in a more isolated job most of the time, or their general wit or people skills aren't up to task, it might be better to advise them to simply answer with simple answers in addition to the bullet points you created for them.

In many cases, the act of testimony is defensive in nature. However, this can be turned around quickly.

HUMANIZING OPPOSING COUNSEL

At the beginning of your client's deposition, they are completely within their right to ask Opposing Counsel (OC) if they can address them by their name. It's very hard to maintain an aggressive mindset when the witness is calling you the same name your kids, friends, and family do.

Instead of OC hearing, "Could you please rephrase that?" they hear, "Sorry, *Greg*. Could you rephrase that?"

This also makes your client look more like a friend to the jury.

HUMANIZING YOUR CLIENT WITH OPPOSING COUNSEL

Also, have your client ask opposing counsel if they could simply address your client by their first name. This is not only acceptable, but it also humanizes your client both to the court, and OC.

The following is a sample client-brief description:

- Listen carefully to all questions every time - then pause before answering. Allow counsel a window on the video call to object.
- Ask to see any and all documents that you need to help you clarify or recall facts.
- Take breaks whenever you want - confer with counsel privately.
- Never make an 'off the record' statement before recording starts or when it is paused - NEVER trust an attorney.
- Never offer to provide anything more than what they already have (papers, recordings, etc.) Confer with counsel first.
- Evasive answers lose credibility - no ambiguity in any answer, ever.
- Ask to rephrase any question that sounds like it's shaping narratives - you can do this unlimited times.
- Never argue or fight - let them be angry or nasty - you're the underdog.
- NEVER allow the word 'assume' in a question from opposing counsel.
- Memorize the phrase, "May I explain that?"
- Never answer a hypothetical question - even if your counsel fails to object.
- Never nod your head along with OC's questions or statements.
- Never answer statements. Only answer questions: things that start with 'so' and statements that summarize what you said are not questions.
- If someone summarizes what you said, never agree, repeat what you said again instead.

- If you get interrupted, let them finish and politely draw attention to the fact you were cut off or interrupted.
- Don't keep answering the same question again. I'll object to that for you.
- If you are confused about a question, do not give the deposing attorney choices about what he or she may have meant.
- Never guess, hypothesize, or estimate anything.
- If the OC speeds up on a roll, slow down to break their rhythm.

THE IMPLICATION GAME

In the client briefing, it's vital to cover the difference between a question and the hidden meaning (implication) of the question. Go through a few examples with your client to ensure they know how to answer correctly to address both the question and the implication:

Example:

THERE'S A REASON YOU DID SOMETHING THE WAY YOU DID

Question: You took that medication without researching what it could interact with, correct?

Implication: You were careless and are probably careless in other areas of your life.

Answer (addressing both): Yes. I consulted with my doctor and ensured the medication was safe. I saw no need to perform exhaustive research online from unverified sources.

THE GOTCHA GAME

Question: "...and that's not what you stated in your deposition, is it?"

Implication: Either way, you're a liar. It was either then or now, but we can't trust you.

Answer (addressing both): No, it's not. The answer that I provided then was based on the available information at that time. If new information surfaces or becomes available, my answer will change based on those facts.

THE BURDENSOME WRAP-UP

Question: "So, you went into the office, checked emails, had a snack, and went home. Correct?"

Implication: That's all you did at all that day.

Answer: "I arrived at the office, used my keycard to enter, and attended a meeting with the staff. Afterwards, I responded to a few dozen customer emails, had a working lunch with three other managers, and left the office to work from home."

NARRATIVE

You and OC will each have a narrative. How you shape it can change the entire case.

Many firms I've worked with have made the mistake of calling the OC narrative a 'case' or 'testimony' in the courtroom. These words add credibility to their case. The singular words you and your client use to describe or call out OC's tactics are very important.

Which phrase would be more persuasive?

- 'opposing counsel's **narrative**' or 'opposing counsel's **stance**.'

Throughout the trial, inform your client you will be using words like this to describe what opposing counsel believes. Never use official words to describe something that OC wants the court to believe. You could use:

- Narrative
- Story
- Belief
- Claim
- Version of facts
- Version
- Spiel
- Saga
- Tale

THE TECHNIQUE CREATION PROTOCOL

TECHNIQUE CREATION PROTOCOL

This is a tool that I developed primarily for coaching calls. Clients could call in with a specific need for a solution to a problem they were facing. Inevitably, they would ask about the phrasing, linguistic techniques, and tactics they needed to employ - skipping over what you now know to be the most foundational and critical element of Tradecraft. They wanted the magic script.

Instead of explaining that giving them a flight checklist for a plane doesn't make them a pilot, I'd work with them to develop their ideal method to get the results they needed. At the conclusion of the call, I'd remind them of the importance of authority, confidence, composure, and social skill when employing their shiny new tactic that we developed together.

This process is a 'coach-in-a-box' technique that will allow you to understand how techniques are created for maximum impact. The process follows a simple framework through 6MX, and The Pillars of Influence sections, and finishes with a guided tour of the interrogation protocol.

The steps are easy to understand, but require a significant skill level to fully utilize in crafting and minting new methods and techniques of influence. From developing a technique for a parent to counsel and guide their children, to jury-selection, sales, and copywriting, this system harnesses the power of Tradecraft, and is an almost universal tool to develop brand new pieces of 'behavioral art'.

Here's the formula to create a new piece of Tradecraft artwork:

- Subject Persona Development
    - The Fuzzy Compass Model (develop a Behavior Compass that encompasses the most likely traits of the ideal subject. In some cases, these are unknown pieces of data, and you will need to identify these while you're operating.
    - Plus or minus two on each of the elements of the Compass
- PCP Model Framework
    - Develop an outline to frame the interaction through the lens of the PCP Model
- The FATE Model
    - Develop the methods to influence the mammal in phase one of the PCP

- The Six-Axis Model
    - Setting Priorities
    - Developing methods
    - Overcoming Limiting Beliefs (objections)
    - Develop the methods to level up the top four Six-Axes within the second phase of the PCP Model
- The Interrogation Protocol
    - Socialize
    - Minimize
    - Project
    - Rationalize
    - Emphasize Action
    - Develop the monologue and actions to form the final phase of the PCP Model

Within this formula, you can see that the behavioral profile of the subject takes center stage at the outset. Then The PCP Model is used to formulate the overall structure of the interaction - think of The PCP model as an outline of the interaction.

The FATE model then steps in to formulate the Perception phase of The PCP Model - developing and discovering the methods that will influence someone on a mammalian level.

The Six-Axis Model then comes into the picture. You will develop priorities in this phase - reorganizing the six axes in such a way that they are arranged in order of priority. The focus is then placed on developing methods to specifically target the top four of the six axes on your priority list, knowing that the final to axes will still be leveled up as a byproduct of the work done to elevate the other four. In this phase, you'll also be developing a hypothesis of the most likely limiting beliefs and barriers to influence that you will need to covertly address through tradecraft to ensure that when the subject arrives at the final stages, they are ready to take action.

Finally, the Interrogation Protocol is used to develop a 'close' or 'monologue' to ensure the subject is ready to make an either external or internal agreement to take action.

Here is the full outline of the method, so that if you were either planning a scenario or developing a system for someone on a coaching call, you'd be able to maximize the power of Tradecraft, and the likelihood of success.

THE TRADECRAFT - CREATION FORMULA

DESIRED OUTCOME:

- Describe the desired outcome, and other associated agreements (internal and external) that a subject will need to make.

- The benefits to the subject
    - Describe and detail the specific reasons this decision is in the subject's best interest
- Describe the positive traits and beliefs that lead to making the decision to take action with the operator
    - Develop a crystal clear list of the beliefs (some of which you may need to install or activate within the subject) that lead to the average person making a decision to take action toward your listed desired outcome

SUBJECT PERSONA DEVELOPMENT

- Develop a hypotheses-based Behavior Compass on the subject. If the Tradecraft is being done on a group, such as a speaking from a stage, or delivering a pitch to a room, the operator will develop two Behavior Compasses in this case:
    - Compass one: The likely Behavior Compass of the leader, decision-maker, or 'alpha' of the group
    - Compass two: The likely Behavior Compass of the cumulative average of the group
- If the Tradecraft is being performed on an unknown person, default to Acceptance and Significance, and place all linguistics you will later develop in these areas using bold/underlined text so that they can later be modified if new intelligence is obtained allowing you to make updates to the planning tool more quickly (giving you the ability to find the specific, targeted language, and replace it with more relevant language.
- Develop a 'Fuzzy Compass'
    - With each hypothesized location within The Needs, Decisions, and Values Maps, make note of the most likely secondary behavioral traits nearby on each of the maps. For instance, if someone is most likely to be Strength/Power on the Needs Map, determine a secondary trait to be used as a backup, which you will also develop 'backup Tradecraft' for.
    - Each trait selected as 'primary' on The Compass should ideally have one more 'semi-likely' trait selected.
- Develop a list of the likely fears and desires of the subject
- Develop a list of how these fears and desires may play a part in the Tradecraft
- Finally, develop a list of 10 or more limiting beliefs that this subject may have that could hold them back from taking action, or cause

any of the psychological resistance factors discussed in the influence section previously

- Depending on the situation, the Animal Profiling Chart, featured in the 6MX Section previously, can be used to develop likely 'escape' behaviors for how the subject will avoid conflict, stress, or tension. This is especially useful in therapy and counseling scenarios, where the subject is often deliberately placed in uncomfortable conversational situations

THE PCP MODEL FRAMEWORK

This phase is essentially the development of an 'outline' of how the situation will play out using The PCP Model. This will assist you in developing the Tradecraft in the planing phases that follow.

- In three separate boxes, develop a list of how Perception, Context, and Permission will be shifted.
    - What actions can the operator take to modify the perception of the subject so that they are more open, focused, and suggestible? (These methods are throughout the Influence Section, but are also covered in great detail in The Mental Frame Section near the beginning of this book.
    - How will the operator leverage Tradecraft to shift the Context in such a way that the desired action is acceptable, reasonable, and expected?
        - Develop a resource for contexts that allow the subject to almost automatically see the decision as logical. Begin by developing the extreme contexts, and work backwards to the less-severe. For example, an initial driving question could be, 'What extreme scenario would allow this person to see the desired action as rational, necessary, and even an automatic reaction to the unfolding events?'
        - Detail increasingly less severe scenarios to the farthest extent possible.
- Finally, use The PCP Model to develop the potential pathways to modifying the internal sense of Permission within the subject. The final phase of this tool, The Interrogation Protocol, will come from many of your notes made within this section.
    - What are the ways someone comes to make this decision?
    - What are the likely internal conflicts someone will have when making this decision?
    - What are the fears someone will have that might prevent them from making this decision?
    - What social repercussions will the subject potentially be worried about, whether consciously or unconsciously?

- What are the identity issues that may come up? (For example, what are the specific beliefs someone might have about themselves that could potentially conflict with making a decision like the one I'd like them to make?
- What fear of loss will the subject likely think about or worry about when coming closer to making this decision?
- What internal resistance could the subject experience that could interfere with this decision-making process?
- What beliefs might the subject have at this point that will cause them to think the decision might be irrational?

THE FATE MODEL

The FATE Model is a representation of what makes influence possible on a mammalian level. For instance, you could use The FATE Model on its own to develop a training plan for a dog; creating a training plan that both teaches and rewards Focus, responsiveness to Authority, the membership and place within the Tribe (pack), and the Emotional feelings of confidence you want the dog to have at the end of each training session to make them want to return.

In this step of the process, you will use The FATE Model to develop a detailed plan for how to influence the subject on a mammalian level.

- Develop a list of ancestral scripts you will use or trigger to naturally and automatically generate focus in the subject.
    - How will novelty be introduced so that the mammalian brain is made aware that this scenario is unlike others, and that they develop an impulse to focus more?
- How will authority be communicated clearly, and without the use of words?
- How will Tribe be brought into the picture using language, representations, or other methods of indicating social involvement?
- How will emotion be leveraged within the initial phase of the interaction so that the mammalian brain is more likely to continue to engage and connect with the operator?

THE SIX-AXIS MODEL

The Six-Axis Model is the definitive guide to what factors influence human beings. In Section One, The Model is covered in detail, and specific instructions are given to allow you to set priorities on which of the six axes should be considered more or less important based on the scenario, and your desired outcomes. Reference this section to understand more about the planning

process when setting priorities. Use the following as a quick-reference guide to determining which of the six axes should take the lead:

- **FOCUS**: Where situations require you to be more memorable than persuasive.
- **OPENNESSS**: Situations that require a strong deviation from a person's normal behavior.
- **CONNECTION**: Situations that require more trust and emotion than logic and judgment.
- **SUGGESTIBILITY**: Situations requiring a deviation from baseline that the subject might perceive as illogical or unusual.
- **COMPLIANCE**: Situations requiring a gradual increase in compliant behavior that becomes self-sustaining over time.
- **EXPECTANCY**: When situations require excitement and trust, the subject will use predictions about the future to make decisions about themselves in the present.
- Once the priorities are set, determine which methods you will use based on The Basic Skills Map. This map will allow you to locate a tactic.
- Once the tactic is located on The Basic Skills Map, develop the linguistics and behavioral movement necessary to achieve the goals you set forth on The Six-Axis Model.
- What will the operator perform to develop Openness?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.
- What will the operator perform to develop Focus?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.
- What will the operator perform to develop Connection?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.
- What will the operator perform to develop Suggestibility?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.
- What will the operator perform to develop Compliance?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.

- What will the operator perform to develop Expectancy?
    - Develop a list of at least five methods you can employ, including word-for-word scripts for practice and rehearsal.
- How will these act together to shift the context closer to the ideal/ desired context-shift so that the subject is more willing to take action?
- How will the leveraging of my top four priorities on the 6AM allow me to overcome most or all of the pre-determined unconscious objections and limiting beliefs of the subject?
- What other Tradecraft can be employed to overcome these beliefs, and to install new beliefs through identity-hacking, dissociation, association, and socialization linguistics?
- What identity agreements can I insert early into the Tradecraft to overcome the top three limiting beliefs / unconscious objections?

THE INTERROGATION PROTOCOL

In this phase, a monologue is created to ensure the anxiety associated with taking action is reduced to as close to zero as possible. Follow the steps of the interrogation protocol to create a closing monologue. In reality, if the Tradecraft that preceded this was done well, there's no need to employ this method at all, but the power of planning and technique development is vital to your success as an Author. This method takes the essential elements of the interrogation monologue and translates them into conversational action items.

- **Socialize** (everyone will understand - it's common)
    - What are the ways to display the decision as socially acceptable and normal?
    - How can you conversationally overcome fears of social consequences?
    - Develop language to emphasize the social proof of the actions or decisions.
    - **EXAMPLES**
        1. "I think so many people do this because..."
        2. "Everyone knows that..."
        3. "Even little kids understand that people just..."
        4. "I have no idea why it's one of those things people just do and don't talk about much."
        5. "There's a good reason that most people..."

- **Minimize** (it's not a big deal)
    - What are the ways to minimize the perceived gravity of the actions or decisions you are proposing. Present them as manageable or minor, reducing resistance and making the person more receptive to your ideas.
    - **EXAMPLES**
        1. "And I've seen a lot of _____ and this is so tiny."
        2. "There's so many people that lack the perspective to see..."
        3. "When you look back on little things like this..."
        4. "There's two ways to look back on a decision like this..."
        5. "Every once in a while, you'll see one of those people who lack perspective, and see everything as some huge turning point."
        6. "There's that moment when you look back at all the things that seemed important at the time and laugh at yourself..."
        7. "The best nights of our lives are usually made up of small things, and it's so often we view things as bigger than they are."
        8. "...and it happens a thousand times a day, we just don't hear about it."
        9. "Being able take small actions like this..."
        10. "And there's always a few people (ep) who think it's actually a big deal to..."

- **Project** (it's not your fault at all, and it can now be your success)
    - What are the ways that the subject can be made to feel less responsible for taking this action?
    - What are the ways the subject can be made to feel less responsible for not having taken this action in the past?
    - **EXAMPLES**
        1. "...and with the media feeding fear down people's throat all the time, it's no surprise people wait until these moments to finally take action."
        2. "It's one of those moments where everything lines up to make this perfect window and people feel silly for not realizing it sooner."
        3. "People don't have a lot of education on this cause it's not very common. It makes sense some of the people I talk to never even have the ability to see..."
        4. "At the end of the day, most people don't realize it's not their fault at all."
        5. "There's no shame in being human. There's a million reasons that a lot of people don't take action until they reach this point."

- **Rationalize** (this makes sense on every level)
    - What are the ways the operator can provide logical reasoning and justifications to support taking action?
    - How can the operator aligns the action with the subject's values, goals, or the prevailing circumstances. Use data, evidence, or relevant examples to reinforce the rationality behind the actions.
    - How can logic be used to support their likely emotionally-based decision to act?
    - **EXAMPLES:**
        1. "With what you know now, there's every reason to..."
        2. "One thing I explain to people is that they didn't have this information before - they just never had everything line up like this, and that's why they didn't know."
        3. "I agree. When things don't make sense, people don't take action on it. It's the moment when everything lines up and all the information finally gets put in a row. There's a lot of confusion out there until someone who's spent a lifetime sorting it all out finally gets to the point where it can all make perfect sense."
- **Emphasize Action** (there's no better time, and this might be your moment)
    - How can the operator use language to trigger a natural scarcity response, FOMO, or the desire to take immediate action?
    - **EXAMPLES**
        1. "Just wanted to give you a heads-up, but spots are filling up quickly. If you want in, it's best to decide soon."
        2. "Time is running out, and I wouldn't want you to miss out on this incredible opportunity. Let me know if you're ready to dive in."
        3. "This is something that doesn't come around often, and it has the potential to be truly transformative. Take the leap and seize it."
        4. "The clock is ticking, my friend. If you feel a pull towards it, don't wait too long. The window of opportunity won't stay open forever."
        5. "I wanted to make sure you didn't miss out on this, as it's generating quite a buzz. If you're interested, it's best to act now."
        6. "The demand for this is high, and I wanted you to be among the first to know. Take a moment to reflect, and if it resonates, don't hesitate."
        7. "It's not often that such an exclusive opportunity arises, and I thought of you. Consider taking action before it becomes widely known."

8. "Others are already benefiting from this groundbreaking innovation, and I didn't want you to be left behind. Decide if you're ready to join them."
9. "I wanted to share this secret with you, knowing how much you value being at the forefront. Don't miss the chance to gain a competitive edge."
10. "The excitement around this limited edition release is growing rapidly. If it speaks to you, secure yours now before they're gone."
11. "The buzz around this event is extraordinary, and influential individuals are flocking to it. Trust your instincts if you feel called to be part of it."
12. "This could be a game-changer, and I wanted you to be in the know. If it aligns with your aspirations, take action and witness the impact."
13. "Time is of the essence, my friend. Reflect on the possibilities, and if it keeps lingering in your thoughts, it might be a sign to pursue it."
14. "This opportunity won't wait forever. If it resonates deeply with you, don't let it slip away. Take the initiative and see where it leads."
15. "Others have already embarked on this journey, and their experiences are inspiring. Consider embracing the opportunity and create your own story."
16. "It's not something you come across every day, and that's why it's worth considering. Follow your curiosity and explore what lies beyond."
17. "I'll leave it with you, but keep in mind that rare opportunities like this don't come knocking often. Trust your instincts and take decisive action."
18. "The demand for this is growing, and time is of the essence. If it resonates deeply, don't let hesitation hold you back. The rewards await."
19. "This is an opportunity that can shape your path. If it stirs something within you, don't wait too long. Embrace it and see where it takes you."
20. "The decision is ultimately yours, but keep in mind that those who act swiftly often reap the greatest rewards. Trust your instincts and take action."

- Develop the monologue and actions to form the final phase of the PCP Model

    - The monologue needs to be only a few sentences, but to be heavily laden with powerful words that follow this order.

- **Further examples of emphasizing** action that trend more toward **Deviance** and **Novelty** on The Decision Map:

    1. "Just imagine how you'll feel if you miss out on this incredible opportunity."
    2. "You'll never know what could have been unless you take the leap."

3. "Don't let this slip through your fingers. You might not get another chance like this."
4. "Think about it, isn't it time you broke free from the usual and experienced something extraordinary?"
5. "This is your moment, seize it. You owe it to yourself to take this step."
6. "Opportunities like this are rare, and I'd hate for you to regret missing it."
7. "You've been waiting for a sign, this could be it. It's time to act."
8. "Remember, the best things in life don't wait. They pass by if you don't grab them."
9. "You've been dreaming about this for a while, haven't you? It's finally within your reach."
10. "The clock is ticking, and this chance won't last forever. Make sure you don't miss out."
11. "People will always tell you to stick to the norm. Prove them wrong. Take this leap."
12. "Let's break from the mundane. You're one decision away from an exciting new journey."
13. "Imagine how you'll feel when you're the one who said 'yes' when everyone else said 'no'."
14. "It's not about fitting in anymore, it's about standing out. This is your opportunity."
15. "You've reached a crossroad in your life. Choose the path less taken. It will make all the difference."
16. "This is your moment of transformation. Embrace it and let's embark on this journey together."
17. "You know, there's something exhilarating about going against the current. This is your chance."
18. "How long are you going to wait for something to change? The time for action is now."
19. "You deserve to live your dreams, not just dream them. This is the first step."
20. "You've been given a golden opportunity to rewrite your story. Don't let it pass you by."

RESOURCES FOR TRADECRAFT CREATION

Here's a resource for communicating and positioning to individual Decision Maps. The list isn't necessarily intended to be a linguistics reference, but more to assist in determining which beliefs to draw out, and which limiting beliefs might need to be suppressed.

- **Deviance** (people who enjoy breaking norms and doing the unexpected):

    1. "This isn't for everyone, only the rule-breakers and the game-changers."

2. "Be the one who dares to challenge the status quo."
3. "You've never been one to follow the herd. This is your chance to prove it."
4. "This isn't about fitting in, it's about standing out."
5. "Normal is overrated. Dare to be different."

- **Novelty** (people who love new experiences and changes):

1. "This is a ticket to a brand-new adventure."
2. "You're one step away from a journey like no other."
3. "Embrace the new, embrace the unknown."
4. "Here's your chance to experience something unique, something extraordinary."
5. "Step out of the old and into the exciting world of the new."

- **Social** (people who are heavily influenced by social interactions and connections):

1. "Imagine the conversations you'll start with this."
2. "Join the community of the future today."
3. "You'll be the talk of the town with this."
4. "Stand out in your social circle. Make an impact."
5. "Think about the connections you'll make."

- **Conformity** (people who feel comfortable following established norms and traditions):

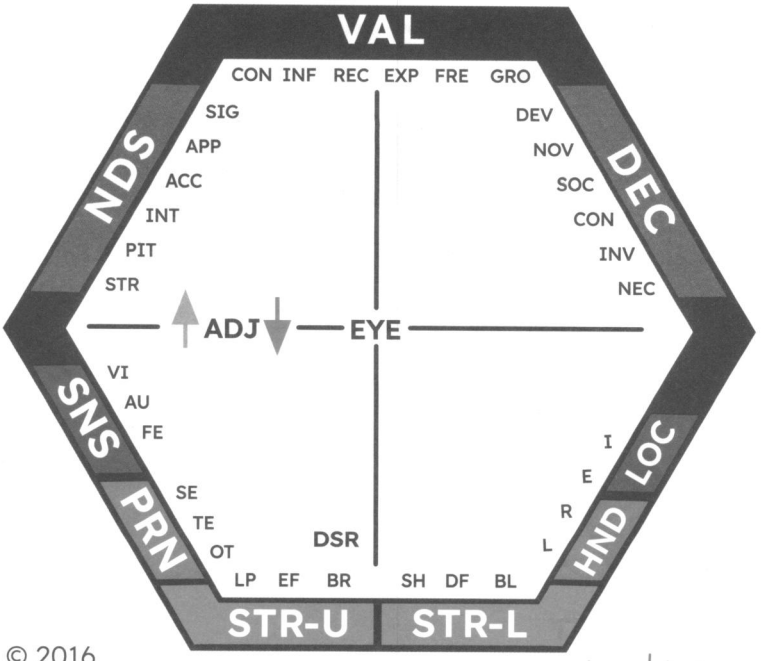
1. "This is the proven path to success."
2. "Join the ranks of those who've made it."
3. "Become a part of a tradition of excellence."
4. "Why reinvent the wheel when you can follow a tried-and-true method?"
5. "Here's your chance to align with the best in the field."

- **Investment** (people who base decisions on long-term gains and investments):

1. "Think of this as an investment in your future."
2. "This could be the best decision you make for your long-term success."
3. "Secure your future today."
4. "Invest now and reap the benefits later."
5. "This is your opportunity to build a strong foundation for the future."

- **Necessity** (people who make decisions based on needs and necessities):

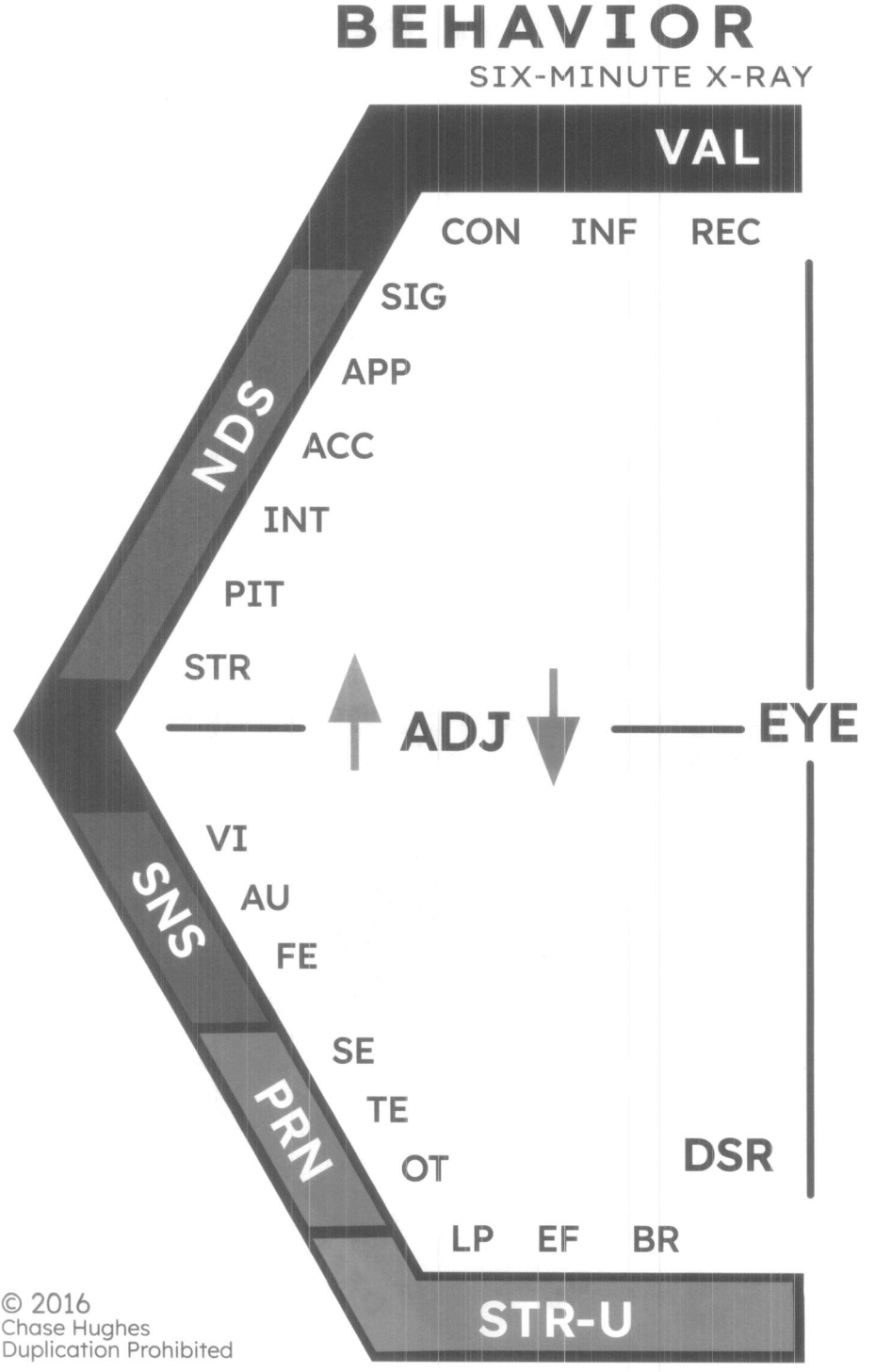
1. "This isn't a luxury, it's a necessity."
2. "You need this to excel in your endeavors."
3. "Without this, you're only making life harder for yourself."
4. "This is a fundamental tool for your success."
5. "Imagine the relief of having this in your life."



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THE MENTAL FRAME

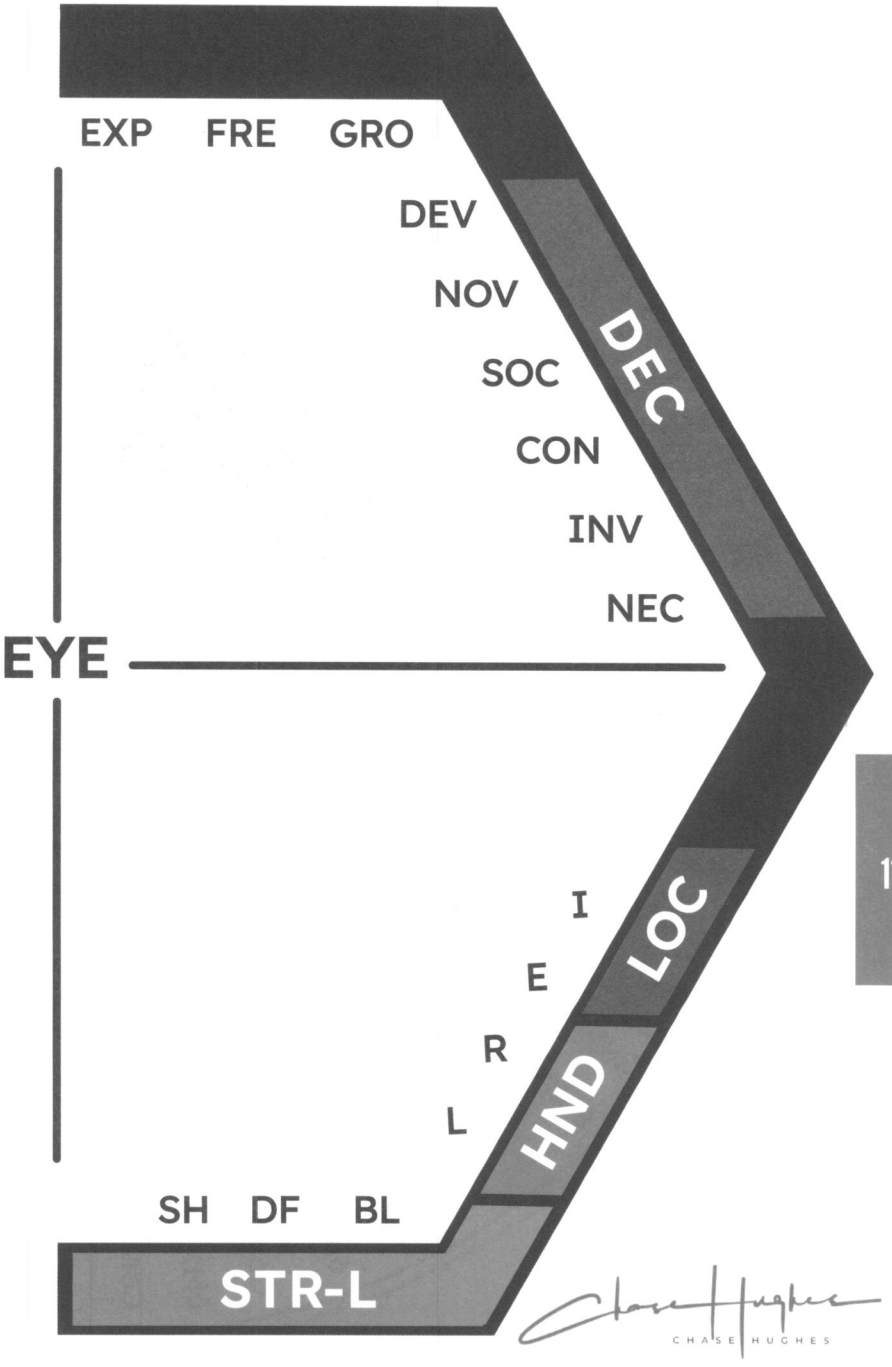


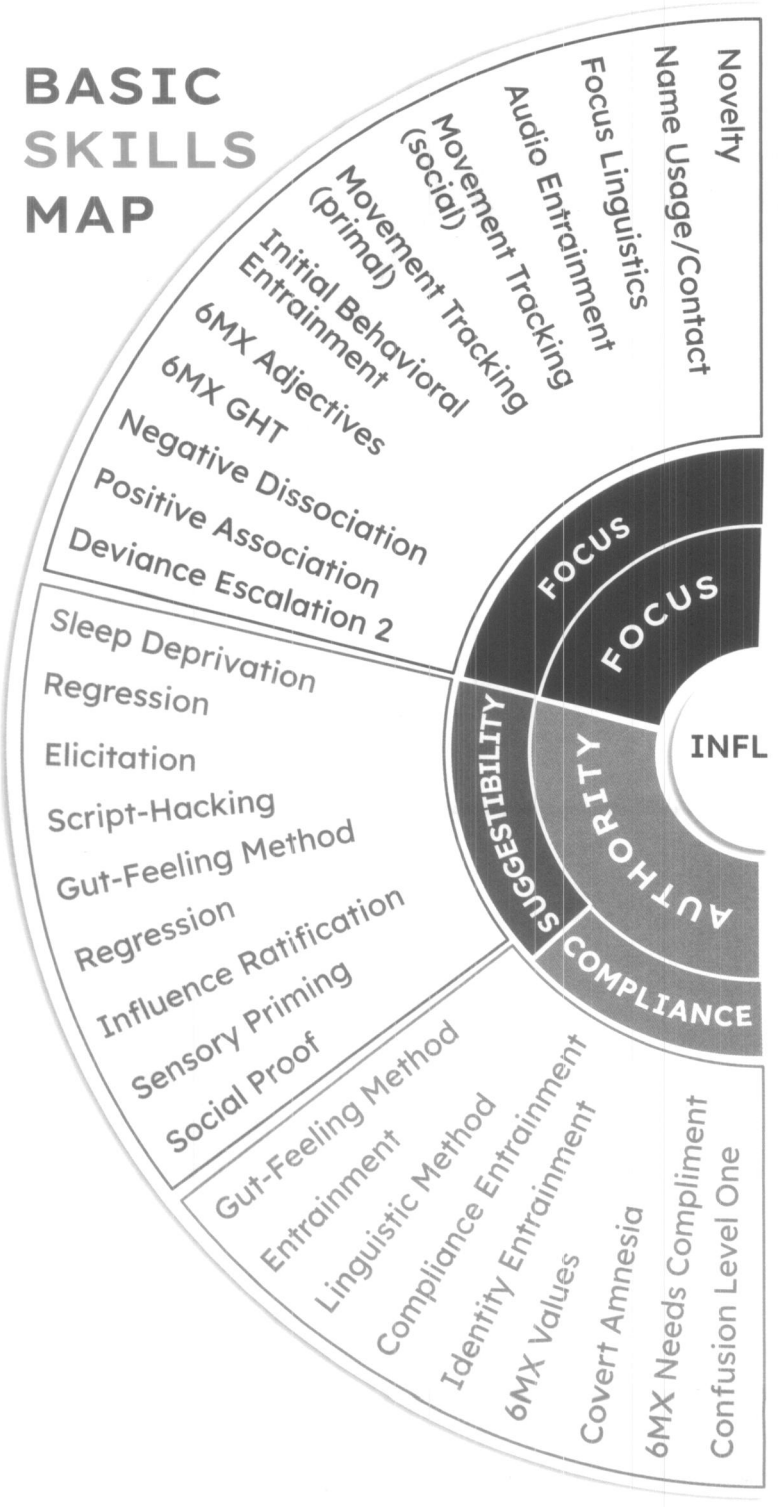


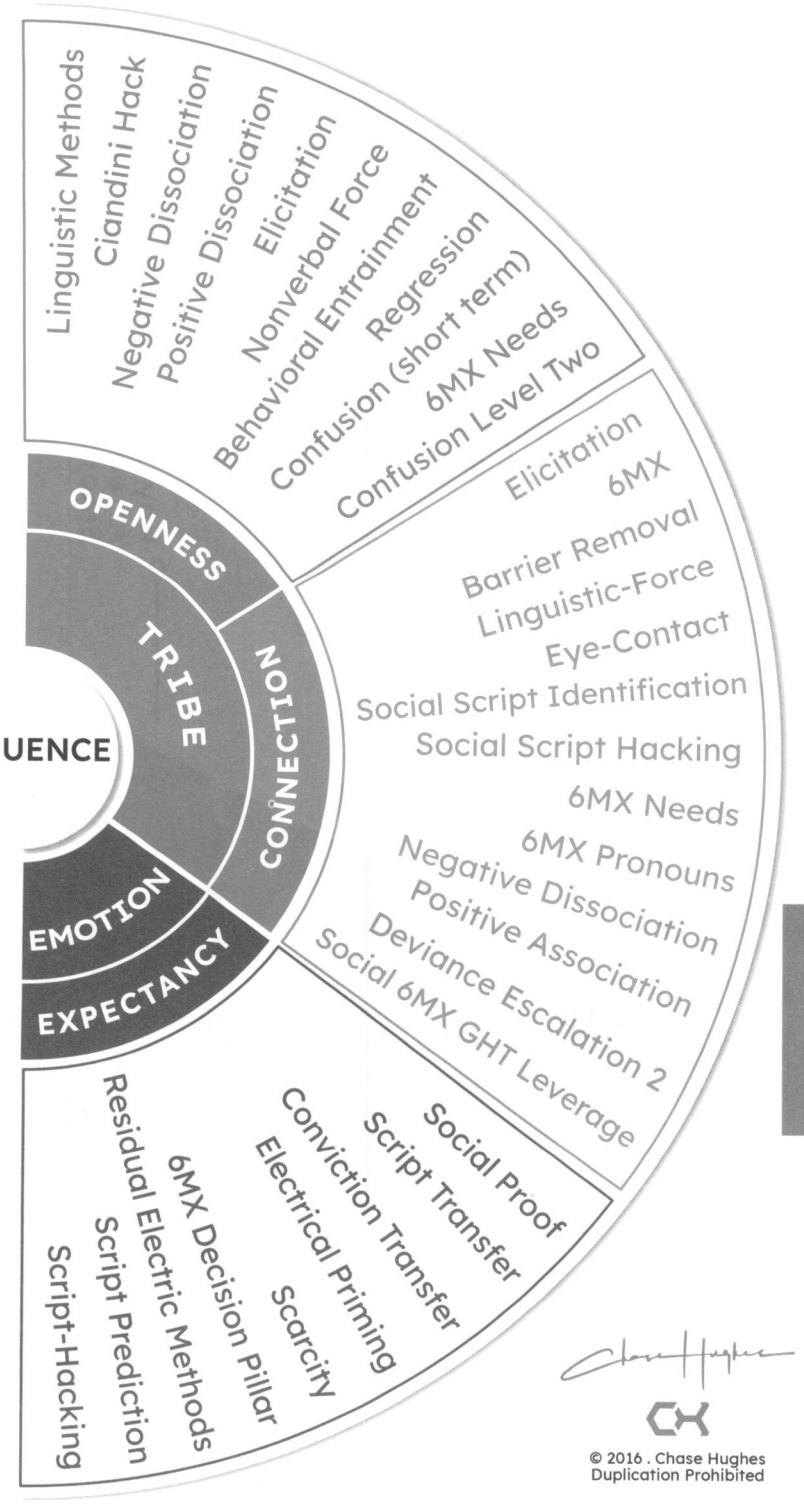
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COMPASS

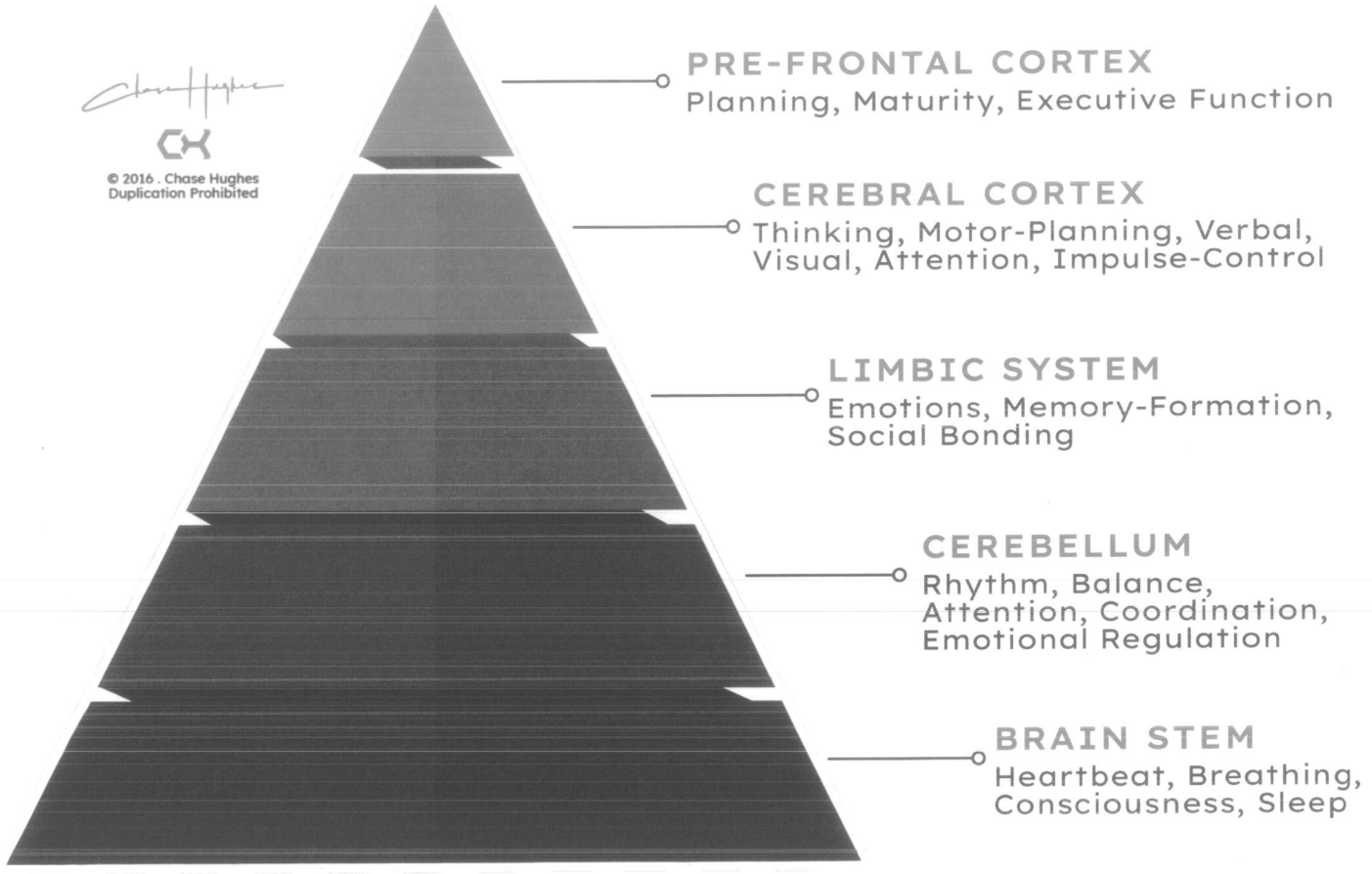
RAPID BEHAVIOR PROFILE

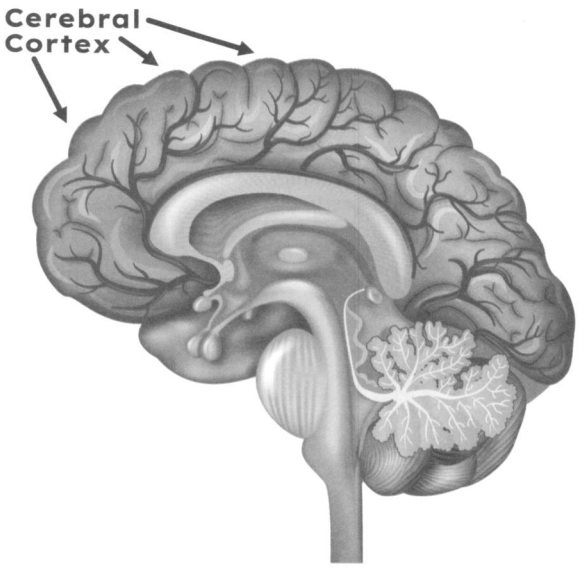


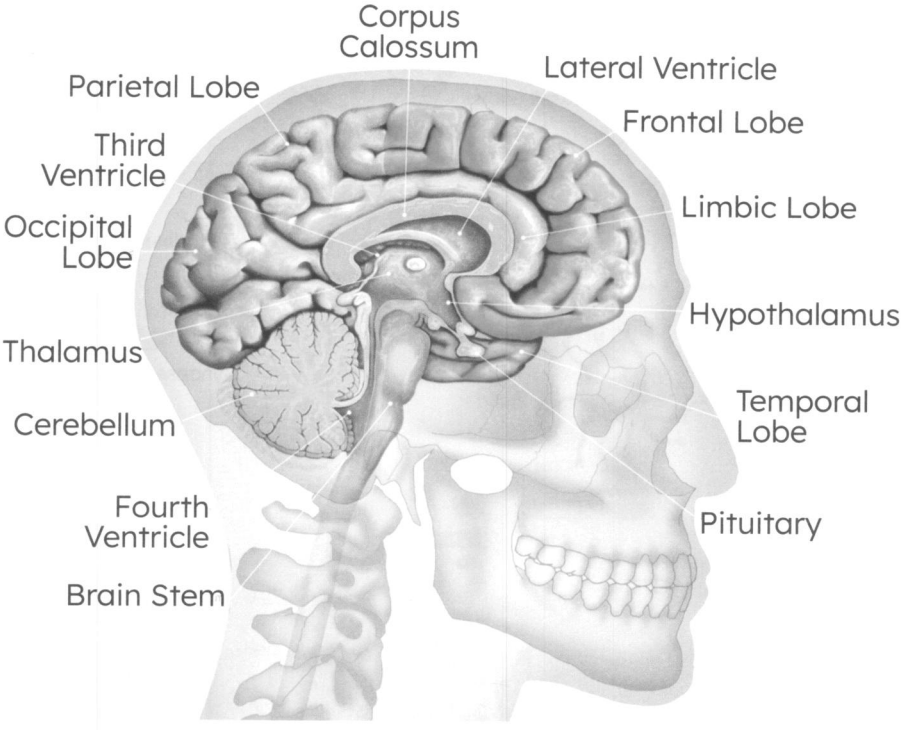

BASIC
SKILLS
MAP
Novelty
Name Usage/Contact
Focus Linguistics
Audio Entrainment
Movement Tracking (social)
Movement Tracking (primal)
Initial Behavioral Entrainment
6MX Adjectives
6MX GHT
Negative Dissociation
Positive Association
Deviance Escalation 2
FOCUS
FOCUS
INFL
AUTHORITY
SUGGESTIBILITY
COMPLIANCE
Sleep Deprivation
Regression
Elicitation
Script-Hacking
Gut-Feeling Method
Regression
Influence Ratification
Sensory Priming
Social Proof
Gut-Feeling Method Entrainment
Linguistic Method
Compliance Entrainment
Identity Entrainment
6MX Values
Covert Amnesia
6MX Needs Compliment
Confusion Level One

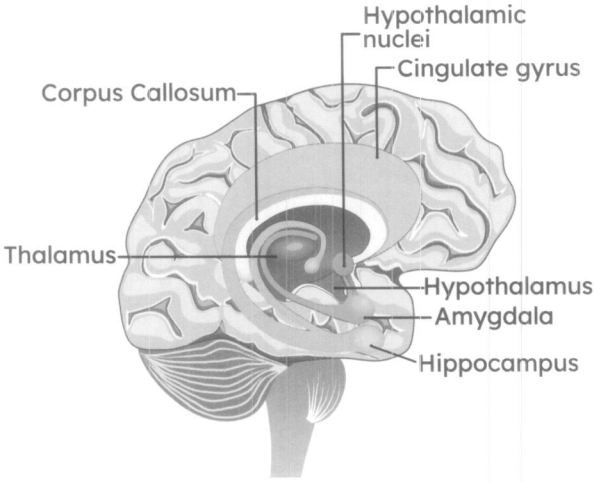


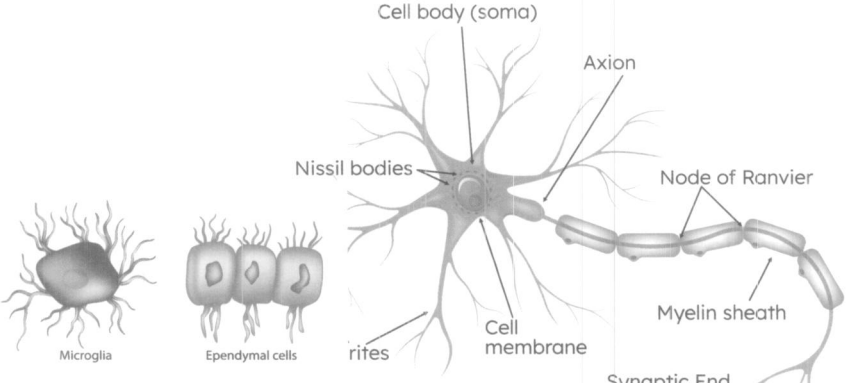
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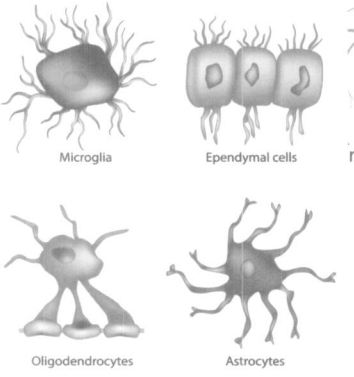

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PRE-FRONTAL CORTEX
Planning, Maturity, Executive Function
CEREBRAL CORTEX
Thinking, Motor-Planning, Verbal, Visual, Attention, Impulse-Control
LIMBIC SYSTEM
Emotions, Memory-Formation, Social Bonding
CEREBELLUM
Rhythm, Balance, Attention, Coordination, Emotional Regulation
BRAIN STEM
Heartbeat, Breathing, Consciousness, Sleep

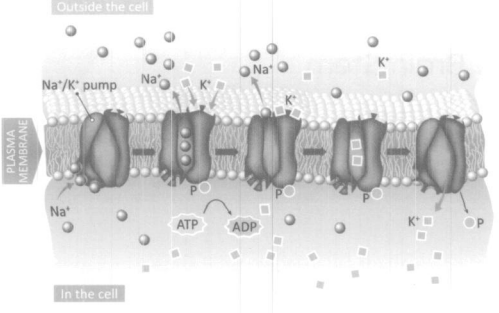

Cerebral
Cortex


Corpus
Calossum
Lateral Ventricle
Parietal Lobe
Frontal Lobe
Third
Ventricle
Limbic Lobe
Occipital
Lobe
Hypothalamus
Thalamus
Temporal
Lobe
Cerebellum
Fourth
Ventricle
Pituitary
Brain Stem

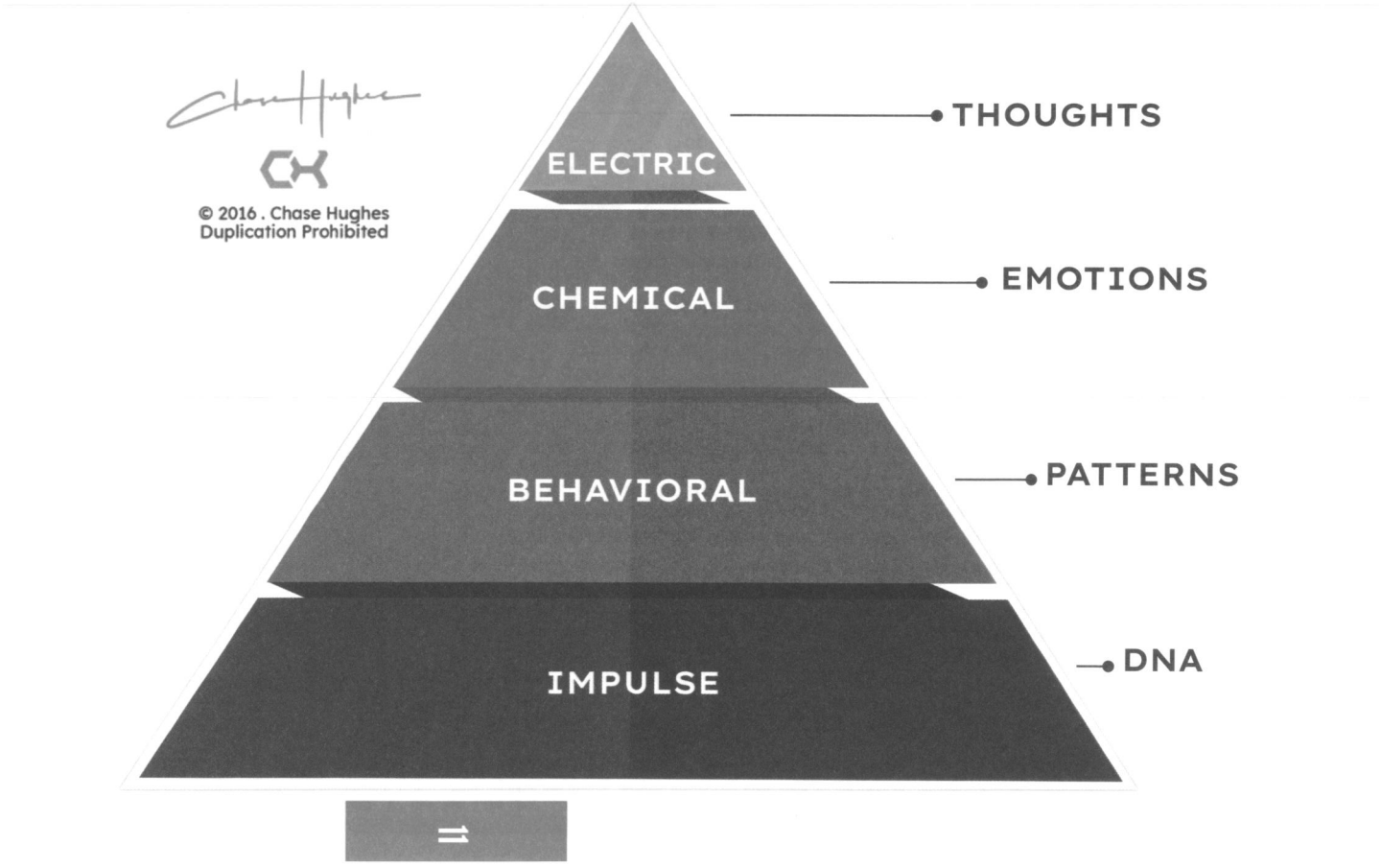

Hypothalamic nuclei
Cingulate gyrus
Corpus Callosum
Thalamus
Hypothalamus
Amygdala
Hippocampus


Cell body (soma)
Axion
Nissil bodies
Node of Ranvier
Myelin sheath
Cell membrane
rites
Synaptic End Terminals
Synapse

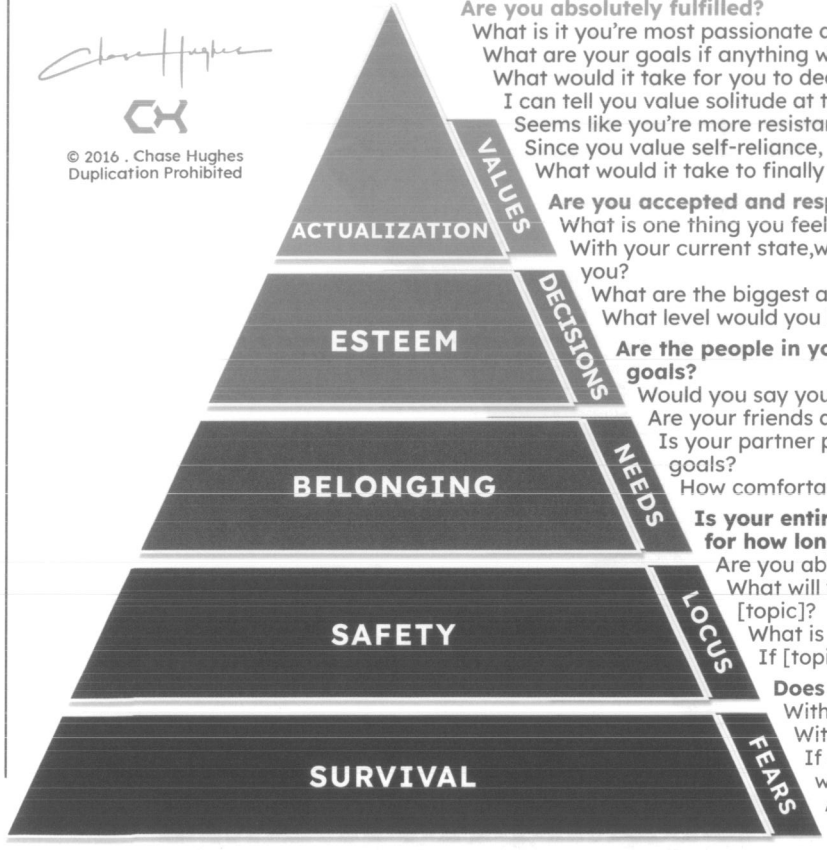

Microglia
Ependymal cells
Oligodendrocytes
Astrocytes


Outside the cell
Na+/K+ pump
Na+
K+
PLASMA MEMBRANE
P
ATP
ADP
In the cell

THE HIERARCHY OF INFLUENCE FACTORS



MASLOW INFLUENCE



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Are you absolutely fulfilled?
What is it you're most passionate about?
What are your goals if anything was possible?
What would it take for you to decide you've made it and achieved your goals?
I can tell you value solitude at times, what would be ideal to make that happen?
Seems like you're more resistant to social conditioning–how did you get there?
Since you value self-reliance, what would get you to the most ideal form of that?
What would it take to finally get to a point where everything you want is in place in all areas?

Are you accepted and respected for the contributions you make?
What is one thing you feel is under-appreciated that you do?
With your current state,what would you want to be different about how the world treats you?
What are the biggest achievements you would like to make in the next few years?
What level would you like to be when it comes to [social status issue]?

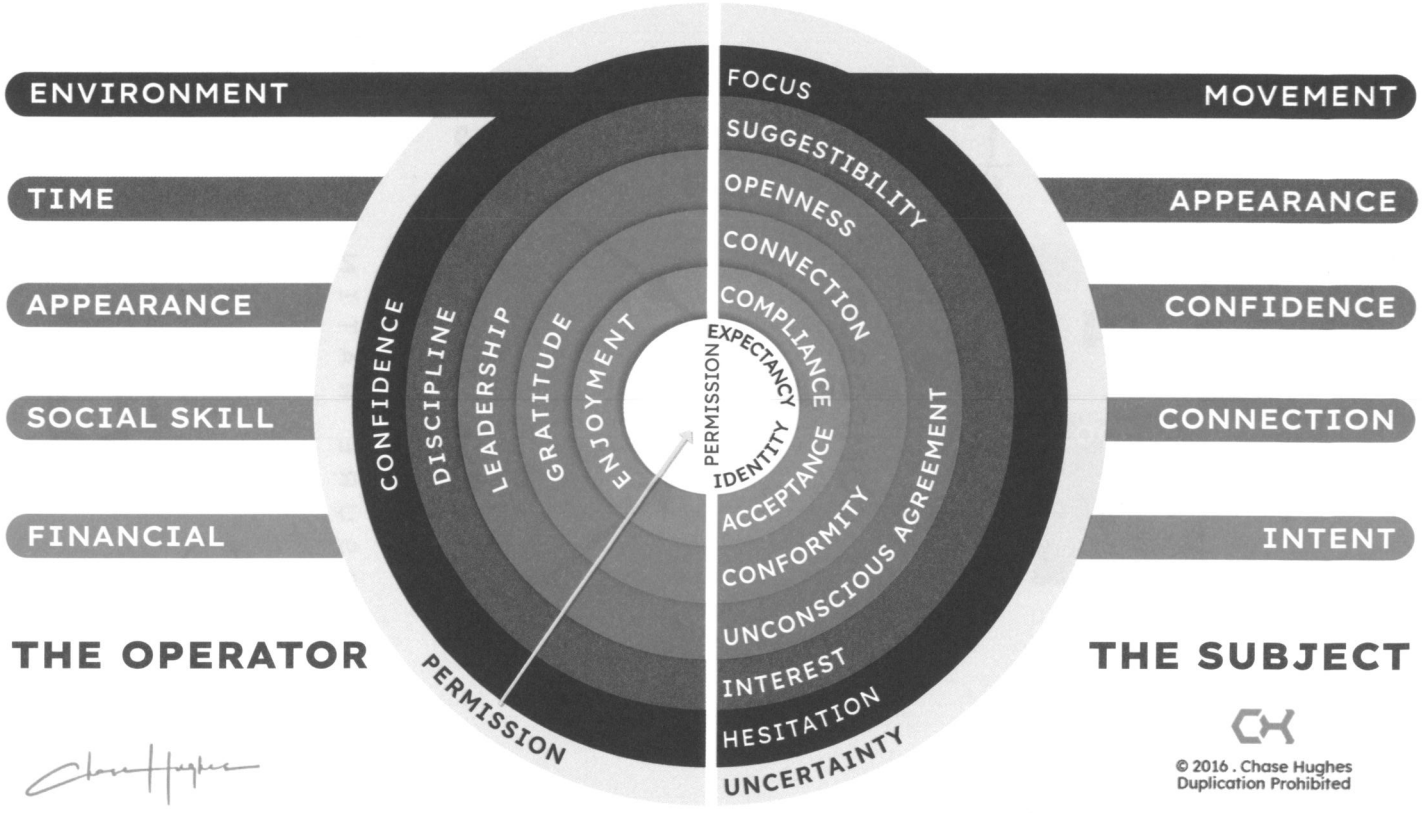
Are the people in your life fully open and ready to get you immediately to your goals?
Would you say you have highly supportive friends?
Are your friends and family in a place now to take you directly to those goals?
Is your partner positioned now to offer advice or guidance needed for those goals?
How comfortable are you being open to someone if you know they can help you?

Is your entire environment going to keep you protected from threats and for how long?
Are you able to provide everything needed for long-term survival?
What will your goal contribute to your ability to protect and defend your [topic]?
What is the biggest threat to your [topic] right now?
If [topic] circumstances collapsed, would you be safe?

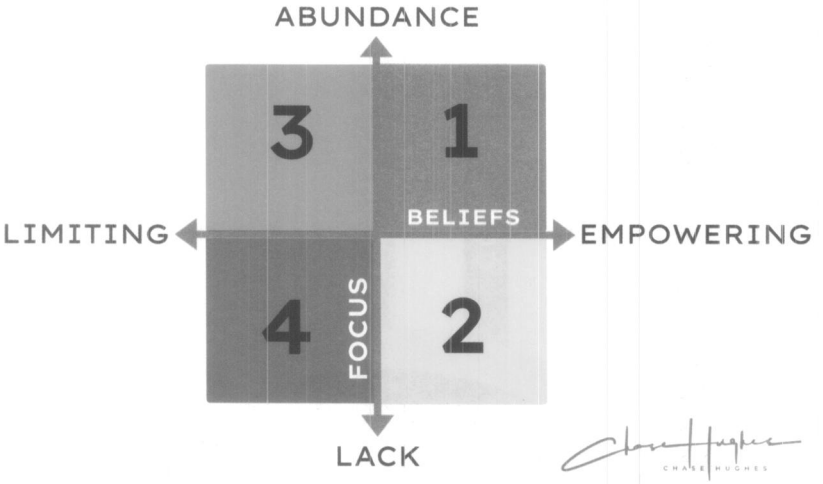
Does your current situation allow and ensure you to live long term?
With the crises in the world, are your goals aligned to make [income]?
With many economic issues, how long could you keep [topic] alive?
If something happened today that threatened to kill [topic] what would keep it alive?
Are you in a place where you're able to live without worrying about your ability to [topic] to survive?

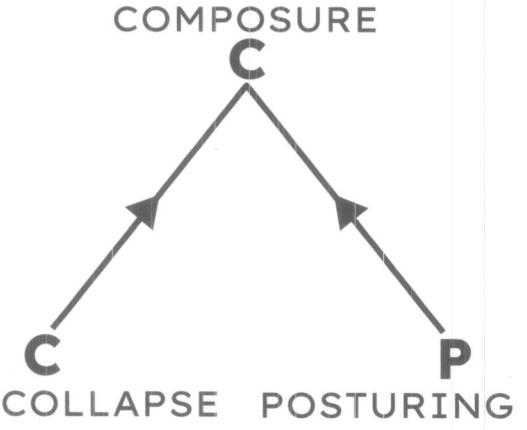
THE TAXONOMY OF HUMAN INFLUENCE

APPLIED BEHAVIOR RESEARCH



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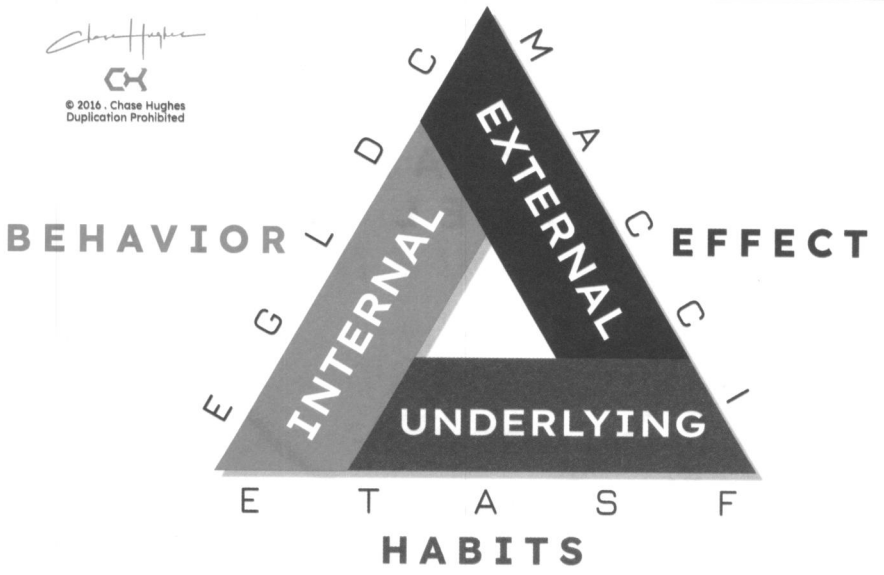




COMPOSURE RATING SCALE

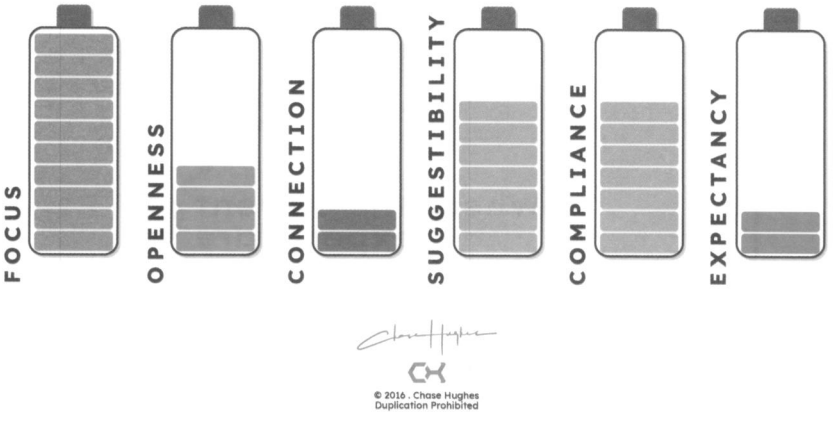


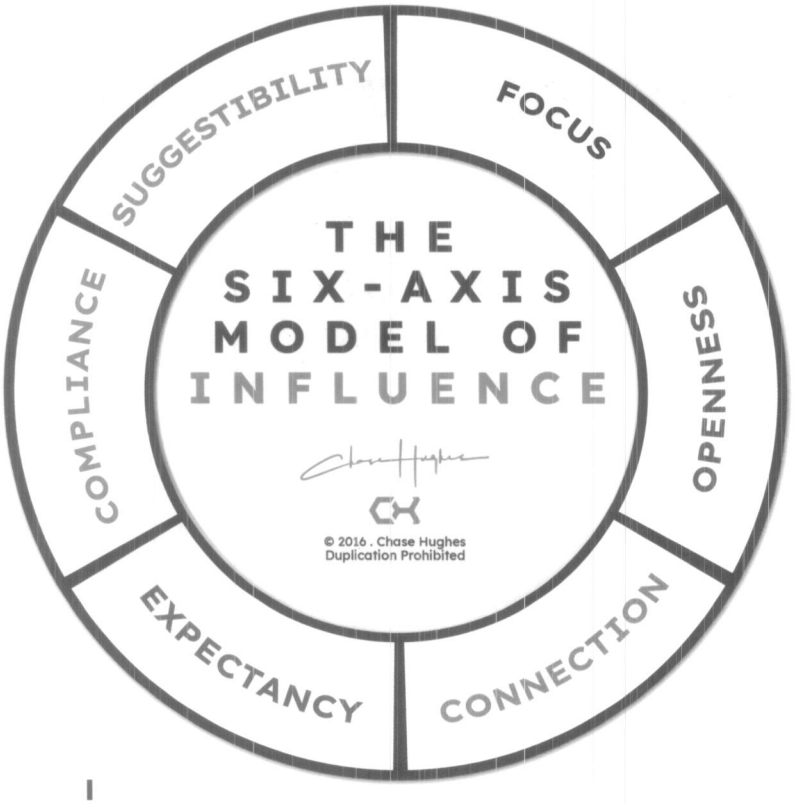
THE AUTHORITY TRIANGLE

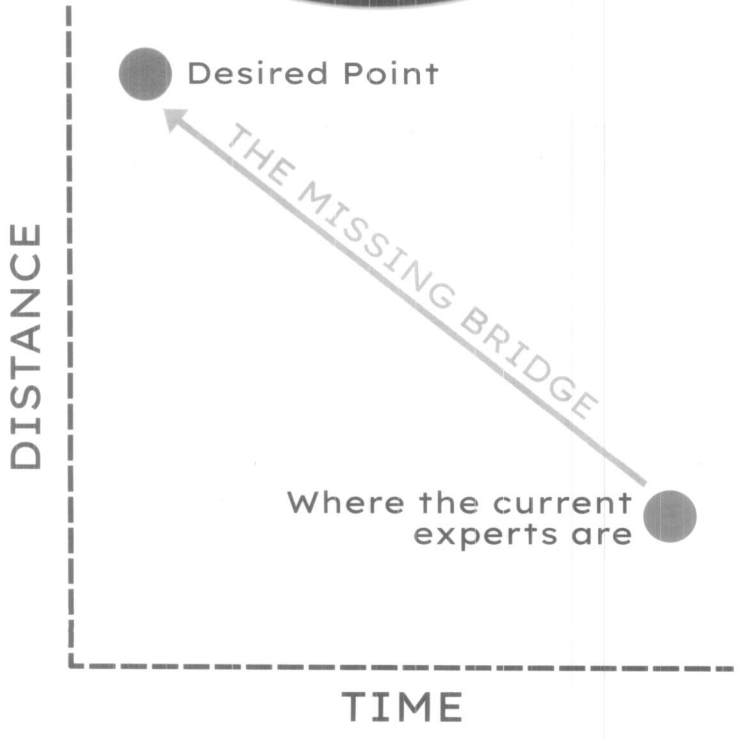


THE MILGRAM EXPERIMENT

A SIX-AXIS MODEL ANALYSIS

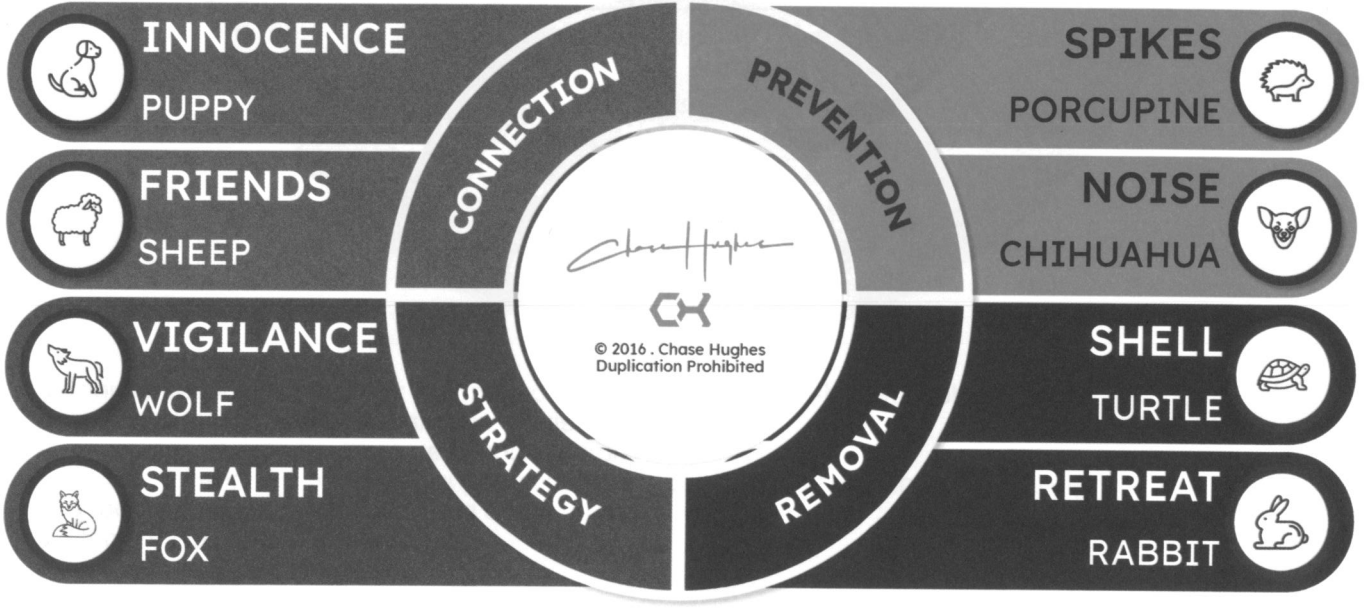



SUGGESTIBILITY
FOCUS
COMPLIANCE
OPENNESS
EXPECTANCY
CONNECTION
THE SIX-AXIS MODEL OF INFLUENCE
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Desired Point
THE MISSING BRIDGE
Where the current experts are
DISTANCE
TIME

THE ANIMAL BEHAVIOR CHART

How our childhood protective mechanisms transform into adult behaviors

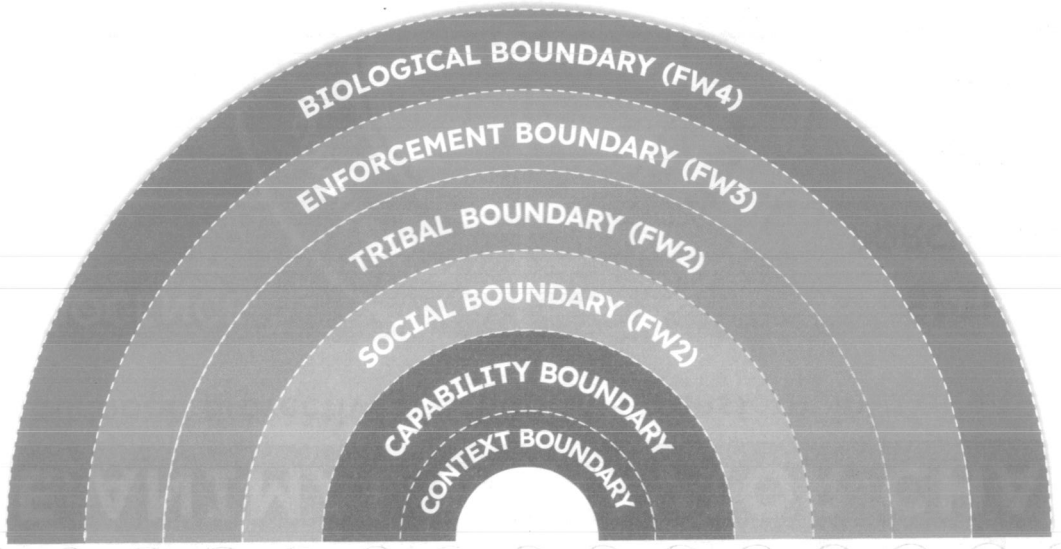


There is nothing positive about any of the traits. They simply identify how we tend to solve problems and conflict in our lives.

DEVIANCE BOUNDARIES

FACTORS CONTRIBUTING TO LIKELIHOOD OF DEVIANCE:

- Comfort-level with behavior
- Lack of fear of social sanctions
- Frequency of behavior in cultural environment
- Social acceptance of display of behavior (some behaviors are acceptable in private)
- Distance from the person's behavioral "home"
- Previous enjoyment of behavior or similar behavior
- Conversational precursors: gradual acceptance of boundary-jumping topics

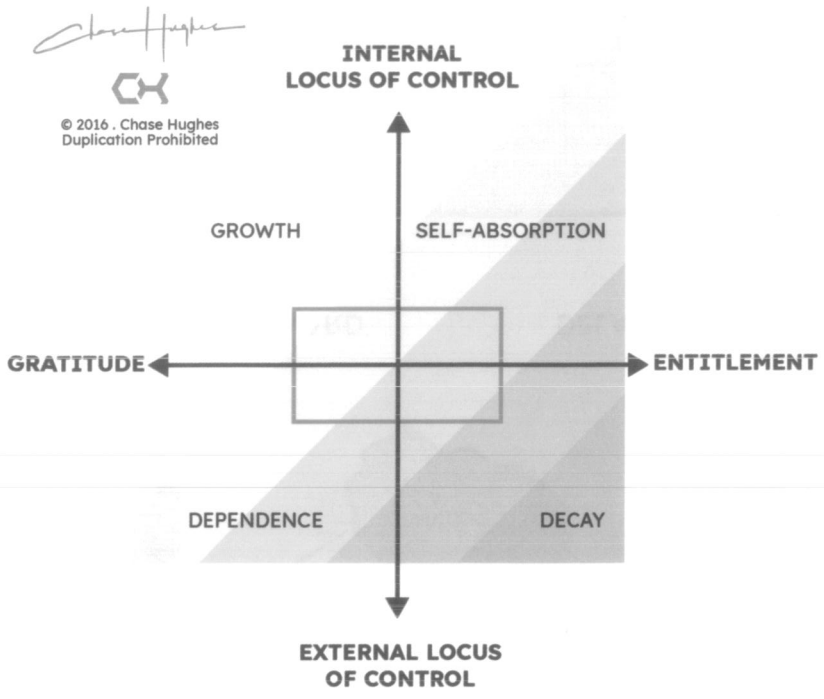


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THE DEVIANCE SCALE

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THE HUGHES IDENTITY WINDOW



The Hughes identity window (red box) is a fluid and movable window that determines many aspects of life from success and happiness to psychological capacity.

Our locus of control: the degree to which people believe they, as opposed to external forces beyond their influence, have control over the events in their lives. Locus of control can shift upward or downward in response to life events, personal growth, and the influence of those around us.

The Gratitude-Entitlement Axis is also malleable through traumatic life events, social influence, personal beliefs and growth, and even illness.

The Hughes identity window is a way to measure capacity for growth, success and personal drive on a daily basis. In reality, our windows will shift around daily, but will maintain a general position until traumatic or transformational events trigger a large movement in a given direction.

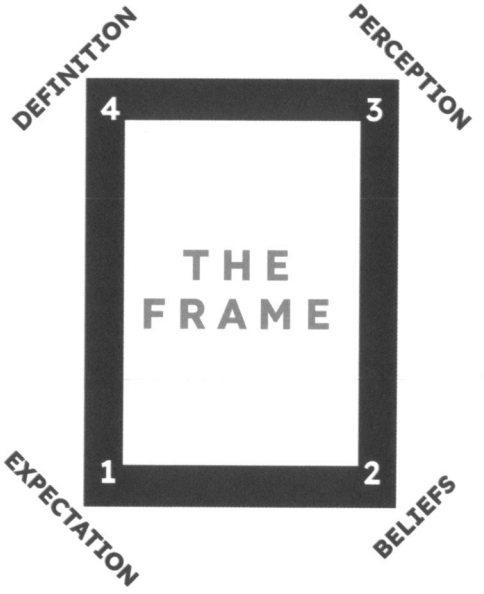
THE MENTAL FRAME

Reality is . . .

This is the current reality in the person's mind unaltered by their own internal psychology. Facts such as their position, employment, and the rules they must follow are all in their definition of reality.

What's likely to happen is . . .

The person's expectation of what is going to happen or what is likely to happen in the coming interaction as it begins.



This is . . .

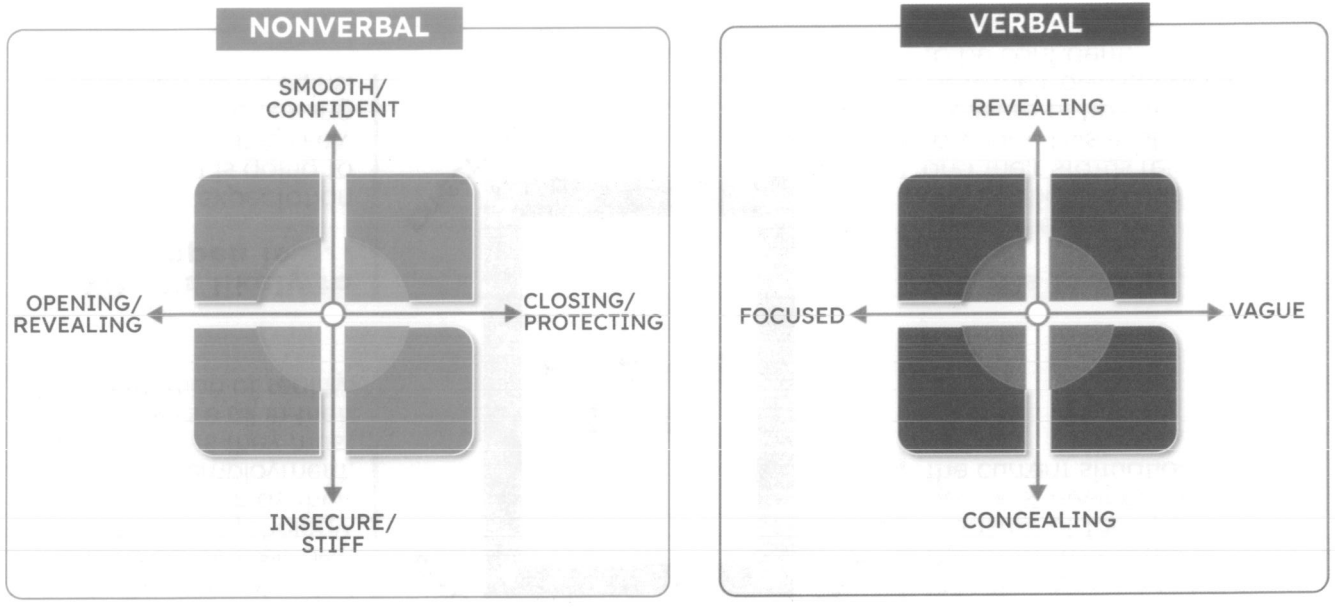
The person's perception that they believe to be the truth. This is not a measure of facts, but the person's viewpoint on the current situation.

What's true is . . .

This is the person's assumptions about you, and their status relative to yours. This is also a measure of how they view their own capacity to be confident.

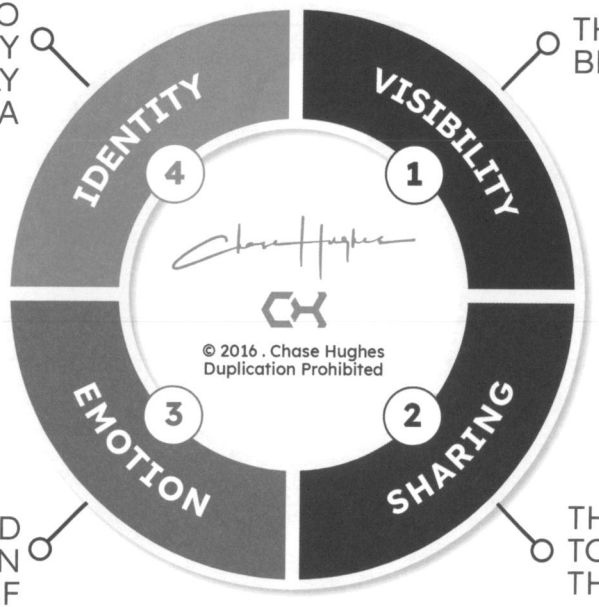
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BASELINE BEHAVIOR MEASUREMENT



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THE FORMATION OF IDENTITY AND BELIEF



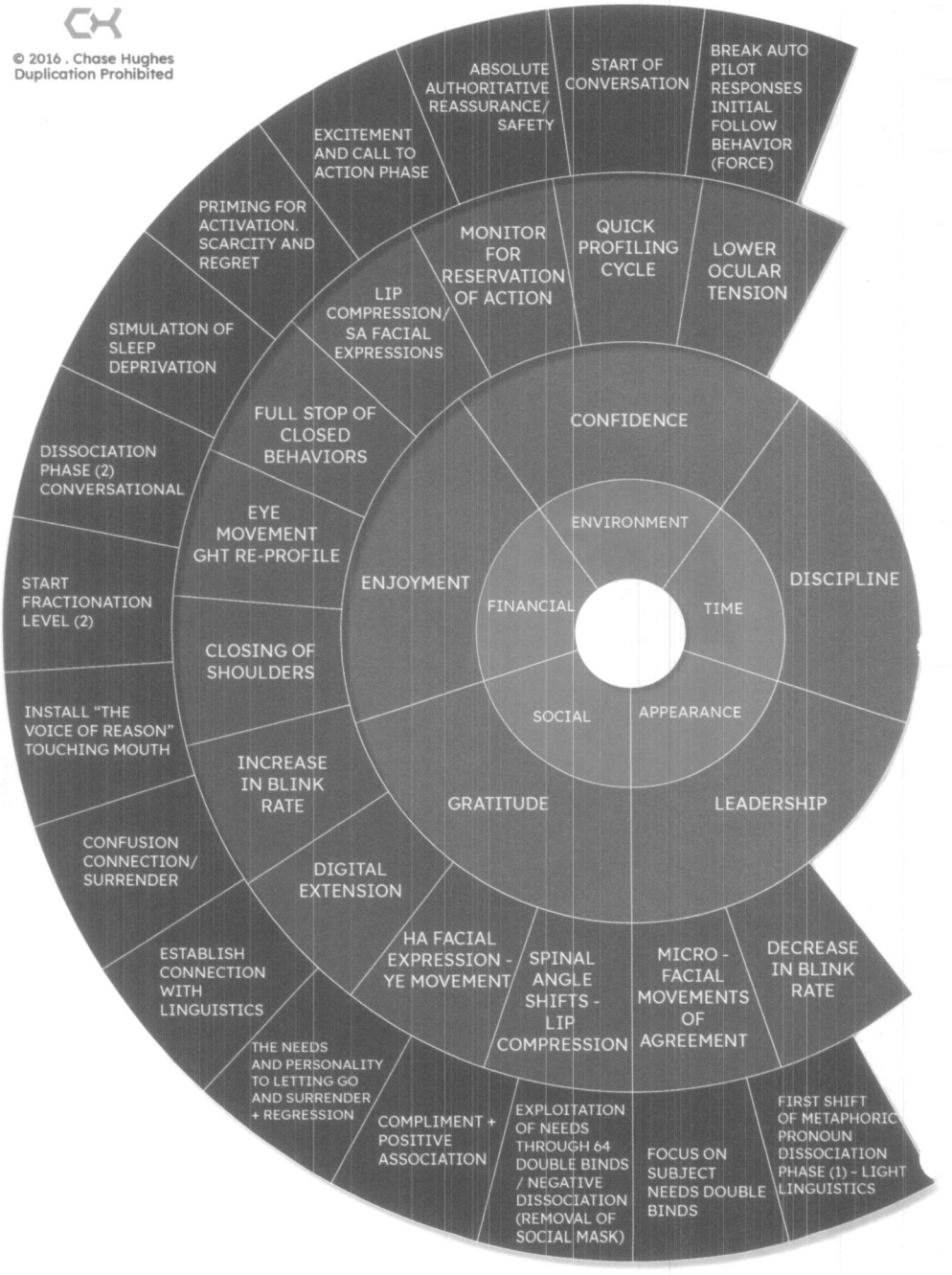
THE PERSON FEELS THE BELIEF IS PART OF WHO THEY ARE, AND THEY IDENTIFY PERSONALLY WITH THE IDEA

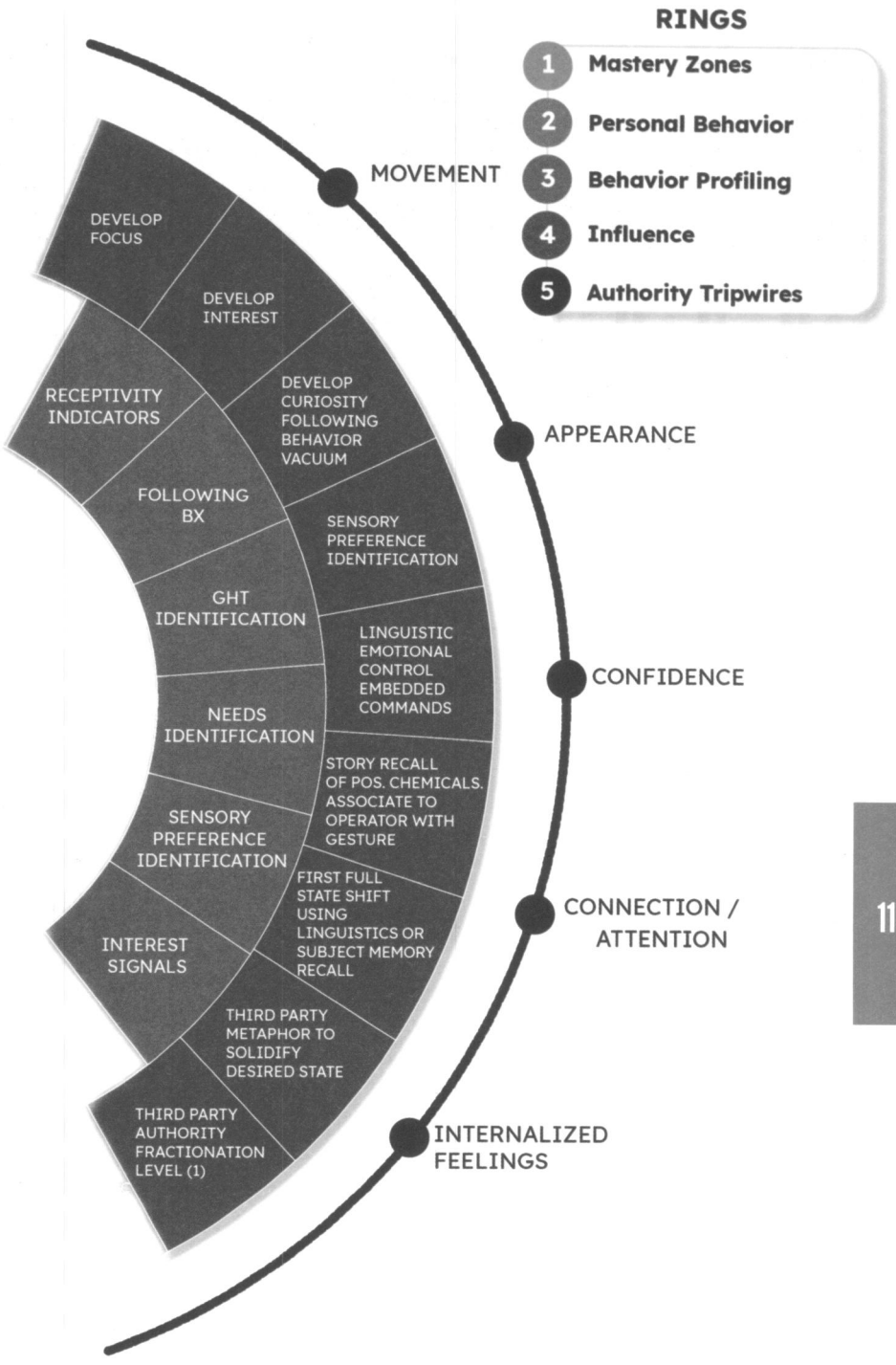
THE PERSON MAKES THE BELIEF KNOWN TO OTHERS

THE PERSON EXPERIENCED STRONG EMOTIONS WHEN FORMING THE BELIEF

THE PERSON ATTEMPTED TO GET OTHERS TO ADOPT THE BELIEF

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RINGS
1 Mastery Zones
2 Personal Behavior
3 Behavior Profiling
4 Influence
5 Authority Tripwires
MOVEMENT
APPEARANCE
CONFIDENCE
CONNECTION / ATTENTION
INTERNALIZED FEELINGS
DEVELOP FOCUS
DEVELOP INTEREST
DEVELOP CURIOSITY FOLLOWING BEHAVIOR VACUUM
SENSORY PREFERENCE IDENTIFICATION
LINGUISTIC EMOTIONAL CONTROL EMBEDDED COMMANDS
STORY RECALL OF POS. CHEMICALS. ASSOCIATE TO OPERATOR WITH GESTURE
FIRST FULL STATE SHIFT USING LINGUISTICS OR SUBJECT MEMORY RECALL
THIRD PARTY METAPHOR TO SOLIDIFY DESIRED STATE
THIRD PARTY AUTHORITY FRACTIONATION LEVEL (1)
INTEREST SIGNALS
SENSORY PREFERENCE IDENTIFICATION
NEEDS IDENTIFICATION
GHT IDENTIFICATION
FOLLOWING BX
RECEPTIVITY INDICATORS

DISPATCH CALL REFERENCE SHEET

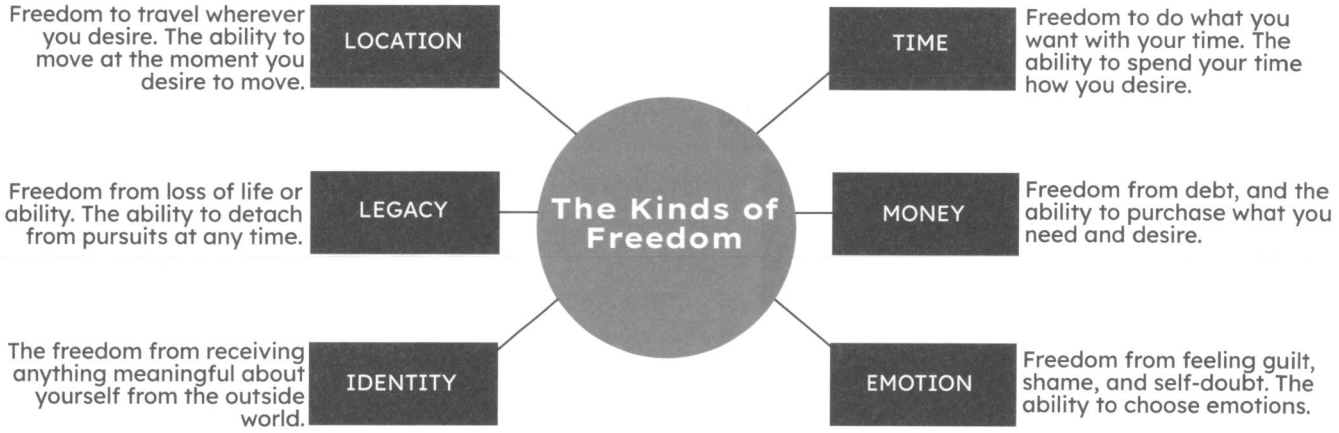
APPLIED BEHAVIOR RESEARCH

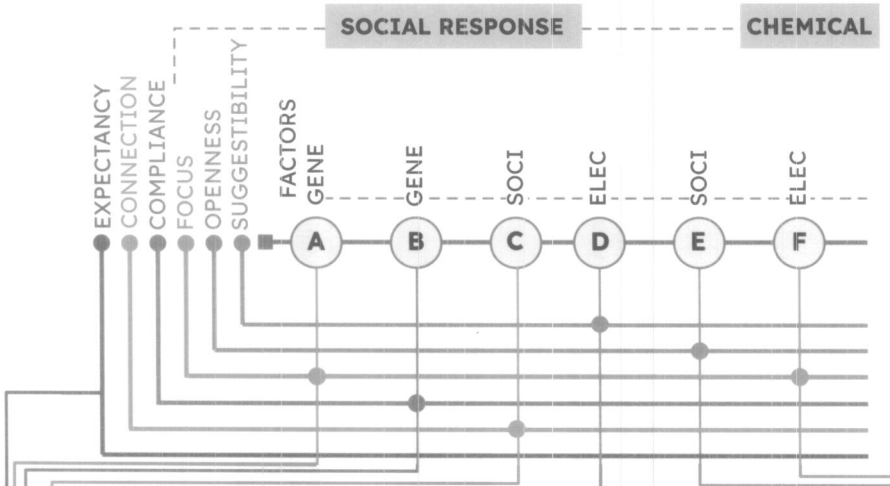
CALL FOCUS	FACTS/ ASSISTANCE
INFORMATION AMOUNT	HIGH / LOW / ABNORMAL
BLAME/CAUSE FOCUS	VICTIM / UNSURE / SELF
FACTS PROVIDED	MORE THAN NECESSARY / AVERAGE
CALL REFERENCE	(CALLER FOCUSED ?) VICTIM FOCUSED
FATE OF VICTIM	CERTAIN/ HOPEFUL/ UNSURE
VOCAL MODULATION	EMOTIONAL / DETACHED
URGENCY	POLITE / DEMANDING
COOPERATION	RELUCTANT / ANSWERS QUESTIONS
REPETITION	REPEATS PHRASES / NO REPETITION
ANSWERS	HESITANT / PROVIDES READILY

NOTES:

SOURCES: FEDERAL BUREAU OF INVESTIGATION, DR. ROBERT KEPPEL, DR. SUSAN ADAMS, J. OLSSON (2004), TRACY HARPSTER (2006).

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The Kinds of Freedom
LOCATION
Freedom to travel wherever you desire. The ability to move at the moment you desire to move.
LEGACY
Freedom from loss of life or ability. The ability to detach from pursuits at any time.
IDENTITY
The freedom from receiving anything meaningful about yourself from the outside world.
TIME
Freedom to do what you want with your time. The ability to spend your time how you desire.
MONEY
Freedom from debt, and the ability to purchase what you need and desire.
EMOTION
Freedom from feeling guilt, shame, and self-doubt. The ability to choose emotions.



SUGGESTIBILITY ENHANCEMENT

- Employment of suggestibility enhancement methods
- Increased activity in DaCG
- Decreases in Dmpfc area activity

PROFILE DEVELOPMENT 6MX

- Development of detailed behavioral profile
- Skills tailored to suit individual behavior
- Profile development continues as conversation progresses

PHYSIOLOGICAL COMPLIANCE

- Behavioral entrainment level two
- Response to physical suggested movement

FOCUS-CAPTURE

- Novelty presence
- Authority and confidence in operator
- linguistic focus development
- Cerebral movement tracking activation
- Initial entrainment and social vacuum creation

- AUTHORITY RESPONSE
- NOVELTY RESPONSE
- LINGUISTIC FOCUS DEVELOPMENT
- MOVEMENT TRACKING AND ENTRAINMENT

OPENNESS / VULNERABILITY

- Leveraging elicitation methods
- Enhancement of deviance and dismissal of social constructs
- Negative dissociation/ positive association methods

FOCUS-DRIVING +ENHANCEMENT

Movement and conversational enhancement of focus

COMPLIANCE ENHANCEMENT

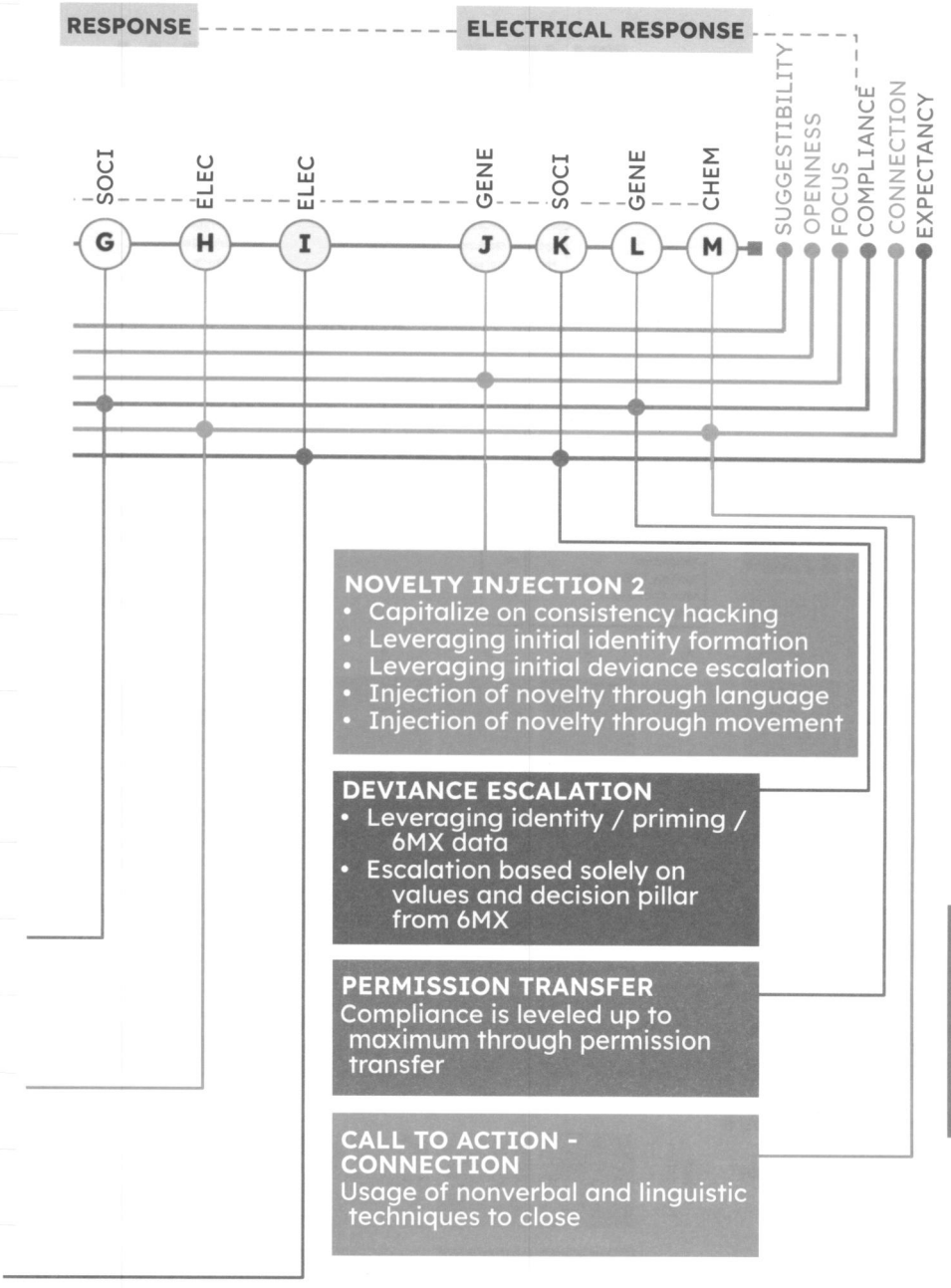
Behavioral and psychological compliance using level 3 of Avikpro

PROFILE LEVERAGE - CONNECTION

Deep level 6MX profile points leveraged to increase feelings of connection

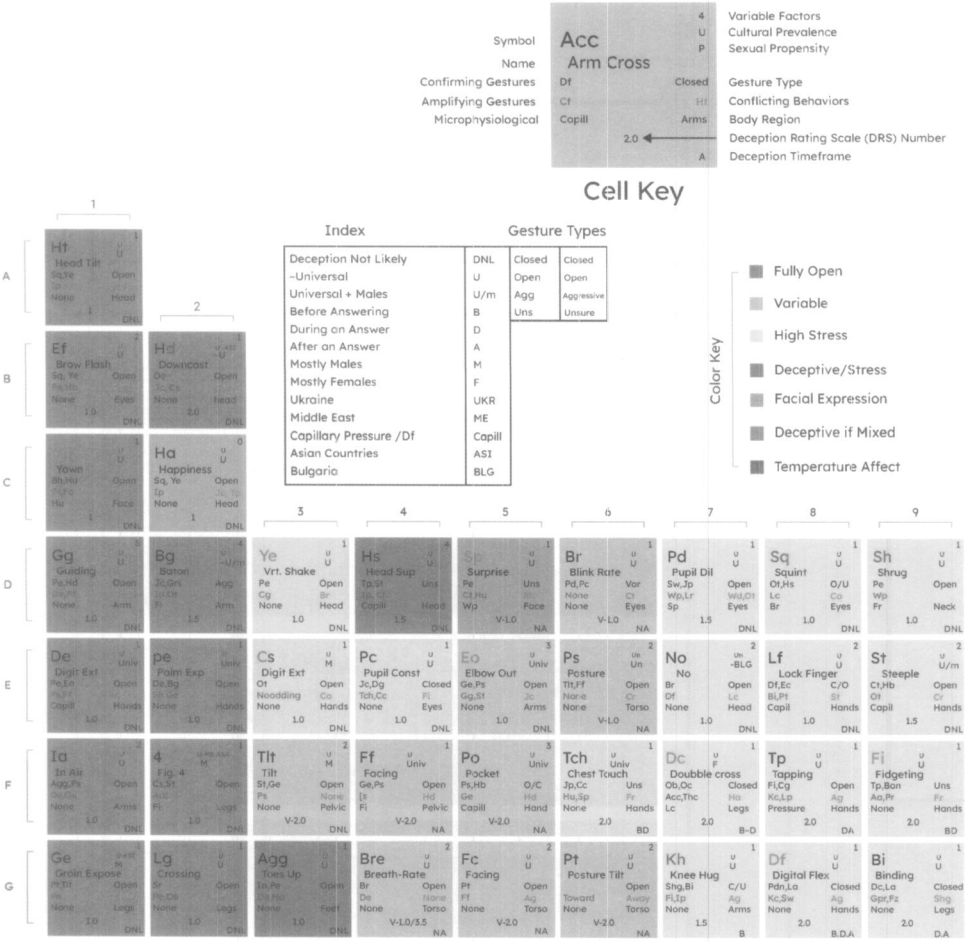
EXPECTANCY BUILDING

- Usage of latency language and behavior
- Increasing capacity for expectancy and triggering in intial priming
- Using intial priming to compound expectancy



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THE BEHAVIORAL



Deception indicated by a total of 11 or more Deception Rating Scale (DRS) points for each behavioral group.
The full guide to The Behavioral Table of Elements can be found at www.chasehughes.com

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THE ELLIPSIS MANUAL REFERENCE
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TABLE OF ELEMENTS



10	11	12	13	14	15	16	17	18
							Ga Gest Absent Fz,Br Closed Er Ye,Agg Body 4.0 DA	**Ct** Chin Thrust 1U/2M Co,Df Agg Ec,Ag Vn Jc Head 4.0 D
		Lc Lip Compress Jc,Df Cl Ct,Shg Of Ff Face 2.0 B	**Ts** Teeth Suck Lc,Df Swl Ct Sq Ag Face 2.0 B	**Tu** Turtling Sh,Fz Uns Ec,Cl Bn Fr Head 2.5 BDA	**Om** Object-Mouth Jc Uns Lr,Bn Pj Ip Face 2.5 B	**Jc** Jaw Clench Df,Wd Agg Lc,Cr Bn Cap Face 2.5 BA	**Wd** Wing Dilation Pd,St Agg Cg Hg Df Face 3.0 BDA	**Cg** Conf.Glance Pe,Ss Uns Hu,Fns Jc Ip Face 4.0 BDA
		Fl Flushing Sw,Hd Open Ha,Lc Wd Ha,Lc Face 1.5 DNL	**Hb** UKR -ASD 1U 2M Head Back Ct Open Lp Sw Br Head 1.5 DNL	**Lr** Lip Retract Oi,Bn Uns None Sq Br Face 2.0 DA	**Ot** Orbit Tension Oi,Bn Uns Fz,Ag Ha Fc Eyes 2.5 BD	**Bn** Brow Narrow Lc Uns Eo Hd Df Eyes 2.5 BD	**Vh** Ventilation Bon Uns Sw,Fr Sp Breathing Neck 3.0 BDA	**Aa** Adam's Apple Vh,Ft Uns Sw Fr Fi Neck 4.0 BA
Sa Sadness Sa Open So Fr Tearing Face 1.0 DNL	**Dg** Disgust Dg Open Dg Wd None Face 1.0 DNL	**Fr** Fear Fr Open Fr Sq,Sn None Face 1.5 C,D	**Co** Contempt Ot,Jc Open Ts,Ct Sq,Sn None Face 1.0 DNL	**Ag** Anger Df,Bon Agg Jc,Wd Fe Pc Face 1.0 DNL	**Pr** Protecting Sw,Hd Closed Df,Shg Jc Eyebro Arms 2.5 BDA	**Sw** Swallow Hd,Pr Closed ttc,Ec Ts Aa Neck 2.5 BD	**Ec** Elbow Close Ip,Df Close Fw,Gpr Fr None Arm 3.5 BD	**Ss** Single Shrug Sw,Fz Uns Ot Pe None Shoulder 4.0 D
Bh Behind Hd Ge,Bon Open Ct,Co,H Lc None Hands 1.5 DNL	**Ah** Arms-Hips Ct Closed Sw,Ff None Thumbs Arms 1.5 DNL	**Shg** Self-Hug Cr Closed Lp None None Shoulder 1.5 DNL	**Bb** Behind Back Jc Open Lc,Ha Hd Music Arms 1.5 DNL	**Cr** Const. Raise Fr,Ss Uns Ot,Cg None None Shoulder 2.0 BD	**Wp** Const. Raise Ss,Cg Closed Jp,Wt None None Arm 2.5 BD	**Fz** Freeze Pr,Br Uns Gpr Fr None Arm 3.5 BD	**Ft** Digit Ext Hu,Fns Uns Vh,Sw Fr None Hands 4.0 DA	**Ttc** Throat Clasp Hu,Vh Uns Fi None Sw Hands 4.0 DA
Grs Grasping (x2) Gm,Br Closed Fz,Fw None None Hands 2.0 BA	**Bon** Backof neck Bh,Wf Uns Lg,Fw Vh Capill Hands 2.5 BDA	**Lp** Lint Picking Fi,Tp Uns Cg,Lc None None Hands 2.5 BA	**Wf** Wrist-forehead Er Uns Lp None None Hands 2.5 DA	**Bar** Barrier Pr,Ob Closed Gs,Cc Cr,Fr Proximit Arms 3.0 B	**Bc** Barrier Cr Gpr,Lf Closed Grs Shg None Legs 3.0 BDA	**Pdn** Palms Down Df,Ff Closed Sw,Cg Ag Capill Hands 3.5 DA	**Gpr** Genital Pr Sw,Cw Closed Bl,Tch Fr Jc Hands 4.0 BDA	**Hu** Hushing Fns,Fw Uns Sw,Tu Sa Br Hands 4.0 BDA
La Lock Ankle Dc,Bi Closed Gm,Br None None Legs 2.0 B,D	**Gm** Grooming Lp,Vh Uns Wf,Cg None None Hands 2.0 A	**Thc** Thigh Clasp Pe,Hb Open Pd,Wd Jc,Br Capill Hands 2.0 B	**Wt** Wrist Touch Vh,Ps Closed Cc,Br None Speed Hands 2.0 D	**Ip** Inward Pt Tch,Pr Closed Sw,Grs Pe,Hb Fi Feet 2.0 BA	**Er** Eyelid Rub Tch,Sw Uns Bon,Fw Sa Capill Hands 2.5 BDA	**Kc** Knee Clasp Tch,Fw Uns pf,Ca None Capill Hands 2.5 A	**Fw** Foot Withdraw Cl,Jp Uns Fr,Ot Agg None Feet 3.5 BA	**Fns** Finger-Nose Hu,Cg Uns Gm,Fw None None Hands 4.0 BD
Cc Covering (pull) Jb,Bg Closed Vh,Pt None Tugging Object 1.5 DNL	**Ob** Obj. Barrier Df,Lc Closed Bg,Cg None Using Object 2.0 B	**Ca** Chair Arms La,Cl Uns Br,Sw None Holding Object 2.0 BDA	**Gs** Groin Shield Gpr,Oc Closed Ft,Wt None With Object 2.0 BDA	**Bs** Security Check Jb,Wt Uns Jp,Bl None Persona Object 2.0 BDA	**Ftb** Fists-Table Pd,Ag Aggr La,Ge,H So,Sw On Object 2.5 DA	**Oc** Concealment Tch,Ft Closed Jb,Cj Sa Hiding Object 3.0 BDA	**Jp** Jewelry Oi,Ct Uns Tch None Playing Object 3.5 BA	**Cl** Chair Legs La,Er Uns Pr,Ec None Wrap Object 4.0 BDA
Res Resume Bg,Pe None Fr,Sh Verbal - 4.0 D	**Nc** Non-Contract Bg,Cg None Ag Verbal - 4.0 D	**Qr** Quest. Reversal Bg,Ag None La Verbal - 4.0 D	**Am** Ambidiguity Ss None Lp,No Verbal - 4.0 D	**Pol** Politiness Pt None Pe Verbal - 4.0 D	**Oa** Over-Apology No None Pe Verbal - 4.0 D	**Mc** Mini-Confess Pe None No Verbal - 4.0 D	**Exc** Exclusions No None Ot,Bg Verbal - 4.0 D	**Chr** Chronology Bg None None Verbal - 4.0 D

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ATTENTIONAL CAPTIVITY

Phase One relies heavily on the presence of authority and relies on the element of skills of the operator. This combines the willingness of the subject to engage, and the operator's ability to generate social interaction.

CONFESSION METHOD 2

Confession method number two. This creates a behavioral window, the size of which will be determined by many factors. This method follows the Socialize, Minimize, Rationalize, and Project framework.

ENTRAINMENT - OPEN

Physical entrainment is now patternistic in the subject. Operator will utilize this phenomenon by shifting their physiology into the behavior of nonverbal interest and relaxation such as lowering blink-rate, leaning, abdominal breathing, lowering shoulders.

CONFUSION - OPEN

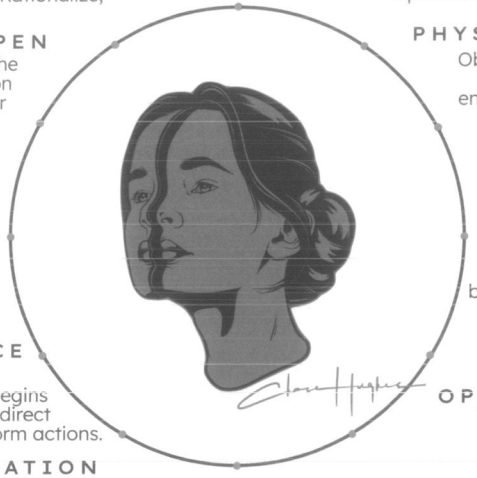
The operator uses one of the two confusion scripts from BP trimester three and ensures movement and physical contact occur to ensure 'object tracking' is present in the subject's neurology during the confusion statement. Command follows confusion for subject to open.

COMPLIANCE

While Behavioral Entrainment continues throughout the interaction, this phase also begins to incorporate physical compliance through direct commands and requests for subject to perform actions.

DEVIANCE ESCALATION

In this second phase of Deviance Escalation, the operator moves up an appropriate level on the D1-5 scale. From the subject's Delta point to their PL and BL limits on the behavioral deviation occur here using the methods from Mastery and relying heavily on the identification of the subject's deviance boundaries.



FOCUS AND TRUST

Continuing use of novelty and authority to develop high-levels of focus and suggestibility simultaneously. The operator's skill in storytelling and presence of powerful social skills are critical in this space.

PHYSIO-COMPLIANCE

Obtaining physiological compliance as early as possible in the interaction using behavioral entrainment levels 1-3 enhances compliance on the 6AM. Some operators may need to force this physiological compliance using more advanced techniques. This phase must be complete for KAPTOR to function properly.

DEVIANCE ESCALATION

Escalating deviance using the D1-5 model brings subject out of normal behavior after focus, compliance, and suggestibility have been boosted from the initial point of contact int he interaction. This prepares them for the following step. Using the D1-5 model, the subject feels a natural response to the escalation in these behaviors.

OPENNESS + ENTRAINMENT

This phase relies on the linguistic methods of forcing openness in the subject such as negative dissociation, positive association, identity agreements, elicitation, and the use of heavy command-language.

REGRESSION

Regression takes place rapidly due to the previous steps. Small linguistic advances toward regression are all that is needed. Vivid languages should be used to regress the subject while using both statement and question methods to do so, and the operator will sharpen their language toward the 6MX of the subject.

ESCALATE OPENNESS

The openness on the 6AM is elevated here using a different method so that attention is not called to escalation. In this phase, the subject's Needs are leveraged to enhance their level of safety around being vulnerable.

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PHASE 2019A.11
DECA LEVEL AUTH
SIREN
ARMS EXPORT
CONTROL ACT
EXEMPTION 801

KAPTOR METHOD

M22.523-A13W

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Effective Level: 7/10

KAPTOR requires the presence of high-level authority and conviction from Behavior Pilot. These need to be present in large measure. The level of conviction and trust the operator has about their abilities must not only be conveyed, but completely transferred to the subject in a short period. KAPTOR can easily produce profound results in minutes when used correctly. In ideal situations, it is used in approximately 7 minutes or less to create a high-suggestibility, high-openness, and high- compliance (capacity) subject. While using the method, regular movement is critical, and physical touch points should be often. The Expectancy branch of 6AM should still be utilized, but in a modified way that capitalizes on forcing short-term thinking. The methods from Mastery you learned to force short-term thinking are crucial throughout the entire process and will be at a peak during the final two phases of the method.

In some cases, but very few, elicitation will need to occur to allow subject to move further from marker D2 on the DE scale. This movement shifts the subject's capacity window to a position where the ideal levels of action are acceptable. In some cases, but very few, eliciting emotional experiences of the subject that are key to D2-D5 on the scale shown to elevate subject's capacity to activate on phase 11. This simply incorporates the basic elements of the neurolinguistic methods that were prominent in the 1970's. This method, in my estimation, has only helped in a small number of cases to elevate the subject to a higher degree of short-term expectancy and suggestibility. These subjects were mostly women and were hyper-responsive to linguistic methods in the first few moments of the conversation. These cases are very rare in my experience.

KAPTOR leverages ancestral and life scripts simultaneously, so that the subject's brain does the heavy- lifting for the operator. The linguistic approaches discussed in the KAPTOR model suggest only minimal usage of language because this is the least powerful lever with which to influence behavior and decisions of subjects. The confusion methods are not linguistic per se. That is, the mechanism of action in these is not in the processing of words, but the cognitive load induced in the subject. After one or two seconds of the confusion method, the electrical activity in the subject's brain departs from Broca's and Wernicke's are and travels unpredictable paths around the brain, mostly toward the visual cortex, sensory cortex, and hippocampal regions.

NOTES

Subjects with whom KAPTOR is most effective share a few common qualities:

- 'Resting suggestibility' capacity of the subject higher than average level
- Average social skills that include both sides of conversation
- People traveling in new cities are for some reason more easily modulated with KAPTOR
- Most men required a small compliment, request for advice, or otherwise small social gesture that prevents them from worrying about being subordinated or made to feel lower-status
- Most women required a false time-constraint of a brief mention of a romantic partner - both of which I believe removed a concern the conversation would lead to romantic advances.
- In all subjects, a glucose-deficit added to the efficacy of the tradecraft
- The presence of a large crowd or several observers reduced effects in about 1/3 of subjects - it's my belief that these subjects suffered some degree of social anxiety
- I am not fully convinced, but I believe the presence of semi-formal attire made subjects more suggestible, but this may very well be my own bias affecting the results that I've seen
- Illness and symptoms of illness seemed to reduce suggestibility in several cases
- 3 or more alcoholic beverages reduced efficacy by nearly half in all scenarios I witnessed

MISUSE

Severe misuse of KAPTOR could easily be done if an operator added methods of graduated dissociative capacity to the interaction, and then simply implemented The Voice method immediately after a second layer of graduated regression. With live brainwave entrainment, or previous mental entrainment through repetitive audio-programming, the results could be weaponized. The misuse of KAPTOR could also be done by using a kill-switch device in something as small as a metal tin of Altoids mints or a similar 'drill-able' housing.



The SIGMA protocol was developed by Chase Hughes for rapid compliance escalation for intelligence operations where time was limited, and resources were scarce. Its main function is to rapidly escalate the Six Axis Model of Influence, to bypass judgment, and to create impulse-driven behavior.

1. **Authority:** The presence of confidence and authority alone will create a heightened degree of focus and compliance. Authority creates suggestibility and transfers certainty to the subject.

2. **Novelty:** The use of novelty raises the level of focus and connection even more than authority does on its own. Novelty also works to force the subject to re-define the frame of the interaction.

3. **Sleep Deprivation:** Simulating sleep deprivation through vivid recollection and detail-focused description recreated the state and neurological circumstances of the real-world effects of sleep-deprivation.

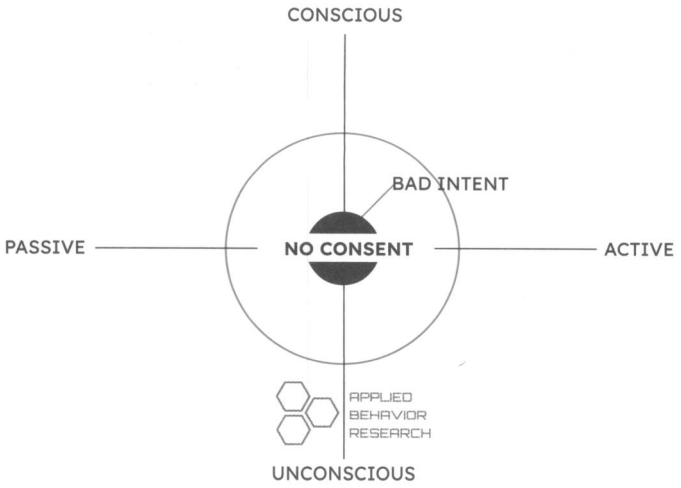
4. **Regression:** Using vivid linguistics, elicitation, and targeted questioning, the subject is brought deeper into childhood memories and behaviors; increasing suggestibility and responsiveness to authority.

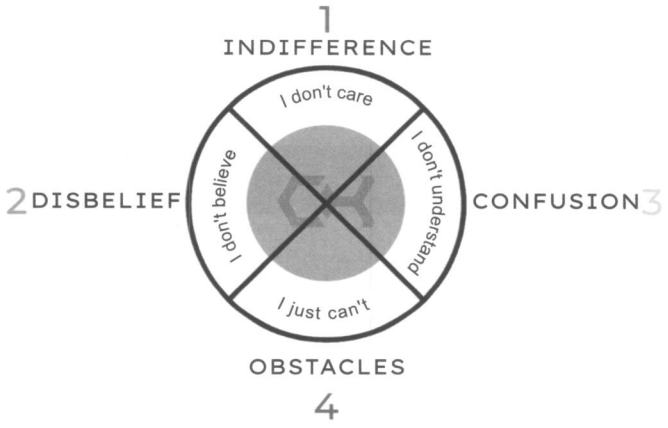
5. **Confusion:** Targeted confusion methods are used based on the subject's behavior profile designed to increase cognitive load, and destabilize the critical factor of the subject's normal decision-making patterns.

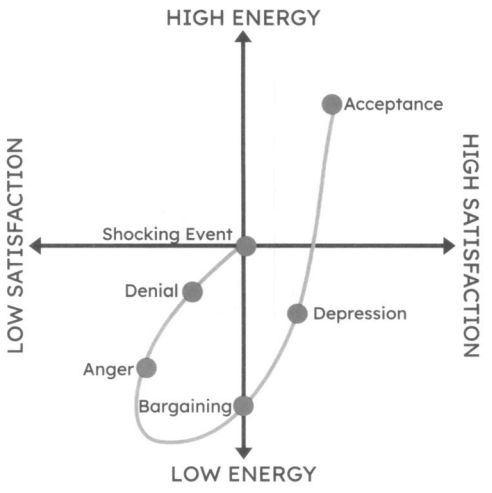
6. **Command:** Leveraging the state of mental confusion and severe cognitive load, social factors inhibit the subject from resisting the command due to confusion methods 4-7. The ensuing command is readily accepted and acted upon.

THE FOUR OBJECTIONS DEGREES OF INFLUENCE MODEL

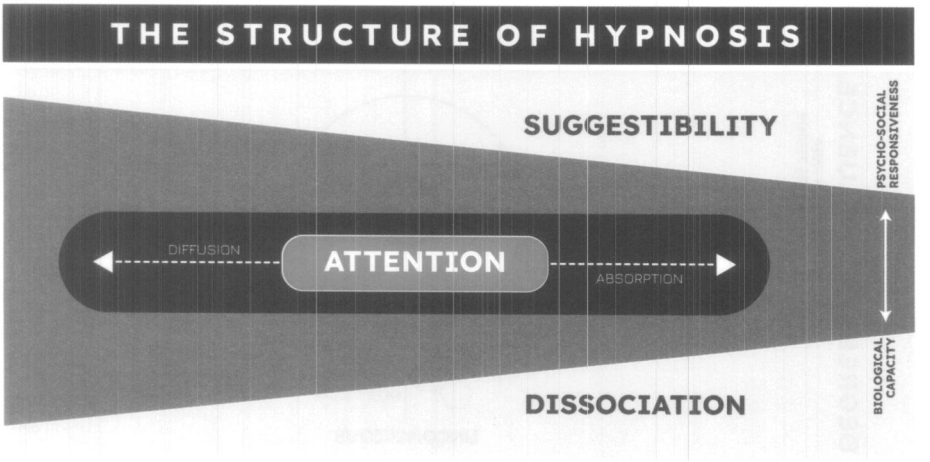
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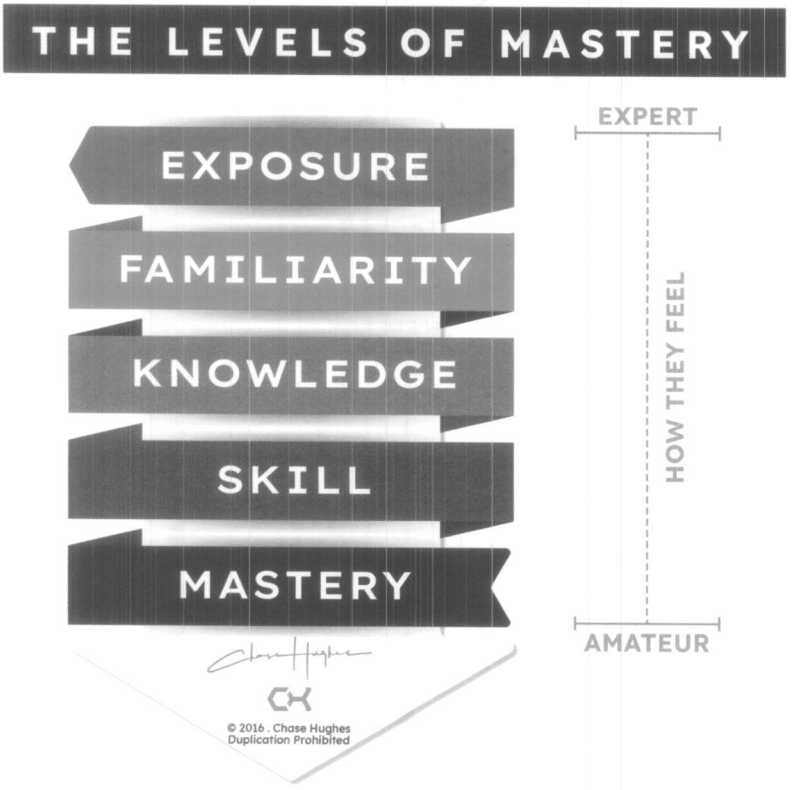




11



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TROUBLESHOOTING TRADECRAFT ISSUES

TROUBLESHOOTING TRADECRAFT ISSUES

When people encounter problems with learning Tradecraft, there is typically a fault in one of three areas:

- Observation
- Communication
- Self-Management

There's not much else.

The things that affect our abilities to perform reliable Tradecraft will come down to one of these three elements. Before we dive into a troubleshooting list, I want to show you how I fix the most common issues on coaching calls with my government and civilian VIP clients. Here's my (not-secret-anymore) process for discovering the root cause of issues people are facing with Tradecraft skill development:

FIRST

I want to establish what the issue is. I ask questions to determine where the failure is taking place. Their answer may not be 'accurate', but it helps me in determining what factors need to be modified. As the client speaks about their issues, I make careful notes of the issue they describe, and listen carefully to help me navigate step two.

SECOND

I ask several questions that continue to dive deeper to the issue the client is experiencing. Over the course of five to ten minutes, the client will tell me all kinds of real-world examples of their issue, how it's affecting them, and a description of what they think is causing the issue. While their description isn't always about the main issue, it almost always points to the issue.

With a Taxonomy of Influence in front of me, I listen closely to determine where their words are pointing to on the taxonomy using the following framework:

1. Are they having trouble on the left or the right side of the Taxonomy? (Keep in mind that their description may be about the right side, where the subject is, but secretly hinting toward the left side, where the operator is.)

2. I use the ACSS Assessment Framework to determine where the issue is. ACSS Stands for **Authority, Comfort, Social, and Skill**. These are the essential problem areas clients have.

3. I ask direct questions about each of these, still knowing that these questions will reveal more unconscious issues going on within the client.

THIRD

Lastly, I will walk the client through a scenario to determine specifically where this happened, and if it has happened more than once. Oftentimes, a client will admit that they are imagining that something will happen, so they think there will be a problem in the future. They haven't actually gone out and practiced the skills yet, or developed a mindset of an operator, in which case the issue lies within the COMFORT section of the ACSS Framework. They are uncomfortable trying out new skills until they think they 'have it all perfect' in their mind. In other cases, they have spent time developing themselves, and their mastery of techniques is lacking, so that the issue is genuinely a skill-development problem. Most clients who call will tell me they have a skill-development issue, but I work backwards on the ACSS to determine the issue:

1. Is the client skilled in the deployment of the techniques?

2. Does the client have social skills to deploy the techniques?

3. Is the client comfortable when performing Tradecraft?

4. Has the client honestly worked on bringing their Authority scores to a level 4 or higher?

Most commonly, clients experience issues due to the 'magic pill mirage' and the 'skill placebo'. They mentally 'go through' the stuff in developing authority, assuming they can grasp it by mentally rehearsing it a few times, and not seriously buckling down and keeping track of their life for a while and getting a firm grip on their own life's steering wheel.

THE MAGIC PILL MIRAGE

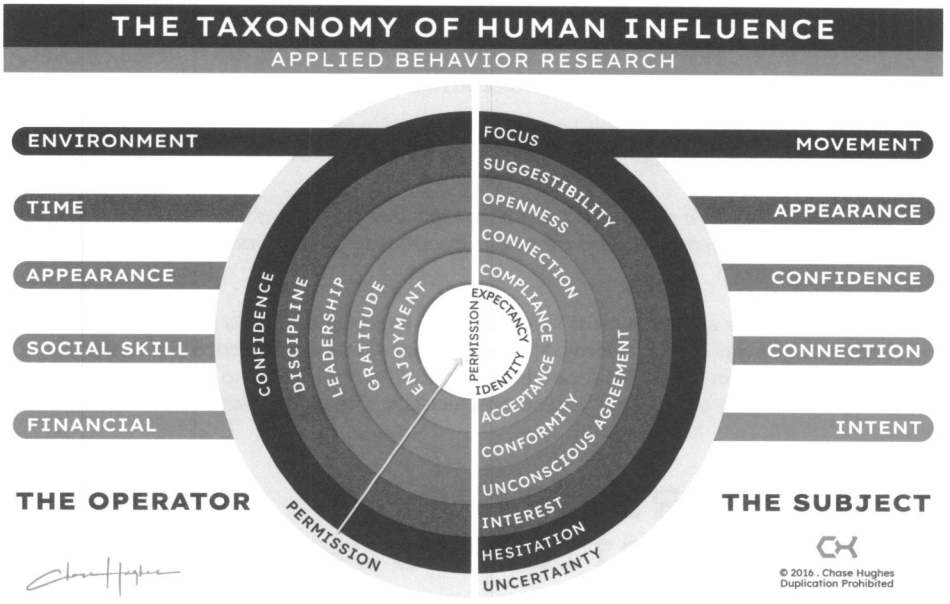
The Magic Pill Mirage occurs when someone can learn something quickly without needing to exert much effort to obtain the results. The confusion techniques in this book, for example, are one of the best examples of this.

Someone learns a few of them after 'skimming' the authority section because 'they got it' and then the techniques almost feel like authority, confidence, leadership, composure, etc. aren't necessary to successfully deploy the technique.

THE SKILL - PLACEBO

The skill placebo is similar, but it's an internal feeling that reassures people they have true skills, when in reality, they don't. One example of this from my own life is when my son was very young. He told me he could run away and live in the mountains. I asked him how he would survive if he did that. He told me he learned everything from playing Minecraft. He could build a house and 'craft,' all the tools he needs out there in the wild.

Adults aren't immune to this. Someone who reads one book on body language and 'understands' it, might assume they also have skills. They confuse the possession of information with the possession of skills. This is a common mistake people make, and there's no judgment if you've made it. It's like holding a flight manual for a Boeing 737, and assuming you could get the plane off the ground. The manual doesn't make you a pilot, the skills do.



They may think their authority is developed, but they might be unknowingly posturing. It's up to me to discover that using questions. This would indicate itself by the client telling me that their authority is fine, but their comfort-level is lacking.

On a call, this would sound something like this:

> *"My authority is fine. I'm able to understand and do all the authority stuff. It's just something about the conversations. I'm not sure I'm ready to get the techniques out 'cause they don't sound good enough yet."*

This is a problem with **Comfort**.

If I heard something like this...

> *"Yeah. I think the Authority stuff is handled completely. When I'm executing these skills, there's no reaction in the subject. I'm doing it precisely as described and exactly how you taught us how to do it. I may need to find more intelligent people to practice on."*

This is a problem with **social skills**. If you can't determine why, you may have an issue with Skills, in the Observation section of the issue triangle described at the beginning of this chapter.

If I heard something like this...

> *"Chase, I just don't know. I know all the skills and I can deploy them any time. It's like most of the people I try to practice on don't care much about what I'm saying at all. I'm not sure the techniques are powerful enough."*

This is a problem with **Authority**. You can hear the hidden issue here in the client's words.

Lastly, if you heard this...

> *"Ok. I've got it all handled, but it doesn't feel right. I'm doing the reps, but there's something that is off about the delivery. I want you to listen to how I say this."*

This is an issue with **skill** most likely. You can hear the authority in the person's demeanor even in a few words. This person genuinely went hardcore into the authority section, and developed into a confident operator, and only needs help leveling up on the skill, and communication side of the diagnosis tool.

THE THREE-STEP DIAGNOSTIC PROCESS

To diagnose an issue, first determine which side of the triangle the issue (genuinely) is.

- **Observation** (behavior profiling techniques and procedures)
- **Communication** (influence and persuasion techniques)
- **Self-Management** (authority development / composure)

Then determine where on the **ACSS Framework** you need the assistance.

- Authority
- Comfort
- Social Skills
- Skill-development

Then look at **The Taxonomy of Influence**

- Determine where your issue truly resides.
- Where is the location on the Taxonomy that is having the most trouble getting completed?

This will show you the way ahead!

If you were able to spot your issues with real clarity, you'd be able to say something like the following sentence, which uses the three-step formula above in reverse:

> *"I was struggling to obtain focus in people because I lacked the comfort to display confident behavior, and my self-management is most likely the fastest way to change this."*

To troubleshoot the issue, all you have to do is come up with a program for yourself by going back to the authority section, creating a daily routine or weekly checklist, and developing the comfort-levels you need, plus the confidence you need to establish the levels of focus you need.

For any issue you diagnose, you can refer to that section to develop a plan to correct the issue, or watch that video training in Mastery.

So, if I had an issue with Communication in the issue triangle, and a (genuine) issue with Comfort on the ACSS Framework, I need to do work on communicating with more confidence and comfort. I might need to join a Toastmasters, hire a coach, or take other approaches to gradually expose myself to increasingly stressful situations to inoculate myself to the stress.

A person with this issue might think initially that people don't like them, or that they lack social skills. This isn't the case. Understanding how to dive deep into the root cause of issues and determine the issue on these to frameworks, is what provides you with a road ahead.

THE TAXONOMY OF INFLUENCE

Once this is determined, go back to The Taxonomy of Influence, and see if the place you had an issue with was misdiagnosed, or you found a way to understand it better. You might find out that all you needed was a little more storytelling ability, or a little more comfort talking to strangers, instead of months of studying more 'techniques.'

HONESTY VS REALITY

Being 'honest' doesn't mean that your self-diagnosis is 'accurate'. Sometimes you might need to dig down deep to discover what's really going on. Even though you're the most honest person in the world, this doesn't make you the most self-aware person in the world. If you think you're 100% self-aware, you need more help than I could ever give you.

Here's a sample flow of a conversation I would commonly have with a client to determine what issues they are having in Tradecraft development:

STEP ONE - THE SETUP

Instead of letting them blame the world, I want them to take ownership, so I ask if they will participate in a sentence-completion exercise that might sound a little ridiculous at first. Then I ask them, *"Have you ever heard the old saying that a bad sailor blames the wind?"*

"What about the one where a bad worker blames the tools he has?"

"The one about the ineffective coach blaming the players?"

"See if you can complete these sentences. Ready?

A bad teacher blames the _____.

A bad parent will blame the _____.

A bad salesperson will tend to blame the _____.

A bad leader will blame the _____.

A poor employee will blame the _____.

Great job. I'm glad we did that. I like to do that on every call just to help remind me and everyone that we are all accountable people. And accountable people don't blame anyone."

STEP TWO - THE WALKTHROUGH

"In your own words, can you describe the issue you're having?"

STEP THREE - THE SCENARIOS

"Okay. Got it. Now can you tell me about a scenario where you noticed this?"

"What else happened that you noticed?"

"What happened just before this started?"

"What other times have you noticed this?"

"Can you tell me more?"

"Let's say you were traveling, and you needed to use Tradecraft to get into a gym that you're not a member of, just so you could work out for a day. How would this come up in this scenario?

"Okay. And if you suddenly joined a door-to-door sales team selling home alarm systems, how would this problem play out?"

In these two scenario questions at the end, I deliberately put them in two different spots - one where they are speaking to a low-level employee, and one where they aren't in charge at all, and they are on someone else's property. This helps to determine if they have an issue with the authority side that they might not be telling me about. To make one final determination about the authority issue, I will ask them one more scenario with slightly higher stakes:

"Great. Ok. Last one. If you were traveling with a family member who forgot their blood pressure medication, and you had to walk into a hospital alone to obtain it, explain how, while using Tradecraft, this issue would come up with the doctor who's speaking to you. At the hospital now."

I put them into the situation using linguistics here, so that their response is more appropriately tailored to respond to the authority challenge. This is also a composure test to determine if self-management is to blame if a client is telling me they have an issue learning techniques, but are unaware they need to develop more on the Authority Assessment and Composure Scale.

STEP FOUR - DIAGNOSIS

I assess what the client told me very carefully and determine the root cause of their issues. If I were using a wallet-sized card to make a diagnosis, it would look something like this:

INITIAL ISSUE:

- Communication, Observation, Self-Management

ACSS FRAMEWORK ISSUE:

- Authority, Comfort, Social Skills, Skills

TAXONOMY ISSUE (OPERATOR):

- Confidence, Discipline, Leadership, Gratitude, Enjoyment
- Environment, Time, Appearance, Social, Financial
- Movement, Appearance, Confidence, Connection, Intent

TAXONOMY ISSUE (SUBJECT):

- Focus, Suggestibility, Openness, Connection, Compliance, Expectancy
- Uncertainty, Hesitation, Interest, Unconscious Agreement, Conformity, Acceptance, Identity

OVERALL ISSUE:

- Technical or Behavioral

STEP FIVE - TREATMENT

- The client is failing to create **permission** due to a lack of_____, which is causing subjects to experience _____.
- The client is unable to **execute** _____, which is causing _____.
- The client is **experiencing** _____ due to _____.
- The client needs to **reference** the _____ section and develop a _____day plan and keep daily track of progress. By then end of _____ days, the client should be able to _____. This can be easily proven by _____.
- Using the _____ **model**, I will coach the client on how to develop this plan for the _____ day period, and will follow up with them to ensure they are able to _____.
- The client can create new perceptions for self by _____.
- The client can create new context for self by _____.
- The client can create permission for self by _____.
- The client will be able to shift perceptions by modifying _____.
- The client will be able to shift context by modifying _____.
- The client will be able to transfer permission by _____.

THE PROVEN STRATEGY

1. Identify inaccurate thought patterns and irrational beliefs.
2. Review past experiences to understand how these beliefs have developed.
3. Explore potential triggers for the behaviors in question.

4. Analyze situational context, including environmental or social factors that may be influencing the behavior.

5. Consider potential consequences of engaging in the behavior, and what could motivate a change in behavior.

6. Develop alternative coping strategies to replace old behaviors with healthier options.

HOW I PROVIDE THE WAY AHEAD

There are four pathways that I provide to clients with issues learning Tradecraft:

1. Physiological
2. Psychological
3. Behavioral
4. Skill

PSYCHOLOGICAL = 90 DAYS

•Rooted in the neuronal pathways, this most often involves a recommendation to legally participate in a high-dose psilocybin journey with a practitioner at the outset of the 90-day period, followed by micro-dosing to reset neuronal pathways so that new pathways can be formed.

PHYSIOLOGICAL = 40 DAYS

- These methods are usually rooted in body mechanics, and stem from psychological patterns that the person has already overcome. However, the anatomy of the spinal cord is layered in such a way that the physiological issues can remain after the psychological ones are overcome. These recommendations typically involve body detoxification (such as colonics) and lymphatic massage at the outset of the 40 days, followed by the use of KT tape to remind the client to adjust the body's position over time. The body responds to changes in the environment just like the mind does. The initial shift in environment (in my opinion) within the body assists the physiological pathways to re-learn confident and comfortable behavior in new, clean surroundings.

- Second, with the aid of the client's physician, the physiological issues can further be treated with regimens of beta-blockers and non-drowsy muscle relaxers that are both non-psychoactive compounds so that the body will learn the new behaviors of comfort and calm without being state-dependent on the presence of a psychoactive chemical.

BEHAVIORAL = 21 DAYS

- Behavioral issues almost always resolve with monitoring alone. This is not speaking of mental illness, but of habits, routines, and behavioral responses to stimuli. Continuous and rigorous monitoring of activity throughout the period is essential for growth. The lower brain will begin to pay close attention to the desired behavioral changes within around 12 days of the client beginning their transition to the new desired lifestyle.

- Typically, these will always be one of the Authority Traits, such as Confidence, Discipline, Leadership, Gratitude, and Enjoyment. Building these into the client's life as a habit is more about rigorous monitoring than any planning, goal setting, or course-correction.

- An accountability partner is a great help for this.

SKILL = 12 DAYS

- For skill-development issues, the client will continuously repeat the desired phrases up to 200 times a day. Many times, the client will need to call customer support numbers in order to get people on the phone so that there is a real human to practice on, instead of staring at a wall. The presence of a human when practicing these new skills is essential, so the client must be placed into situations dozens of times a day where human involvement is present. During the day, when human involvement is not possible, the client will be repeating the techniques out loud. When the client is unable to repeat the techniques out loud, they will have their own voice recorded onto an mp3 they can listen to. When they're unable to listen to the mp3, the techniques should be beside them on printed paper. Everything should be done to saturate the client's life so much that by the end of the 12-day period, the techniques will have invaded every thought, dream, and interaction they have. They will be able to perform the technique in their sleep, so to speak.

COACHING YOURSELF - THE EIGHT-POINT CHECKLIST

1. Set the example when no one is looking.
2. Keep track every single day.
3. Practice calm enjoyment.
4. Keep your cells healthy (Eat for your cells, not your enjoyment).
5. Prioritize your Future-Self.

6. Continue to go back to the Authority Assessment (Use it as your mentor).

7. Never complain.

8. Approach every issue with leadership, enjoyment, and composure so that your actions will never have to be explained.

If my clients follow this simple checklist of these 8 points, they will seldom need to touch base with me, saving both of us time. This 8-point list is also sometimes a good starting-off point on calls when a client tells me there's an issue. I will often go through this very list and ensure that there isn't something simple that can be fixed within five minutes.

This section has the potential not only to troubleshoot errors, but to shine light into unconscious areas that might be otherwise causing issues with your Tradecraft.

GLOSSARY

6AM

The Six-Axis Model represents the six aspects or approaches to influence. Focus, Suggestibility, Openness, Connection, Compliance, and Expectancy. Achieving a high level of three or more elements exponentially increases the likelihood of obtaining a desired persuasion outcome. For instance, the Milgram Experiment, despite the extreme results achieved, only leveraged three of the six axes: Focus, Suggestibility, and Compliance.

6MX

The process of rapidly determining how a person experiences the world and makes decisions. 6MX leverages fundamental psychological frameworks that allow this person to be more easily influenced.

Activation

The phase of influence or persuasion wherein a person is given a choice to take a particular action after having been exposed to specialized techniques and/or methods to ensure the greatest likelihood for compliance.

Agentic Shift

The shift in personal responsibility and the lessening of critical thinking that occurs in the presence of an authority figure.

Amygdala

The amygdala handles some memory processing, but for the most part handles basic emotions like fear, anger, and jealousy.

Ancestral Script

An automated subconscious behavioral pattern that activates in response to a given stimuli, as a result of ancestral DNA. One example is the automatic reaction of the body to protect arteries when startled or fearful. Ancestral scripts are activated by events or circumstances that have elements of The FATE Model (Focus, Authority, Tribe, and Emotion). Ancestral scripts are hard-wired responses to stimuli that have the ability to override rational or logical thought processes. They have the ability to create unconscious impulses toward behaviors rooted in survival that can completely subdue rational decision-making processes.

Attentional Captivity

The state a subject is in where the amount of focal exclusion (ignoring their surroundings and distractions) is at a peak during a conversation - this is a measure of focus, but also a measure of the abilities and skills of an operator

Author

An Author is an operator that has reached a point in their level of proficiency that enables them to use their Authroity, Tradecraft, and skills to create behavioral outcomes in any scenario they find themselves in.

Authority

The behavioral quality inherent in a group or individual that assists in creating suggestibility in others. Comprised of several behavioral qualities, but mainly Confidence, Discipline, Leadership, Gratitude, and Enjoyment. Authority is also comprised of the behavioral affects of habits such as maintaining your environment, controlling your time, having a healthy and composed appearance, possessing social skills, and being financially stress-free. These qualities lend to good nonverbal communication and reduce the amount of negative gut feelings (NGF) an operator will produce in a subject.

Avery

A mental 'machine' built inside the mind of a subject that can be activated on command or take full control over a subject. The machine possesses behavioral traits and levels of self-control and personality that the subject has chosen, and is designed to rewire their brain's habit pathways over a six-month period to a point the machine is no longer needed.

Baseline

Verb: Obtaining relevant information regarding a subject's behavior during non-invasive questions to determine whether deception, deviation, or stress is present in the future.

Behavioral Loophole

An inborn quality of the human brain that has its roots in protecting us from harm. These automatic responses to specific types of stimuli create a loophole in I our behavior whereby we instantly shift from processing information and cognitive reasoning to reacting to information and impulse reaction. Since these loopholes are universal in human behavior, they can be reliably exploited, allowing an operator to predict an outcome, and to use the loophole to obtain a desired impulse response such as focus, excitement, or a desire to connect.

Bfp

Back-and-Forth Point: A gesture made by the operator back and forth between the operator and subject with the desired result of subconscisly associating the relationship or conversation with a desired topic or idea. For example, an operator might perform this gesture while saying the words 'genuine connection'. See the influence section for more info.

Brain Stem

The brainstem (or brain stem) is the posterior stalk-like part of the brain that connects the cerebrum with the spinal cord.[1] In the human brain the brainstem is composed of the midbrain, the pons, and the medulla oblongata. The midbrain is continuous with the thalamus of the diencephalon through the tentorial notch,[2]:152 and sometimes the diencephalon is included in the brainstem.

The brainstem is very small, making up around only 2.6 percent of the brain's total weight.[2]:195 It has the critical roles of regulating cardiac, and respiratory function, helping to control heart rate and breathing rate.[3] It also provides the main motor and sensory nerve supply to the face and neck via the cranial nerves.

Bystander Effect, The

The term bystander effect refers to the phenomenon in which the greater the number of people present, the less likely people are to help a person in distress. When an emergency situation occurs, observers are more likely to take action if there are few or no other witnesses. Being part of a large crowd makes it so no single person has to take responsibility for an action (or inaction).

Cause-Blindness	The tendency for a person or group to focus solely on the symptoms or byproducts of larger issues that caused them. For instance, a person wanting to achieve success might focus solely on what successful people do, wear, or own. Alternatively, a politician may focus on mandating gun laws to prevent shootings, while completely ignoring the psychological and sociological decay that might be responsible for this behavior becoming more prevalent.
Chemical M1	A chemical introduced in Avery programming that aids in client experience.
Chemical M2	A chemical introduced in Avery programming that aids in client absorption.
Chemical M3	A chemical introduced in Avery programming that aids in client-machine interfacing.
Cognitive Dissonance	The perception of contradictory information. Relevant items of information include a person's actions, feelings, ideas, beliefs, values, and things in the environment. Cognitive dissonance is typically experienced as psychological stress when persons participate in an action that goes against one or more of those things. According to this theory, when two actions or ideas are not psychologically consistent with each other, people do all in their power to change them until they become consistent. The discomfort is triggered by the person's belief clashing with new information perceived, wherein the individual tries to find a way to resolve the contradiction to reduce their discomfort.
Cognitive Load	The amount of effort that is exerted or required while reasoning and thinking. Any mental process, from memory to perception to language, creates a cognitive load because it requires energy and effort. When cognitive load is high, thought processes are potentially interfered with.
Compliance	The degree to which a person will act on a direction given by the operator.

Confidence

The internal state of feeling both comfortable in a situation, and also certain of future safety and an unknown positive outcome in the future. Confidence is a mixture of varying degrees of safety, comfort, certainty, and belief in one's own capacity in a given situation.

Connection

The degree to which a subject personally feels a sense of social empathy toward the operator, and a feeling of connectedness with them.

Context

The environment or circumstances that shape or modify a person's social framework and understanding about what social and interpersonal behavior is allowable. This includes the groups with whom they interact and the culture in which they live. Varieties of people's customs, mindsets, traditions, and behaviors all influence their social context.

Context Boundary

The perceived limits placed on human behavior that are determined by the context of a situation. For instance, screaming would be acceptable at a rock concert, but not in an airport or doctor's office. The social context people find themselves in will dictate the appropriate behavioral responses, and will determine the level of permission they have to behave in certain ways. A context boundary determines the level of permission a person has to deviate from behavioral norms.

Corrugation

A linguistic method that allows information to be hidden between two peak emotional experiences so that not only are chemicals heavily involved, but the subject is less likely to remember the event due to the primacy and recency effects.

Crossfade

The technique taught to Chase in 2003 by his mentor, Ian Falk. The technique is comprised of several steps that rely heavily on consistent movement, interruption, confusion, and suggestion in quick succession - with the end-goal of developing hypersuggestibility in the subject over a very short period of time.

Discipline

The ability to prioritize and then perform actions on those priorities over other competing tasks or behaviors. Chase defines this as the ability to place the needs of your future self ahead of the needs or desires of your present-tense self.

A person's ability prioritize objectives and then perform actions on those priorities over other competing tasks or behaviors. Having the mental fortitude to place the needs of your future self ahead of the needs or desires of your present-tense self.

Dopamine

Dopamine is known as the feel-good neurotransmitter—a chemical that ferries information between neurons. The brain releases it when we eat food that we crave or while we have sex, contributing to feelings of pleasure and satisfaction as part of the reward system. This important neurochemical boosts mood, motivation, and attention, and helps regulate movement, learning, and emotional responses.

In lab experiments, dopamine prompts a rat to press a lever for food again and again. This is no different in humans; it's the reason why we partake in more than one helping of cake. This press-the-lever action applies to addiction as well. People with low levels of dopamine may be more prone to addiction; a person seeking pleasure via drugs or alcohol or food needs higher and higher levels of dopamine.

Dorsal Anterior Cingulate Gyrus

The Brodmann area 32, also known in the human brain as the dorsal anterior cingulate area 32, refers to a subdivision of the cytoarchitecturally defined cingulate cortex. In the human it forms an outer arc around the anterior cingulate gyrus. The cingulate sulcus defines approximately its inner boundary and the superior rostral sulcus (H) its ventral boundary; rostrally it extends almost to the margin of the frontal lobe. Cytoarchitecturally it is bounded internally by the ventral anterior cingulate area 24, externally by medial margins of the agranular frontal area 6, intermediate frontal area 8, granular frontal area 9, frontopolar area 10, and prefrontal area 11-1909. (Brodmann19-09).

The dorsal region of the anterior cingulate gyrus is associated with rational thought processes, most notably active during the Stroop task.

Dorsomedial Prefrontal Cortex The dmPFC is identified to play roles in processing a sense of self, integrating social impressions, theory of mind, morality judgments, empathy, decision making, altruism, fear and anxiety information processing, and top-down motor cortex inhibition. The dmPFC also modulates or regulates emotional responses and heart rate in situations of fear or stress and plays a role in long-term memory. Some argue that the dmPFC is made up of several smaller subregions that are more task-specific. The dmPFC is attributed with many roles in the brain. Despite this, there is no definitive understanding of the exact role dmPFC plays, and the underlying mechanisms giving rise to its function(s) in the brain remain to be seen.

The dmPFC is thought to be one component of how people formulate an identity, or a sense of self When actors were tasked with performing a character, fMRI scans showed relative suppression of the dmPFC compared to baseline tasks. This same deactivation was not seen in the other tasks performed by the actors. The authors theorize that this may be due to the actors actively suppressing their own sense of self in order to portray another character. Similarly, the dmPFC has been shown to be wholly inactive in individuals with psychological disassociation

Enjoyment The quality or condition of feeling happy with the current experience. This is also defined in the book as the capacity to discover and then feel happiness about the details or a particular experience.

Ep External Point: A gesture away from the operator and subject that suggests the idea or topic being discussed is not in any way associated with the subject or operator. For example, and operator may perform an Ep while mentioning a negative personality trait while performing a Negative Dissociation technique.

FATE	The FATE model is derived from the four factors: Focus, Authority, Tribe, and Emotion
Focus	The degree to which a person will both intently concentrate and process information from a singular source, and become less aware of the surrounding environment (sensory exclusion).
Followership	The behavioral quality in a subject that is marked by a powerful desire to follow the behavior of another person. This is usually a result of the leader's behavior alone, and not a result of some technique being applied. Followership is the natural byproduct of good leadership and authority.
Four Levers of Influence	The four ways that thoughts are processed and decisions are made in the human brain. These are Electrical (thoughts), Chemical (emotions), Behavioral (patterns), and Impulse (spinal cord and DNA). These four levers are the four ways a person can be influenced. The most powerful being Impulse, and the least being Electrical.
Gratitude	The condition of being able to psychologically 'zoom out' on a situation and feel macro gratitude for the general big picture, and micro-gratitude for the small details in the moment you're experiencing.
Hierarchy of Human Needs	Maslow's hierarchy of needs is an idea in psychology proposed by American Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in the journal Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. The theory is a classification system intended to reflect the universal needs of society as its base, then proceeding to more acquired emotions. The hierarchy of needs is split between deficiency needs and growth needs, with two key themes involved within the theory being individualism and the *prioritization of needs. While the theory is* usually shown as a pyramid in illustrations, Maslow himself never created a pyramid to represent the hierarchy of needs.

Hippocampus

The hippocampus is involved in memory processing. This part of the brain is important for learning and memory, for converting short term memory to more permanent memory, and for recalling spatial relationships in the world about us.

Hypersuggestibility

The mental state of being magnitudes higher on the suggestibility scale than a subject is normally positioned. This state is marked by relaxed facial muscles, slightly leaning forward, expectant facial expressions, and a blink rate under 9BPM on average.

Hypnosis

Hypnosis is a method, not a state.

Hypnosis is a method whereby an operator uses language and other techniques to create a state of heightened suggestibility by increasing focus and suggestibility, and decreasing fear and awareness of the external environment. Hypnosis is a method to capture focus, enhance the feelings of safety and relaxation, and deliver suggestions during a period of heightened suggestibility and receptivity.

Hypothalamus

The hypothalamus is the size of a coffee bean but may be the most important structure in our brain. It is involved in controlling thirst; hunger; emotions, body temperature; sexual arousal, circadian (sleep) rhythms and the autonomic nervous system and endocrine (hormone) system. In addition, it controls the pituitary gland.

Identity

One's self-concept (also called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself. Generally, self-concept embodies the answer to the question "Who am I?"

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner").

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

The perception people have about their past or future selves relates to their perception of their current selves. The temporal self-appraisal theory argues that people have a tendency to maintain a positive self-evaluation by distancing themselves from their negative self and paying more attention to their positive one. In addition, people have a tendency to perceive the past self less favorably (e.g. "I'm better than I used to be") and the future self more positively (e.g. "I will be better than I am now").

Identity Agreement

A statement, thought, or unspoken agreement made by a person about who they are, how they behave, and the way they process information. An identity agreement can be subtle, unconsciously accepted, and differ wildly from the person's true nature. Once an identity agreement is made, the cognitive dissonance associated with behaving in a way that disagrees with the identity agreement becomes increased severely. An identity agreement can take many forms such as agreeing that one behavior is bad, a behavioral trait is undesirable, or that they answer a question that suggests they possess a behavioral trait.

Influence

Communication or behavior that causes a person to take an action they would not have otherwise taken.

Influence

Influence is the ability to affect or shape a person's thoughts, feelings, or behaviors through social interactions or situational factors. Influence can be exerted directly, such as through commands, requests, or suggestions, or indirectly, such as through modeling, conformity, or social comparison.

Intelligence

The Need to feel as though a subject possesses an uncommon level of knowledge, intelligence, and/or academic achievement.

Leadership

The behavioral quality in an operator that produces automatic triggering of ancestral scripts that wire human psychology to follow a particular individual. This authority trait is marked by composure and enjoyment being higher than average, and a lack of judgment. Leadership will typically show its true capacity when a person is under a large amount of stress in front of other people.

Life Script

An automated behavioral pattern that a person develops in childhood. These patterns are built to save cognitive energy by creating automations for tasks that a person regularly repeats, such as operating a cash register or tying shoes, and to save time by memorizing responses to conflict that worked in the past. A life script can also be a memorized set of behaviors that were able to achieve a positive reward int he past, such as pleasing parents, using drugs, or actions that lead to having a positive sexual experience.

Limbic System

The limbic brain manages the body's limbic system. It developed around 250 million years ago with the evolution of the first mammals. It can record memories of behaviors that produced agreeable and disagreeable experiences, so it is responsible for what are called 'emotions' in human beings. This is the part of the brain where we fall in and out of love, and bond with others. It is the core of the pleasure system or reward system in humans. Mammals, including humans, need to nurture their young for a time before they are ready to leave the 'nest' and fend for themselves. This is unlike most baby reptiles who just breakout of an egg and scuttle off.

The limbic brain is the seat of the beliefs and value judgments we develop, often unconsciously, that exert such a strong influence on our behavior.

Machine N1

A machine used in Avery programming for the purposes of creating physiological changes to neuronal pathways for the real estate Avery will occupy in the mind.

Mammalian Brain

See: Limbic System

Milgram Experiment

The Milgram experiment(s) on obedience to authority figures was a series of social psychology experiments conducted by Yale University psychologist Stanley Milgram. They measured the willingness of study participants, men in the age range of 20 to 50 from a diverse range of occupations with varying levels of education, to obey an authority figure who instructed them to perform acts conflicting with their personal conscience. Participants were led to believe that they were assisting an unrelated experiment, in which they had to administer electric shocks to a "learner". These fake electric shocks gradually increased to levels that would have been fatal had they been real.

The experiment found, unexpectedly, that a very high proportion of subjects would fully obey the instructions, albeit reluctantly. Milgram first described his research in a 1963 article in the Journal of Abnormal and Social Psychology[1] and later discussed his findings in greater depth in his 1974 book, Obedience to Authority: An Experimental View.

Neuropeptide

Neuropeptides are chemical messengers made up of small chains of amino acids that are synthesized and released by neurons. Neuropeptides typically bind to G protein-coupled receptors (GPCRs) to modulate neural activity and other tissues like the gut, muscles, and heart.

There are over 100 known neuropeptides, representing the largest and most diverse class of signaling molecules in the nervous system. Neuropeptides are synthesized from large precursor proteins which are cleaved and post-translationally processed then packaged into dense core vesicles. Neuropeptides are often co-released with other neuropeptides and neurotransmitters in a single neuron, yielding a multitude of effects. Once released, neuropeptides can diffuse widely to affect a broad range of targets.

Now

The Now Gesture: A gesture performed by the operator toward their wristwatch to subconsciously communicate that a decision needs to be made, or that this moment is the best time to decide to do something.

Nucleus Accumbens

The Nucleus Accumbens plays a central role in the reward circuit. Its operation is based chiefly on two essential neurotransmitters: dopamine which promotes desire and anticipation of pleasure, and serotonin whose effects include satiety and inhibition. Many animal studies have shown drugs generally increase the production of dopamine in the nucleus accumbens, while reducing that of serotonin. But the nucleus accumbens does not work in isolation. It maintains close relations with others centers involved in the mechanisms of pleasure, and in particular, with the ventral tegmental area, also called the VTA.

Op

Operator Point: Where an operator makes a subtle gesture toward themselves to associate a topic being discussed with them in the mind of a subject. For example, words such as 'trustworthy', 'mentor', and 'guide', might be used, or topics like 'becoming completely focused on something' might be mentioned while gesturing toward yourself as the operator. See the influence section for more info.

Openness

The degree to which a person feels comfortable being vulnerable, and the degree to which their fear of social repercussions is reduced.

Operator

The person performing any method of ThoughtCraft ™ on a subject.

Perception (Influence Context)

The way a person perceives the meaning of an interaction, and thus makes predictions and assumptions about what is socially acceptable.

The perception can be shifted to modify how the person defines not only the interaction, but deeper-reaching levels of perception such as self-worth.

Permission

The degree to which a person feels both the ability and the license to perform an action that is suggested or implied from an outside source. Permission provides reassurance during any time a prediction cannot be reliably made about outcomes. Permission provides us with a license to behave in certain ways and diffuses our feeling of responsibility for the outcome of some of our actions..

Persuasion

Persuasion is the process of intentionally changing a person's attitudes, beliefs, or behaviors through communication. Attitudes refer to the positive or negative evaluation of an object, person, or idea, while beliefs are the acceptance or rejection of a proposition or claim. Behaviors refer to the observable actions or responses of an individual in a given situation.

Persuasion is a complex and dynamic process that involves multiple factors, including the persuader's credibility, expertise, likability, and attractiveness, the message content, structure, and timing, and the audience's cognitive, emotional, and motivational state.

Pituitary

The pituitary is often referred to as the 'master gland', because it produces hormones that control several of the other endocrine or hormone glands. It makes growth hormone, puberty hormones, thyroid stimulating hormone, prolactin and adrenocorticotrophic hormone (ACTH, which stimulates the adrenal stress hormone, cortisol). It also makes the fluid balance hormone called anti-diuretic hormone (ADH).

Pleasure-Rich and Happy-Poor The state or condition where a person, who is unaware of the difference between pleasure and happiness, seeks to fulfill themselves unsuccessfully. This condition causes people to unknowingly seek out situations that cause pleasure (dopamine), while expecting to experience happiness (serotonin). In many cases, this condition leads to a person feeling increasingly unfulfilled. Most depression and feelings of anxiety are a result of unmet expectations. In this instance, the unmet expectations are unconsciously experienced,

while the feelings of unfulfillment are easily felt. often, the lack of their ability to identify the cause of this feeling leads to even more depression or negative emotions.

Psychological Loopholes Gaps in our ability to resist influence when factors are present that override our critical judgment. These gaps are behavioral traits that we inherited from our ancestors that were initially 'designed' to keep us alive, get along with a tribe, comply with tribal authorities, and memorize patterns such as the movement of snakes and the sounds of approaching predators.

Reactance Reactance is an unpleasant motivational arousal that emerges when people experience a threat to or loss of their free behaviors. It serves as a motivator to restore one's freedom. The amount of reactance depends on the importance of the threatened freedom and the perceived magnitude of the threat. Internal threats are self-imposed threats arising from choosing specific alternatives and rejecting others. External threats arise either from impersonal situational factors that by happenstance create a barrier to an individual's freedom or from social influence attempts targeting a specific individual (Brehm, 1966; Brehm & Brehm, 1981; Clee & Wicklund, 1980).

Residual Electricity/Electrical Charge The electrical activity that continues to remain in a brain area after the area has been used. Neurons will remain more likely to be activated after having been 'used' recently. This makes the neurons more easily activated in the subject by the operator. Residual electricity can be related to memories, behaviors, emotions, Life Scripts, and Ancestor Scripts (in some cases).

Resting Potential	The imbalance of electrical charge that exists between the interior of electrically excitable neurons (nerve cells) and their surroundings. The resting potential of electrically excitable cells lies in the range of −60 to −95 millivolts (1 millivolt = 0.001 volt), with the inside of the cell negatively charged. If the inside of a cell becomes more electronegative (i.e., if the potential is made greater than the resting potential), the membrane or the cell is said to be hyperpolarized. If the inside of the cell becomes less negative (i.e., the potential decreases below the resting potential), the process is called depolarization.
Sensory Preference	The sensory channel a person defaults to initially when thinking about the world around them, or processing information in their imagination about an future event or past memory. Some individuals rely mostly on visual information, while others may process and think about the world in terms of audio sensations, or feelings and physical movement. Identifying sensory preference can assist you in understanding how you can structure your language to communicate in such a way that a subject will be more likely to identify with your language, and become more immersed in the descriptions you offer to them.
Significance	The Need to feel like a subject makes a difference in the world and that their actions have impact.
Six-Axis Model of Influence	The Six-Axis Model represents the six aspects or approaches to influence. Focus, Suggestibility, Openness, Connection, Compliance, and Expectancy. Achieving a high level of three or more elements exponentially increases the likelihood of obtaining a desired persuasion outcome. For instance, the Milgram Experiment, despite the extreme results achieved, only leveraged three of the six axes: Focus, Suggestibility, and Compliance.
Sp	Subject Point: A subtle gesture performed by the operator toward the subject with the aim of subconsciously associating a topic or idea with the subject. Words such as 'focused', 'captivated', and 'open' might be used with this gesture. See the influence section for more info.

Spinal Cord

The spinal cord is a column of nerves that extends from the brain stem down the back, encased in and protected by the bony vertebral column. It carries signals that control movement, sensation, and organ functions to and from the brain. Damage to it due to injury or illness can cause some degree of paralysis. Treatment options depend on the exact location and extent of any damage, but may include physical therapy, medications, or even surgery.

Stanford Prison Experiment

The Stanford Prison Experiment, a social psychology study in which college students became prisoners or guards in a simulated prison environment. The experiment, funded by the U.S. Office of Naval Research, took place at Stanford University in August 1971. It was intended to measure the effect of role-playing, labeling, and social expectations on behavior over a period of two weeks. However, mistreatment of prisoners escalated so alarmingly that principal investigator Philip G. Zimbardo terminated the experiment after only six days.

Subject

The recipient of positive ThoughtCraft™

Suggestibility

Attempts to isolate a global trait of "suggestibility" have not been successful, due to an inability of the available testing procedures to distinguish measurable differences between the following distinct types of "suggestibility":

To be affected by a communication or expectation such that certain responses are overtly enacted, or subjectively experienced, without volition, as in automatism.

Deliberately to use one's imagination or employ strategies to bring about effects (even if interpreted, eventually, as involuntary) in response to a communication or expectation.

To accept what people say consciously, but uncritically, and to believe or privately accept what is said.

To conform overtly to expectations or the views of others, without the appropriate private acceptance or experience; that is, to exhibit behavioral compliance without private acceptance or belief.

Thalamus	The thalamus is the switchboard operator of our brain. Any sensory information (except for smell) that comes into our bodies goes to our thalamus first and the thalamus sends the information to the right parts of our brain to get processed.
The Impulse Cycle	The cycle by which a person is made to feel an impulse to perform a particular task. Most commonly, the impulse cycle consists of leveraging psychological principles to bring a person to the state of impulse. This is most commonly leveraging subconscious needs, targeting values, and pointing the person's mind at their Decision Pillar.
Tradecraft	Tradecraft is the artform involving a set of techniques and methods for employing precision persuasion and influence.These techniques require a high degree of expertise, training, and discretion, as well as a deep understanding of psychology, behavior, and social skill. Tradecraft is made possible by resting on the solid foundation of the Authroity traits which are continuously honed by Authors.
Tribe	Any social group of people that are in agreement, whether consciously or unconsciously, to behave in a particular way, regardless of the presence of a singular authority figure.
Values	The desired results a person has with both their lives, and their choices. A person's Values are strongly associated with their Needs and are usually correlated.
Veering	An action performed by a subject when they are distracted, or begin losing focus. This behavior is marked by a lack of focus, reduced attentional captivity, and increasing behavior of distraction.

Ventral Tegmental Area

The VTA is one of the two major dopaminergic areas in the brain (the other being the substantia nigra). Although there is not a very clear anatomical separation between the VTA and substantia nigra, the areas do seem to differ slightly in where most of their neurons project to. The largest bundle of fibers leaving the substantia nigra, known as the nigrostriatal pathway, projects to the caudate and putamen (together known as the striatum). There are several major efferents that project from the VTA; two of the most prominent are the mesolimbic and mesocortical pathways, which travel to imbic and cortical areas, respectively.

Window

A state that lasts for a short period of time marked by a sharp increase in suggestibility, a reduction in cognitive capacity, and a momentary lapse in the subject's ability to criticize or scrutinize incoming information. This short-lived state allows an operator to insert commands, suggestions, and ideas without a subject being able to choose whether or not to accept them. See the influence section for more info.

NEUROGENIC TREMORS

In this paper, I published a number of findings regarding neurogenic tremors, and their potential for therapeutic use. Although I don't use them in Avery for this purpose, I believe this article to be of help to those wishing to bring this into practice.

THERAPEUTIC NEUROGENIC TREMORS FOR TREATING NEUROGENIC PATHOLOGIES

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Applied Behavior Research, Frontiers
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ABSTRACT

This paper examines the impact of therapeutic neurogenic tremors on neurological functions of the body - including its role in reducing stress levels - exploring its implications for managing various neurological pathologies.

INTRODUCTION

Stress is a significant health issue globally, causing a significant portion of the population to suffer from mental health disorders such as anxiety, depression, attention deficit, bi-polar, and other mood-related disorders (World Health Organization, 2014). Chronic stress is also linked to various physical health problems, including strokes, obesity, high blood pressure, pain, gastrointestinal complaints, and post-traumatic stress disorder (PTSD). Chronic stress and trauma also contribute to the development of autoimmune diseases, and neurological disorders such as Alzheimer's, dementia, and Parkinson's disease. It is, therefore, crucial to find effective ways to manage and relieve stress as a way of improving overall health and quality of life. Stress is largely associated with Parkinson's disease; a neurodegenerative condition characterized by a range of motor and non-motor symptoms that affect independence and quality of life in those affected. The main motor symptoms include rigidity, slow movement, postural instability, gait difficulties, and resting tremors. Non-motor symptoms include depressive moods, sleep disorders, apathy, anxiety, cognitive decline, autonomic dysfunction, pain, and fatigue. These symptoms are typically managed through medications that target the dysfunctions in the dopaminergic and non-dopaminergic systems. Trauma and Tension Releasing Exercises™ (TRE) is one of the relatively new body-based therapy has been designed to alleviate stress and related disorders. It works by evoking neurogenic tremors, which are a natural mechanism in all animals to remove physical and psychological stress. TRE involves a series of simple exercises

designed to evoke tremors in a controlled and sustained manner. The hypothesis behind TRE is that neurogenic tremors are an innate mechanism that helps all animals restore balance in the body by calming down an over-aroused nervous system. The purpose of this paper is to explore the impact of therapeutic neurogenic tremors for treating various neurological pathologies.

STRESS MECHANISM

A study by Atterbury (Atterbury, Doctor dissertation 2019) explored the impact that stress have on neurological functions of the body. In this study, Atterbury (2019) terms stress as a global problem that has led to a rise in mental health disorders such as anxiety, depression, attention deficiency, bi-polar, and other mood-related conditions. The World Health Organization (WHO) reports that a quarter to a third of the European population suffers from some form of mental health disorder (World Health Organization, 2014). A study by Gaffey (Gaffey, 2016) indicates that stress can also contribute to physical health problems such as diabetes, strokes, obesity, and high blood pressure. It has been suggested that stress may also play a role in neurological disorders such as Alzheimer's, dementia, and Parkinson's disease, particularly in increasing the prevalence of depression and mobility-related issues (Piazza, 2013). (Hemmerle, 2012) discovered that stress is a physiological change in body chemicals, while anxiety is the psychological sensation associated with this change. Prolonged exposure to stress can lead to general anxiety and other adverse consequences, including depression and somatization – the manifestation of stress into physical illness and injury. (Goldstein, 2018) have shown that there is overlap between perceived stress, anxiety, depression, and somatization, so measuring two or more of these symptoms can give a valid score for the level of stress an individual is experiencing.

STRESS AS A SAFETY MECHANISM

(Hemmerle, 2012) shows that the body's response to perceived danger involves a complex interaction between various bodily systems including the central and peripheral nervous system, endocrine, immune, and musculoskeletal systems. The stress response is triggered and sustained by the Autonomic Nervous System and results in a cascade of emotional, cognitive, and behavioral responses (Sugama, 2016). If the natural stress response is disrupted, it can result in an exacerbated response when faced with new perceived danger. The symptoms of stress manifest across the mind-body connection and are underpinned by neurobiological processes that mostly operate outside of conscious awareness. The amygdala serves as the early-warning system for the brain and processes sensory signals outside of conscious thinking, a process known as neuroception (Horowitz, 1945). When danger is perceived, the "fight or flight" response is activated, involving multiple systems such as the Autonomic Nervous System, brain, Hypothalamus-pituitary-adrenal axis, and psoas muscles (Takakusaki, 2004). This response can range from slight to intense and can occur in almost immediate response to physical or psychological threats. The effects of the "fight or flight" response can result in various symptoms due to acute or chronic stress.

(Hobofll, 1989) has suggested that during a stress response, the neocortex, which is responsible for higher thinking, learning, and understanding, is inhibited, while the reptilian and mammalian brains, which are concerned with survival and emotions, are stimulated, leading to a state of hyperarousal. This shift in brain function can result in increased forgetfulness, decreased rational thinking, and more impulsive behavior. The triune brain concept, similar to Maslow's hierarchy of needs, can help explain these changes. Research by Liston (Liston, 2009) supports these findings, suggesting that chronic stress can even lead to executive dysfunction. This insight into the brain's response to stress might explain why conventional talk therapy is not always effective in treating PTSD, anxiety, and other stress-related illnesses. The triune brain concept, when applied to stress response suggests that the neocortex becomes inhibited during stress, while the reptilian and mammalian brains become stimulated, leading to a state of hyperarousal. This shift in brain function is due to the body's focus on survival or survival of offspring. This can lead to forgetfulness, impulsive behavior, and decreased rational thinking ((Harrison, 2009). The two brains activated during a stressful event, which may result in trauma, are non-verbal, emotional, and focused on survival, which may help explain further issues with talk therapy.

STRESS RESPONSE AND THERAPEUTIC NEUROLOGIC TREMORS

The freeze response is one of the three options the body has during a stress response: flight, fight, or freeze. It occurs when the danger is inescapable and too life-threatening to fight, and humans can exhibit it through physical immobility or dissociation (Levine P. , 1997). Dissociation is defined as a clinical psychiatric condition characterized by fragmentation and splitting of the mind, altered perceptions and behavior, numbing and avoidance. A study by (Van der Kolk, 1996) provides that the freeze response is marked by bradykinesia, decreased heart rate and breathing, and release of opioids, and is believed to be mediated by the vagal nerve. The polyvagal theory states that the vagal nerve has three distinct functions, including stimulation of the SNS for fight or flight, stimulation of instinctual extreme co-activation of the PNS for the freeze response, and stimulation of the PNS for social engagement. (Payne, 2015)

The aim of the body is to respond to a state of ventral vagal activation, which promotes social engagement and a calm state. The polyvagal theory attributes three functions to the vagal nerve: to stimulate the SNS for fight or flight, to stimulate extreme co-activation of the PNS for the freeze response, and to stimulate the PNS for social engagement ((Marx, 2008). Polyvagal theory is linked to the concept of neuroception, which is the neural system's ability to detect whether a situation or person is safe, dangerous, or life-threatening. (Marx, 2008) provides that neurogenic tremors are thought to be the natural way to return to the ventral vagal state and end the stress response, but only occur when the neural system determines that the environment is "safe enough ((Volchan, 2011)." The theory of neuroception *and the polyvagal theory are important in understanding how the body* responds to different levels of danger and how it returns to a calm state.

DYNAMIC SYSTEMS THEORY

The Dynamic Systems Theory (DST) explains human movement as a result of complex interactions between different systems in the body, environment, and task. This theory states that the body will self-organize to find the most stable solution, referred to as an attractor state, based on environmental, biomechanical, and morphological constraints (Cano-De-La-Cuerda, 2015). The theory also suggests that any changes to the system, either through addition or subtraction of constraints, could lead to non-linear changes and new attractor states. In this theory, the input does not lead to a linear, predictable change in output, making it a non-linear system where small changes can have a big impact and vice versa. The Dynamic Systems Theory (DST) explains how human movement is produced through complex interactions between different systems in the body, the environment, and the task at hand (Harbourne, 2009). The theory suggests that the body will self-organize to find the most stable solution, known as an attractor state, that best serves the body in a particular context. DST highlights the importance of understanding how changes in constraints, such as physical, neurological, anatomical, or psychological factors, can result in non-linear changes in movement patterns. Stress can impact the dynamic system by increasing individual constraints and negatively affecting postural control. This could have a greater impact on individuals with Parkinson's disease, who may already have more individual constraints, even slight increases in stress could result in greater functional limitations (Woollacott, 2002).

TRE (Tension & Trauma Releasing Exercises™) is a therapeutic approach that uses simple movements to stimulate the body's self-organization into more effective patterns of behavior or movement. It aims to minimize the impact of environmental and task constraints to allow the body to spontaneously reorganize itself and promote self-healing (Kirby, 2013). The tremoring observed during TRE sessions is theorized to be the physical expression of this self-organization and the movements aid in promoting better results through adaptation. (Ross, 2013, 4) explain the tremoring mechanism using the principles of DST and chaos theory and see it as the body's way of re-adjusting and growing from stressful experiences. Research studies have shown the benefits of stress reduction through TRE.

AUTONOMIC NERVOUS SYSTEM

The ANS, which primarily controls the stress response, consists of two branches, the sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS) (Scaer, 2001). The SNS is activated in response to perceived danger, preparing the body for action by activating the cardiovascular system, skeletal muscles, and releasing hormones while simultaneously inhibiting non-essential bodily functions (Payne, 2015). This leads to symptoms such as increased heart rate and breathing, pupil dilation, perspiration, hypertension, decreased salivation, indigestion, constipation, increased blood-glucose, and cortisol. Chronic stress, or chronic dysregulation of homeostasis, can lead to long-term health problems such as heart disease, gastrointestinal disease, diabetes, adrenal fatigue, increased inflammation, and reproductive problems (Van der Kolk, 1996). People with interstitial cystitis and pelvic pain (IwPD) suffer from autonomic dysregulation, including

cardiovascular problems, gastrointestinal complaints, and autonomic dysregulation, which is associated with fatigue in IwPD and other conditions.

EXERCISE THERAPIES AS TREATMENT

(Swisher, 2010) studied how exercise has been used in the past to promote health. The study reveals that exercise has been viewed a key component of maintaining good health and promoting longevity since ancient times. It has been extensively researched for its potential benefits on physical fitness, overall health, psychology, quality of life, and even the brain. This is particularly important for the elderly and individuals with neurodegenerative diseases such as Parkinson's Disease (PD). The belief that exercise can be considered a form of medicine dates back to Hippocrates. Regular exercise has been shown to have potential neuroprotective effects in people with Parkinson's disease (PD) and improve their quality of life (QoL) (Berryman, Exercise is medicine: a historical perspective , 2010). It has been found to stimulate dopamine synthesis, promote brain repair and neuroplasticity, and improve motor and non-motor symptoms. (Berryman, Exercise is medicine: a historical perspective, 2010) further offers that exercise can also enhance motor cortex activation and improve balance and overall function. People with PD are generally more inactive than healthy peers, and declining physical activity levels can contribute to functional decline. Exercise interventions can lead to functional improvements and improve QoL.

According to (Russell, 2013), exercise interventions have been researched for their benefits towards motor and non-motor symptoms in people with Parkinson's disease (PD). Popular exercise modalities include cycling, boxing, resistance training, aqua aerobics, treadmill gait training, cognitive movement strategies, sensory attention focused exercise, and Lee Silverman Voice Therapy. These exercises have been found to be effective at improving physical functioning, health related QoL, leg strength, balance, and gait (Schutzer, 2004). Complementary and alternative medicine (CAM) therapies have also gained popularity as they can offer improvements in motor and non-motor symptoms and be interesting and enjoyable. CAM therapies are often used to improve stress management, promote relaxation and well-being, and resolve psychological issues that mainstream methods fail to improve (Mitterauer, 2015). Given the impact of chronic stress and trauma on PD, alternative therapies might be a possible solution.

(Morris M. e., 2010) states that most persons with Parkinson's disease (PD) turn to complementary and alternative medicine (CAM) therapies to help manage their symptoms, as it is estimated that 40-76% of people with PD use some form of CAM. CAM therapies for PD include yoga, Tai Chi, Qigong, dance therapies, music therapy, drum circles, expressive writing, active theatre therapy, mindfulness therapy, acupuncture, massage, reflexology, Alexander technique, Feldenkrais method, stochastic resonance therapy, progressive relaxation, and whole-body vibration therapy (Mitterauer, 2015). These CAM therapies have been shown to be beneficial for improving QoL, depressive moods, sleep, and cognition. Specifically, acupuncture and Tai Chi may help with depressive moods, QoL, and sleep, while dance and yoga have some evidence in improving cognition, apathy, and fatigue.

A review by (Kwok J. Y., 2016) found that mind-body exercise therapies, such as yoga, Tai Chi, and dance therapies, showed beneficial effects on motor symptoms, postural instability, and functional mobility in individuals with mild to moderate (Kwok J. e., 2017) proposed a study to investigate the effects of yoga versus stretching versus resistance training on PD in a randomized control study. (Kwok J. e., 2017) prescribes to the belief that yoga could help PD patients through the theory of self-transcendence. In their study, (Kwok J. e., 2017) explores the boundaries and redefines the experience of PD illness to attain a sense of well-being despite their PD trajectory. Evidence suggests that CAM therapies promoting relaxation can improve both motor and non-motor symptoms of PD (Morris M. e., 2010). Mind-body therapies might be particularly suited to address both motor and non-motor symptoms of PD as there is sufficient evidence about how the mind and body interact and affect each other as an expression of holistic health.

THERAPEUTIC TREMOR AND VIBRATIONAL THERAPIES

(Kirby, 2013) posit that vibrational and tremor therapies have been researched for their effects on Parkinson's disease (PD). These therapies are based on the idea that vibrations and tremors can be therapeutic for the human body, as they are with most of the animal population. Vibrational therapies are often induced by a therapist through a machine, while self-initiated tremors can be induced through selective exercises, breathing techniques, or sound. The theories behind why vibration and tremors might be beneficial for the human body include biomechanical and sensorimotor stimulation, allowing the body to reorganize itself through neural noise, and being the body's innate response to stress (Atterbury, Doctor dissertation 2019). There are various tremor therapies that have been researched for their effects on PD, including whole-body vibration therapy, Lee Silverman Voice Therapy, and stochastic resonance therapy. There are also other tremor therapies that have not been researched, but they may have a promising effect on PD.

Additionally, it is believed that the vibration may improve blood flow and oxygenation to the brain, which can result in improved motor function and decreased symptoms of PD. The Alexander technique is a therapy that focuses on re-educating the body to move in a more efficient and harmonious manner, which in turn can reduce symptoms of PD (Atterbury, Doctor dissertation 2019). The technique involves teaching individuals to change their habitual patterns of movement and posture, which can reduce muscle tension and stiffness and improve balance, coordination, and mobility. The therapy is performed by a qualified practitioner and involves a series of gentle, hands-on directions and verbal cues to help the individual learn to move in a new and more efficient way. Although not many studies have been conducted on the Alexander technique and PD, the results from the available studies are promising, with improvement in balance, posture, and mobility reported. WBV and the Alexander technique are both therapies that have been used to help manage symptoms of PD, and both have shown promising results (Kwok J. Y., 2016). However, more research is needed to better understand the underlying mechanisms and to determine the most effective protocols for these therapies.

WHY HUMANS MIGHT SUPPRESS NATURAL TREMORS

Tremoring is a natural response to stress, whether it be physical, psychological, emotional, or mental. This shaking is thought to be a way to calm the body and improve the mental and physical state. Tremoring is seen in humans, such as in mothers rocking their babies, or in individuals during or after orgasms (Cohen, 2015). However, it is often suppressed due to social conditioning that views it as a sign of weakness. The tremor is called a neurogenic tremor, as it is thought to be caused by dysregulation of the autonomic nervous system due to trauma. This tremoring is believed to be genetically encoded in all animals and has been theorized to have physiological benefits. Therapeutic neurogenic tremors (TNT) refer to natural chaotic tremors induced through therapy modalities such as Somatic Experiencing (SE), Neurophysics Therapy (NPT), and Trauma and Tension Releasing Exercises™ (TRE) (Berceli D. , 2007). These therapies are used to promote healing and are thought to be a response to stress or trauma. They have been used for more than 15 years each and have reported promising results in various populations, including individuals with restless legs syndrome and PTSD, in terms of performance, pain, stress, sleep, depression, anxiety, and quality of life.

SOMATIC EXPERIENCE

Somatic Experiencing (SE) is a mind-body CAM therapy for healing trauma and stress-related disorders. It was developed by Peter Levine and focuses on the individual's perceived physical sensations in one-on-one sessions (Levine P. A., 2010). SE uses bottom-up processing by directing attention to internal physical sensations, such as breathing, heart rate, muscle tightness, and other sensations, instead of conventional top-down approaches like talk therapy or medication. The method is based on Levine's insights from various fields of study including psychology, neuroscience, and indigenous healing practices (Levine P. A., 2010). PTSD symptoms are considered a result of incomplete defense reactions to traumatic events, which are carried by body sensations. SE aims to avoid retraumatization by addressing traumatic memories through body sensations and promotes recovery by creating new associations (Ogden, 2006). (Chou, 2017) states that the therapy encourages internal awareness of physical sensations and spontaneous movements, and individuals may experience trembling in areas of the body that were injured or used during the traumatic event. SE has been shown to be effective in reducing depression and PTSD symptoms, as demonstrated in a randomized control study by (Brom, 2017).

NEUROPHYSICS THERAPY (NPT)

Neurophysics therapy (NPT) was developed by Ken Ware and operates on a different approach than SE or TRE. It uses TNT to improve individuals but does not view the tremor as a stress response, instead it is seen as a body's natural self-healing and re-organization process (Atterbury, Doctor dissertation 2019). NPT is performed on gym equipment at ultra-slow speeds and with a relaxed state of mind. The slow speed allows the nervous system to detect and adjust

imbalances resulting in chaotic movements. If the client experiences slight movements, they are instructed to hold the position to permit the dynamic response to evolve. NPT has been claimed to help with various diseases, but research is limited. Case report studies have shown benefits such as increased brainwave coherency, improved heart rate variability, and increased muscle synchronization and coupling strength.

THERAPEUTIC NEUROLOGICAL TREMORS

Many persons suffering from Idiopathic Parkinson's Disease (IwPD) turn to complementary and alternative medicine (CAM) therapies to manage their symptoms. It is estimated that 40-76% of IwPD use some form of CAM (Van der Kolk, 1996). CAM therapies that have been researched for PD include yoga, Tai Chi, Qigong, dance therapies, music therapy, mindfulness therapy, acupuncture, massage, reflexology, Alexander technique, and more. These therapies have been shown to improve quality of life, mood, sleep, and cognition in IwPD. Mind-body exercise therapies, such as yoga, Tai Chi, and dance therapies, have demonstrated beneficial effects on motor symptoms, postural instability, and functional mobility. There is evidence that CAM therapies promoting relaxation can improve both motor and non-motor symptoms in IwPD and that mind-body therapies are well suited to address both motor and non-motor symptoms due to the connection between the mind and body in holistic health (Payne, 2015). English vernacular acknowledges that tremors are a normal human experience and phrases such as "shaking in my boots" suggest this. The idea of tremors being therapeutic dates to 1892, and the effects of vibrations are believed to come from biomechanical and sensorimotor stimulation, the body's ability to reorganize through neural noise, and the body's innate response to stress.

Tension and Trauma Releasing Exercises™ (TRE) was developed by Dr. David Berceli, based on his observations of how people react to traumatic events. He noticed that when people (and animals) were faced with threats, they instinctively curled their bodies inward, into a fetal position (Berceli D. e., 2014). He also observed that children would shake or tremor in response to traumatic events, but adults would not. This led Berceli to believe that the tremoring was a natural phenomenon of the body to discharge tension. He then returned to the USA and began to research this mechanism. With his background as a monk, social worker, psychologist, and massage therapist, Berceli developed TRE to help individuals release tension and trauma from the body through spontaneous tremoring exercises (Berceli D. , 2007). Animal studies have shown that after life-threatening events, animals shake and tremor to calm their nervous systems, which is seen more prominently in animals experiencing a freezing or immobility response. This spontaneous recovery has been linked to increased resilience in animals, while not allowing spontaneous recovery has been linked to early death. Similarities have been drawn between how animals and humans respond to highly stressful situations (Berceli D. &., 2006). However, it has been observed that captive animals do not display this response as strongly as their wild counterparts, and researchers have noted that caged animals often have impaired health and shorter lifespan.

The theories of (Levine P. , 1997) and (Van der Kolk, 1996) suggest that the lack of recovery from a traumatic event in humans leads to the storage of energy from the "fight or flight" response, causing hyperarousal in the nervous system. This theory is further supported by Levine's development of Somatic Experiencing therapy and Scaer's research on whiplash syndrome, which suggests that traumatic memories can have a profound impact on the body. The theories propose that if the body is not able to fully recover from a traumatic event, it may result in PTSD and may explain why some individuals experience tremors or re-enact traumatic events as a way to complete the freeze response and normalize the body's state. The theory of neurogenic tremors, as proposed by (Scaer, 2001) and (Berceli D. , 2007), states that chronic stress or trauma can be stored in the body, not just in the mind. These tremors are believed to be an **innate** adaptive mechanism that helps restore homeostasis in response to stress and have a physiological, not psychological, origin. (Berceli D. , 2007) suggests that these tremors can also be activated therapeutically to discharge an incomplete stress response.

ALEXANDER TECHNIQUE

The Alexander Technique is a manual therapy that aims to help people change their movement patterns and posture. It is a hands-on therapy that involves gentle touch, guidance, and verbal instruction from a therapist. Research has shown that the Alexander technique can be helpful in improving balance, posture and reducing falls in individuals with PD. However, there is a need for more research to determine the long-term effects of the Alexander technique on PD. The Alexander technique is a therapy that aims to improve overall body posture, coordination, and balance by teaching individuals how to move in a more efficient manner. The therapy emphasizes on awareness, mindfulness, and proper body mechanics. A review by Deiglmayr and colleagues (2012) found that Alexander technique had a positive effect on balance, postural control, and activities of daily living for IwPD. Although, the number of studies investigating the effects of Alexander technique for IwPD is limited, the few studies that are available seem to support its efficacy for individuals with PD.

The exact mechanisms of why the Alexander technique might be beneficial are yet to be determined but some theories suggest that the therapy works by modifying movement patterns, re-educating the neuromuscular system, and promoting better body alignment and postur (Cohen, 2015). The Alexander Technique is an educational therapeutic process aimed at retraining habitual patterns of movement and posture to improve overall physical well-being. It starts with hands-on sessions with a therapist and later becomes an instructional therapy in individual private sessions. The technique has been reported to reduce or prevent chronic back pain and other problems that occur in Parkinson's disease, such as poor muscular respiratory function. Research has shown that the mindful movement approaches used in the Alexander Technique can improve balance and mobility in individuals with Parkinson's disease by increasing upright postural alignment and decreasing rigidity, and also improve self-reported disease severity and depression.

THERAPEUTIC TREMOR THERAPIES

Body tremors can be a physical manifestation of stress and are recognized as a diagnostic feature in the DSM-IV-TR. However, the underlying causes and potential benefits of these tremors have not been thoroughly studied. A study by (Scaer, 2001) provides that body tremors during stressful events are considered neurogenic tremors and are recognized as diagnostic features in various mental disorders, such as Panic Attacks, Social Phobias, Generalized Anxiety Disorder, and Post Traumatic Stress Disorder, according to the DSM (Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association). These tremors are a result of the brain's procedural memory system and can be considered a primordial somatic experience inherent in human genetics. According to (Levine P. , 1997) (Levine P. , 2010), the physical sensation of neurogenic tremors is a mild vibration or shaking of the muscles that has been researched for its athletic and therapeutic potential, but less so for its psychotherapeutic benefits. Some neurologists, such as Dr. Robert Scaer and Dr. Peter Levine, believe that these tremors have been suppressed in our culture due to the discomfort and social stigma surrounding their uncontrollable nature. They suggest that this suppression may be relieved through medicine, alcohol, or other substances.

The current social and medical view of neurogenic tremors is that they are a pathological expression of reduced coping abilities with stress. This view has led to limited research into the potential therapeutic benefits of these tremors, and it is suggested that until this view changes, the exploration of the therapeutic value of these tremors will remain limited. Selye's research in the 1970s explored the potential therapeutic effects of tremors as a response to stress in animals. He found that animals naturally experience tremors after stressful events and that these tremors appear to have a protective effect, making the animals more resilient to future stress (Selye, 1973). Selye's work laid the foundation for the understanding of the human body's non-specific response to stress. Neuro-physiological studies in animals have shown that traumatic events can cause physiological shock, leading to an immediate release of protective hormones and increased energy in the muscles, enabling the body to respond with a fight/flight or freeze response. This same reaction has been observed in humans in response to perceived threats.

It has been shown that animals in the wild have an innate "trembling" mechanism that helps them recover from traumatic events by discharging the high biochemical and neuromuscular charge. This trembling mechanism provides them with a built-in **immunity** to PTSD and enables them to return to normal life without developing symptoms. According to animal researchers, this mechanism indicates a survival advantage and has survived the evolution of the species. Additionally, (Scaer, 2001) theorizes that these tremors involve an expenditure of energy during a vulnerable time of recovery from physical stress, indicating that they play a role in the survival process. A study by (Berceli D. e., 2014) (Scaer, 2001) reveals that musculoskeletal tremors are tremors experienced before, during, or after stressful events, also known as enhanced physiologic tremors. They are considered a pathological expression of stress and are included in the diagnostic criteria for psychological disorders such as panic attacks, social phobia, generalized anxiety disorder, and PTSD (Berceli D. e., 2014). Despite their widespread incidence, little research has been done on the cause, function, and purpose of these tremors.

Dr. David Berceli developed Tension and Trauma Releasing Exercises™ (TRE), an integrative neurophysiological approach that recognizes the therapeutic value of musculoskeletal tremors in reducing stress (Berceli D. e., 2014). By inducing a self-induced tremor to discharge physical tension, TRE helps mitigate the effects of stress. The tremor induced by TRE has not been classified according to the 1998 consensus statement on tremors by the Movement Disorder Society and is referred to as self-induced unclassified therapeutic tremor (SUTT) (Berceli D. &., 2006). Tension and Trauma Releasing Exercises™ (TRE) induce a unique type of tremor known as self-induced unclassified therapeutic tremor (SUTT). The SUTT is similar to enhanced physiologic tremors but has distinct activation conditions, topography, frequency, and amplitude. It is an action tremor with both postural and isometric activation, augmented at rest, widely distributed, and has variable amplitude and frequency (Berceli D. e., 2014). TRE was designed for use in high-stress areas and is taught in group settings as a self-directed somatic modality that is easily learned and practiced. It is widely accepted that chronic stress negatively impacts health-related quality of life. South Africa experiences high levels of stress due to factors such as interpersonal violence, poverty, unemployment, and high HIV infection rates, compounded by limited access to mental health services (Berceli D. , 2007). With only nine mental health professionals per 100,000 population, there is a need for effective, accessible, and culturally adaptive methods of stress reduction in South Africa's diverse population.

TRE RESILIENCE TRAINING

TRE (Trauma and Tension Release Exercises™) is a body-based practice aimed at addressing stress, anxiety, trauma, and PTSD. It does not require talking about traumatic events and can help overcome language barriers (Atterbury, Doctor dissertation 2019). The exercises involve stretching the muscles in the lower body, leading to shaking, and then lying on the floor to encourage the natural vibrations to move through the body. The shaking mechanism is a natural way of reducing the charge of stress hormones and restoring the body to its natural balance (Berceli D. e., 2014; Kwok J. Y., 2016; Kwok J. e., 2017). TRE can be helpful for people with a wide range of stress-related issues, such as physical and emotional pain, health and financial concerns, addiction, and trauma from accidents. People who practice TRE regularly often report feeling more relaxed, grounded, and calm. Some have also reported relief from physical and emotional pain after several months of practice. The frequency of practice can vary based on the individual's history of trauma and stress, but it is recommended to continue using it as a self-help tool for good health and resiliency.

TRE reframes the role of spontaneous involuntary movements, such as shaking, trembling, and tremors, as an innate down-regulatory reflex of the nervous system that helps to switch off hyper-vigilance and restore the body's resilience after stressful or traumatic events. These movements, commonly experienced during public speaking or after acute trauma, are currently viewed as a symptom of disorders like anxiety, panic attacks, and PTSD (Atterbury, Doctor dissertation 2019). However, there has been no research within the mental health sector into this universal phenomenon that occurs in all humans and most mammals. The suppression of spontaneous shaking,

trembling and tremors due to stress or trauma among first responders and the people they assist is viewed as a sign of weakness or a lack of control. However, this suppression may prevent the natural recovery process and increase the likelihood of various physical and mental health conditions such as PTSD, anxiety, substance abuse, depression, and burnout. Immediate investigation into this issue is considered important to better understand its impact and potential for assisting recovery and resilience.

TRE (Trauma and Tension Releasing Exercises™) is a technique that aims to deliberately trigger the body's natural shaking reflex as a way to release stress, tension, and trauma. It is considered user-friendly and stigma-free as it can be performed easily and quickly, without the need to talk about one's experiences (Berceli D. e., 2014). The technique can be used for early intervention after acute stress and trauma or as a routine practice for managing the effects of sub-clinical stress and accumulative trauma. By addressing the physical components of stress and tension, TRE can improve both physical and mental health and performance. Unlike other forms of exercise, TRE does not require mental focus or physical effort, making it an attractive option for first responders who may be stressed or lacking the time or mental focus to engage in other calming techniques such as mindfulness and exercise.

TRE (Trauma and Tension Releasing Exercises™) is well-received by military personnel, veterans, and first responders worldwide due to its ease of use and stigma-free approach. Since 2005, TRE has been presented to over 31 first responder conferences and organizations, and has been provided as organizational training in multiple countries (Kwok J. Y., 2016). The US Defense's Center for Excellence for Psychological Health & Traumatic Brain Injury has identified TRE as one of the 5 most promising techniques to regulate the nervous system and has been studied for its potential use in treating PTSD. In 2015, research into TRE with military veterans in the Ukraine was also published in a local journal (Atterbury, Doctor dissertation 2019). Although research into TRE as a treatment for PTSD is important, there is a more pressing need to investigate its use as a preventative wellbeing practice to empower personnel in managing their own health and preventing both physical and mental health conditions.

Over the past years, TRE has shown promise in improving the quality of life and reducing mental health disorders in non-professional caregivers and adolescents. While further research is needed, its ease of use and ability to access the body's innate relaxation response make it a promising technique for both first responders and their family members (Atterbury, Doctor dissertation 2019).

Research on TRE suggests that it has been shown to have a positive impact on a wide range of populations and in various settings (Berceli D. , 2007). It has been found to help reduce anxiety levels, improve family relationships, reduce conflicts and domestic violence, relieve psychosocial symptoms, reduce stress and burnout, improve quality of life, reduce mental health disorders, and promote occupational health (Cohen, 2015) (Berryman, Exercise is medicine: a historical perspective , 2010) (Berceli D. , 2007) . Additionally, research is ongoing and investigating the effects of TRE in various other settings and populations. The evaluations of TRE Resilience Training in Australia have

shown positive results. According to the data provided, in the case of health and welfare staff in the NT, 19 out of 20 reported feeling significantly calmer after the training and all 20 stated they were highly likely to continue practicing TRE. The same results were reported by survivors of the Black Saturday Bushfires who participated in two TRE workshops (Atterbury, Doctor dissertation 2019). The follow-up to the Victorian Government TRE was highlighted as playing a positive role in individual and community wellbeing. A submission was made in 2013 to a parliamentary inquiry regarding the use of TRE for care of wounded and injured personnel in the ADF. There was also research conducted in 2016 by a physiotherapy student at Monash University that investigated the use of TRE for treating Restless Leg Syndrome, a common co-morbid condition of PTSD (Atterbury, Doctor dissertation 2019). Although the study was small and inconclusive, it was published in the Journal of the American Board of Family Medicine and suggested that both TRE and facilitated group discussions had a positive impact on reducing RLS symptoms.

TRADITIONAL KNOWLEDGE ON SHAKING

TRE (Tension and Trauma Releasing Exercises™) appears to have roots in traditional cultures and practices that have used similar techniques for health and wellbeing for many years. The Kalahari Bushmen, for example, consider themselves as "The Keepers of the Shake" and use shaking as a part of their community gatherings. Similarly, Native Americans have used spontaneous movements for healing, while in Indonesia Bio-energetic Shaking is used for health and cultural practices. The techniques used in TRE are similar to those used in traditional yoga practices, where shaking is invoked as part of the practice. This practice is based on the belief that the shaking discharge helps the body release any built-up physical or emotional tension and stress, including post-traumatic stress, to promote physical and mental wellbeing. This highlights the historical significance of the therapeutic value of shaking and tremors in traditional cultures and their use as a form of self-care and stress release.

The techniques used in TRE are similar to those used in ancient martial arts practices, such as Katsugen Undo and Seiki Jutsu, that trained the mind and body of Samurai Warriors. The spontaneous movements in these practices helped them to become lethal warriors and then to switch to a relaxed state (Berceli D. e., 2014). TRE offers a solution to this issue by providing a means for First Responders to release residual tension and stress through the body's natural relaxation response of tremors and shaking. This process can help restore their nervous system to a state of resilience, reducing the risk of cumulative trauma and burnout (Berceli D. &., 2006). By incorporating TRE into training programs, First Responders can be equipped with the skills necessary to effectively manage the stress and trauma they encounter in their work.

(Berceli D. e., 2014) have further advocated for the use of shakes and tremors as a technique to prevent stress and trauma in first responders and emergency service workers, drawing on examples from traditional cultures and practices. However, they have faced resistance from the mental health system, which only recognizes evidence-based treatments within their professional expertise. Despite this, the author believes that the government

and the inquiry have a crucial role to play in facilitating the investigation and research of this approach (Berceli D. &., 2006). The author believes that volunteers and personnel do not need peer-reviewed evidence to determine the effectiveness of the technique, and that a pilot study would be a valuable step towards its integration into the mental health system.

CONCLUSION

In conclusion, the findings of this paper reveals that therapeutic tremors can address the biological and psychological aspects of stress linked to the development of several diseases by utilizing the biopsychosocial model of illness. The biopsychosocial approach has been recommended for the management of Parkinson's disease and other illnesses as it can improve clinical outcomes and equip individuals with better mind-body management of stress. This paper further shows that TRE (Trauma and Tension Release Exercises™) is a body-based practice aimed at addressing stress, anxiety, trauma, and PTSD. The paper reveals that people who practice TRE regularly often report feeling more relaxed, grounded, and calm, and may experience relief from physical and emotional pain after several months of practice. It can be helpful for people with a wide range of stress-related issues and can be used as a self-help tool for good health and resiliency. It does not require talking about traumatic events and can be useful for overcoming language barriers. The frequency of practice can vary based on individual history of trauma and stress.

DISCLOSURES

The author has had personal experience through the Department of Defense with TRE, and the effects were exceedingly positive. The author also uses neurogenic tremors as part of his work with clients. No business or other associations with TRE, or Dr. Berceli exist at the time of publication.

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Heather: Editor

Kimberly: Editor

IN CLOSING

This book has shown you only some of what is within Mastery, my elite weekly coaching group with several hundred hours of already-recorded training and interactive coaching. I teach the Mastery group live EVERY Sunday, and it's sincerely the most profound change you could make in your life.

I wrote this guidebook as a reference for my Mastery clients. Investing in Mastery for yourself and leveling up your training to this elite level, while being surrounded by the most powerful community of like-minded experts in persuasion, will change your life.

I feel a personal and deep sense of duty to offer mastery to you, so much so that if you're the owner of an Ops Manual, you can send us a picture of your manual and I'm going to pay $6,000 dollars of your tuition for Mastery myself. That's the level of faith I have both in you, and in the true, raw power of Mastery as the most powerful decision a person can make. It's a PhD in influence and behavior skills.

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You already know that going into a college bookstore and buying all the medical textbooks doesn't make you a doctor. It's the social aspect, the training, the hands-on practice, and the presence of professors and mentors that make that happen. Mastery is the university where this textbook belongs. It's the ultimate place for you to build your skill and surround yourself with REAL Authors, and a social circle of the most supportive people you'll ever meet.

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I hope to see you this Sunday live in Mastery. If not, I hope you keep this book safe, secure, and continue to get these skills under your belt to serve whatever purpose you have for them.

A NOTE FOR YOU FROM CHASE

As I'm writing this, my Belgian Malinois, 'Mila' is curled in a ball on the couch in my office here at home. The morning sun is illuminating the blinds in pink. Mila faithfully gets up seven days a week with me, at four in the morning, to write. We've had a routine together since I began writing this book. In many ways, she has taught me a lot about the mammalian brain. I would get stuck in a chapter trying to figure out how to explain something, and she would sense it, come over to the desk, and stare at me. When I would return her gaze, there was something in her behavior that seemed to explain the deep-brain phenomena that I struggled to get onto paper.

Much of what you've learned, not even the intelligence agencies have had access to until I published the book. It's a weird feeling to finish a book. It's a tremendous relief, but there's a finality to it that burns like grief.

I wrote this book in such a way that you could reference it for years to come. It's printed like it is because I want it to be something you pass down to your kids. In my mind, I imagined a scenario where I had to build something where I could mentor someone from afar - where I could coach someone for years without being there. I wanted to be able to coach you even if I passed on. I hope you can hear my voice in these pages. I hope there's a lesson on every page that allows you to transform into your truly highest potential.

As I wrote this book, I believe I underwent a personal transformation as well. I think I learned that there is a fundamental human error of thinking we need to *connect with nature*.

WHAT!?

I know. I know.

The **flaw** in this belief is that it makes a terrible mistake of assuming we aren't nature in the first place. When we get in touch with nature, we're getting more in touch with ourselves. I'm learning, as I hope you do, that there's something to spending time with good people in places that aren't jam-packed cities. Even science has proven this.

I don't know when I'll write another book. This one alone contains my life's work. It's my sincere hope that this book finds its way into the hands of people who will use it to make the world a better place.

This book contains information powerful enough to overthrow a government, create massive psychological operations on entire

populations, and create context-shifts that make someone willing to deviate so far from their normal behavior that they're almost unrecognizable. In some chapters, if you read between the lines, you'll see the precise recipes to do practically anything you want. The same methods that can do all this can be used to make incredible and powerful change in the world as well. The ethics aren't in the tool itself, but the person holding it.

You're in charge now.
I trust you. You *can* do this.

As I spent three years typing this book in my office, I imagined you often. I thought of you reading it. I thought of you showing it off. I imagined you carrying it onto a plane for a business trip. I honestly feel like I spent some time with you.

It feels like I'm telling someone goodbye as I write this. I know that's silly.

I hope this book has been interesting, inspirational, and will *serve* you as the mentor that I tried to make it. I've sincerely enjoyed our time together.

We rise by lifting others.

With love,



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PS: I'm a human, so you may have seen a mistake or two in here. I'd love to know about it. Please email support@chasehughes.com and use 'ERROR' in the subject line to let me know, so that I can fix it for the future Authors you might be mentoring in Mastery.