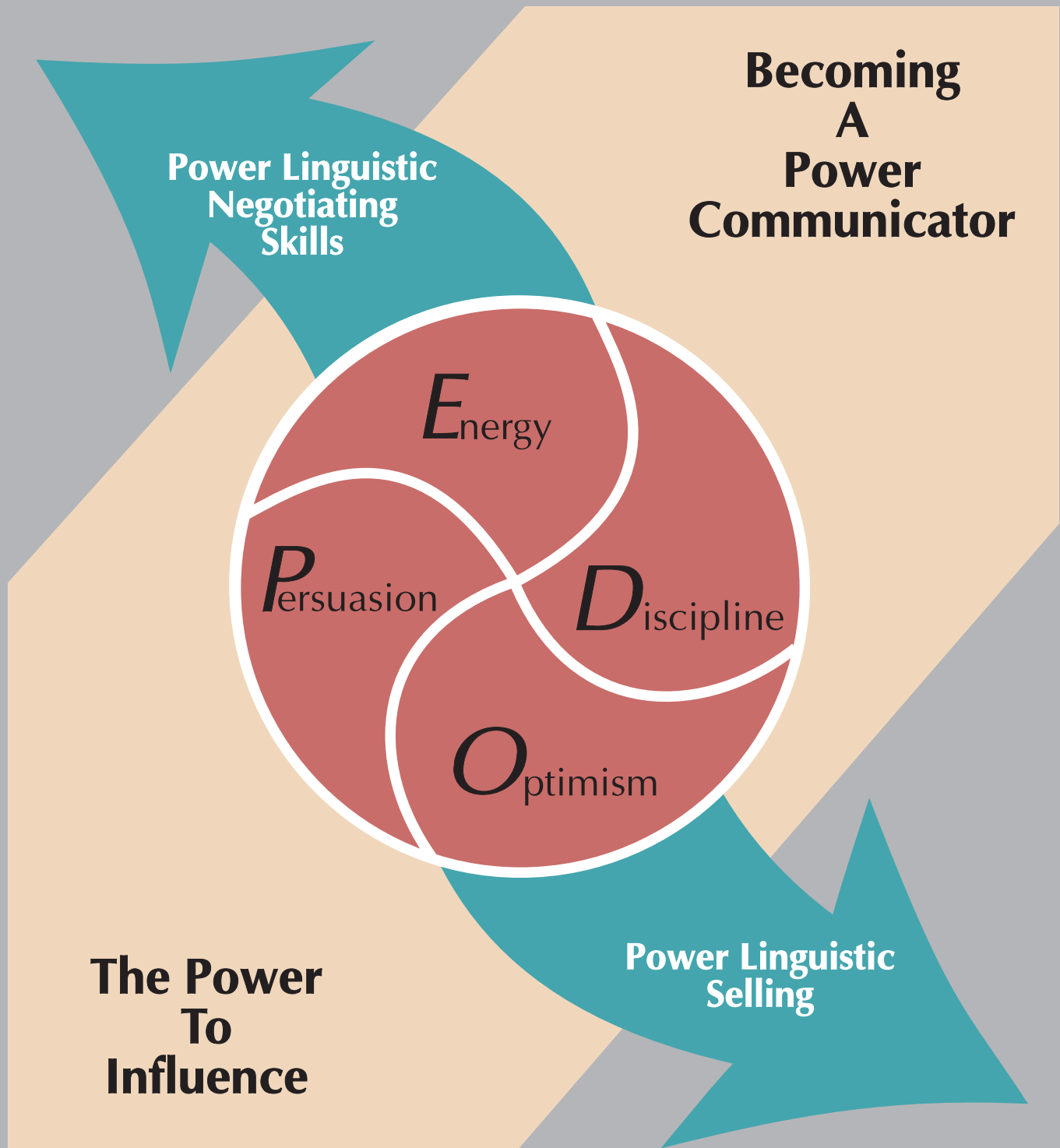


POWER LINGUISTICS



THE SCIENCE & PRACTICE OF POWERFUL COMMUNICATION

Foreword

By John Jay Daly, President, Daly Communications

**SOME PRACTICAL WORDS OF ENCOURAGEMENT FROM
AN EXPERIENCED COMMUNICATIONS CONSULTANT**

You are about to enter an exciting educational world. The result could markedly change your life -- for the better.

Don't be deluded into thinking that reading these chapters once or even twice and hearing these CD's a couple of times will bring miracles. It usually takes longer. For most of us, learning the language of Power Linguistics takes time. However, the result is worth the effort because once you learn to "speak Power Linguistics like a native" you'll find you've become a much more effective communicator under all sorts of circumstances. Isn't that one of the goals you'd like to achieve?

If you want to be able to get your messages across so that you achieve the desired result(s), whether that result may be to get others to do -- or not do -- what you want, or get them to do it when you want it, or achieve some other result, this is what Power Linguistics is all about. With diligent study and practice, you will master using specific techniques so you can more easily "sell" your ideas and concepts to others.

If you just mentally thought "but I'm not in sales," consider again this quotation which is the basic belief of the author of this program -- Dave Yoho -- a master sales trainer for decades. *"To one degree or another, everyone is in some sort of selling mode much of the time."*

Recall some specific actions you've taken in the last 72 hours. Consider how many may have involved selling of some sort, directly or indirectly. You'll be surprised by how often "subtle selling" is involved.

At first this "World of Power Linguistics" may seem like a foreign country. Don't let that normal yet strange feeling bother you. Get used to it. Keep studying and working until that new and different feeling seems natural.

Work diligently to get acclimated to the terms and the concepts explained in each chapter. Re-read -- several times if necessary -- some parts of the chapters. And if you have to re-read all of the chapters, do that also. Listen to the CD's until you can almost recite them by rote.

This reinforced learning is what the audio portion is all about. You can have Dave Yoho as teacher with you at any hour of any day.

Learn to understand all of the terms. Practice using the suggested phrases until they become second nature to you. It helps to write out the phrases and carry them with you to read during “off” or “down” times.

In a real sense you are learning how to speak a new language. However, make the words and phrases your own. Repeat them often. Practice the techniques in each section so you are comfortable with them. Proceed on a regular basis and avoid trying to absorb too much at once. Don't overload yourself. Since this may become counter-productive and you may end up being confused.

On the other hand, don't let the lessons sit idly for too long. **Delays in reading or listening could result in your taking too long to enjoy the benefits of mastering the power of Power Linguistics.** Mastering the rich vocabulary and the practical techniques of Power Linguistics will bring you many benefits. Power Linguistics can enrich your life and that of those around you.

After graduation from college I began my communications career on “The Washington Post” and I've been attempting to communicate effectively for a long, long time. Indeed, before setting up my own communications consultancy in Washington, DC during the Ford Administration, I worked in PR for three national trade associations and used all sorts of media to communicate varied messages.

Despite this extensive experience I know that it's not easy to get messages across without some part being garbled or not fully understood. As a public speaker for 3+ decades, I've created “The Ten Commandments of Crystal Clear Communications”. The first of which is so basic it hardly needs emphasis, namely “THOU SHALT REALIZE THAT IT IS DIFFICULT TO COMMUNICATE CLEARLY.” We all learn every day about miscommunications, some of which can be expensive - emotionally as well as materially.

Should you doubt the truth of this primary commandment, think of some incidents where messages you were involved with were not clearly understood. What were the consequences?

My involvement with that first commandment -- as well as the other nine -- enabled me to quickly appreciate the considerable scholarship Dave Yoho has produced. It's been carefully worked out on the pages and on the CDs. Enjoy and learn from them.

Dealing with some of the information may be rough going but I urge you not be deterred by difficulties. By closely studying the words and phrases and re-listening repeatedly to the CD's, you will find the power of Power Linguistics will soon become an epiphany.

You will want to practice using all of the techniques Dave espouses. Do so until they become habitual and you perform them without thinking. It's like driving or riding a bike. It may seem awkward at first but you will get used to it. After a short while you'll wonder why you were worried and also wonder how you ever got along without understanding kinesics, revivication or embedded commands. You will find practicing proxemics or permission statements can be fun.

Mastering Power Linguistics won't cause you to lose weight or make you better looking. However you certainly are more likely to become a better listener, communicator and a subtle salesperson.

If you and/or your organization deal with selling products, services or ideas, when you master Power Linguistics you can build rapport rapidly...present products, services and ideas in a better light...reduce potential for resistance...outsell the competition...reduce the sales cycle and effect an earlier close...create a perception of being an effective salesperson... decode and interpret the buyer's language and habits...build trust relationships...and enable you to build profitable sales volumes easily.

What else can you ask?

Good luck and great learning.

John Jay Daly-- President -- DALY COMMUNICATIONS
Chevy Chase, MD

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POWER LINGUISTICS®

Thank you for your investment in **Power Linguistics®**

The recorded material and the accompanying printed text are designed to enable you to extract the maximum benefits in the shortest period of time. The wide margin to the right of the page is structured for note taking. There are also printed support sections in the back of your manual. You will hear references to these in the recordings.

Power Linguistics is dedicated to improving communication. We, at Dave Yoho Associates acknowledge the importance of grammar, pronunciation, enunciation, syntax and the many other components of proper English. However, it is not our intent to deal with those issues in this material. Our goal is to aid the user of this material in improving the "outcomes" of their communication endeavors.

Power Linguistics represents seventeen years of study in the field of communication. The research attendant to this study makes it abundantly clear that much communication does not achieve its desired outcome.

The recorded material follows the script on the following pages. To maximize the effect of **Power linguistics**, have your manual open to page 1 and prepare to follow the text as you listen to the material.

Portions of the supplemental printed material are for use in training.

NOTICE:

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THE SCIENCE & PRACTICE OF POWERFUL COMMUNICATION

INTRODUCTION TO POWER LINGUISTICS

GOALS AND PURPOSE

The program you are about to hear is an outgrowth of years of study in the field of effective communication.

If part of what you do requires verbal communication, the management of others selling, or for that matter presentations to groups or individuals in any form, this program can have a profound effect on your organization and those with whom you interact.

The understanding and use of the Power Linguistics program will enable you and your organization to become more effective in your field of endeavor.

Power Linguistics is the trademarked, copyrighted property of Dave Yoho Associates of Fairfax, Virginia. Dave Yoho is often referred to as the Dean of Modern Motivation and Training. However, Dave contends he is more of a student than an expert. His constant search for improvement in communication skills has led him to the studies of various sciences which relate to communication. During the course of this series, Dave will explain both the roots of the Power Linguistics program along with valid data which supports its successful use by large and small organizations.

The accompanying printed material and graphics will enable you to absorb this specialized information more effectively.

SPECIAL NOTE

Each C.D. is divided into Tracks. You will note their presence in these printed sections. Should you wish to review material you have already heard -- refer to it on your C.D. Player by its Track number.

POWER LINGUISTICS (C.D. #1)

Power Linguistics - - Origin & Basics

*"Understand how others
are feeling - what they are
thinking - how they are
reacting to your statements."*

Back in 1976, I read a book published one year earlier entitled - - "The Structure of Magic"
- - written by two researchers, John Grinder and Richard Bandler. It arose out of a study of the
process they would later call **Neuro Linguistic Programming** - - or **N.L.P.**

John Grinder and Richard Bandler were fascinated by the ability of certain psychotherapists to
establish almost instant rapport with patients or clients and to create rapid changes in the
thinking and behavior patterns of most of them. These outstanding therapists included well
known leaders in the field such as doctors Milton Erickson, Virginia Satir, and Fritz Perls.

Bandler and Grinder's studies revealed that most of these therapists seemed to have an innate
ability to "read" verbal and physical cues which sped up the process and enabled them to create
desired changes, which ultimately benefitted their patients.

Your first reaction may be: "So what?" or "What has this got to do with me?"

Examine for a moment the role of the psychiatrist. He can't put a stethoscope to your head as
a conventional doctor does to your heart to find out what's going on. He can't use an E.K.G.
or an M.R.I. to achieve a rapid diagnosis.

The process of psychiatric counseling frequently takes long periods of discussion and discovery
to uncover causation - thus even longer to effect change. Can you see the similarity to what you
may be attempting to do in your profession, or occupation? If you work with people - - if your
work requires you to manage or convince others, or, if your profession requires you to be a
better, stronger communicator, you are aware of how important it is to understand how others
are feeling, what they are thinking, how they are reacting to your statements, what their value
systems are and other similar issues.

The quicker you as a communicator realize that everyone has a hidden story, everyone has a
value system, and listeners may be interpreting your statements and actions based on their
history, their experiences, not yours, the quicker you see that, the quicker you will seek to
understand **Power Linguistics** and put it to work for you.

Grinder and Bandler studied the methods of successful psychotherapists, and some who were less successful, their methodology, their patients' reactions, and then they measured the systems being used. They came to the conclusion that these methods could be replicated, not only by other therapists, but also by those in other professions.

Soon, other researchers extended the understanding and use of Neuro Linguistic Programming to other fields.

Think for a moment, these famous psychiatrists were attempting to establish rapid rapport with patients and then, while maintaining a high level of confidence, create changes in thinking and behavior. Isn't that what most executives, managers, or salespeople want to do?

Abundant research has proven that the same skills are to be found in many successful managers, executives and salespeople, those who seem to be able to "read" their employees, associates and customers and respond to them warmly and openly, thus creating rapport, trust and, inevitably stronger confidence.

In fact, some highly skilled salespeople seem to have a natural ability to establish rapport by matching a customer's behavior, style, or even their value system, then adapting their presentation to these traits.

As early as 1976, two researchers by the names of Busch and Wilson theorized that certain skilled salespersons were unconsciously practicing methods similar to those used by N.L.P.-trained therapists, and the outcome was outstanding sales records. Their research indicated that customers who purchased products and services from these salespeople perceived themselves as being more similar to the salesperson than customers who did not buy.

Further research concluded that to a large extent, rapport building as utilized by top salespeople involved establishing those similarities in the mind of the prospect or customer early in the relationship and then continuing to build rapport as the process continued.

"There are those who seem to be able to 'read' their employees, associates and customers and respond to them warmly and openly, thus creating rapport,"

During the late 70's and early 80's, continuing research produced a steady stream of information regarding the results achieved when techniques which were an outgrowth of N.L.P. were utilized in sales training.

For reference, here are but a few of the outstanding research papers:

"The Making of a Super Salesman." Los Angeles Herald Examiner, September 5, 1982, Vol. 112, No. 126, Section B, p. 3. written by Alex Ben Block.

"To Trust, Perchance to Buy." Psychology Today, August, 1982, pp. 51-54.

"Successful Salespeople: Are They 'Svengalis'?" Training Magazine, March 1982, Vol. 19, No. 3, pp. 78-79. by Rom Zemke, Research Editor.

"Influencing with Integrity." Dr. Genie G. Laborde, Syntony Press, 1983.

This represents only a small part of the representative research and articles. Check out your library and the internet, search for Neuro Linguistic Programming, and you will be amazed at the information available. However, let's get back to the basics.

Simply stated, Neuro Linguistic Programming is based on finding out what works and then formalizing it. It is **"The study of the structure of Subjective Experiences and what can be calculated from them."** If we were to take that statement "the study of the structure of subjective experiences," and apply it to management or selling or organizational techniques or what you are doing, it might be simply defined as: find out what works well for the more highly skilled and better trained executives, managers or salespeople, determine if there is a discernible, reliable and replicable pattern, then create a model from the study.

Once the model is created, it can then be matched to the behavior, the style, and the reception level of those with whom you interact -- clients, employees, prospects, customers and the like.

"Study the structure of Subjective Experiences and what can be calculated from them."

Does it strike you that we may seem to be examining much of this research from a standpoint of selling?

"Everybody Sells - - and the effectiveness of the communicator or presenter will determine the outcome."

Well, our research has shown us that most managers, politicians, lawyers, ministers, rabbis, priests and many of those in other professions and occupations have to develop rapport, convince others to listen, absorb information, buy into new ideas and have confidence in the leadership.

Are you getting the message? Most people have to develop skills which are closely related to what competent - - I stress competent - - salespeople do every day.

One of my company's most popular training videos is entitled "Everybody Sells." Early in that series I make this statement:

"Whenever an interaction between two or more parties takes place for the purpose of establishing new ideas - - exchanging goods or services - - or the developing of a relationship, some form of selling will occur, and the effectiveness of the communicator or presenter will determine the outcome."

At the risk of belaboring the subject of how this science came to be, I want to make one more point regarding origin - - and you will grasp immediately how this original science - - developed by psychotherapists developed into a methodology used to increase skills in communicating at many diverse levels of interaction.

Remember early on, I referred to the researchers for Neuro linguistic Programming examining the techniques of Dr. Milton Erickson. I believe he was the major force in developing and utilizing this science.

In 1967, eight years before Bandler and Grinder's original book was published, Dr. Erickson authored a descriptive paper which identified 4 specific, dominant areas which were related to achieving positive results with patients and clients.

As I recite them I want you to replace the word 'patient' with the title of that person you have a need to communicate with. Instead of patient, change the title to customer, employee, manager, congregant, client, prospect, etc. Get the idea?

"Hold and fixate the prospect, client or employee's attention."

Here were Dr. Erickson's 4 points.

- Point No. 1. Hold and fixate the patient's attention.
- Point No. 2. Present comprehensible ideas which are **not**, in content, relevant to therapeutic - - patient/client relations.
- Point No. 3. Create or foster the patient or the client's readiness to respond and find meaning.
- And** Point No. 4. Access and direct behavioral responses which can be employed in a helpful way within and after the therapy.

Now I'll repeat these and in each case I'll rephrase the statement.

Where Dr. Erickson uses the term client or patient, **Power Linguistics** identifies the other party as a prospect, client, employee or similar role. In place of the therapeutic session, **Power Linguistics** refers to a presentation or a buy-sell relationship.

First Dr. Erickson's points, then the **Power Linguistics** adaptation.

Point No. 1.

- (A) Hold and fixate the patient's attention.
- (B) **In Power Linguistics we would say - - hold and fixate the prospect, client or employee's attention.**

Dr. Erickson's point No. 2.

- (A) Present comprehensible ideas which are not, in content, relevant to therapeutic patient/client relations.

- (B) Here we would say -- present comprehensible ideas which are not, in content, relevant to conventional buy/sell relations or employee/employer relationships.

"Power Linguistics creates a strategy to -- access and direct behavioral responses which can be employed in a helpful way."

Point No. 3. was:

- (A) Create or foster the patient/client's readiness to respond and find meaning.
- (B) Power Linguistics describes this as creating or fostering the prospect's, client or employees readiness to respond, find meaning and take action.

Finally, Point No. 4.

- (A) Access and direct behavioral responses which can be employed in a helpful way within and after the therapy.
- (B) Power Linguistics creates a strategy to -- access and direct behavioral responses which can be employed in a helpful way within and after the presentation.

As we proceed through the introduction of this material, it will become evident why Dr. Erickson's method was so effective, and why the **Power Linguistics** adaptation is even more so.

Power Linguistics represents a tool box of proven communication methods. It is based on the study of what works best in most communication situations.

Consider this, when people discover what those they consider geniuses or experts do inside their heads in order to perform a task exceptionally, what they've discovered is **not a new model** -- it is a **strategy**.

The sequencing of various aspects of the model that constitute **Power Linguistics** as a means to change someone's internal representations is called a **technique** or **methodology**.

We will first introduce you to **Power Linguistics** by creating a **model**. Then explain the many **techniques**, and then describe a **methodology** which can be used easily.

The purpose of the **model** is to conform to the outcome desired. The individual **strategies** are to facilitate training and usage. The **methodology** is virtually a script.

Once **Power Linguistics** is understood and utilized effectively, it becomes - - **your technique - your methodology**.

-- TRACK 2 STARTS HERE --

The Host Announcer explains:

There is much more to understand about the foundation of **Power Linguistics** and it is not our purpose to over burden you with research, however, you have already started your learning program in the use of **Power Linguistics**. Your conscious understanding of what you have heard so far will enable you to unconsciously begin building new understanding of what to do, when and how to say it, and you will immediately add flexibility to your own communicating methods by understanding that there is a greater science of communication than most people realize.

Here are two profound thoughts about why what you've heard so far is important to you and your organization.

First, the meaning of all communication is the response you get.

Second, if you are not getting the response you want, change what you are saying and doing.

While Dave Yoho has long been a student of Neuro Linguistic Programming the course of study he developed with **Power Linguistics** includes the use of several other sciences of human behavior, the use of which makes **Power Linguistics** the unique and powerful tool that it is.

"Once Power Linguistics is understood and utilized effectively, it becomes - - your technique - your methodology"

DAVE:

There are some sciences which may be lesser known in lay circles - - all heavily researched - - with proven successful usage that are part of **Power Linguistics**.

We know for instance that for most people the skill that comes most quickly to mind when we say communication is: talking.

Now examine the common source of our personal language or talking style.

Where were you born? What is your educational background? These factors influence your accent, word choices, grammar, etc.

It has been well documented that despite formal education, much of your grammar, sentence structure and vernacular may be attributed to your early relations with your family and your culture.

Here are some examples:

- You may call it a soda, while others call it a soft drink or simply a bottle of pop.
- A submarine sandwich in Philadelphia - becomes a hoagie further north - and still further north a hero sandwich.
- In speaking of a male parent do you say, "My father." Maybe not if you are from the south. You would probably say "Daddy", and in each case the word Daddy or father might have a different connotation by those in the opposing culture. A Southerner reared in the Christian faith hearing the word father might develop a "free association" and a mental image of God.
- The word napkin to an Australian means diaper.
- In Europe, the phrase 200 pounds might mean a monetary issue not a weight factor.

"Despite formal education - much of your grammar - - sentence structure - and vernacular may be attributed to your early relations with your family and your culture."

Thus a phrase familiar and common to you might not trigger either the response or conclusion you desired.

These same nuances apply to much of the language we might use in speeches or presentations. While it is not necessary to discard your culture or your cultural language to improve your communication style, it is necessary to have a proven interactive language to be used for more effective communication, thus increasing the probability of getting the outcome desired.

In the accompanying printed text we will provide a series of frequently used words or phrases which are shown with options or preferred **Power Linguistic** phrases. Some of the suggested choices may seem so subtle as to have little value. However, our research proves in every case, better results, when the option is used.

As an example, would you intentionally say to someone, "Look stupid, here is what I am telling you?"

Of course not. Does it surprise you then to learn that studies prove that the phrase "**Do you follow me?**" is thus interpreted. "I, the speaker am smart. You, the listener are not, so try to listen better."

Here are three examples of frequently used phrases with **Power Linguistic** options:

Instead of "Do you follow me?" - - Use the phrase "Am I making myself clear?"

Instead of "Do you understand me?" - - Use the phrase "Does this make sense?" or
"Did I answer your question?"

Instead of "You're not getting it." - - Use the phrase "How might I be more clear?" or
"Help me to be more clear."

"It is not necessary to discard your culture to improve your communication - it is necessary to have a proven interactive language for more effective communication."

While these differences might seem subtle or even a measure of semantics, the evidence supports the fact that when the option phrases are used, positive results occur rapidly, attention is retained easier, and people become more responsive. Conversely, language which seems to question the other party's skills can have an equally deleterious effect.

"The typical phrase points the finger at the other party's lack of skill or ability - the option phrase puts the onus on you."

Here again are two examples of commonly used phrases which tend to create defensiveness:

Instead of saying:	Here is a Power Linguistic option:
"So What's Your Point?"	"Could you run that by me one more time."
	-- or --
	"I'm not sure I see the whole picture."
	-- or --
"I Don't Understand You."	"Could you describe that one more time?"
	"For purpose of clarity, could we go over this one more time." -- or --
	"Run that by me one more time."

Can you imagine how frequently words or phrases such as these previous examples are being used by individuals desiring positive outcomes, who cannot understand why they are not achieving desired results.

The simple explanation is that the typical phrase points the finger at the other party's lack of skill or ability, while the option phrase puts the onus on you or me, the speaker or presenter. You may understandably feel that it is the other party who is not being clear. So now, which do you prefer, being right or having a positive outcome?

Use the examples in the "Response Language Model" section of the printed support as your **primer**. Take these pages with you and practice daily in the use of the option phrases, and you will be surprised at how quickly you can change even your most ingrained language pattern.

Most therapists agree, and researchers confirm, that it takes about 21 days to change even simple behavior. Now, mark your calendar to see how well you are doing.

*"It takes about 21 days to change
- even simple behavior."*

One more example in this area. Behavioral experts frequently disagree on the degree to which certain forms of "communication malfunction" can be disruptive or counterproductive, yet, they are in 100% agreement that to be even mildly effective it is necessary to eliminate **value judging phrases** from your interactive language. So start by being aware of the three most common words in Value Judging - - **Should** - **Ought** - and **Must** - - then, estimate how many times you have heard these in your life, and worse, how many times you and others use them.

Here are some examples of the common usage of value judging words and the suggested **Power Linguistic** options which get more positive responses and feelings.

If the word Should is used - - as in:	<u>Here are options which have a more positive effect:</u>
You should . . .	You need to . . .
You should have . . .	You might have considered . . .
They should . . .	They have options such as . . . Or - - have you (they) considered other options. Or - - were other options considered.
When the word Ought is used - - as in:	<u>Here are positive options:</u>
You ought to . . .	You might want to consider . . .
Everyone ought to have . . .	Everyone has options, here are several to consider.
They ought to . . .	Here are other considerations. - - or - - Here are other options, which do you believe would have the greatest benefits?

The third example is in regard to the word **Must**, as in:

Here is the more favored Language:

You must report to . . .	— You or they are required to report to . . .
You must have . . .	— You or they are required to have -- or -- shall have as a part of . . .
This is a must . . .	— This is part of required procedure -- or -- you can consider this as a minimum.

"The word -- 'but' is frequently interpreted as an -- eraser, eliminating the phrase which preceded it."

Do any of these examples seem overly difficult to comprehend or use? They're not, however, they do require practice. Again, take out the pages in the **response language model** and use them as your guide, and you are well into using effective **Power Linguistics**.

One more observation concerning a frequently used three letter word.

The word is **but**. This three letter word has a peculiar interpretation. While it is frequently used to connect one phrase to another, as in, "I thought he was finished, but he had a lot more to say." It is more frequently used and unconsciously interpreted as an **eraser**. For example, "I like your idea, but . . ." or, "Sure your feelings are important, but . . ."

Can you see how these statements might be received if the **but** erased the phrase preceding it?

Here are examples by which you can match the option phrases against these two previous examples.

But, as in:

Here are the preferred Power Linguistics options:

That's very nice, but . . .	— However
O.K., but . . .	— And in addition
I like your idea, but . . .	— Albeit -- or -- despite the fact -- or -- as an additional consideration

Again, practice these optional phrases. Few people listening will recognize the subtle language changes, however, the results may surprise you, and remember in as little as 21 days this can become part of your **Power Linguistics** methodology.

-- TRACK 3 STARTS HERE --

Host Announcer:

Talking or speaking is one component of communication. I am sure you are aware of the importance of listening and the need for observation skills. It is by these skills we become aware of the other parties' values, beliefs and even their decision making process.

Dave Yoho has created an easy to use **Power Linguistic** listening model for you. Most people, and this specifically includes salespeople, listen faster than they can speak.

When we or others lose concentration, we miss valuable clues about the motives, needs and objectives of others. This holds true for executives, managers, or other organizational leaders.

DAVE:

- First, always look at the other party when they are speaking and indicate interest. Give them and their statements your undivided attention.
- Question to clarify what the other party is saying. Remember the letters (L.Q.R.). First listen, second question and only then respond.
- Show concern and interest by asking questions - and frequently recording data (write it down.) Ask, "Do you mind if I make a note of that?" Or say, "That sounds interesting, what was the outcome?"
- Repeat some of what the other party has said. We call this echolalia. Phrases such as, "Do I understand that you'd like to?" Then repeat a portion of the statement, or, "Do you mean that you tried (describe) without much success" These are examples of echolalia. These responses not only indicate interest and show you are listening, they will help you build an abundance of information.

"When we lose concentration, we miss valuable clues about the motives, needs and objectives of others."

- Do not interrupt the other party or end sentences for them.
- Be poised and controlled, even if someone is taking exception to your statement or objecting to some portion of your idea, presentation or offer.
- Respond with a nod, frown, grimace or smile, and when appropriate a question such as "Why is that?" or "How did this happen?"
- Pay close attention to what the other party is saying and respond in representational language. We will provide additional information on this subject when we explain techniques for modeling, mirroring and pacing, all of which will improve your listening skills.
- Stick to the subject until the other party has finished the thought.

*"Do not interrupt the other party
or end sentences for them."*

And at the risk of being repetitive, remember whenever you are in doubt as to what you've heard, **Power Linguistically** respond with these kind of questions or phrases:

- "Can you - - or will you - - run that by me one more time?"
- "Please, tell me more?"
- "That sounds exciting - - or well thought out - - how it is working?"
- "Let me see if I understand (repeat the information)." End with, "Is that essentially it, or, is there more?"

To reinforce your understanding and aid in your use of this material refer to the printed section entitled "Listening Model".

The studies and research regarding these needs are abundant. While Neuro Linguistic Programming includes the use of words, phrases, styles of speech, vocal intonation, emphasis, gestures, repetition, pacing and other forms of communication to achieve desired results, we wanted **Power Linguistics** to provide additional skill training.

Our next information concerns body language and the influence of gestures, as well as considering the environment where the communication is taking place.

Here we have applied the studies of **KINESICS** (Kin-nee-sics) which is the study of non-linguistic body motion (shrugs, waves, grimaces etc.).

The power words and phrases in our model are enhanced by gestures signifying their intensity.

Here are some examples: The other party states a painful issue or circumstance. You nod or grimace, thus acknowledging your recognition of the painful issue.

Or

The other party explains a situation which had a positive outcome and you respond, "Wow!" and raise your eyebrows.

These are simple examples and you are probably using some or most of these already.

Skilled salespeople will hit their product or sample with their hand to demonstrate its durability. A saleswoman runs her hand over a delicate fabric, giggles, smiles and says, "Wow!" The message is received as an objective endorsement and enhances the words or phrases preceding it.

Think of the many ways in which these simple acts can be practiced to make them routine in a presentation.

Once you have reasoned through these basics, the more sophisticated formats will appear easier to understand and use.

"KINESICS: the study of non-linguistic body motion."

"The power words and phrases are enhanced by gestures signifying their intensity."

Here again are two examples:

Earlier we mentioned the word **mirroring**. In smaller groups or one-on-one as in buy-sell relationships, the actions of the other party is repeated.

If they tend to slouch in a chair, gesture more with one hand than the other, or have a decidedly slower pattern of speech, you emulate, copy or mirror.

Most of the time we get so wrapped up in what we want to say or how we want to say it we lose sight of the fact that our style and delivery might not be getting the message across. In fact, our style might create uneasiness or even conflict.

Mirroring requires observation. The execution of mirroring can only come about after you observe and listen.

Mirroring is normally used in the opening of a presentation and is reintroduced if any portion of the presentation creates resistance or patterns of disinterest.

Effective mirroring will speed up the development of strong rapport.

Closely connected to mirroring is **pacing**.

Here the pace or speed of your language is matched to the other parties. Listening to their descriptive words and including them in your dialogue is part of this method. Example:

- Early in the conversation the other party states, "I am looking for durability as well as economy."

The response later is stated as, "Here is a product or system which is extremely durable, and at the same time economical, here is why I say that . . ."

"We get so wrapped up in what we want to say or how we want to say it that our style and delivery might not be getting the message across."

Frequently the early remarks of the other persons **are heard**, yet not used by the responding party to make a case. When the actual words of the other party are utilized in a response, it has a powerful effect on the level of rapport and the rapidity with which it is developed.

"When you take the representational information that someone gives you and feed it back to them, it virtually creates automatic rapport."

In essence, speaking in a rhythm with familiar language builds a rhythm for the other party. Here is a classic line from the study of rapport development:

"When you take the representational information that someone gives you and feed it back to them, it virtually creates automatic rapport. Since rapport development is essentially based on feelings we have created within our **Power Linguistic** model a method to develop and stimulate feelings."

Whenever you are speaking or presenting an important idea, these basic skills will aid you in stimulating the positive feelings of the listener, and if your ultimate goal is to stimulate positive feelings versus the obvious opposite here are ways to develop those skills.

The technical name for the science of human behavior I am about to describe is **KINESTHETICS** (Kin-es-thet-iks) which describes body action (reaction) or motor memory. This is frequently referred to as muscle sense. A positive explanation for common understanding is - - listening to upbeat music may inspire, toe tapping, hand waving, head bobbing and feelings of well-being.

In short, Kinesthetics are feelings, and feelings occur within all humans consciously and unconsciously. Frequently they occur because of certain stimuli which is being introduced by the person speaking.

If listening to upbeat music with positive lyrics stimulates positive feelings of well being, the reverse is also true. A funeral dirge, harsh sounds, remembering sad or painful circumstances, any one of these can create sad or negative feelings.

This is the end of C.D. #1.

Printed support material follows and precedes C.D. #2.

RESPONSE LANGUAGE MODEL

Using 21 day cycles practice the use of these **Power Linguistic** Option Phrases whenever situations arise.

CONVENTIONAL PHRASE		OPTIONS
Should, as in:		
You should --	---	Need to --
You should have --	---	Could have considered --
They should --	---	Have options such as --
Ought, as in:		
You ought to --	---	Might want to --
Everyone ought to have --	---	May desire to --
They ought to --	---	Can consider --
Must, as in:		
You must report to --	---	Are required to report to --
You must have --	---	Are required to have -- or --
		Shall have as a part of --
This is a must --	---	Is part of required procedure -- or -- you can consider this as a minimum
Sorry, as in:		
Response to an error --	---	I, we regret (this oversight) or (inconvenience)
Apology for behavior --	---	I, regret my unwise choice
Responding to behavior -- of other - i.e. I'm sorry you feel that way	---	I, regret anything (action) we might have done to cause you to feel that way
I know how you feel --	---	I can see (hear) that this has you very concerned (upset) -- I regret
So What's Your Point?	---	Could you run that by me one more time -- or -- I'm not sure I see the whole picture -- or -- Could you describe that one more time
I Don't Understand You --	---	For purpose of clarity could we go over this one more time
I'm Sorry It Took So Long --	---	I (we) appreciate your patience -- and

RESPONSE LANGUAGE MODEL

Using 21 day cycles practice the use of these **Power Linguistic** Option Phrases whenever situations arise.

CONVENTIONAL PHRASE		OPTIONS
These Are Our Policies --	---	Here are the options which I (we) can offer at this time
Could you:		
Slow down or lower your voice--	---	I appreciate your bringing this to my (our) attention - and now I need your help - (pause)
Watch your language--	---	I was unable to get all of your helpful information (ask to repeat) -- or -- I perceive this has you quite upset
But, as in:		
That's very nice, but	---	However
O.K., but	---	And in addition
I like the idea, but	---	Albeit - or despite the fact
Wrong, as in:		
You did it wrong --	---	Not quite correct
That was a wrong thing to do --	---	Inappropriate thing
It's all wrong --	---	A more appropriate action might be --
Right, as in:		
You were right --	---	Your actions seem appropriate
That's the right thing to do --	---	It appears that the wisest (most appropriate) thing (action)
Which is -- Right --	---	Which is the most appropriate, (wisest) choice
Bad, as in:		
They were really bad --	---	Made a number of unwise choices
This is a very bad situation --	---	This seems like a difficult situation (Problem)
Very bad behavior --	---	Unwise actions -- -- Inappropriate behavior -- Unwise response

RESPONSE LANGUAGE MODEL

Using 21 day cycles practice the use of these **Power Linguistic** Option Phrases whenever situations arise.

CONVENTIONAL PHRASE		OPTIONS
Good, as in:		
That was a good idea --	---	Was appropriate (a wise choice)
You were good --	---	Made wise choices
* Subordinate, as in:		
He/she is my subordinate	---	Associate
		Person on my team
<i>* Would you intentionally refer to someone as a sub-ordinary which is the interpretation of subordinate (below par)</i>		Assistant
Perfect, as in:		
Strive for perfection--	---	Aim for excellence
Our customers want perfect (products/service) --	---	Want satisfaction
Improvement, as in:		
We need improvement in --	---	Positive Development
Self-improvement	---	Self-Development
Follow, as in:		
Do you follow me --	---	Am I making myself clear
Understand, as in:		
Do you understand me --	---	Does this make sense -- or --
		Did I answer your question
Getting it, as in:		
You're not getting it --	---	How might I be more clear -- or --
		Help me to be more clear

LISTENING MODEL

We listen faster than we can speak. When we are listening to someone, often we tune out and daydream figuring we know what the other person is going to say. When we lose concentration, we miss valuable clues about the motives, needs and objectives of the person with whom we are speaking.

Listening Techniques:

- Look at the other party -- when they are speaking -- and indicate interest. Give them and their statements your undivided attention.
- Question to clarify what the other party is saying. Remember the letters (L.Q.R.). First, listen -- second, question and only then respond.
- Show concern and interest by asking questions and frequently recording data (write it down). Ask, "Do you mind if I make a note of that?" Or say, "That sounds interesting, what was the outcome?"
- Repeat some of what the other party has said. We call this echolalia. Phrases such as, "Do I understand that you'd like to?" Then repeat a portion of the statement or, "Do you mean that you tried (describe) without much success?" -- these responses not only indicate interest and show you are listening, they will help you build an abundance of information.
- Do not interrupt the other party or end sentences for them.
- Be poised and controlled, even if someone is taking exception to your statement or objecting to some portion of your idea, presentation or offer.
- Respond with a nod, frown, grimace or smile, and when appropriate, a question such as, "Why is that?" or "How did this happen?"
- Pay close attention to what the other party is saying and respond in representational language. Refer to the section where we explain techniques for modeling, mirroring and pacing, all of which will improve your listening skills.
- Stick to the subject until the other party has finished the thought.

Whenever you are in doubt as to what you've heard -- **Power Linguistically** respond -- with these kind of questions or phrases:

- "Can you -- or will you -- run that by me one more time?"
- "Please tell me more?"
- "That sounds exciting or well thought out, how it is working?"
- "Let me see if I understand (repeat the information). End with, "Is that essentially it or is there more?"

POWER LINGUISTICS (C.D. #2)

How To Use Power Linguistics

Host Announcer:

The proper choice of words, accompanied by gestures can create positive upbeat feelings while their improper use can create the opposite.

Religious leaders frequently comment on the response to their sermon or homily, and they are quick to point out that when it is preceded by great music or an upbeat hymn, the response to the message is enhanced.

Regrettably, we cannot take musical accompaniment or a choir with us when we are presenting, selling, interviewing, or counseling. However, there are ways to stimulate listeners, prospects, customers or employees by the use of certain words and phrases, as well as the pattern of speech and attendant gestures, vocal tones and intonation.

DAVE:

Rapport begins between people with a feeling, a kinesthetic. Have you ever said - - referring to a friend, associate, or even a casual acquaintance - - - "We hit it off immediately." or "We seemed to get along right away." or "I liked him or her from the beginning."

What is being expressed is a feeling for which there may be little or no valid support except the feeling itself.

Remember, the early development of rapport is based on feelings. So, the understanding of **Power Linguistics** and its use of words, phrases, gestures and other verbal stimuli will enable you to create early rapport.

Examine for a moment how you normally go about opening a conversation, a speech, or a presentation. Chances are you make a personal or first person reference such as "I am John Jones," or "I want to let you know," or "We, my company, my organization want to." etc. This style of speech is called the I - we - me pattern.

"Rapport is a key ingredient in building relationships."

"The early development of rapport is based on feelings."

If you would like proof as to how common this misapplied language is used, get copies of the last six letters or memos you've sent or received. The chances are that somewhere in the first two or three paragraphs, you will see I - We - Me - My - Our, etc. more than You - Your - Yours.

How much more effective this letter would be if that process were reversed. Here are some simple examples:

Example:	(The letter starts) I am in receipt of your letter of . . .
We suggest:	Your letter of (given date) regarding (etc.) has been received.
Another example:	We wanted you to be aware of our new policies.
We suggest:	Your best interest and those of others such as yourself are the great concern of our company, accordingly . .

In these examples you place yourself first. Now, ask yourself what feeling is being created for the listener. Might it be, you the person speaking, comes first - - yet you will later try to emphasize how your message, idea, product or service was developed just for them. The option phrases simply reverse the process.

This skill is not all that difficult to develop.

Simply think more about the reader than the writer, less about you (the speaker), more about them (the listeners) as you prepare and deliver your language.

"Simply think more about the reader (or listener) than the writer as you prepare and deliver your language."

3 Practice Exercises which will aid you in developing skills in this area

- 1 Write a 3 paragraph memo and do not use first person (I - We - Me) in the first or second paragraph.
- 2 When placing telephone calls, use the other persons name and title (where appropriate) before stating your name.
- 3 Create and use "thank you" statements as part of your request.
ie: "Thank you for the opportunity to . . ."

NOT ON C.D.

Here is an even simpler rule of practice: remember to mention the other party first and you have immediately enhanced your ability to develop rapid rapport.

Here are additional circumstances where utilizing **Power Linguistic** options will have an improved and positive effect..

If your telephone is currently answered as follows, "Good morning, X.Y.Z. corporation, Betty speaking."

We suggest this: "Thank you for calling X.Y.Z. corporation, how may I direct your call?"

In the latter example, the caller is thanked, mentioned first and affirmed. Try this simple experiment with your phone response and measure the effect.

If you are addressing a group, regardless of their size or importance, start out with, "Thank you for the opportunity to be with you today."

A salesperson meeting a prospect for the first time usually whips out his business card, introduces himself, his company and maybe even refers to the product or service. All that before any reference to the prospect.

If you are a salesperson or trainer try one of these **Power Linguistic** exercises.

"Mr. Jones, thank you for the opportunity to let me spend a few minutes explaining the purpose of my call."

or

"Mr. Jones, your time is important, so thank you for the opportunity," etc.

You will note the simplicity of the change. Their name is first. They are then thanked and affirmed for their decision to grant you an interview.

"Their name is first - - they are thanked and affirmed for their decision."

In their early use, you will experience some uncomfortability, so remember it takes 21 days to change even the simplest behavior, and in the early stages you are experiencing what we call your awkward stage. Once you get past this stage and get used to the new language it will soon become routine.

Again, a reminder, rapport building starts with a feeling. The kinesthetic elements of **Power Linguistics** contain many key words and phrases which when used enhance the listeners' feelings of well-being.

The use of **affirmations** plays a major role in **Power Linguistics** and here is how we describe them.

An affirming statement validates a person or an assertion. It can be a positive declaration which ratifies a decision, such as: "**I affirm your wise choice.**" Affirmations are introduced in the early stages of a relationship, and the same affirmation, as well as others, are repeated frequently to sustain the feelings of well-being in those who have been affirmed.

Affirmations are frequently completed with limited or no dialogue. For example, when the other party is "making a point" the listener responds with frequent nods and smiles.

The power of an affirmation can never be underestimated. The theory is that most people don't receive enough of them. Some people don't feel they receive them at all, or so they feel. Many people confuse them with praise, which is completely different and does not have the same effect.

Incidentally, the simplest and the most rewarding way to practice **affirmations** is to create your own, for yourself.

Does the latter sound confusing? Some years ago I wrote a best selling book entitled "*How To Have A Good Year Every Year.*" In it I referred to my personal affirmation written by me, for me, and recited by me, to me daily. We received more letters and calls about this portion of the book than any other.

"The power of an affirmation can never be underestimated - the theory is that most people - don't receive enough of them."

Here is my personal affirmation. When it is repeated daily it is my personal wake up call to positivity, and my reminder to affirm others early and often.

"Your personal affirmation will be a daily reminder to affirm others."

*"I am a unique and precious being - created
by God for very special purposes. I am
ever doing the best I can. I am ever
growing in love and awareness. This day is
mine. No one can take it away from me."*

You see how this affirms me. However, as I said, it is also my daily reminder to affirm others.

Affirmations are a key element in **Power Linguistics**. More about affirmations later.

Within the **Power Linguistic** methodology we also identify words and phrases which are specifically classified:

- There are those which we categorize as **power words and phrases**. A complete list of these is included with the printed format.

However, here are a few examples of power words and phrases:

- You - your - yours - vs. I - we - me in your opening or response statements
- The words, "thank you," preceding requests - - - as an example, "Thank you for the time it will take to read, listen to, or hear this message."
or
"Thank you for being seated," "Thank you for your attention."
- Using words such as economical or modestly priced vs. cheaper
- Using the phrase, information acquired from reputable sources versus this is the truth

- Stating that, the price at this time represents a bargain, savings, rare opportunity versus an unbelievably low price

We have also categorized some neutralizing words and phrases and we have included a more complete list of these in the printed section.

Think of these words and phrases as you hear others use them: what is the impression they create?

- Someone is asked a question and they respond - - "To tell the truth" - - could this possibly be interpreted as, "Often that may **not** be the case with my responses."
- In response to a question, you say: "That's a good question." Does that mean my other questions were not good?
- A phrase often used is "between you and me." Does this mean no one else has heard this from you?
- What about the commonly used phrases - - "It's out of this world," or "Unbelievable!" Isn't the listener supposed to believe that the information is in fact out of this world or unbelievable? Using the **Power Linguistics** response system, your listener may develop distinctly different feelings from those we have just used as examples.

Our system has also isolated what is known as "**Trance words or phrases.**" Here are examples of words which seem to have a special power in inducing states of focused attention, relaxation and/or feelings of comfortability or "well-being."

Here are some examples of the use of the trance word **curious**:

- I am sure you are now **curious** as to how this came about.
- or
- At this point we find most people are **curious** because . . .

"To tell the truth" - - could this interpreted as - - often that may not be the case with my responses."

Here is another example built around the trance phrase "peace of mind":

- The goal of this endeavor is to give you peace of mind.
- or
- We know that by doing this most people experience peace of mind.

Here the word **understand** is used as an example of a trance word:

- Here is what most people tell us: they are trying to understand.
- or
- This complex problem has become difficult to understand.

These and similar phrases are particularly effective when delivered in a soft voice and frequently, with almost a questioning statement and when followed with a pause, they create an environment of relaxation, and feelings of well-being as well as focusing attention. They tend to open up the listener to prepare to receive new information.

-- TRACK 2 STARTS HERE --

The Host Announcer describes more techniques:

In **Power Linguistics** there are other components which relate to kinesthetics or feelings. We will discuss the process of **revivication**. A simple easy-to-learn method of putting others in a positive emotional state. We will also show you how **revivication** uses potentially negative issues to create a climate for change.

Our system also provides examples of how to use **hypernesia**, which is a method of presenting ideas to others in a manner which enhances retention and recall.

Next, we will explain **anchoring** and **embedded commands**. Both are techniques which will enable you to get positive results and desired outcomes from your communication process.

Incidentally, for purely lay reading on body language as well as origins and methods to define it we suggest a book entitled "*Man Watching*" authored by, Desmond Morris, who also wrote "*The Naked Ape*."

"Many Power Linguistic phrases are particularly effective when delivered in a soft voice - and followed with a pause. They tend to open up the listener."

Dave Yoho now describes another dimension of **Power Linguistics**.

Power Linguistics also includes the study and use of **proxemics**. This is the study of space -- the distance between communicators -- preferred seating arrangements and similar important issues.

Surprisingly, little is published about this subject for lay people. However, it plays an extremely important role in communication, particularly in smaller groups and "one on one" situations like selling.

Where you stand or sit, in reference to someone you are trying to convince or sell has a great bearing on their comfort level, as well as their ability to understand and relate to the information being provided.

The study of proxemics gives us information on the comfort range of clients, prospects and employees when they are interacting with others. I urge you not to take for granted this area of information.

In my role as a consultant, I have observed clients seated at conference tables making what should be an exceptionally important presentation. Their content was researched, their presentation material was top drawer, and yet frequently, the outcome was not what they anticipated.

There are those attempting to sell, or those on interviews who select the wrong place to sit in an office environment and they also do not achieve their desired outcomes.

With the understanding and use of proxemics, your chances of increasing the positive attitude, desire and intensity of your listener improve greatly.

Here is one example. In the conference room, those presenting are usually on one side of the table while those listening are on the other. The reference, "Whose side are you on?" comes to mind. In short, the seating may create feelings of confrontation or feelings that the parties are adversaries.

"Where you stand or sit in reference to someone you are trying to convince has a great bearing on their comfort level."

Here is how **Power Linguistics** with the use of proxemics would advise the structure of the seating arrangements:

First envision an oblong conference table in the center of a room.

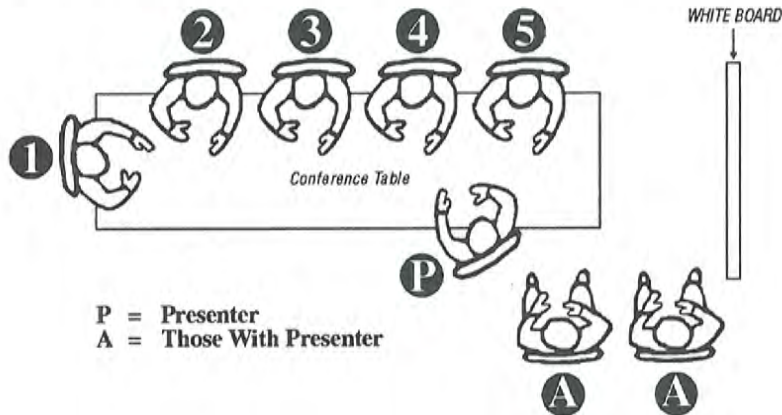
- Whenever possible try to let the other group sit first. If you are already seated in this room waiting for the others, rise when they enter. Back away from the table and let them pick their seats first.
- Observe who sits at the head or foot of the table. This may be a clue as to who is the person with the highest rank or who has the most power.
- Perhaps the power figure or decision maker will choose to sit with his or her staff in a seat that puts equal numbers of staff to each side.
- At this point and while still standing, exchange business cards. This most often will give you titles and/or responsibilities of the others, and while still standing ask a few questions which will help you determine where the power or decision making will be coming from.
- If no-one has used the seat at the head or foot of the table - - while standing - - ask permission to move nearer that end so that you can use their white board or projection screen - - if it exists. Or hold your graphs or charts like an easel where everyone can see them readily and equally, yet do not seat yourself at the head of the table.

If you are making a presentation with other associates, the proxemic rule says the person speaking or presenting sits close to the table, and the others slide their chairs back slightly.

Now, examine what this might look like and what effect it might have. Let's say there are 5 of them, and three in your group.

"Observe who sits at the head or foot of the table - this may be a clue as to who is the person with the highest rank or who has the highest power."

You as the presenter or communication leader are on the opposite side from the five, however, not at dead center. You are towards the end of the table and you have your chair at an angle. Your associates are slightly behind you or to your left and by the angle of your chair the five others are off to your right.



"A presentation to customers, prospects, employees, or committees is no less important than other situations requiring staging - like a theater or concert stage."

The basic rules of proxemics suggest your presentation has more power if your listeners are to your right.

If it's a larger group taking up both sides of the table and someone is at one end, ask for permission to present from the other end. You will be at the open end of a horseshoe; your associates again are off to one side.

This maneuvering for the best position may seem difficult at first, yet practice will make it seem easy.

There are many situations where the staging of a presentation is left to chance and those involved may see little difference if the seating patterns were changed. However - -

A presentation to customers, prospects, employees or committees is no less important than other situations requiring staging, like a theater or concert stage.

When there is an audience - - whether its 3 or 300 - - their comfort, their ability to see, hear and absorb information so as to make a decision or comprehend your information is of the utmost importance.

When the information being presented - - with or without audio or visual supports - - is new or unique, or if it will be evaluated for the purpose of a decision, the role of proxemics is paramount.

Here are a few more practical applications.

When you are presenting to, or addressing small groups, standing has more power than sitting.

With “one on one” or “one on two” situations, presenters who are men have to maintain a distance of about 30 inches or so from other men. This is called a domestic proxemic. However, many Europeans tend to stand closer and even touch when they interact, so the rule changes with culture and geography.

Women presenting to either men or women usually have less need to maintain that 30 inch domestic distance. If a woman is presenting to a man or two men, a 20 to 24 inch distance is preferred, and even less distance is necessary when women are presenting to women in a similar setting.

The rules of proxemics change somewhat if you are presenting to a couple. Envision an equilateral triangle with the two parties to whom you are speaking at the two outside points and you at the third.

If you are a male presenting to a male and female, position yourself so you are slightly closer to the male than the female. This avoids the uncomfortability which might be created by a perceived territorial threat.

See Figure A - - Next Page

The exact reverse is true in the case of a female presenting under the same circumstances. She will be positioned closer to the female for the very same reason.

See Figure B - - Next Page

If you are presenting or being interviewed at someone’s desk, try to arrange your seating so the “someone” is on your right. And if it’s your desk, have the other party sit to your right if possible.

“If you are presenting or being interviewed at someone’s desk - - try to arrange your seating so the - - ‘someone’ - is on your right.”

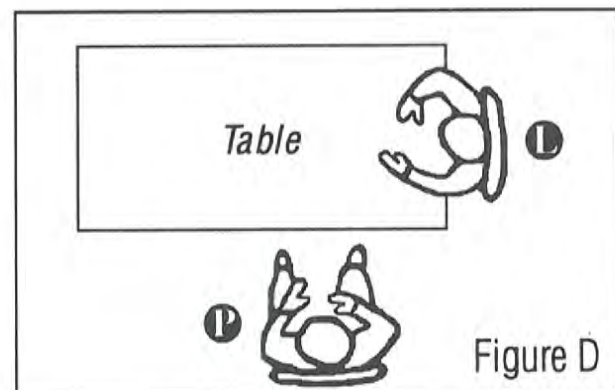
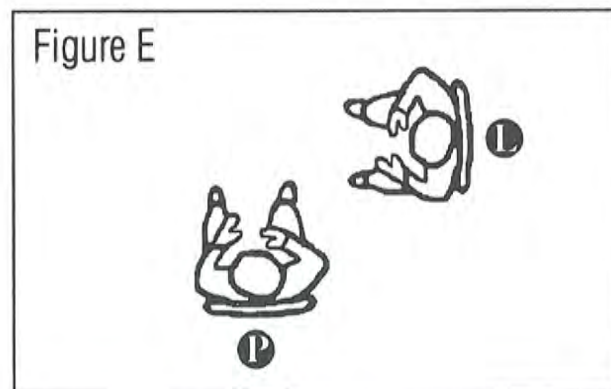
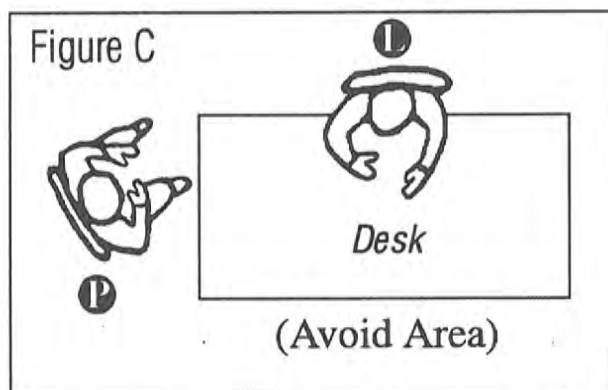
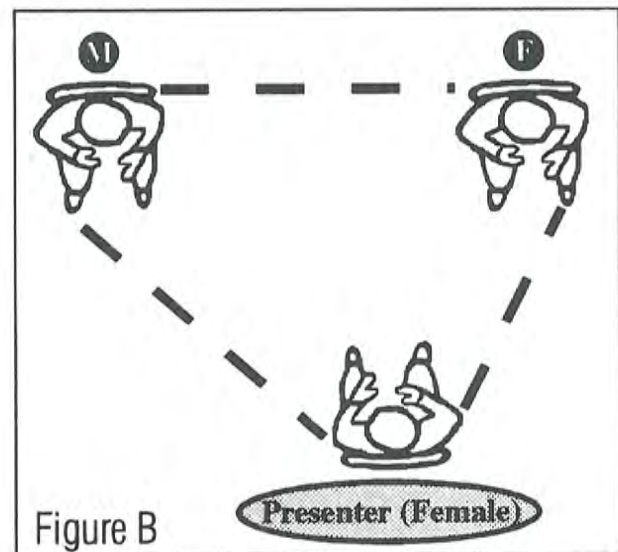
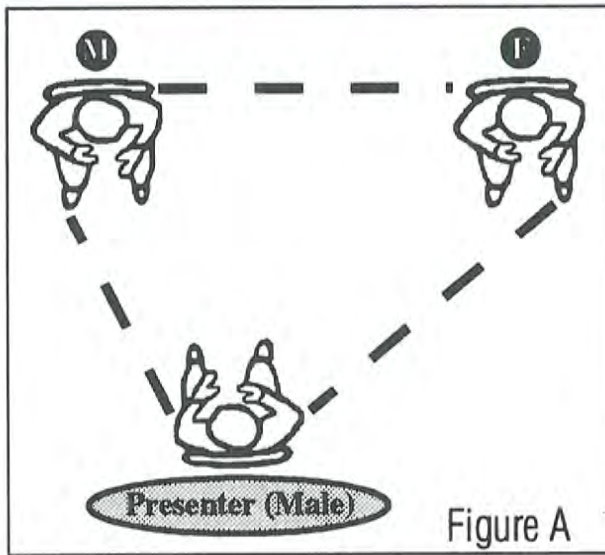
PROXEMICS

M = Male

P = Presenter

F = Female

L = Listener



Example:

A great **Power Linguistic** rule is that, whenever possible, avoid the “across the desk” position since it **also** creates territory as well as perceived adversary issues.

The very best positioning for a “one on one” seated presentation occurs when the two chairs are at a right angle to each other and there is no desk or table present. The listener, client, prospect, employee is seated to the right of the presenter whenever possible.

See Figures C, D and E - - Previous Page

Not every situation affords the opportunity to effect perfect positioning, however, many situations do.

We have a series of charts and more information on proxemics in the printed material which follows.

- - TRACK 3 STARTS HERE - -

The Host Announcer explains the next material:

Power Linguistics also utilizes a science called **BEHAVIORAL KINESIOLOGY** which is the effect of environmental components such as speech, sound, color, foods or feelings on human energy movement.

In the early eighties Dave’s research led him to study **kinetics**, literally, body energy. He developed an interest in **kinesiology** - - which is essentially the study of muscle movement in humans - - and through this he became acquainted with **applied kinesiology**, the testing of muscles.

Many of you who have had occasion to use a chiropractor or physical therapist will be familiar with the practice of testing muscles by pulling or pushing on an arm, leg, shoulder or thigh. Frequently, you are asked to push against the hand of the therapist or a machine which would measure response and muscle strength.

The testing of a muscle or a muscle group can literally measure the level of energy your body is producing.

“Not every situation affords the opportunity to effect perfect positioning - many situations do.”

And it was in this search that Dave learned of **Behavioral Kinesiology**, a science that determined ordinary everyday things like the food we eat, the clothes we wear, the thoughts that go through our mind and the things which trigger those thoughts such as: sounds, pictures, words, voice levels, music and the strengthening or weakening effect these thoughts have on our bodies. As such, this effect also influences and controls our feelings.

Our feelings can extend or limit our decision making process or even project these feelings on to others.

Behavioral kinesiology is a proven science which plays a strong role in **Power Linguistics**.

DAVE:

My research in **Behavioral Kinesiology** led me to the work of Dr. John Diamond, an eminent psychiatrist who through his studies in preventive medicine, nutrition and music therapy became a leading proponent of this science.

If you ever attended one of my seminars where I demonstrate how my words, voice level, graphics, or even my gestures can affect the energy level of a volunteer, then you have been exposed to B. K. or Behavioral Kinesiology.

Our research in this area enabled us to validate a number of conclusions shared by the behavioral science community, and how it can aid you in becoming a more effective communicator.

Prevailing wisdom tells us that there are two hemispheres of the brain: the left hemisphere is involved in analytical thinking and the storage of verbal data, while the right hemisphere deals with intuitive, creative, artistic and romantic issues.

Of course this is a basic, simplistic explanation so as to make a point rapidly.

A consensus of opinion is that many decisions are weighed in the left hemisphere and made while using the right hemisphere.

"Many decisions are - weighed in the left hemisphere of the brain - and made - - while using the right hemisphere."

Imagine my excitement when I met Dr. John Diamond, participated in his training in this science, and had an opportunity to examine his research.

Armed with this powerful information, we could induce into our environment - - our language, and through our presentations - - words, actions, sounds, pictures and similar - - which could actually be directed toward one or the other hemispheres and have predictable results.

Even better, with the testing methods available we could provide training in which we could prove the value and effect of this methodology.

To better understand this process we have included with this series a separate C. D. which describes the science and use of Behavioral Kinesiology.

You can - - on the Internet - - research any of the scientific components of **Power Linguistics**, which I have described, or check your library.

For now, accept the fact that all of these are proven sciences and **Power Linguistics** is being used by some of the most successful organizations in the world.

If, after you have absorbed the information in this series, it is your intent to teach or train others, here are two cautions.

First: Learn the **Power Linguistic** systems **thoroughly** and be a model. The system will not reach its full potential if the trainer does not have the methodology intact.

Second: Nothing we teach will work unless you determine to be a change agent for those you teach. This requires discipline.

Host Announcer:

By now several things may be obvious to you.

"Learn the Power Linguistic systems thoroughly and be a model. The system will not reach its full potential if the trainer does not have the methodology intact."

First, **Power Linguistics** has grown out of the studies of other sciences. It is a refined system and methodology which can be adapted to most situations where communication is employed. Its use has been particularly effective for salespeople.

Second, you don't have to be a behavioral scientist to learn or teach the **Power Linguistics** program.

Third, you probably have some questions which, if answered, will enable you to more rapidly absorb the material which follows.

.. TRACK 4 STARTS HERE ..

Now, allow me to be your surrogate questioner. Here are some of the most common questions asked by those attending our **Power Linguistics** training sessions.

The first question is, "Dave, you used the phrase 'outcome' or 'desired outcome.' Can you expand on this?"

DAVE:

An outcome is the result you want, defined in terms of the way you would like to see things happen. It is the way you want to feel and what you will hear when you have completed a speech, an interview, a sales or similar presentation.. The flip side of that response is communicating without a desired outcome is like traveling without a destination.

Host Announcer:

Dave, if someone has a fair-to-good command of language and they have been successful in what they do, what is the benefit of the **Power Linguistics** program?

DAVE:

The language and training you received from your own history, experience and education may not give you the results to which you are entitled. Also, you cannot use your own experience to decide what change may mean to others.

"An outcome is the result you want - - defined in terms of the way you would like to see things happen - - the way you want to feel."

Despite this, the strongest instinct in human beings is to do what is familiar. Thus, without dedication to change, and a discipline to learn a new system, you may simply revert to the style with which you are most familiar and comfortable. You may in turn miss the opportunity to function at a higher level of communication excellence and deny yourself a success level to which you are truly entitled.

If you intend to teach this system, be aware that frequently, those in group training who see themselves as accomplished and uniquely styled, may strongly resist or be incapable of changing their style, language or response methods. Do not permit this to inhibit others in the group. Individualism is frequently the enemy of personal growth via group learning.

Host Announcer:

Dave, why is it important to have a listening model in **Power Linguistics**?

DAVE:

It is important to understand ourselves first, for only then is it possible to understand others.

All teaching begins with learning, and most of us have emotional listening filters. We often refuse to hear what we don't want to hear. We may even be so busy with our own needs that we fail to hear valuable information. Because of this, listening is one of the most complicated skills to teach.

To add to your understanding of the importance of this skill, most communication specialists agree that listening is a key ingredient in discovering the value system of others.

Host Announcer:

Another question Dave, the therapists you mentioned developed a method to gain rapport rapidly. How do you define "rapport" and what part of **Power Linguistics** will aid those using the program to do this?

"Most communication specialists agree that listening is a key ingredient in discovering the value system of others."

DAVE:

We have developed specific material to define rapport and enable the listener to become more efficient in developing it “early on” in various forms of interaction. We discuss how to achieve it and how it will aid you. For right now think of rapport as trust, openness between participants, credibility and a desire to maintain or grow the relationship.

Now ask yourself, wouldn't the ability to accomplish this, or accomplish this more rapidly and maintain it, be a major benefit to you and your organization?

Host Announcer:

Since this program includes information related to language models, body language, behavior and other sophisticated issues, doesn't it require a background or a study in any of these fields to really understand or teach **Power Linguistics**?

DAVE:

Definitely not. Some of our best students and greatest success stories originate with those having no formal understanding of any of these fields of study. We provide a simple method to study and use **Power Linguistics**. From there on, it's a matter of listening to each recorded message several times and following the scripts to become proficient in the program by using it.

Host Announcer:

All right, then what part does understanding behavior play in understanding and using **Power Linguistics**?

DAVE:

Understanding the behavior of ourselves and others plays a key role in the use of this program. However, that does not preclude someone without a basic education in behavioral studies from understanding and using this program.

Here is a simple explanation of behavior as it relates to **Power Linguistics**:

Behavior is the specific physical and emotional reaction through which we interact with others and the environment around us.

“Behavior is - - the specific physical and emotional reaction through which we interact with others and the environment around us.”

Here is where your cultural, emotional and perceptual background may trigger actions or responses which may not always give you the outcome you desire.

For the purposes of sales training, it is not necessary to completely alter a salesperson's behavior to effect improved results. However, if we can modify, supplement and augment that behavior to meet the model of the prospect's behavior, we greatly improve the potential of sales success.

We recommend the use of an inexpensive and simple-to-use behavioral profile for all new hires or trainees - - specifically for all salespeople - - veteran or newly hired.

This instrument enables management to determine the elected behavioral style of the person being interviewed for a specific position. It will also indicate the degree of difficulty one might anticipate in attempting to train new skills.

The profile defines how the individual perceives themselves and others, how they react to stress and how they adapt to new environments or cultures.

Host Announcer:

How does the listener find out more about behavioral profiling?

DAVE:

There is an actual profile included with this series. I encourage the listener to complete it. It will take 8 to 10 minutes to respond once you've read the instructions. It can be marked by following the simple directions and you can determine how close this comes to assessing your behavior. The use of this instrument would enable most companies to avoid or severely reduce mishires, breakdowns in the communication process, and at the same time, increase efficiency in team building.

The understanding and use of the behavioral profile and **Power Linguistics** enables you and/or those in your organization to use behavioral flexibility, which is the ability to vary one's own behavior in order to elicit a desired response from another person.

"Behavioral flexibility is the ability to vary one's own behavior in order to elicit a desired response from another person."

Host Announcer:

How can those listening get more information on Behavioral Profiles?

DAVE:

We are a licensed distributor and use this instrument with most of our clients. We keep a small inventory of this product as a service to those clients, and if the listener completes the profile as I have suggested and would like more information on how to get or mark these profiles, call our marketing service department and someone there will be happy to assist you.

***** TRACK 5 STARTS HERE *****

Host Announcer:

During your introduction to this program you mention the difference between an affirmation and praise. I believe you said that an affirmation affirms another person. How does this differ from praise and how is one more beneficial than the other?

DAVE:

Here is an example: if I say to you, "I really appreciate it when you are on time," that would be considered praise. You notice it has the condition, which is - when you are on time. Does this imply that to be appreciated you have to be on time?

Parents praise children by saying, "I love you when you get those A's on your report card," or "I love you when you clean your room or eat all your vegetables." Again, this could be perceived as conditional love.

Conversely, an affirmation says, "Thank you for being on time." In the case of the parent-child relationship, the parent says, "Thank you for putting all that effort into your studies or cleaning your room." However, there are no conditions attached to affirmations.

The difference is subtle. The reaction to the phrases is not thought out by the listener. It simply has a different connotation and emotional effect on the listener.

Those not skilled in the finite art of communication may see little other than semantics as the difference.

Here is my suggestion: Once you've reviewed the information on affirmations which is contained in the material which follows, adopt a principle of affirmation and start to measure the difference in the responses and outcomes you are getting.

"Adopt a principle of affirmation and start to measure the difference in the responses and outcomes you are getting."

Host Announcer:

In the example on proxemics, some of your suggestions included repositioning yourself by moving your chair or other furniture. Couldn't this be considered presumptuous and create antagonism or feelings of uncomfortability on behalf of those in the office or the home where the presentation is being made?

DAVE:

Much depends on **what** is said, how it is said, and your confidence in the use of this material.

Here is an example: If I am in your office and I simply start to move the furniture for my own benefit, it may cause uncomfortability on the part of those who work in this office or are on that team. However - -

Immediately preceding the suggestion that I am going to move, if I were to say, "Thank you for this opportunity and now I need your help so that I can use your time more judiciously, do you mind if I move to . . ." At this point start to move. The conditioning will do the job.

Again, I will address this further later in this series and elaborate on the techniques.

Host Announcer:

There is an abundance of information in this series that will be completely new to some listeners, and while this information can become a powerful tool for the user, how does someone decide what information to use first?

DAVE:

The listener will know which parts of this program they can implement immediately based on their level of competence in what they already do.

Many of the ideas can be tagged on to methods already in use. This is called **augmentation** or "adding to."

*"Many of the ideas can be
- - tagged on to methods
already in use. This is called
augmentation or - - "adding to".*

The 2nd key is to remember my statement about 21 days. When you hear an idea within this series that is compelling, write it down. Then start to practice that idea in your daily efforts as soon as possible, and at the risk of being repetitious, in 21 days you will see a marked change in your ability to perform these skills.

And, there's one more thing. If you read a book on this subject you might consume 350 to 400 pages to get where you are now in this recorded series. Each time you re-listen you will be fascinated by the fact that seemingly new ideas are being presented even though you are listening to the same material.

Unfortunately, when most people complete the reading of a book or even a portion of it, they put it down and consider they've got all the information that is needed, so the book may never be opened again.

It has been estimated by Dr. Hans Ebbing Kraft that to maximize your learning via audio format you need repetition.

According to Dr. Kraft, if you were to repeat listening to material such as this a minimum of 6 times, you would enhance your understanding and ability to use the material by 30 to 40 times.

So, if you want to maximize the intensity of your learning, become a stronger communicator and have the improved outcomes, while making it your goal to listen to this material 5 or 6 times minimum.

Our Host Announcer concludes this portion of the series:

This concludes our introduction to **Power Linguistics**.

Hopefully, by now you have more questions and an excitement of what is yet to come in your learning about **Power Linguistics**.

"If you read a book on this subjectmatter - you might consume 350 to 400 pages to get where you are now in this recorded series - - each time you re-listen you will be fascinated by the fact that seemingly new ideas are being presented even though you are listening to the same material."

In the segments to follow, you will learn more about the many processes Dave mentioned such as **revivication** - - and - - **hypernesia** - - you will learn the sciences used within **Power Linguistics** and be able to use most of the processes quickly.

Dave will explain the use of **anecdotes** and **embedded commands** and many of the great methods by which to convince others who resist.

"You cannot use your own experience to decide what change means to others."

This is the end of C.D. #2.

Printed support material follows and precedes C.D. #3.

POWER LINGUISTICS®

POWER PHRASE REMINDERS

- Communicating without a desired outcome is like traveling without a destination.
- An outcome is the result you want, defined in terms of the way you would like to see things happen, the way you want to feel, and what you will hear when you have completed your presentation.
- If you discover the value system of your the listener, you have gained an invaluable edge when making your presentation.
- If you get others to define their desired outcome, you will find a gold mine of leverage among the definitions.
- Trust and rapport are essential to developing credibility.
- If you are not getting the results you want when you make a presentation, you need to change your language and style of delivery.
- A presentation becomes more effective when you translate your speech into the favorite, familiar representational system of the listener.
- If you choose your words and style of delivery to match the listener's favorite system, she/he will find the words more meaningful.
- Most people have emotional listening filters. They often refuse to hear what they don't want to hear. They may even be so busy with their own needs that they fail to hear valuable information.
- You cannot use your own experience to decide what change means to others.
- While no one can have positive thoughts and attitudes all of the time, almost everyone can have them most of the time. It is largely a matter of will.

- WORDS -

Language has a distinct effect on the listener. Since our style of speaking is developed (via our culture) and reinforced long before we enter a job or profession, it is a valuable process to examine what is being said and its effect on the listener (and the user).

EXAMPLES OF POWER WORDS AND PHRASES:

Thank you for . . .	I appreciate . . .	I understand . . .	You, Your . . .
Economy	Protection	Profitable	Discovery
Unexcelled	Experience	Dependable	Share
Assurance	Genuine	Pride	Help
Enjoyment	Expert	Security	Money
Quality	Popular	Convenience	Save
Prestige	Confidence	Peace of Mind	New
Service	Efficient	Original	Love
Courtesy	Durable	Fun	Results
Growth	Reputation	Stimulating	Easy
Relief	Necessary	Modern	Proven
Stylish	Successful	Health	Guarantee

EXAMPLES OF NEUTRALIZING WORDS AND PHRASES:

Fabulous -- Brand New -- Unbelievable
 I, We, Me, Our -- vs. -- You, Your, Yours
 Out of This World, Super, Fantastic
 How Are You Today, Nice To See You, Hi
 Between You And Me, Do You Follow Me, I Assume
 This Is The Truth/To Tell The Truth/In All Honesty
 This Is The: Best, Cheapest, Worst
 Sign This Contract, We Need Your: Signature, Deposit
 You (Should, Ought, Must), Sorry
 May I Help You, So - What Can I Do For You

TRANCE WORDS: Words which seem to have a special power in inducing trance-like states of focused attention and relaxation. Some of these words are -

Curious	Comfortable	Ease	Peace of mind
Guarantee	Puzzle	Understand	Wonder

Remember it takes approximately 21 days to change the simplest behavior

Circle three (3) words or phrases in each category, and utilize them in your daily interactions (obviously avoiding the negatives).

HIGH ENERGY -- VS -- LOW ENERGY WORDS

INCITE POSITIVE IMAGES HIGH ENERGY

Accepted	Magical
Accommodating	Optimistic
Affectionate	Outgoing
Appreciative	Peaceful
Awed	Perceptive
Beautiful	Persuaded
Captivated	Pleasant
Caring	Productive
Committed	Prosperous
Compassionate	Receptive
Considerate	Relaxed
Contented	Responsible
Cooperative	Romantic
Courageous	Sensitive
Delightful	Sensuous
Determined	Sincere
Different	Successful
Ecstatic	Tender
Empathic	Thankful
Energetic	Tolerant
Enthusiastic	Touched
Free	Tranquil
Fulfilled	Transcendent
Generous	Trusting
Gentle	Understood
Graceful	Unique
Grateful	Vibrant
Happy	Vitality
Honest	Vivacious
Important	Warm
Insightful	Willing
Intelligent	Wise
Intimate	Wonderful
Joyous	Zany
Lively	Zealous
Love	Zestful

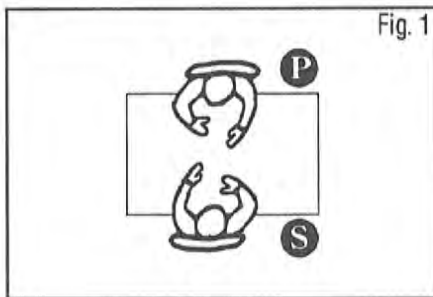
INCITE (MOSTLY NEGATIVE IMAGES INDUCE LOW LEVELS OF ENERGY

Abandoned	Isolated
Abrasive	Jealous
Afraid	Jumpy
Angry	Kooky
Beat	Lazy
Blamed	Loser
Bored	Low Life
Burdened	Maneuvered
Careless	Mean
Close Minded	Moron
Clumsy	Narrow
Controlled	Nerd
Cruel	Nervous
Defeated	Obsessed
Defiant	Perplexed
Desperate	Pessimistic
Dimwit	Provoked
Distant	Puke
Dope	Queasy
Doubtful	Remorse
Dummy	Resentful
Duped	Ridiculous
Exasperated	Rushed
Fear	Scared
Fool	Shook
Frantic	Skeptical
Frustrated	Stupid
Gloomy	Suspicious
Guilty	Tempted
Gutless	Tense
Harassed	Tired
Horrible	Unfulfilled
Idiot	Violent
Ignorant	Wacko
Insensitive	Weary
Irritating	Weird

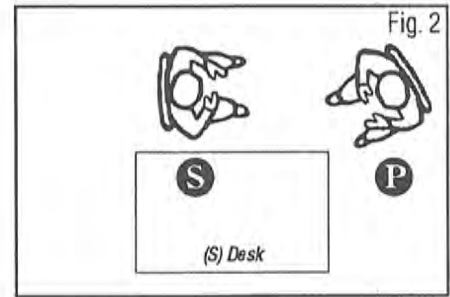
Power Linguistic Research indicates the more frequently we use high energy words,
the more positive outcomes we achieve.

PROXEMICS

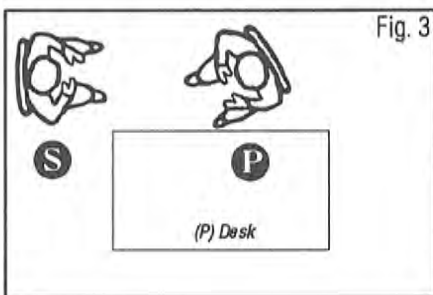
In the following examples, (P) = Presenter - Speakers - Counselor
(S) = The Subject - The Other Party - Client - Prospect.



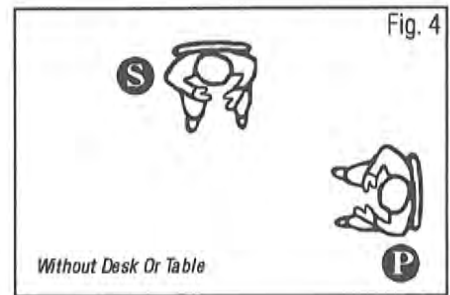
- ◆ Keep the other party to your right whenever possible (Fig. 2 - 3 - 4 - 6)
- ◆ Avoid placing anything on the desk (table) of the other party without permission



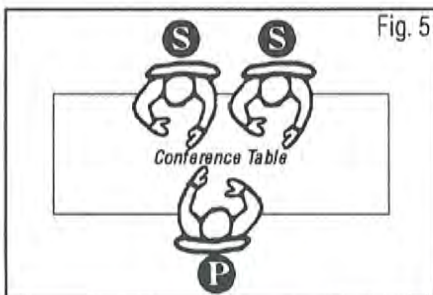
Avoid authoritarian/confrontational positioning (Fig. 1) --
Attempt to position with others (S) at desk to the right of the presenter (Fig. 3).



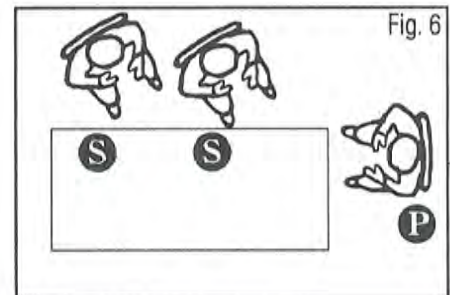
- ◆ Avoid moving into the other party's territory
- ◆ 30" (prox) if Male - Male
- ◆ 24" (prox) if Male - Female (or Female - Female)



Presenter moves chair or swivels to right, oblique position (Fig. 3).



- ◆ Avoid confrontation position if possible (Fig. 5)
- ◆ Presenter may start at Fig. 5 position then move to position in Fig. 6.



CULTURAL - EMOTIONAL - PERCEPTUAL BLOCKS

In an effort to improve the outcome of our communication efforts, we are often called upon to observe and understand the behavior of others.

We are also challenged to examine our own behavior and seek forms of modification which will enable us to accomplish our goals.

Power Linguistic training enables us to examine the issues which we define as **Blocks** (Cultural - Emotional - Perceptual). These frequently impede or delay the process of increasing our skills.

The Most Apparent And Easily Defined CULTURAL BLOCKS

- - Usually Developed In Maturing, Interaction With Family, Teachers And Role Models

- | | |
|------------------------------------|--|
| ① Desire to conform | ⑤ Too much faith in statistics |
| ② Must be practical and economical | ⑥ Too much faith in reason and logic |
| ③ Don't be too inquisitive | ⑦ Belief that fantasy is a waste of time |
| ④ Overemphasize competition | |

Some Of The Most Frequent EMOTIONAL BLOCKS

- - Usually Developed During Personal Growth, Environment, Phobias And Prior Experiences

- | | |
|--|---------------------------------|
| ① Fear of making a mistake | ④ Trying to succeed too quickly |
| ② Fear of being laughed at | ⑤ Desire for security |
| ③ Grabbing first idea that comes along | ⑥ Lack of desire |

Some Of The Most Common PERCEPTUAL BLOCKS

- - Usually Structured From Our History, Experience, Training And Similar Factors Of Our Development

- | | |
|-----------------------------------|---|
| ① Difficulty in isolating problem | ④ Difficulty in seeing remote relationships |
| ② Narrowing problem too much | ⑤ Not investigating the "obvious" |
| ③ Inability to define terms | ⑥ Failure to distinguish between cause and effect |

Once these blocks are recognized, we can create models of communication for them which afford us a great opportunity to become improved communicators.

POWER LINGUISTICS (C.D. #3)

The Components of Power Linguistics And How They Work

*"If the idea triggers your
thought process as to how
it can be used - - make your
notations in this margin - -we call
this your ideation process."*

Host Announcer:

In this segment of **Power Linguistics** we will examine in greater detail the components of **Power Linguistics** and methods by which you can start to use the program immediately.

As you listen to these components, it would be wise to follow the printed format and graphics.

Of course, if you are listening in your car or in a similar environment, this is not possible. Hopefully, this will encourage you to listen again as soon as possible using the printed text, which is designed for notetaking as well as goal-setting.

When you hear a particular idea which is compelling and is directly applicable to your work or profession, highlight it in the printed text.

If the idea triggers your thought process as to how it can be used, make your notations in the margin to the right on most pages. It is provided for that purpose and we call this your "ideation process!"

Be sure you take the time to review your notes and goals frequently. This will afford you the opportunity to extract the maximum benefits from the use of this program.

Here again is Dave Yoho.

DAVE:

In this segment we will deal with many of the components which we described in the introduction to **Power Linguistics**.

Some of the names or titles of these components may be new to you.

Unless you have taken courses in Neuro Linguistic Programming, or read material on this subject, you are probably unfamiliar with words such as **hypernesia** or **revivication**.

On the other hand, when you hear the names of title sections such as “questioning” or “comparatives,” you may assume you know quite a bit about the subject matter.

Accordingly, I would like you to do a little mental exercise based on the studies of Abraham Maslow, a major researcher, teacher and writer in the field of human behavior.

This exercise is not exactly the way Maslow wrote it, since I have modified it so as to get lay comprehension more rapidly. Despite my minor alterations, the outcome for you will be the same.

If you are listening while driving, simply visualize the exercise. Otherwise, take a blank piece of paper and starting at the bottom, write the words **unconscious incompetent**. Then, reinforce this by writing the letters U and I to the right and circle them.

NOTE: See Chart (Following Page)

Maslow described unconscious incompetency as the lowest level of learning - - simply stated it's when we don't know - - and I paraphrase this by saying:

You don't know
You don't know you don't know
And you probably
Don't care that you don't know
That you don't know

Maslow emphasized that at this level, you could hear or see a new idea which might capture your imagination or intrigue you, thus creating the feeling that it is something you would **like** to know or **need** to know. Accordingly, this might impel you to search for additional information on the subject.

At this point, he said you were already into the next level.

Here it is, an inch or two above the first phrase, write **conscious incompetent**. Follow it with the letters C and I and circle them.

MASLOW'S THEORY:
*We all Start as
Unconscious Incompetents*

Envision now when your mind tells you there is something you do not know or fully understand. You may desire to open your mind and make it available to receive new ideas or even extensions of what you already know.

My added footnote is:

You know that you do not know

Or

You know that you do not know all there is to know

And

By knowing that you do not know

You make yourself available for more knowing

Maslow theorized that the information you received had to be in a form that encouraged you to move to the next step.

Get ready to write again, an idea or two above your last entry. Here, insert the words **methodology - - ease of understanding - - systematic procedure.**

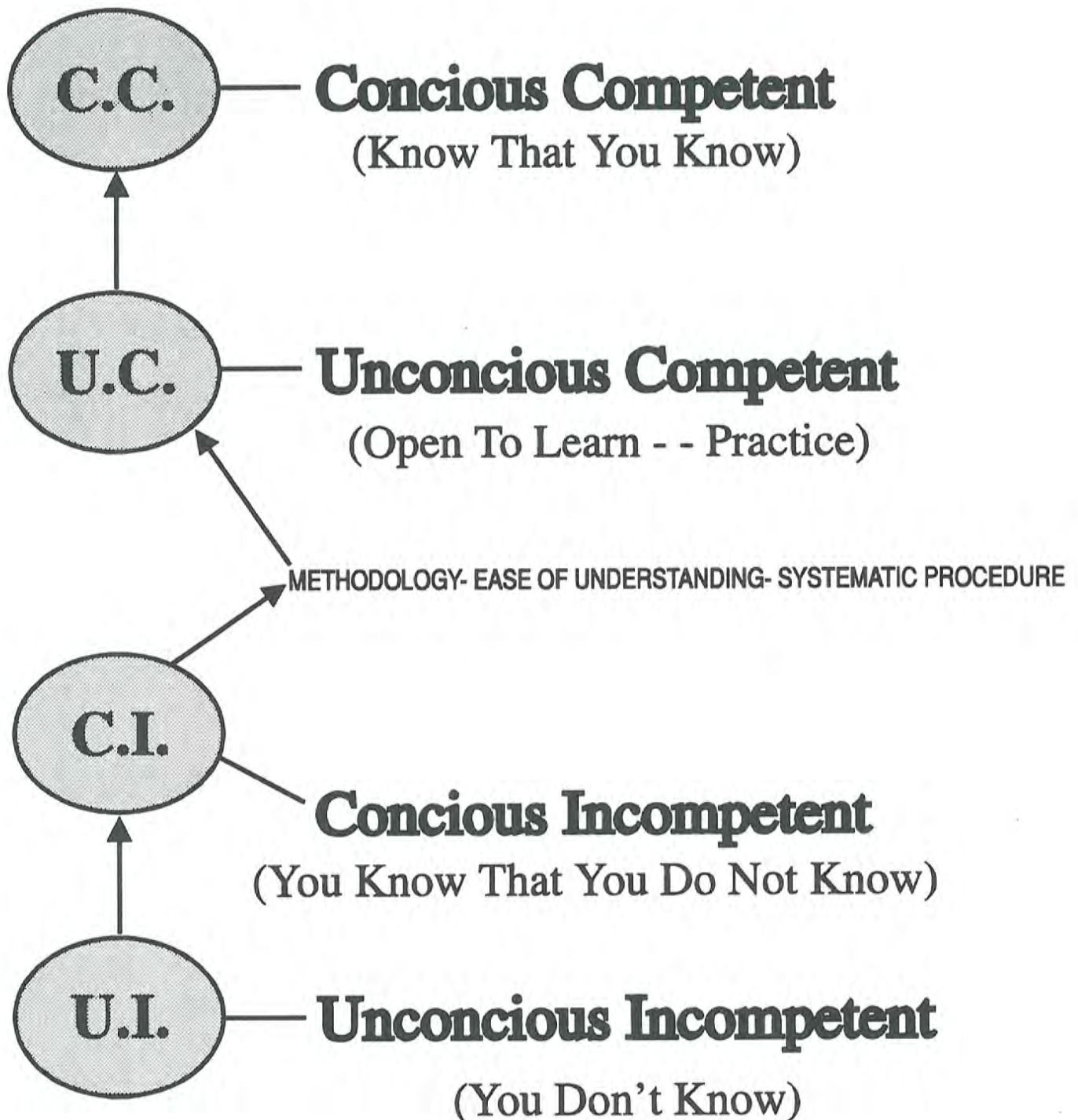
These last words are part of my editorial inserts. They are reminders for you, for me, for anyone attempting to change behavior or improve communication that there needs to be a system for ease of understanding.

Start with basics. Make it easy for others to identify with them and to be open to new information, then create a method for them to learn and move forward.

Now back to Maslow. Again, move your writing an inch or two up the page and write the words **unconscious competent** followed by the letters U and C. Again, circle the letters and let's follow Maslow's reasoning.

He opined that we all start out as **unconscious incompetents**, that is until we are attracted to the opportunity to learn something new or more about something we already know.

"We all start out as unconscious incompetents that is - until we are attracted to the opportunity to learn something new - or more about something we already know."



Then, if we are introduced to a method to learn more and "we know it when we see it or hear it," we will start to adapt, augment and implement the information which might ultimately modify our understanding and even our behavior.

It is at this point we come to the final step:

Once again, move up two inches or so and write **conscious competent** followed by the letters C and C and again circle the letters.

Here is Nirvana. We have moved through the levels of discovery and learning and have arrived at our goal. Here is my paraphrase:

You know
And
You know that you know you know
And frequently
You want to show others that
You know that you know

And Maslow concluded that at this point it is the most difficult to acquire new information because most of what you hear which relates to what you know or are already doing is measured against what you already know. And, because you know and you know that you know, opportunities to learn more are often not recognized.

"If what you hear or see is measured against what you already know - opportunities to learn more are often not recognized."

NOTE: Grade Yourself (1) Low to (5) High

	1	2	3	4	5
① Open to new information	_____	_____	_____	_____	_____
② Ability to read, listen or view something more than once	_____	_____	_____	_____	_____
③ Build on information you already know	_____	_____	_____	_____	_____
④ Discard or rebuild information you already possess	_____	_____	_____	_____	_____

NOT ON C.D.

Frequently, conscious competents respond to potentially useful information by saying:

- I am already familiar with that
- or ● We do something similar
- or ● In my personal opinion
- or ● That wouldn't work for me, or my organization because . . .

And the greatest rejection of new information comes from statements such as:

- Our people or our customers would never respond to that

It is through statements such as this that conscious competents resist the very information needed for them and/or their organizations.

Maslow opined that to be able to accept new ideas and new information you really had to place yourself at the level of a **conscious incompetent** or less.

The purpose of this brief exercise was twofold. First, to prepare you to open your mind when you believe you are already proficient in some of the areas we will introduce, and to encourage you to be open to information which upon its first introduction may seem inconsistent with your understanding.

Second, if it is your intent to use this information to teach others, it will prepare you for similar behavior you will be exposed to from those who need to learn or have expressed an open desire to acquire new information.

-- TRACK 2 STARTS HERE --

Now let's move to our first **component**.

We call this **The P.O.Q. or the Power of Questioning**.

Essentially, there are two types of questions used in most forms of communication, (1) the closed-end question, or (2) the open-ended question.

Now you likely already know that, and if you do, you are also aware that the closed-end question considerably reduces the response while almost eliminating the opportunity for more information.

"To be able to accept new ideas and new information - you really have to place yourself at the level of a conscious incompetent or less."

A. Maslow

Examine these examples of closed end questions:

- "Does this seem O.K.?"
- "Can YOU make the decision?"
- "Is this in the ball park?"
- "Isn't this: beautiful - - great - - nice looking?"
- "Isn't this the best you've seen or heard?"

It's pretty simple to see why they are called closed-end questions. They can be answered with a simple yes or no, and frequently, this will bring the communication interaction to "parade rest."

On the other hand, the open-ended question has many styles or subtleties, most of which can have positive outcomes. Here are five styles recommended in our program:

Opinion questions

Option questions

Sweat questions

Binary questions

Closing questions

And during our explanation of purpose and use in each case we will explain a strategy called **processing**.

Most of these questioning styles can be used without threat or harm to either party and in most cases they provide extremely positive results.

There are also styles of open-ended questions we suggest you avoid. One of these is called a "trapping question" which is intended to close off the methods of response and give the questioner total control.

By way of explanation, a trial attorney asks a witness or a defendant a question which starts out, "Isn't it a fact?" The intent of this question is to trap the respondent. In many cases the answer incriminates, destroys credibility, or exposes the answering party to some liability.

"Questioning styles can be used without threat or harm to either party and in most cases they can provide extremely positive results."

This process when supported by a judicial system favoring the lawyer may work in a courtroom, yet at best it leaves those not schooled in the legal process feeling mighty uncomfortable. Unfortunately, there are those who consider themselves good communicators who use this and similar techniques with equally negative results. Remember this simple example as you develop your questioning skills.

Let us examine **opinion questions**. Primarily they give us an opportunity to get to know more about someone's value system.

Here is an example: A speaker addressing a group with a common interest may ask how many are of the opinion, etc. This is followed by a question regarding a recent happening, a current event, or something which has effected their organization.

A show of hands could show unanimity or strongly divided opinions. In either case, the speaker has some direction as to where to go next with his/her remarks.

Another example: A salesperson asks a prospect who is looking towards buying a new car, what make/model they now own, what they like **most** about their current car, as well as what they like **least**.

The response will provide a road map as to what to ask next, and ultimately how to present the new car.

Conversely, if someone says, "Isn't this the best you've ever seen or heard?" it's a closed end question. Despite the enthusiasm of the presenter of the idea, service or product, the respondent is mostly directed towards a yes or a no.

An example of a positively asked opinion question occurs when someone is presenting an idea, product or service and asks, "How does this measure against what you've heard?" or "How would you rate this against what you already know or have seen?"

The responses from these questions may tell you if you are dealing with someone who has conflicting ideas, has a bias, or has seen a product or service which they believe is a better option for them.

"If someone says - 'Isn't this the best you've ever seen or heard' - it's a closed end question and despite the enthusiasm of the presenter of idea, service, or product - the respondent is mostly directed towards - a yes - or a no."

In any case, by asking for and receiving their opinion, you are again building a road map of how to proceed.

Now, let's go back again to those closed-end questions and improve them **Power Linguistically** so they become opinion questions.

In the first example: "Does this seem O.K.?" Instead ask: "How would you rate this?" or "How does this idea measure up?" or "How would you measure the workability of this option?"

Number 2 was: "Can YOU make the decision?" Instead ask: "How will the decision be made?" or "When would you feel comfortable making this commitment?" or "When and how do you normally make decisions such as this?"

Here you may receive a little more than an opinion. However, a further question along the same lines might provide insightful and valid information.

Example 3 was: "Is this in the ball park?" In this case, in addition to being a closed-end question it contains the colloquial phrase "in the ball park" which may or may not be translated as you desire.

Instead ask: "How does this meet with you goals?" or "How does this meet your specifications?" or "How does this work within the limit of your budget, guidelines or parameters?" Again, if you use a follow up question you will receive valuable information regarding specifics.

In example number 4 the question is proposed as: "Isn't this beautiful - - great - - nice looking?"

These words represent the opinions and values of the questioner rather than the party being asked.

The manner in which this question is asked may also inhibit the respondent. Think of someone showing you a picture of their daughter or grandchild, then asking a similar question. Do you believe the questioner will receive a purely objective response?

*"If you use a follow up question -
you will receive valuable
information regarding specifics."*

Instead ask:

"What is your opinion about the looks, the style, the color?"

Or - - "In terms of looks, style or color, how is this for appeal?"

Or - - "On a scale of 1 to 10 - ten being the highest - how would you rate the looks, style, color of this?"

"You will find a gold mine of information if you use the proper response question."

Remember, even if the answer is not at the level of response you desire, it may represent the actual feelings of the party questioned.

At worst the response might be something like, "Not to my liking." And here is where you ask, after a 3 or 4 second pause, "Why is that?" or "Tell me why?" or "Can you tell me why you feel that way?"

This latter exercise of using the second question is called "**Layering**." In essence, it adds a layer of information to what you already know.

The same suggestions apply to the fifth example: "Isn't this the best thing you've seen or heard?"

Opinion questions tend to give us answers which uncover someone's value system. This is invaluable if you want to establish a high level of rapport early on.

In most situations when you receive a response such as those I am about to recite, you don't have to agree with the basis for the other parties' value system or even try to adopt it. You will however, find a gold mine of information if you use the proper response question.

In answer to a question such as "What is your opinion on this particular issue?" the other party responds:

- "I would never do that because . . ."
- "I would feel foolish if I did something like that . . ."
- "I think people who do that are stupid . . ."
- "I prefer to do it this way . . ."
- "I always do the following . . ."

While these responses may seem like they are absolutes, they are not. They are simply someone's opinion, which in turn may contain relevance to that person's value system.

Anyone of these or similar responses could be answered by asking a layering question such as:

- "Why do you say that?"
- or ● "Why do you feel that way?"
- or ● "That's a strong opinion, can you tell me why you feel that way?"

Again, a question creates an answer which inspires another question, and incidentally, if someone practices this method there is seldom if ever any offense taken. The reason is, the other party was asked for an opinion which then was not challenged. In fact, the questioner simply showed more interest by asking to know more about the situation.

Host Announcer:

Remember the rule, whenever possible use an open-ended question. We will cover even more examples of this type of questioning and the layering technique later in this series.

Now let's address **option questions**. They are also a form of open-ended questions.

DAVE:

Have you ever noticed that you are frequently taken down a road where you either have to agree or disagree - - to say "Yes I will" or "No I won't" - - and in most cases this limitation can or will lead to frustration. It may even cause you to make a decision unfavorable to either one or more of the parties involved, yourself included.

When you are asked to vote on a serious issue or select a style or model of something, have you ever become indecisive, or wondered why there weren't other options? Well, the person proposing an issue or attempting to sell you on an idea, product or service simply didn't think about the possibility of your feelings, ergo, you were never given options.

"A question creates an answer which inspires another question - - and incidentally - if someone practices this method there is seldom if ever any offense taken."

If your job or profession requires you to get others to make decisions, remember the more you know about them the easier it is to propose ideas, paths of action or solutions, and the **option question** will provide you with abundant information toward the next step.

Here is an example:

Someone asks you, "How should I do this?" or "Which way is the best to do this?" Try this response method.

- Say:
- "Tell me some of the things you've tried or considered?"
- Follow their answer with,
- "What was the outcome?" - - or - - "Which worked the best for you?"

In the response you will receive a portion of the history and evolution which brought them to this point, and you can now ask even more layering questions. Then, when you are ready to present your idea, you will be aware of what information to deliver and in what form it might be best received.

Here is another example: Someone says, "Here is my problem, what should I do?" Again - -

- Say:
- "Tell me some of the things you've tried or considered?"
- Follow their answer with,
- "What was the outcome?" - - or - - "Which worked the best for you?"
 - - or - - "How did that turn out?"
 - If they indicate a poor outcome ask, "Why do you feel your plan didn't work out?"

After you have sufficient information you might respond by saying, "Here are several options, which do you prefer?" or "Which of these do you see doing the best job for you?"

Here are some basic examples of very workable option questions:

- "Which do you prefer?"
- "How else might we accomplish this?"
- "Which of these do you feel will work the best?"
- "Which one of these is more appealing than the others?"
- "Which part could we eliminate?"

"In the response you will receive a portion of the history and evolution which brought them to this point and you can ask even more layering questions."

Another form of option question is the **option - option question**.

- "Let's see, we've discussed the options you have already considered."
- "Are there any other ideas you feel we might consider or look into?"
- Or ● "Are there other options which you know of that haven't been examined?"

In attempting to close a sale a salesperson might say to the prospect:

- "I need your help. Have I given you or discussed with you all the options which meet your needs?"

If some of the language in this questioning process seems lofty or haughty, or if thinking about using these responses makes you slightly uncomfortable, realize this is normal. The language, the style and the flow are probably different from those you've used in the past.

Remember, in the introduction to **Power Linguistics**, we referred to the 21-day rule.

It takes an average of 21 days to change even the simplest behavior, so be patient and be gentle with yourself. Try our methods and keep trying them for 21 days and **you will see** a positive difference in outcomes.

-- TRACK 3 STARTS HERE --

Host Announcer:

Now let's examine **Sweat Questions**. These are questions which require a deeper understanding of the communication process.

They require that a strong foundation for the relationship exists. This does not imply that it is necessary to have a long standing relationship, rather one which has been built on trust, credibility and confidence.

Many interactive communications "drag on" or "die" because there has been no question asked which could bring the interaction to a positive conclusion. Sweat questions often require deep thought, candor or deep personal examination.

DAVE:

Some sweat questions require early conditioning, pre-programming or lengthy processing so as to enable the parties to come to an agreement.

"Remember, it takes an average of 21 days to change even the simplest behavior - so be patient and be gentle with yourself."

Here is a very simple example:

A party receiving an idea or presentation for a product or service says:

"Let me sleep on it and I will get back to you."

The conventional response might be, "O. K., when shall I plan to get back to you?"

A sweat question response system would work like this:

- "Do I understand you would like to take some additional time to think this through and consider it?"
Wait for a reply, then (next question):
- "Is there any other information or support with which I could provide you?"
Wait for reply, then, ask the next question:
- "When would be the best/proper time to re-contact you?" Ask for a specific date and time.

This "sweat question" process would be followed by a follow-up note or letter thanking the other party, affirming their decision-making process, and confirming the follow-up date and time.

"Hold on," you might say, "It sounds pushy." - - or - - "Its purely a sales tactic."

Not so, remember I said sweat questions require a foundation of trust, confidence and credibility. Frequently these can be established during a first meeting.

While this practice works well in selling, we have an equal number of executives, employers, managers, accountants, attorneys, those who counsel other and yes, even religious advisors who have learned to use this technique effectively.

Here are some additional sweat questions and then we will examine processing which will enable us to gain rapid confidence, credibility and trust. Again, here are examples of sweat questions:

- "When would that be?"
- "When do you intend to start?"
- "When can I expect to hear from you?"
- "What would need to exist to convince you to move the process?"
- "Is there another issue or hidden agenda?"

"Sweat questions require a foundation of trust, confidence and credibility - frequently these can be established during a first meeting."

Think about it, how many people do you think enter counseling who hear all their options and never make a decision? The answer is: a great majority.

How many people constantly seek out self-improvement programs, read almost all the printed matter available on their condition, yet never make a commitment to change. The answer again, the great majority.

I am not implying that this system of question and response could or would solve problems for all these people. I do believe however that most people are not really asked to make a decision.

Dr. Harvey Cox, a professor at Harvard and a major author in the field of theology, said, "Not to decide is to decide."

In short, if no decision is made then in truth a decision has been made, i.e. not to decide.

Great communicators know this. They therefore do a great deal of processing in the early stages of a relationship, such as acquiring information on opinions, likes, dislikes, history and values. Then they build a foundation on which they can pose a sweat question without making the person questioned uncomfortable.

Host Announcer:

Dave has examined several kinds of questions and explained both their purpose and use. He urges you to try this question response system. Practice it for 21 days and become a **Power Linguistic** specialist. However, Dave also mentioned that processing is a key ingredient in creating trust, credibility and confidence. So, before we proceed through the next two types of questions, let me again become your surrogate questioner.

Here is a typical question asked at one of our seminars:

"Dave, what is meant by the word **processing**?"

DAVE:

In this instance it deals with processing information received. When we use a questioning method correctly (experts would say we are "processing") and may extend this to mean processing the person we are questioning.

*"If no decision is made
then in truth a decision has been
made - - - not to decide."*

Dr. Harvey Cox

If someone provides us with information in response to a question, that information may not have complete clarity. So, we show interest and ask for more information. This may be accomplished by asking simple questions, such as :

- "Why do you think that happened?"
- "Do you feel that could have been avoided?"
- "How did you or they react?"
- "What was your feeling at that time?"
- "What do you think they meant?"

These and similar questions asked in a low level voice, while showing interest in the answers, will lead you to more valuable information about the person and the situation.

Host Announcer:

It sounds simple enough doesn't it? And if evidence supports that this method of processing information produces positive results, why don't more people use processing?

DAVE:

I know it sounds simple. However, using it is complicated for it requires the questioner to have a goal, primarily to understand more about the other party and the circumstance or conditions surrounding the issue, without making mental or verbal judgments and obviously without interrupting, ending sentences or even contributing to the information being provided.

Host Announcer:

Dave, I believe that here we could use an example to define what you've just said.

DAVE:

Here is an example:

In processing someone about whom I have little personal information or inklings as to what their value system might be:

***"If evidence supports that -
this method of processing
information produces positive
results - - why don't more people
use - processing?"***

I ask: How long have you been involved in the computing industry?

They respond: About 17 years.

I ask: How did you come to be involved in this field?

They respond: Originally, I was trained as an electrical engineer.

They shut down one of their centers so I was released.

I ask: So what made you select the computer field?

Response: I had a friend in this company and he encouraged me to apply here.

I ask: So how long have you been in management?

Response: 5 years.

I ask: Where did you go to school?

He responds: etc. etc.

Without dragging this further, please notice in processing we don't drop in comments such as:

- My brother also is an electrical engineer.
- I have two friends who went to the same school.
- The computer industry is an exciting field.

These and other comments might be injected in normal conversation, however, they make it more difficult and sometimes impossible to process.

Yet it is a natural tendency to want to jump in, to show that you know something about what the other party is saying, or to immediately create identification or bond.

Unfortunately, to do so severely curtails the amount of information you will receive and it reduces the positive outcome of processing.

Host Announcer:

Dave, based on your experience, is it difficult to learn to process?

DAVE:

What is difficult is learning to listen, to absorb data and use layering questions, all without allowing premature assumptions to rule your responses.

In the introduction to **Power Linguistics**, we introduced a listening model. Be sure to examine that segment carefully. We will go into further explanation of it later in this series, for obviously, listening is a major ingredient in being a successful processor.

"It is a natural tendency to want to show that you know something about what the other party is saying to do so curtails the amount of information you will receive."

Host Announcer:

Once you've processed information, how will this aid you in the questioning process?

"I believe I have an idea which meets your needs. If any portion of it seems inconsistent with your values - please let me know."

DAVE:

Well . . . here is an example:

Let's suppose my processing leads me to an understanding of your value system. Now I present my idea to you based on your values not mine. However, just prior to my presentation, I use a conditioning phrase built around what I know about you.

I would say: "Mr. Brown, based on what you've said earlier, I believe I have an idea which meets your needs. In addition, as I present my idea, if any portion of it seems inconsistent with your values please let me know."

Within my statement are several key factors. First, I tell the other party (or parties) it is based on my listening to their comments .

Next, I tell them I believe that this idea meets their needs .

Then I state that if any portion of the idea does not equate with their values to let me know. In this latter instance they are being asked to guide and help me to present to their needs.

Host Announcer:

Dave, you have frequently used the term "presentation." Could one assume this is used in selling situations?

DAVE:

Yes, this technique is used in sales situations. However, we actually have a more complete and specialized methodology for salespeople which we will discuss in the segment on selling. The example I've just given is a method regularly used by:

- Consultants with their clients
- Contract and union negotiations
- Committee chairs, and
- Those facilitating seminars and other similar situations, as well as salespeople

The key factors which make this methodology work in all cases are:

- Ask many questions - - early
- Listen : absorb key information
- Ask layering questions
- Start to build rapport
- Identify the values of the other parties
- Speak to - - - and present to - - - **their** values

*"Ask layering questions - -
build rapport - - speak to - -
and - - present to - - their values."*

-- TRACK 4 STARTS HERE --

Host Announcer:

All right Dave, to return to your list of types of open-ended questions, tell us about **binary questions**.

DAVE:

Binary really means two. More specifically two by two.

Binary questions are frequently asked unconsciously and can confuse the party being questioned since they may be asked to deal with and respond to two (or more) separate issues at one time.

An example would be:

"Tell me how you got involved with the program and who is the person who suggested it to you."

One part of the question deals with how, while the other part deals with a who. In the mind of the listener they are asked to sort out two separate issues and respond with one answer.

Unfortunately, those in the field of communication make this error rather frequently.

A proper **binary question** - - again these are two questions asked as one - - might go like this:

- "Did you notice anything peculiar? And if so, what was it?"
- "How will you make this decision? And can I do anything to help you?"
- "When did you first notice it? And why was it so appalling?"
- "Were you aware of some of the drawbacks? And were they explained to you?"

These examples deal with two parts of a single issue. The respondent may choose to separate the answers, and if not, the questioner listens to part one and may repeat part two for confirmation.

Structure your questions carefully. If in fact you are using binary questions, restrict or limit them in your questioning until you are sure you are using them correctly. Again, this takes practice.

Host Announcer:

The final example of open-ended questions which Dave promised to explain is called a **closing** or **conclusion question** and their title would seem to indicate the purpose.

DAVE:

Once again the word "closing" may immediately lead you to believe this type of question is utilized purely by salespeople.

In fact, this style of question can be used by anyone in the field of communication, as you will see.

If your interest is purely in improving sales techniques we have a more complete explanation in the selling segment of this series.

When you come to the end of a speech or a negotiating session, a presentation to the clients or a committee meeting, why is it that all of the energy directed to the listener so far frequently ebbs, and these sessions often end without a conclusive follow through?

Here are some examples of closing questions for situations such as these:

- (Committee meeting): "What specific actions do we want to take in the next 30 days?"

Or

"I believe two portions of our findings can be put to work immediately. How many of you agree?"

Or

"Is there any reason that we should not proceed with the following two items immediately and these three additional items within 30 days?"

"When you come to the end of a speech or a negotiating session - why is it that energy frequently ebbs and the session ends without a conclusive follow through?"

These questions are intended to move your conversations into an action stage and if there is resistance or reluctance to move forward, you can then deal with it.

- In making a speech to an organization to exhort action you might say: "Is there any reason that you cannot immediately move these ideas into a plan of action?"

Or

"I would like to move this matter by asking for a vote of confidence."

Or

"What would need to exist to move this to the next phase?"

- In "one on one" situations, we would ask:
"What are the specific parameters, time limitations, specifications?"
"When would you anticipate making a decision?"
"When (how) will the decision be made?"
"What would need to exist to . . .?"

These questions take the "one on one" presentation into a decision mode. In the last example, "What would need to exist to . . ." is a **Power Linguistic** phrase that we call our last resort statement. I urge you to remember it. Whenever you face resistance, delay, confusion, procrastination or similar, use the phrase, "What would need to exist to . . ."

Here are more examples of its use:

- "What would need to exist to get this committee moving forward today?"
- "What would need to exist to get your department to sign on and utilize this method?"
- "What would need to exist to get this project started?"

Here again this **Power Linguistic** question asks for a positive decision, then, subtly asks for all the reasons that the other party might have for **not** moving forward.

There is one final technique I want to mention in questioning, and then we'll move on. We call this technique **Echolalia**. Let me repeat that word: **Echolalia**.

In essence, **Echolalia** is using the words spoken by the other person in a questioning format. Utilizing this technique requires the person making the last statement to elaborate or extend other information or raise issues that they may be dealing with and/or hidden agendas.

"Whenever you face resistance, delay, confusion, procrastination or similar, use the phrase - - what would need to exist..."

There are several ways to preface echolalia. Here are some examples:

- Do I understand that (then repeat their statement)
Or
- Let me make sure I understand **exactly** what you are saying or suggesting
(then repeat their statement)
Or
- I hear you saying (repeat their statement) followed by . . . "is that correct?"

All of these techniques in questioning have to be practiced to ensure competence.

Remember there is a heavy emphasis on listening. Trial lawyers are taught to listen to the response of the witness to enable them to build the next question or series of questions.

A competent trial attorney will instruct his or her witnesses to answer all questions in as few words as possible and never add additional dialogue because it enables the other attorney to build the next question. We, on the other hand, ask you to encourage the listener to add more to their statements so as to prepare you for the next question.

We believe that, with proper questioning, you extend to your listeners the feeling that what they are saying is truly of interest to you and that you want to know more.

One final caveat: just asking questions is **not** the answer. Asking the proper question in the proper manner with all your listening devices tuned in and a sensitivity towards the other party will pay off handsomely in the outcomes of your communication.

Host Announcer:

As we end our portion on questions we ask that you complete the printed text regarding closed-end and sweat questions, and several related to listening.

In so doing you will be enhancing your understanding of the material you just heard.

And now, on the to the next segment.

*"With proper questioning -
you extend to your listeners
the feeling - - that what they are
saying is truly of interest to you."*

This is the end of C.D. #3.

Printed support material follows and precedes C.D. #4.

CLOSED-END QUESTIONS

- 1) Which is the most common closed-end question you are hearing (or using) in interpersonal communication?

- 2) Convert the latter to an open-ended question. _____

- 3) What response would you anticipate? _____

- 4) How would you respond in turn? _____

SWEAT QUESTIONS

- 1) Have you been exposed to, (or trained to use) sweat questions? Yes _____ No _____
If yes, give an example of one which you have used. _____

- 2) Were (are) you comfortable asking the latter? Yes _____ No _____
If yes, explain _____

- 3) What has been the outcome of its use? _____

- 4) Could the question be altered to increase its effectiveness? Yes _____ No _____
If yes, how _____

LISTENING

- 1) Based on the Power Linguistics Listening Model - - Grade yourself on your level of competency as a listener (1) Low (5) High Grade _____
- 2) What portion of the listening model do you feel you need to observe the most? _____

- 3) What can you do to achieve higher skills in listening? _____

- 4) Set a goal to dialogue with someone and restrain yourself from other than asking questions for a period of 3 minutes, then 5 minutes, then 7 minutes.

POWER LINGUISTICS (C.D. #4)

Affirmations, Anecdotes, Analogies, Metaphors and Surprise Statements

Host Announcer:

By now your tool box of **Power Linguistic** methods may seem partially filled. However, there's much more:

In this segment we will deal with

- Affirmations
- Anecdotes
- Analogies
- Metaphors
- and
- Surprise Statements

Here is Dave Yoho to explain these components of our program.

DAVE:

- Affirmations
- Anecdotes
- Analogies
- Metaphors
- and
- Surprise Statements

Each of these elements will be easy to understand and just as easy to filter into your communication methods.

A noted author in the field of influence - - Robert Cialdini, a professor of Psychology at Arizona State University - - won kudos for his research into the intricacies of social influence. He states in his book "*Science and Influence*" - - published by Allyn and Bacon - - that there is a phenomena known as "**reciprocal concessions.**"

He goes on to explain that a person who acts in a certain way towards us seems to be, in our mind, entitled to a similar return action.

Within that statement is an explanation as to why, affirmations, when used correctly, immediately add to your ability to gain rapport rapidly.

THE RECIPROCAL PROCESS:

"A person who acts in a certain way towards us seems to be in our mind - entitled to a similar return action."

An affirmation is a gift, it contains no qualifications or limitations. It is a statement which affirms someone **without** a "catch." When someone receives and accepts your affirmation, the sense is that they are obligated to give you something in return. Ideally, in most cases, you would like to receive time and attention.

For the most part, affirmations are not anticipated, and as such when they are received they tend to ameliorate difficult situations or at least those which cause uneasiness.

As an example, suppose you are calling someone within a company. The party answers the phone by saying, "X-Y-Z - Corporation, Linda speaking, how may I help you?"

Notice that **you** are **not** in the statement or greeting at all, and what's more, the majority of the information regards information you already have.

Unless you misdialled you knew you were calling X-Y-Z-Corporation.

Here is the dialogue when the phone is answered with an affirmation.

"Good morning, thank you for calling X-Y-Z-corporation, how may I direct your call?"

"Good morning" is a greeting, "Thank you for calling" is an affirmation, and "How may I direct your call?" is an offer of service. You may then want to add, "My name is Linda" or "This is Linda." Surprisingly, at this point, your name is the least valuable part of the information in the answering system.

If it is your desire to build this into you or your organization's communication system, start today by creating a simple written script. Ask the party answering the phone to smile as the statement is delivered, then have your phone answered in this manner.

An affirming statement can also validate an action. It is a positive declaration and ratifies a decision, for example, **"I affirm your wise choice."** Affirmations are introduced in the early stages of a relationship, and the same affirmation, as well as others, are repeated frequently to sustain the feelings of well being in the persons who have been affirmed.

When someone calls your organization in response to an advertisement, respond by saying, "Thank you. Your call requesting information comes at the right time. We are in the midst of one of our biggest promotions."

"Affirmations are introduced in the early stages of a relationship, and the same affirmation, as well as others, are repeated frequently to sustain the feelings of well being in the persons who have been affirmed."

Here are some easy-to-use affirmations which can easily be practiced. Try them. Measure the other party's response and then consider the value of increasing the use of affirmations in your business or profession.

- To someone walking their dog, "Great looking dog."
- To a waiter, busboy, bank teller who responds to you promptly, "Thank you for your promptness."
- To someone who submits an idea - - whether it seems workable or not - - "Thank you for bringing that to my attention."
- When someone inquiries about your family, your business, your health, preface your remarks by saying, "Thank you for asking."
- To someone calling with a service problem or complaint say, "Thank you for bringing this to my/our attention."
- If you want to evoke questions from a group, when you respond to anyone raising their hand, point to them and say, "Thank you, and your question is?"
- After a break in a meeting or conference, when attempting to get participants back to their seats, say as follows, "Thank you for returning to your seats. Thank you for your silence. Thank you for your cooperation."

Repeat this latter statement as often as necessary. You will soon see it is much more effective than repeated pleas of, "May I have your attention," or, "Will you please take your seats."

- If your profession is selling, open your greeting to your prospect with, "Thank you, Mr. Brown for taking time from your busy schedule, etc. etc."

Or

- "Your time is appreciated Mrs. Jones."

Or

- "Thank you for the opportunity to render this proposal."

Affirmations are frequently completed with limited or no dialogue, such as when the other party is "making a point." You then can respond with frequent nods and smiles.

How the affirmation is made (versus praise or buttering-up) will definitely determine its effectiveness.

In the examples we've used, do you notice it's more about **them** than it is about **you**, your organization, your product, service, idea, etc.

Again, I challenge you to use more affirmations. Practice them and work yourself past the awkward stage which is common whenever you practice new methods of communication, then measure the results.

"Affirmations are frequently completed with limited or no dialogue - such as when the other party is 'making a point' you can respond with frequent nods and smiles."

-- TRACK 2 STARTS HERE --

Host Announcer:

Most successful communicators use **anecdotes** in their interactive language whether writing or speaking.

An **anecdote** most frequently is a little known entertaining fact of history, a partial biography, or it could be your personal experience.

Dave Yoho will give you several examples.

DAVE:

Most people use anecdotal material in their communications and many do not realize they are doing this. However, in many cases, the anecdote may create confusion if its use or relationship to the situation at hand is not clear.

Here is a positive anecdote which I believe anyone can comprehend:

Until 1960, the word plastic to most people meant "cheap." During that same era sophisticated products, such as vinyl, were being researched and projected as a quality durable material because of its light weight, ease of use and virtual indestructibility.

And here is another - -

Moisture in your home is created by simple acts such as boiling water, running your dishwasher or even taking a shower. The latter is the easiest to remember since your bathroom mirrors get fogged. Now ask yourself, "Where does all that moisture go?"

And one more example:

"Prior to the Wright Brothers achieving flight in 1903, no one saw the relationship between an aileron and the structure of a bird's wing. That may explain why it took the American Medical Profession so long to relate eating habits and the lack of exercise to the increase of heart disease in the United States.

Those communicators who use anecdotes most successfully choose their anecdotes carefully, rehearse them, and use the same ones frequently.

The effects of anecdotes on the listener are numerous.

"An Anecdote is most frequently a little known entertaining fact of history or biography or your personal experience."

- Speech becomes more colorful and easier to listen to.
- The proper anecdote makes it easier to understand something which might otherwise be complicated.

Here is an example of that:

If you were introducing an idea or methodology which might be received as antithesis or opposite to what they and most of their associates believe, you might say . . .

"When I was being taught physics in high school - - and this may apply to you as well - - I was taught that you could change the form or shape of matter, but you could not destroy it. A tree might become lumber, and lumber might be burned and become ashes, yet, we have only changed the form of matter and have not destroyed it."

The clincher came when the teacher and the reference book we used said that the same amount of "matter" exists in the world today as when the world was created, only its form was changed.

Now here is Change Number One for this anecdote:

"However, on the day we sent a rocket to outer space or landed on the moon, we returned to earth with less matter than we sent out."

And here is Change Number Two, and the purpose of this anecdote:

"Despite what you have heard or what you may believe about ideas or products of this nature, I am going to share with you an idea and information which has changed the way we think about - - whatever."

This was intentionally a long example. Yet it is very workable. It conditions others to receive information which may be counter to their current belief system.

Again a caution, don't overdo anecdotes. A drawn out or over-complicated anecdote can have an effect opposite of its intention.

Host Announcer:

Closely related to the use of anecdotes is how great communicators use **metaphors**.

A **metaphor** is a figure of speech where a word or phrase is used to suggest a likeness or sameness between objects which might not be otherwise related.

"I am going to share with you an idea and information which has changed the way we think about - - "

Here Dave explains metaphors as they are used with the Power Linguistic system.

DAVE:

Metaphors and anecdotes provide an infinitely rich set of structures for indirectly influencing people to listen and take action. **They can contain embedded commands which I will cover in detail later. In a well-used metaphor a character in a story can make a suggestion that the speaker might fear to make himself.** They can remind the listener of similar experiences she or he has had in the past. Metaphors have the additional advantage of sounding natural and of being inherently enjoyable to listen to.

Here are a few statements which precede the introduction of a metaphor:

- This is not too dissimilar to what you explained to me earlier, etc.
- We try to present this in simple nourishing language, etc.
- Unlike the problem you described earlier, etc.

And here are some well used metaphors:

- This will wear like steel.
- This is the glue which will bond our relationship.
- As Dr. Harvey Cox said in his thesis on decision, "Not to decide is to decide."
- As Dr. Hans Selye, a leading exponent on stress explained, "Stress is **our reaction** to circumstances or situations to which we are exposed."

A metaphor can be cited with a gesture such as:

- It performs like the skin on your body (touch your skin.)
- It all comes down to how you see it (point to your eye) and how you feel about it (point to your heart.)
- Its not what is printed in this agreement or similar document (point to them) - - it is the history, reputation and credibility of the person proposing it.

There are also many personal metaphors such as:

- I learned this undeniable truth from my customers, my associates, my parents, etc.

Here a truism is expressed as a personal metaphor, also its source and supposed validation is identified.

"In a metaphor a character in a story can make a suggestion that the speaker might fear to make himself."

Other examples of personal metaphors are:

- I have used this method myself since I was introduced to it by . . .
Or
- I have this same system in my home.
Or
- I really got concerned about financial planning when my aunt had to go to a nursing home and her family discovered she had limited income and that kind of care was expensive.

Personal metaphors are intended to get others to look at issues differently or to acknowledge circumstances or situations without using criticism.

A metaphor can direct someone to look at the future, or to be more forward thinking. Here are some examples:

- Let's look at the next 5 years and examine what will happen if these costs continue . . .
Or
- If conditions are similar when our children are preparing to go to college . . .

You can use this style of metaphor to make a strategic point as in this example:

- My grandfather was a simple man without a formal education. He did however have some simple rules of life which exemplify my point. First, he said regularly, "Don't spend more money than you make!" Second, he also admonished his grandchildren, "Don't touch it if it isn't yours!"
Or
- Many people (this could be said to employees, clients, prospects, etc.) in a situation similar to this expressed their early feelings of unsurity only to discover later etc. etc.
Or
- You impress me as someone who asks questions and knows how to evaluate opportunities. History has shown that it is people such as yourself who benefit the most in situations similar to this.
Or
- Here is how the wisest and most successful man I know looks at situations such as this. He says, you have a choice. You can cross the Atlantic ocean in a tug boat or in a large ocean liner. Ask yourself in which case would you feel safest.

When you use metaphors, select those which are most appropriate to your style, and be sure the information is true.

"Personal metaphors are intended to get others to look at issues differently or - to acknowledge circumstances or situations without using criticism."

Practice listening to other successful communicators. Observe the number of times they use metaphors and then evaluate if and to what degree their use has been effective in improving outcomes.

Now one more metaphor, "Let's take the bull by the horns" and move on.

-- TRACK 3 STARTS HERE --

Host Announcer:

I'll use Dave's example by using metaphors. "A lot of water has gone over the dam since we started to introduce you to **Power Linguistics**" and we assume your thirst for more will prepare you for the next strategy used by those we consider successful communicators.

So let's go to the well again to draw on the expertise of someone who through his research has designed programs on communication for some of the most successful Fortune 500 companies in the United States.

With pen and pad in hand let us be like sponges, prepared to acquire exciting information which can ignite our passions and elevate our competence.

With this cornucopia of metaphors overflowing we savor our abundance and then move on to examining **analogies**. Here again is Dave Yoho.

DAVE:

This may appear simple. Most of you know what an analogy is. Most of you use them. However, the most effective analogies are created by the speaker based on the speaker's experience.

An analogy could be described as word engineering or the application of words to effect logic.

To be more simplistic when you use an analogy you are saying or implying "according to logic".

In a moment I will demonstrate the creation of an analogy. As I do, reflect on **what** I am doing.

I will be creating a resemblance between things otherwise unrelated, using figures of speech and embodying an extended or elaborate comparison between objects or ideas.

Here goes. Some years ago I shared the platform with the great minister, Dr. Norman Vincent Peale. As we sat together after the program I asked him about his ministry.

"An analogy could best be described as - - word engineering - - or the application of words to effect logic."

I said, "You've been at the same church, Marble Collegiate in New York, for over 50 years, don't you have difficulty creating new material for your sermons or being concerned that you are telling the same story too often."

Dr. Peale replied: "Often when I know well in advance what my text for that sermon is, I nonetheless may want to make a point by using a story that I have used frequently in the past. So, as Dr. Peale went on to explain, I scan the congregation as I gesture and say, "I know I've told you this story before, however, I want to make a point, and this story has special significance."

Now, allow me to demonstrate how this becomes an analogy.

When I want to reinforce the idea that something which is familiar or frequently used can have significance no matter how often it is used, I would use that analogy.

Or, "I use this story to make the point that great material never goes out of style."

In either case, I might be working with executives to whom speaking and presenting have no connection other than the fact they are both forms of communication techniques.

Here are some basic examples of analogies which create a resemblance between things otherwise unrelated.

- Using this is as easy as child's play

Or ● Critics are as common and just as annoying as ants at a picnic

Or ● It was light as a feather

And most of you have heard or used:

- It is as pure as the driven snow

Analogies can add color to your speech. Whenever we create a **Power Linguistic** script for personnel in large organizations, we create analogies.

In this way we can create standardization of delivery and we know in advance which analogies are most likely to give us the outcomes we desire.

"Often in my sermon when I want to make a point by using a story that I have used in the past I'll say - 'I know I've told you this story before - however - I want to make a point and this story has special significance'"

Dr. Norman Vincent Peale

To describe something which is waterproof, we might say, "This material is designed to resemble the skin on your body, it is **hydrophobic**. Like your skin, it sheds water. However, it is also **hydrophilic**, like the pores in your skin. It allows moisture to pass from the inside to the outside while preventing outside moisture to enter much the same as perspiration exits your body through those pores.

To explain a guarantee we would suggest:

"A guarantee is like a check."

Someone gives you a check for one hundred thousand dollars. It is your hope that the person giving you the check will have one hundred thousand dollars when that check hits the issuers bank.

So it is with a guarantee - - Does the issuer have the assets, skill and history to insure that when you call for guaranteed service, it will be there?

To explain a catalyst you might use this as an analogy: Take a tea bag, put it in it in a cup and add boiling water. If all things are done correctly you get tea. The boiling water could be called the catalyst which when combined with the bag creates a cup of tea.

Am I making myself clear?

Power Linguistically speaking, an analogy can become the explanation of something complex to the listener by comparing it point by point with something which at first appeared dissimilar, the listener gets clarity.

When an engineer explains the loss or gain of heat as it relates to heating or air conditioning he or she will frequently make reference to:

- Heat refraction
- B.T.U.'s
- R. Factors
- U. Factors
- Radiation
- Infiltration
- Efficiency Factors

*"Analogies add color to your speech
- and - we know in advance which
analogies are most probable to give
us the outcomes we desire."*

And other technical terms which in fact explain how to determine the size of the heating and air conditioning system for an individual building.

Now, I would guess most of you know about or have at least heard the term B.T.U. An engineer might explain it as the quantity of heat required to raise the temperature on one pound of water - one degree Fahrenheit.

Bear with me as I attempt to convert B.T.U.'s and some of the other references to simple language by use of analogies.

Envision a match being lit and holding it under a saucepan containing a pound of water.

Envision a pound of water as a half-filled pitcher having been poured into the sauce pan. Once you have that image, increase the number of matches to six. This vision defines six B.T.U.'s at work.

The image becomes the basis for the analogy, 1500 B.T.U.'s equals 1500 matches. Your heating system is measured by its B.T.U. capacity. There is a small metal plate on most furnaces which indicates the maximum B.T.U.'s your system can produce.

To examine how the proper sized heating and air conditioning system is determined, here is an analogy which describes heat loss or heat gain.

Envision a large square box with four sides and a top and bottom all sealed, then covered with a heavy layer of insulation. Just prior to sealing this box, envision pumping heat into this box to a temperature of 72 degrees Fahrenheit.

Next, envision the temperature outside the box at 40 degrees Fahrenheit. Because the box is sealed and well-insulated, the temperature inside the box will not change much.

Now envision - - because of a desire to see inside the box - - we cut a small square opening for observation and place a piece of glass in the opening.

Since the opening is no longer tightly sealed and the area in glass is not insulated, some of the heat inside the box will exit around the glass and even through the glass by radiation. This is heat loss.

"An analogy can reduce the most complex issue to a simple form."

If the temperature outside had been 95 degrees, and 72 degrees within the box, the opposite occurs, heat radiates through and around the glass and now you have heat gain.

Can you see where we are going? This elaborate comparison of an object dissimilar to a house creates a vision or a picture which explains a technical phenomenon.

Take it one step further, create additional openings which are symbols of doors and windows. Add elements which imitate objects being put into the box with different temperatures, and the picture expands. When engineers calculate this and similar data, they create the basis for determining the B.T.U. size of the heating and air conditioning system needed for your building.

This analogy is more elaborate than most. However, for lay people, explaining those technical terms used by engineers requires the creation of this kind of word picture.

Analogies are particularly useful in sales presentations when technical products or services are sold to those without technical education.

In our special section on the use of **Power Linguistics** in selling, we demonstrate many additional examples of this technique.

-- TRACK 4 STARTS HERE --

Host Announcer:

There is one more component in this group.

We have covered **affirmations, anecdotes, metaphors and analogies.**

The final component has to do with surprise statements.

We tend to think of surprises as those which arise spontaneously, at least for the party being surprised. However, it may surprise you (excuse the pun) to hear that within **Power Linguistics** there is an actual technique called a surprise statement. Here to explain the purpose and the methodology of this technique is Dave Yoho.

"Analogies are particularly useful in sales presentations when technical products or services are sold to those without technical education."

DAVE:

Early on in my studies in the field of psychology and related sciences there were strong discussions on mental habits. The prevailing wisdom then voiced by most experts still holds true today.

Be cautious about what you think, for it will impact what you say, and eventually, what you will become.

In short, you become what you think about.

A major controlling factor in a mindset is the individual's self perception. All of our major decisions are influenced by our frame of mind. The frame of mind is mostly controlled by mental habits which research one's personal history, rapidly processing earlier mistakes, errors in judgments, concerns for consequences and similar issues. Then, unless challenged to change, that mindset is reinforced and the individual retreats to the security of keeping the same mindset.

Surprise statements are built on the skill of putting words and phrases in such a way as to effect a surprise on the listener.

The words and phrases are accompanied by gestures, facial contortions and other body language which reinforce the words.

A caution, don't tune out suddenly and assume this will turn into an exercise in theatrics.

Traditionally, when you or others are surprised, **there is** facial registration. The head may snap back, lips are pursed, eyebrows are raised, all of which may precede remarks such as:

- Wow!
- My goodness!
- I don't believe it!
- Are you serious?

Your personal research will indicate that you - - and almost everyone you know - - register surprise usually with a combination of words and animation.

"Unless challenged to change - - a mind set is reinforced and the individual retreats to the security of keeping the same mindset."

And frequently, when the surprise is overwhelming, the animation is predominant, followed by awesome silence. Just as frequently when the silence has prevailed long enough, the statements come out:

- "I'm shocked to hear that . . ."
- "I would never have believed that . . ."
- "They sure fooled me."
- "This is contrary to everything I believed about him/her, that organization, etc."

Examine with me what these statements might mean to the listener.

To someone who has had a strong mindset, their perception of certain people, behavior or values are secure. However, the surprise statement creates a need to re-examine the mindset.

Don't overlook the power and potential of surprise statements to effect changes in the mindsets of those whom you wish to influence through effective communication. Even a brief alteration of an individual's habitual mindset can mean the difference in getting new ideas accepted even on a "trial basis".

Remember the "others" we are addressing, be they clients, employees, customers or a congregation. All have habitual mindsets, and it is not our purpose to challenge their personal values, only their mindset, so that **our** ideas can be objectively evaluated.

Here are some examples:

If you are making an opening statement and you want to use a surprise statement, remember the words of Marc Anthony:

"Friends, Romans, countrymen, lend me your ears."

He is saying this to a hostile crowd, so if he is **not** effective, the outcome may include his own death.

Hear these words again:

"Friends, Romans, countrymen lend me your ears."

"To someone who has had a strong mind set, their perception of certain people, behavior, or values was secure - however - - the surprise statement creates a need to re-examine the mindset."

Notice, it's all about them, not him. Then, here are the words that followed:

"... I come to bury Caesar, not to praise him."

What followed of course was lengthy praise of Caesar's personal qualities and accomplishments.

A surprise statement is not only something that the listener hears, through the proper choice of words they are asked momentarily to put their mindset on hold.

Suppose you were counseling an employee regarding infractions of company policies, or their inability to follow certain practices deemed to be necessary.

When the employee enters your office what is the mindset? Usually fear or at least trepidation, along with deep concern for their job, intimidation, defensiveness, confrontation or possibly all of the above.

You open your remarks by saying, "I am familiar with (and you recite their infraction.)" Now they know they are in for it.

Instead you say, "Most people do what they do, because at the time it seems like the proper thing to do." And it is usually the outcome or consequences of their action which determined for them if they acted wisely.

Review that statement. It's all second and third person. There is no - I - we - me - my company - our - policies and procedures.

What do you think will happen to their mindset??

Then follow that after an appropriate period of silence with this statement.

"Your attitude, opinion and feelings in this matter are certainly important. So relax, and when you are comfortable, let's hear **your** interpretation of what occurred."

Surprise - surprise - surprise!

"Through the proper choice of words listeners are asked momentarily to put their mindset - - on hold."

Irrespective of the final outcome or your ultimate decision you will get a lot more information, and you will see the benefit of surprise statements.

Another example, suppose someone states their position by saying this:

"I've been doing thus and so for most of my life." The intent of that statement may be to disincline you to attempt to offer compromise or suggestions for change.

You reply using medium to high energy, "Great." Then pause and let the surprise of a seeming endorsement sink in. Then you add: "I think its wonderful to have that comfort in your actions." Pause again, then add: "Even if it flies in the face of the best research available. Or despite the fact that there are options which are producing greater and more beneficial outcomes."

Here is an even simpler example, if you are selling and the prospect says:

"While your product is great, we've decided to go with X. Y. Z. company. Their product is only . . . (and they quote a price 20% lower than yours.)"

Instead of becoming defensive or criticizing the competition, you pause, then say, "Wow, did you say (state the price they quoted)?" And as you raise your eyebrows and lift your hands add, "I am really surprised that they are asking **that** much." Pause again and see what great avenues of information this opens.

Another example would be when a prospect says:

"We always get at least 4 or 5 bids."

Whatever the intent of this statement, first respond with a question such as, "Why 4 or 5 bids?"

Then, no matter what information is received say, "It's great to hear that people like yourselves have a bonafide system for selection." Pause, then ask, "Does that method always give you the best outcome?" Or, "After reviewing that many options, have you ever had a disappointing outcome anyway?" Or, "What brought you to the conclusion that reviewing 4 or 5 bids worked better than 2 or 3?" Again, listen to the outpouring of information.

"Irrespective of the final outcome or your ultimate decision - you will get a lot more information - and you will see the benefit - of surprise statements."

Here is another example:

Ask someone what led them to examine a particular idea, opportunity or product. Listen carefully, maybe even take notes, then pause and look pensively. Then say, "Based on what you've told me so far, I am not sure our method is for you."

In this example, you listen, then evaluate and make a surprise statement which includes what we call a **negative take-away**.

Here are some brief surprise statements:

- "Wow. That much? Really!"
- "Holy mackerel! That doesn't seem possible."
- "It's a wonder that you can afford that."
- (With hand over heart) "It's hard to believe that you paid that much all these years."
- "You had to wait - - how long?"

A **Power Linguistic** favorite of most people who sell happens when the prospect shows even a mild interest in the product being offered. The salesperson says, "I am not sure it would be wise to show you this product," and pauses. The prospect will usually ask, "Why not?" To which the salesperson replies, "When you get familiar with the many superior benefits of (whatever the product) and its ease of use, you will want one as soon as possible."

In this latter example, the first part is **surprise**. The second part is something called an "**embedded command**," a process we will explain in greater detail later.

Finally, remember this, surprise statements when used properly are effective in breaking down a habitual mindset **without** appearing to challenge someone's value system.

Host Announcer:

To reinforce Dave's ending words, surprise statements, when used properly are effective in breaking down a habitual mindset **without** appearing to challenge someone's value system.

"Ask someone what led them to examine a particular idea, opportunity or product - listen carefully - maybe even take notes - then pause - look pensively and say - based on what you've told me so far - I am not sure our method is for you."

To further reinforce the material you've just heard, complete the questions and statements on the pages that follow. As such, you will be achieving a better understanding of the use of anecdotes, analogies, metaphors and surprise statements.

After completing that exercise move on to the next segment.

- 1) Create an anecdote relating to post World War II and the expansion of new homes needed and being built. _____

- 2) Create an example of a reciprocal concession where performing an act or service for someone could lead to a beneficial outcome.

- 3) Give an example of a statement of praise _____

Now, convert this to an affirmation _____

This is the end of C.D. #4.
Printed support material follows and precedes C.D. #5.

- 4) Create a metaphor based on the sayings of Abraham Lincoln. To explain the use of self-denigration in speaking as a method to enhance the delivery of an idea _____

- 5) Create a metaphor to explain the value of creativity utilizing the words of an important historical person _____

- 6) Utilize any of the following metaphors to support an idea you encourage others to follow

#A The apple doesn't fall far from the tree

#B Success is usually the outcome of successive failures

#C There is no such thing as a "free lunch"

#D Whenever there is smoke, there is fire

Metaphor # _____ used to sell the idea of _____

7) Describe the difference between:

An Anecdote _____

An Analogy _____

A Metaphor _____

Then, make a list of 3 examples for each: _____

POWER LINGUISTICS (C.D. #5)

Hypernesia, Building Trust, Revivication And Building Response

"The brain is equipped with something called a neuron which aids in the transfer of information, impulses, and feelings via something called a neurotransmitter - an internal chemical which creates a transfer called a synapse."

Host Announcer:

With the great foundation of information you've received so far, we are now prepared to examine some advanced components of **Power Linguistics**.

In the introduction and during some of the examples which have been used, you have heard references to **embedded commands**, **programming responses**, **revivication**, **hypernesia** and other components of **Power Linguistics**.

So it's time to unveil **embedded commands** - - and as Dave will point out - - this component is frequently used with a process of memory enhancement called **hypernesia**.

Now, here is Dave to guide us through these two exciting parts of the methodology.

DAVE:

We introduce hypernesia and embedded commands simultaneously because they are frequently used in combination.

First, hypernesia is most commonly used as a medical term since it is often present in mental disorders - - and this is important to know - - the process of retrieving information stored in the brain is made possible by something akin to electrical transmission.

The brain is equipped with neurons, which aid in the transfer of information, impulses and feelings via neurotransmitters, which in essence are internal chemicals that create a transfer called a synapse. If this process breaks down, it is the frequent precursor to mental or emotional problems. Hence the reference to hypernesia as a by-product of a mental disorder.

It is important to know why the medical term is used to describe a malfunction, and at the same time, have behavioral scientists commit this title to a process by which to enhance memory.

A common complaint among people as they age is their loss of memory. Technically, this is referred to as **amnesia**, if in fact it is a partial or total memory loss, or even forgetfulness.

You might have been under the impression that amnesia, as you see it depicted in movies or written about in books, is the **total** inability to remember. This is not so.

Envision if you will, a straight line running from left to right across a piece of paper. At the extreme left envision the word amnesia, and at the extreme right the word hypernesia.



You are now viewing two extremes. In the center of the line put an **X** representing normal, actually a perception of normalcy.

Somewhere between the **X** and the word amnesia is where the average person perceives their memory. Whether their perception is accurate or not, their perception will frequently tend to determine the quality of their memory.

In point of fact, while many people denigrate their ability to remember, they are really being critical of their ability to recall.

Recall is the process by which we bring up words, messages, images, etc. from our memory bank. Many memory-enhancing techniques use a process of linking related sounds and images.

So here is the point I want to make. If I do something to enhance your memory you will move away from Amnesia and towards either Normal or Hypernesia.

And this is also true of most people with whom you interact. Now write down this next unusual word then look it up in an up-to-date dictionary. The word is spelled M - N - E - M - O - N - I - C . It is pronounced NEE - MON - ICK. In short, it is a system or technique to aid in increasing memory. An example would be the rhyme, "30 days has September, April, June and November, all the rest have 31 - except February - etc. etc."

"While many people denigrate their ability to remember, they are really being critical of their recall."

Remember, in **Power Linguistics** we refer to this as moving from a lesser memory or amnesia, toward an enhanced memory or hypernesia.

So much for the explanation. How will this aid you in becoming a more effective communicator, executive or salesperson?

Well for starters, understanding what I have just explained will give you more respect for your memory and the methods by which to enhance it, and that of others.

Secondly, once you understand this component and get used to the language attendant to it, you will experience greater success with outcomes.

Just suppose you could direct someone to have a better memory or command them to remember something of great importance. How would this enhance your managing, speaking or selling skills?

Here is the partner technique to hypernesia. It is called **embedded commands**.

Here we examine phrases which direct the listener to take (or not take) an action. To set or firmly fix an idea in the mind of the listener. To direct the memory of the listener, or to instill phraseology which when recalled directs the listener to take a certain path of action.

Here are a few examples:

Example No 1 is "Once I expose you to these techniques you will want to start to use them immediately." That is an embedded command.

Example number 2 uses an embedded command in combination with hypernesia.

"Mr. Jones, I am about to share with you the key techniques of our system. Please listen carefully and write them down. Of all things we've discussed this will immediately come to mind when the situation presents itself for use. You will not want to forget what I show you and, once I expose you to these techniques you will want to start to use them immediately."

The first part of the statement is related to hypernesia. Part two is the embedded command; to effect this style you need practice.

"Suppose you could direct someone to have a better memory - or command them to remember something of great importance - would this enhance your managing, speaking, or selling skills?"

The voice level and the tonal quality of the presenter or salesperson are imperative. The embedded command has to be seen as direction.

"The conditioning process - contained the phrase - 'I need your help'. Most people cannot resist - a request for help."

Embedded commands can also be used as conditioning statements, such as:

- "In a few minutes I will ask you to . . ."
- "Here's a point on which I need your help . . ."
- "Soon, you will see why you will need to . . ."

An extended example of the latter is something I use in a live seminar to make my point. First, I start with an announcement to the entire group, I say:

"I want to make a point about the use of effective techniques in decision making. (*I pause as if reflecting, then I add*) However, I will need your help."

Next, I walk into the audience of attendees and with a soft, yet commanding voice, I point and instruct them to hand me a personal object.

- To one I say, "Hand me your pen."
- To another, "Give me your glasses."
- And to the third, "Take off your watch and hand it to me."

When I have these articles in my hand I return to the front of the room.

Then I ask: "How did I get these items from these people?" They answer, "You asked for them." I do not respond except to ask, "Did I?" Finally someone gets it. They will say "You **told** them." Only then do I explain what had happened.

The first step -- I point out -- is the conditioning process which contained the phrase, "I need your help."

Most people cannot resist a request for help. The response to my embedded command for their personal property was a natural.

Experiment with this the next time you need assistance in a hotel, bank or airline terminal, when you are frustrated, feel put upon, or simply need something special.

Preface your remarks, requests or needs with this statement.

"I have a problem and I need your help."

When you are close to achieving congruence, or near to getting a positive decision, make this statement:

"We've spent quite a bit of your valuable time with this issue. I feel that we are on the same wavelength. However, I really need your help." Pause, then ask, "What would need to exist to move this to a decision?"

In this instance the "I need your help" serves as a conditioning statement prior to an embedded command, the purpose of which is to assist in moving the decision-making process forward.

Here are a few more examples of embedded commands:

- "Once you've seen how easy this is to operate you will want to find a way to have one."
- "Here is what you will remember," or, "Here is a major point you won't forget."
- "Keep this in mind as I conclude . . ."
- "Once you decide, people like yourself don't change their minds."
- "The only ones who may criticize your decisions are those who don't have all the facts."

And here are embedded commands which are closely tied to hypernesia:

- "You won't be able to forget . . ."
- "Later Mr. Jones, you will remember . . ."
- "This will come to mind as you weigh your decision to . . ."
- "Every time you see the fuel bill lower your family will remember your wise decision."

Here is still another hypernesia-embedded command example. Our research indicates this practice has been successful for guidance counselors in 12-step programs, religious leaders and almost anyone attempting to sell an idea, product or service.

First, remember that as an effective communicator you probably asked many questions first, and, irrespective of the setting, you've uncovered what was a happy or idyllic incident for someone. It could range from:

*"I really need your help -
What would need to exist
to move this to a decision."*

- The day they married
- The birth of a child
- Attaining success after a trying period
- Moving into their first home or some similar event where this great feeling of contentment or happiness existed.

Now, as you move to getting a commitment or a decision, you utilize the information acquired earlier.

Now, observe both components - - embedded commands and hypernesia.

"Mr. Jones as we approach the possibility of your commitment to this program, I urge you to examine the many benefits versus the negatives or risk elements, and then I urge you to decide in favor of moving forward. Then when you go to sleep tonight Mr. Jones, and when you wake in the morning, you will experience feelings similar to those you spoke of earlier (Now recite the incident) and you will be glad that you decided to do this."

AN EMBEDDED COMMAND - -
"As we approach the possibility of your commitment to this program - I urge you to examine the many benefits - versus - so few of the negatives or risk elements - and then I urge you to decide - in favor of moving forward."

Create an embedded command with which you will experiment during the next 21 days:

A. Situation:

.....

B. Embedded Command:

.....

C. Anticipated Outcome:

.....

NOT ON C.D.

Within this example is also an overlap into a process called **revivication** which we will discuss in detail later. For now, consider the latter examples and these additional combinations of embedded commands and hypernesia, which are in phrases such as these:

- "You won't be able to forget the picture of . . ."
- "Tonight, when you go to sleep, you will remember how great this will look or make you feel."

- "You will become our greatest promoter, convincing your friends and associates why this idea, product or service was such a wise decision."
- "In the future, as you use this you will remember . . ."

You may also use the examples of statements by others who are known for some specific skill or behavioral trait.

A typical statement, as in these examples which follow, might be repeated once or twice during a presentation or discussion.

- "Remember, as Dr. Harvey Cox the former Dean of the School of Theology said: Not to decide is to decide (then add your words.) First decide if this idea, system, product or method meets your needs. Then we can discuss how to make it possible for you."
- "Please remember as you listen and observe, to measure this against the words of world famous author John Ruskin, who said: There is hardly anything in the world that someone cannot make with less quality, that they can then sell a little cheaper."
- "Remember your friends, associates or family members who might have made their decisions based on compromise. Think about how it turned out for them. Then think of the words of the famous author James Russell Lowell. He said: Compromise makes a great umbrella, but a poor roof."

Or another example:

- "Remember it was Winston Churchill who said: A compromiser is one who feeds a crocodile hoping it will eat him last."

One final example deals with something called attention focus or control factors.

A logo, image or a power statement is injected into the process. Its purpose is to redirect the viewer or listener to a major point addressed during the critical interaction.

- "Our company's service is not the most important thing. It's the **only** thing."
- (When pointing to a spiritual image or icon state) "This image will serve to remind you that this is what you need."
- "You will remember this image as a reminder of . . ."

"A compromiser is one who feeds a crocodile - hoping it will eat him last."

Winston Churchill

- Remember our motto, "A trip of a hundred miles begins as of today with your first step. Each time you see this you will be reminded of . . ."

A final reminder about these powerful tools -- embedded commands and hypernesia. Most of the time they go together.

-- TRACK 2 STARTS HERE --

Host Announcer:

Here again for you the listener, I would like to ask the questions we most frequently receive at our live seminars.

First, Dave, as you went through the process of explaining about embedded commands and hypernesia, I had a feeling that from time to time you were talking about hypnosis.

My question is in two parts: (A) Are these methods connected to hypnosis, and (B) is this in fact a healthy way to build a relationship?

DAVE:

I will address all parts of your questions.

First, I ask you, have you ever met someone with whom you seem to have an almost immediate bond? Someone you liked that you felt you could trust. Someone whose ideas or style were so compelling you wanted to hear more. And yet, if you look back, there were few provable, justifiable reasons for this faith.

What you experienced many lay people call charisma. Behavioral scientists call it hypnotic trust.

There is no trance involved, no ritual of mind control. What has triggered this hypnotic trust is your subconscious linking of this person's habits to those of someone you have known, liked or trusted in the past.

Trust is the short cut to rapport, and rapport is the main highway to trust.

If the latter seems to be gibberish, examine this actual case history:

I once asked a purchasing agent who had placed an order with a manufacturer for products which he might have been able to purchase for less from another source, "Why do you do business with this particular company?" His response was lengthy and contained specific references to the following emotions: He trusted and liked the salesperson. He felt the company

"Have you ever met someone with whom you seem to have an almost - immediate bond - Someone you liked - You felt you could trust - yet there were few provable, justifiable, reasons for this faith."

was reliable. In a previous dealing with them, he developed confidence in them. The company seemed to care when a customer developed a problem.

Upon further questioning, he commented on the size of their manufacturing facilities, their quality control and customer service departments. Later, I asked him if he had ever personally seen the plant or any of the departments he mentioned. He admitted he had never seen them, yet he was convinced of their existence and superiority.

Herein lies a portion of our proof on the importance of a technique which inspires trust. If all aspects of his belief are true, he was nonetheless basing his decision on information supplied to him by the salesperson. The credibility, as well as other factors of the company's substance, are validated by buyers largely based on their feelings toward the salesperson.

The word trust is the overriding feeling expressed by this purchasing agent. We listen to those we trust. We count on those we trust to be present when we need them. And we tend to follow the advice and directions of those we trust.

Most frequently it is the energy, enthusiasm, and the choice of words and phrases with which the product is presented that develops trust and accelerates the prospect's interest. Thus a great product or service that is presented poorly may not get sold, while one of lesser quality presented well is purchased.

This is not an argument for emotional presentations in place of quality, service and reliability. Rather, it is an appeal for more effective presentations which develop trust and confidence.

To assuage anyone's concern about hypnotic trust, simply examine these positive examples with which most of us are familiar.

- Music, lyrics and dancing can have a hypnotic effect, lulling us into romantic moods or feelings of well-being.
- Prayer and meditation create hypnotic environments which lead to calmness and deep spiritual feelings.
- A speaker with a monotone or a sonorous voice may calm us to the point of napping, while a high energy speaker may stimulate us to move in our chair, tap our feet or nod in response to his or her statements.

"Most frequently it is the energy, enthusiasm, choice of words and phrases with which the idea is presented that develops trust and accelerates the listener's interest."

In the late 1800's a renowned neurologist named Dr. Charcot addressing the French Academy of Sciences demonstrated the various levels of hypnosis.

Dr. Charcot's studies proved there were various levels of words, phrases and sounds which, in turn, could be used to induce excitement, energy, creative thinking, problem solving and calmness, to name a few states.

Today the Medical Profession, Psychologists, Dentists, Counselors, Clergymen and many others, utilize hypnosis as a powerful tool to reduce pain, anxiety and the like.

Embedded commands and hypernesia can create the same effect for you.

No, it is not hypnosis in our usual understanding of an hypnotic state. And yes, it is a method to build trust - - hypnotic trust if you like.

Host Announcer:

Dave, your answer leads me to ask: Can someone who has a limited understanding of these processes learn to use them rapidly?

DAVE:

Remember, the example I just gave regarding the purchasing agent. The person influencing that trust was a salesperson.

And the chances are that he/she did not even know about **Power Linguistics**. Most of us get exposed to some form of hypnosis daily. Yet we are not consciously aware of it. Furthermore, the person inducing the hypnotic trust process may not be aware of it either.

The physician or nurse with a calming manner calms the anxious, excited patient with a soft voice, a caring tone, and possibly, tactile contact (touching). The patient becomes calm and feels they can trust the caregiver. Voila, hypnotic trust.

The executive, manager, radio announcer, religious leader, counselor and the salespersons who learn how to improve their communication style are not learning something new. They have subjectively evaluated their methods, worked with new language, and as a by-product, developed a higher level of trust with those with whom they communicate.

Host Announcer:

The next segment has an intriguing name. Many people use the technique and are unfamiliar with the full extent or value of the technique, much less its name.

"The physician or nurse with a calming manner calms the anxious, excited patient with a soft voice, a caring tone, and possibly, tactile contact (touching) - The patient becomes calm - and feels they can trust the caregiver - Voila - Hypnotic trust."

So, Dave it's time to discuss **revivication**.

DAVE:

Actually the process of revivication has been used for centuries. However, its utilitarian value was not appreciated until researchers came to conclusions regarding its effectiveness.

Think of the word revive, then think of affixing an ending which relates to or implies action, or the act of.

Ergo, revivication is the act of reviving memories, history or experiences.

Therapists, teachers, politicians, researchers, historians and of course, truly effective salespeople, use the technique to get others to revive their memories of past experiences. In so doing, the listener taps into past experiences and the emotions connected to them.

Revivication can be directed toward either positive or negative emotions depending on the circumstances.

A friend and client told me this true story of a sales situation. If you've been selling for years, you've probably heard of or seen a similar process. My friend was not aware of the name revivication, nor was he aware that researchers had isolated this style of interaction and given it that curious name. Here is the example:

As my friend, a manufacturer of custom kitchens tells the story, he observed a salesman and a couple who had carefully shopped for design, style and a price to fit their budget for their new kitchen.

The salesperson, after 2 or 3 involved visits with the prospects, knew quite a bit about their background. While in their home to measure, he had seen and discussed their wedding pictures. The husband had mentioned how he felt when he first saw his beautiful bride coming down the aisle on her father's arm.

Now in the process of deciding which kitchen to purchase, or even if the investment was prudent, the wife now married 15 years was leaning towards a more elegant and expensive kitchen than the husband thought was prudent. In addition, the husband while acknowledging their current kitchen was inefficient and outmoded, was showing signs of procrastination.

"Researchers have isolated this style of interaction and given it - the curious name - Revivication."

As my friend continues the story, he said that he marveled at the calm and patience displayed by the salesman, who watched as the sale was slipping away. Because the husband had by now convinced himself to wait, while the wife, who showed all signs of wanting "her dream kitchen," seemed to have little choice except to let her husband make the final decision to wait, to postpone, or maybe just forget her dream.

It was then that the salesman asked the couple to join him at the table within the model in the kitchen showroom.

Then in a quiet, almost paternal manner, (as my client described this) the salesman said: John, when I was in your home looking at the pictures of your wedding, you told me how on the day you were married to Mary, as she walked down the aisle with her father, you marveled at how beautiful she looked.

As you described that day, I could just see the joy in your face. Now, I ask you to think about how you felt at that moment.

There's no need to tell me, because that's personal. However, think about how you felt. And I would guess on that day you would have been willing, if you had the assets to do so, to buy Mary any kitchen she wanted.

Now here we are today after you both have lived together as man and wife for 15 years. I think it's worth considering that this is a present for all those feelings and all those years.

My client said he stood in awe as procrastination turned to further consideration.

The husband asked questions about durability, guarantees and finance plans, and in less than 30 minutes from the time the husband had said his last procrastinating words, "We'll think about it and get back to you." This couple ordered the kitchen that the wife preferred. That, I explained to my client, was revivication at work.

Reviving the feelings of that wedding day was actually having the husband revisit and relive a powerful positive experience as a means of triggering buying behavior for that day in the kitchen showroom.

"In less than 30 minutes from the time the husband had said his last procrastinating - - - 'We'll think about it and get back to you' - - - This couple ordered the kitchen that the wife preferred."

What portion of this example would be the most difficult to implement?

Why?

"Revivication: Is motivating others by creating for them, positive emotional states."

NOT ON C.D.

Obviously, many of you hearing this for the first time might say, **whoa, time out**. There is a great deal of risk in attempting that kind of persuasion.

Then my response is, **whoa, time out**. Sure it takes a sophisticated approach to language and the skill of non-threatening delivery, yet I'm willing to wager when you sit around and talk with old friends, you talk about "remember when" or "the good old days".

The reminiscence of this "past history" leads to laughter, tears or general feelings of well-being. Again a form of revivication. The difference in the selling example was that the process was introduced by an outsider. However, the information was valid because it was provided by the individuals who knew the story best and had experienced the original feelings.

The real key to the success of the "revivication" in the kitchen story was the information acquired earlier by the salesperson during the visit to the prospect's home.

Here's a caution, lest you examine this purely to understand the revivication process, it does not replace building rapport, asking questions or accumulating information. Neither does it compensate for a poor product or shoddy service. In this case, it is obvious that the salesperson had developed rapport. Also in this case, revivication represented a high level of communication utilized with those other techniques and factors already in place.

Revivication is motivating others by creating positive emotional states for them. The listener is then placed in a more emotional and suggestible state and enters into the "enjoyment mode" of being. This is not dissimilar to the change of emotional state we experience while viewing a movie.

Chances are that whenever we are faced with a powerful motivator of human behavior, it is a normal expectancy that good reasons existed to be motivated.

Once the technique is understood, there are some simple ways to build your confidence in using this process.

No matter what your profession is, when you are interacting with someone and you want to use this technique start out by asking:

Do you remember what it was like when . . .

- You moved into your first home?
- Bought (or drove) your first car?
- Received your first paycheck?
- You were first married?
- Your first child was born?

RESPONDENT: I sure do!

YOU: Describe the way you felt, or, tell me how it felt. Or, do you remember the way you felt?

RESPONDENT: (Describes a specific situation)

YOU: That sounds great, even exciting. Imagine that you can have similar feelings when you . . .

Or - - Can you see how becoming involved with this program could create similar feelings.

Or - - As you describe that situation I can see the joy in your face. People tell us much the same thing about, etc. etc.

Revivication can also be used to create negative emotional states.

Why - - you may ask - - would anyone want to intentionally create a negative emotional state?

A well known child actress was motivated to cry realistically - - for filming purposes of course - - when the director asked in a fatherly way, "Do you remember the way you felt when you lost Fluffy?"

Her dog Fluffy had been run over by a car and the memory brought tears to her eyes, which gave a perception of reality to her screen performance.

"As you describe that situation - I can see the joy in your face - People tell us much the same thing about."

I am not recommending this as an interaction with children. In fact, I neither condone nor criticize. It is a true story which is a simple example of how the technique works.

Suppose I was trying to convince someone to examine a more spiritual way of life and I said:

"I want you to think about a time in your life when you really felt alone or abandoned. When you were experiencing an emotional low. Now, please describe that feeling to me."

Then, as an aftermath of their description, I ask, "Suppose I could show you at this moment a way to deal with that feeling if it arises again?"

In the example, I said 'spiritual way of life.' The example could have been raised by a therapist, counselor, teacher, guidance counselor or manager.

A salesperson attempting to sell an energy saving product might say:

"Do you remember when your fuel bill was less than \$500 per year?"

While the prospect is reliving the feeling about a previous time period, the salesperson creates a link by injecting how the product or service being presented can recreate that feeling of well-being.

- "Now Mr. Jones, you can return to that feeling by actually experiencing a lower heating bill." You may then show supports from reliable sources and references from others already using the product.

You will notice that **hypernesia** and **revivication** seem to be similar techniques. While they constitute separate processes and develop equally separate outcomes, they frequently overlap and both are often companioned with embedded commands.

-- TRACK 3 STARTS HERE --

Host Announcer::

Within the many techniques of **Power Linguistics** which have been described so far are some rather simple and easy-to-understand formats for using compelling words and phrases.

To cap off what you learned so far, we want to briefly delve into the techniques of **"Building Response"** and **"Attention Focusing"** statements.

"Hypernesia and Revivication seem to be similar techniques. They constitute separate processes and develop separate outcomes - both are often companioned with embedded commands."

DAVE:

I want to reinforce the introduction to these two techniques. We have, during what you have heard so far, used both of these techniques.

When you next review this material you will see how and why these words and phrases were used.

To deliver **ATTENTION-FOCUSING STATEMENTS**: Words such as 'now,' 'here' and 'again' serve to bring attention to statements which are about to be pronounced.

- **In the use of - - Now**, you see why workers compensation and public liability insurance are such important ingredients.

or, **Now**, here is the support for this statement.

or, **Now**, let's review the statements from those already practicing these techniques.

- **An example of the application of - - Here**, in the fabrication of this frame is the answer to the control of temperature transmission.

or, **Here** you see the major reason why this program is so successful.

- **And in the use of the word - - Again**, we reinforce the need for this ingredient by . . .

or, **Again**, I want to stress . . .

or, **Again** we see the importance of . . .

- **And returning to the use of the word - - now**, coupled with here and again now. Many people look at financing as a solution for the poor or lower middle class when, in fact, **here** is the real reason why we are a country where almost everyone owns a home and most buyers used a mortgage to acquire the property. **Again**, here is the proof that this method works.

"Words, such as 'now', 'here', and 'again', serve to bring attention to statements which are about to be pronounced."

In the course of a speech, a session or a presentation, the speaker may well use three focus attention words in unison such as: **Now, here again**, we draw your attention to . . .

In addition, simply using these attention-focusing words help with the practice of their delivery. The power of your language and its effect on others is multiplied when the words are emphasized, by drawing them out such as:

N o w w w, we see why . . .

or

H e e r e, is the unusual part . . .

or

A g a a i n, we reduce these factors to . . .

The words can also be stressed by pronouncing them, followed by a pause such as:

Now - - - Let's look again . . .

or

Here - - - is the real key . . .

These statements may also be accompanied by an **anchoring gesture**. We will be discussing **anchors** shortly. However, remember if I use the attention-focusing words, then clench my fist and use it to slap the other palm, I am reinforcing the importance of the statement.

There are many other attention-focusing words and phrases which are extremely effective. The words - - **Stop - Look - Hear this - Listen - Remember - Do not overlook - Think for a moment** - - are all used to focus attention.

The effect of using these words is usually highly visible. You can draw someone out of reverie, passivity or relaxation, and you will frequently see the head turn, eyes raise and focus. The other party may gesture, put on glasses or move forward in their chair.

Equally important is the subliminal reaction. The mind is focusing because it has been alerted that something important is about to happen.

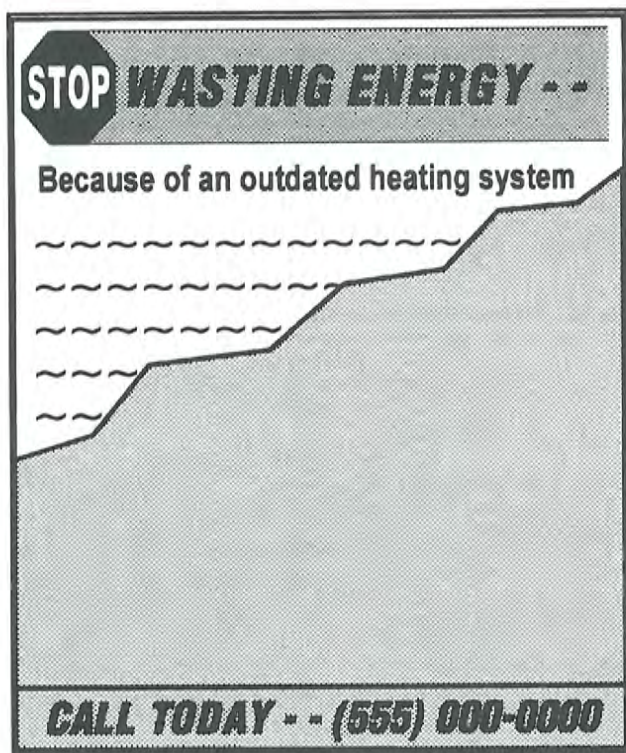
One more example of the power of attention-focusing words and phrases as a technique.

"You can draw someone out of reverie, passivity, or relaxation - you will frequently see the head turn - eyes raise and focus - The other party may gesture, put on glasses - move forward in their chair."

In advertising those who prepare copy are constantly researching words, headlines or general copy which produce the greatest results.

They know for instance that retail shoppers respond favorably to the words - - Sale - Savings - Discount - and FREE.

The positioning of these words within the advertisement takes on greater significance when it is understood that the eye of the reader moves from left to right and from top to bottom.



To attract the reader to read the printed words in an advertisement: the use of words such as Sale - Savings - Discount - etc. have proven to have "Eye Drawing" appeal, which encourages the reader to examine the ad further.

One of the most successful of the attention-focusing words used in advertising is the word Stop. Particularly if it is created as an octagonal red stop sign, then placed in the top left corner of the ad.

Envision the ad. You see the stop sign in the top left corner, followed by the words - - Wasting energy because of an outdated heating system.

Your mind was first told to stop and read this because it is important. The copy which follows contains a reason to read more.

"One of the most successful words used in advertising is the word - STOP."

Host Announcer::

Now, can you envision how knowing this will benefit you if you are preparing support literature or presentation books and visual supports for your message, or similar tools used in communication?

As we move on, let's examine material which is devoted to **building response potential**.

DAVE:

Power Linguistics language can be used in many ways to increase the likelihood of how a person or group will respond along prescribed lines.

Here are examples:

- In a few minutes I will show you several options. Then I will ask you to be the judge of which of these will work the best.
- Based on what you've told me, I will make a series of suggestions. You in turn need to tell me if any of these are not within your comfort range.
- At the conclusion of my remarks I want you to grade the value of these ideas on a scale of one to ten (ten being the highest).
- Normally at the conclusion of presentations such as this, we get many responses which don't tell us much and serve little purpose to people like yourself.

Each of those statements would be followed by a statement intended to build response such as:

- "Therefore, I suggest you be as open and candid with me as possible. If you like the idea, say yes, if you don't like the idea, say no."

In the latter context, a "No" is preferable to, "I'm not sure," or "I'll think about it," or "I'll get back to you" and other ploys of non-decisiveness.

Incidentally, at worst, if you hear a "No," you can go back to the questioning process we demonstrated earlier. You can say:

"They say - - 'May I help you' and not infrequently your response is - - Just looking - or - I'll let you know."

- "Thank you for your candor. Can you please tell me why you are rejecting this idea, proposal, etc.?"

Have you ever thought about the number of times you've driven out of your way to shop for some item you've predetermined that you want or need?

When you finally arrive at the store, and, if and when your presence comes to the attention of the salesperson, they say, "May I help you?" and not infrequently your response is, "Just looking" or "I'll let you know."

In actuality the expression "May I help you?" is a cliché. It is not interpreted as an offer to help. The mind of the listener frequently reads the message as, "How or what may I sell you?"

The persons using this old fashioned phrase are not even aware that they are using language which most frequently will get the response, **no thanks just looking or not just yet.**

Retailers frequently ponder why they get so many "lookers" or "be backs" and are hard pressed to see that the language of the first greeting is simply building a response that is not their intended outcome.

Here again is the simple rule:

- If the language you are using is not creating the outcome you desire, then change your language.

We will, in our section on selling, offer what we call openers, designed to give better outcomes in similar situations.

For those in occupations other than selling, remember that what you've just heard is a verifiable example of language creating a response that is contrary to a desired outcome. Here are further explanations of building a response which will have a favorable outcome. This particular format is called "a permission statement."

The reason for **permission statements** is that many responses are conditioned by the code of conduct, manners or cultural development of those making the response.

"The reason for permission statements is that many responses are conditioned by the code of conduct - manners - or cultural development of those making the response."

They may have been taught that candor can embarrass or be painful to hear. Thus responses to questions such as these:

- "How do you like this?"
- "Does this idea seem to work?"
- "Wouldn't this be a great way to do it?"
- "Don't you feel your staff would appreciate this?"

Are often guarded, stereotyped or lacking in candor - -

Now if you are already tuned into our system, you know that three of the last four questions were "closed end" questions as well.

Let's examine building response as it concerns the first question, "How do you like this?"

First, to build response, I would say:

"Mr. Jones, what someone likes or dislikes is a personal thing, and what I like or dislike has little to do with your likes, so I need your **personal** feelings as we examine this."

Now, please give me your opinion . . .

With the kind of pre-conditioning you've just heard, you follow with questions which are bound to get more open responses.

And remember with the **power of questioning** you are prepared with a method of response for almost any situation.

Host Announcer:

Hopefully, you've made abundant notes after reviewing the material in this segment.

We encourage you to start to practice the use of this material as rapidly as possible. The exercise which follows will give you the opportunity to put what you have heard into practice. Now, let's move on to the next segment.

This is the end of C.D. #5.

Printed support material follows and precedes C.D. #6.

- 1) Create 3 attention focusing statements using the words (either or both). Here now:

Example #1 _____

Example #2 _____

Example #3 _____

- 2) Create an example of revivication utilized to develop a negative state for a posiitive outcome. _____

- 3) Give an example of building response potential in the case of a volunteer soliciting for charity. _____

- 4) If phrases such as, "May I help you" are ineffective in gaining positive outcomes, why are they still used in many retail environments? _____

POWER LINGUISTICS (C.D. #6)

Anchoring, Trance Words, Action, High & Low Energy Words

"We create anchors with words - sounds - symbols or - visual patterns which create a significant affective change either positive or negative."

Host Announcer:

The final technique in this group is anchoring.

Here is a technique which we teach in **Power Linguistics** which is endorsed and used by some of the most efficient physicians, therapists, counselors and others.

Since much of what is known about anchoring is frequently related to tactile contact or touching, and because touching is not always appropriate in most professions, The **Power Linguistics Program** has developed a system for anchoring which does not require tactile contact.

Here again is Dave Yoho.

DAVE:

Technically, anchoring is the process of associating an internal response with some external trigger similar to classical conditioning, so that the response may quickly and sometimes covertly, be re-accessed.

This sounds like something akin to hypnosis doesn't it?

In fact, hypnosis is the original source of the concept of associating an internal response to some external trigger.

Now, to allay your concerns, the technique we are about to demonstrate is far removed from both tactile contact and hypnosis.

In **Power Linguistics** we create anchors with words, sounds, symbols or visual patterns which create a significant affective change - - either positive or negative.

First, an example of the use of anchoring when selling the idea of need, when the party is considering an energy saving product or service.

The customer mentions what their current heating bills are, and the salesperson responds with raised eyebrows and a "Wow!"

The word "wow" and the raised eyebrows (remember we told you this was a surprise statement) represent someone's reaction to a situation or circumstance that is intolerable and requires a solution. When combined properly they send a message which is received and recognized in the brain.

As the interaction proceeds - - when similar critical issues are disclosed by the customer - - the word "wow" and the raised eyebrow are repeated. Again, this establishes that the salesperson who is knowledgeable in the area of discussion is shocked at the circumstances with which the prospect is dealing.

To reinforce the point about casual or less effective communication, ask yourself, "What do many people say to register shock when hearing of similar circumstances?" Search your past experiences or your own response system.

The average response may sound like this:

- "My Goodness, that's awful, it doesn't seem fair."
- Or
- "Well, energy costs are rising for everyone, I have a friend whose heating bill is even higher."
- Or
- "Aren't you glad you don't live in (and name an area with colder winters.)"

While these statements may seem sympathetic and compassionate, they lack the words and gestures to trigger the mental processing which will give you a desired outcome.

Here is another example of anchoring. The other party tells you that they solved a problem and that the outcome was consistent with their needs.

You respond by saying, "That sounds like a wise decision," while at the same time using two fingers to tap your right temple to signify a wise decision and a great outcome. Then, in the process of making **your** suggestion or presenting your idea, you state, "and most people who use the tactic tell us it was a wise decision." Again, tap your right temple with two fingers.

"Many statements seem sympathetic, and compassionate - yet they lack the words and gestures to trigger the mental processing which will give you a desired outcome."

Can you envision how someone might see and hear this combination?

Another anchor technique occurs when you affirm their description of some decision which is making progress by nodding and saying the word "excellent" at the same time.

Again this anchor is repeated when the other party describes other decisions which had the same type of outcome.

Then, when you are describing something you wish the other party to ascribe to, you pause, nod and again simply say, "Excellent."

You have to practice this technique so as not to overdo the process, for if you were to nod at every utterance and say, "Excellent" the technique rapidly loses its value.

Here is another example of the power of this technique.

B. F. Skinner, the famous behavioral scientist and researcher, tells the story of an eminent yet rather stern and unsmiling professor he had during his graduate studies.

Dr. Skinner, together with several fellow students, concocted an experiment which they also intended to be a harmless joke.

Dr. Skinner said the professor had the habit of writing on the black board at a slight angle, left to right, but slightly down hill. Skinner went on to say that each time the professor wrote on the board and then turned to the class, he (Skinner) and his friends who were positioned in the front row nodded and gave a big smile.

As the semester wore on they recruited other students in the class to do the same.

Dr. Skinner explained that they did not do this every time the professor wrote, it occurred maybe 6 or 7 times per class. He said that by the end of the semester when the professor turned to face the class, he smiled and his downhill slanted writing almost resembled a 90 degree angle.

In short, they sent this wordless message via anchoring, "We like or appreciate your style." The professor subconsciously absorbed that message and repeated the affirmed and anchored behavior.

"A wordless message via anchoring, we like or appreciate your style - - and the professor subconsciously absorbed that message and repeated the affirmed and anchored behavior."

B.F. Skinner

Anchors depend on strong emotions to work. To use them effectively requires practice. However, don't underestimate their value, for they represent silent applause in their original use. They are a viable method to reinforce ideas when you are presenting, counseling, speaking or selling.

Host Announcer:

Now, it might be wise for me to again act as the surrogate questioner. Here are some of the most frequent questions we are asked in our live seminars.

"Dave, it seems to me that there is some overlap in these techniques. Is this intentional?"

DAVE:

An excellent observation. The process of anchoring frequently may include an affirmation and a layering question. I earlier demonstrated how hypernesia, embedded commands and revivication overlap. And of course, the questioning process is present in all components of **Power Linguistics**.

As an example, in the process of developing information while interviewing a client, I am told about a serious incident which once occurred in the client's business.

I ask, "How did you confront the issue?" (I used an open-end question)

The client replies with an explanation of how he confronted the issue.

I ask about the outcome. (I used a layering question)

He responds with an overview of the outcome.

I respond, "It appears you gave quite a bit of thought and consideration to the preparation."
(I have affirmed his actions)

He responds, "I sure did."

I ask, "How is it working today?" (another layering question)

He responds by explaining how his actions created change.

As he does, I nod and smile and may say, "Excellent." (I am anchoring my affirmation)

Later, I will use the information I already have, so I can ask sweat questions which could take us to a positive outcome.

"The process of anchoring - frequently may include an affirmation and a layering question."

Host Announcer:

Dave, has anyone raised the issue that some of these tactics seem highly manipulative?

DAVE:

Frequently, those who are new to techniques such as this may bring up the word manipulation.

My first response is the question I ask you in return, "Define manipulation and tell me whether you see the word as mostly positive or negative."

Host Announcer:

I'll respond the way I've heard our attendees normally respond. They say something like this:

"Well, the word manipulate makes me feel uneasy. First, because I don't particularly like to be manipulated and second, because I believe many others feel the same way."

As to the definition of the word manipulate, most people see it as an unfair or fraudulent way to take advantage of situations or people.

DAVE:

Your definition fits. If someone manipulates the stock market, inflates prices or takes advantage of the poor or weak, it is manipulation.

If I manipulate you through the use of techniques with which you are unfamiliar, purely for my own purposes, this is manipulation which creates uneasiness and disdain.

However, there are other definitions. If we operate or use equipment with skill, someone might describe the way we manipulated the equipment to respond to the needs of the moment.

If I say, "John passed away" as opposed to "John died." I've used a euphemism to soften my explanation of death, and effectively manipulated the way the news is received.

If I know an alcoholic who does not believe he or she has a problem, I say, "I **am** having a problem and I wonder if you can help me?" They reply, "Sure." I in turn say, "Because of someone close to me who is having a problem with alcohol, I have a need to attend a session of Al-Anon, which is the program for relatives of those with alcoholic problems. Since I know little about drinks or drinking could you accompany me and help steer me through these uncharted waters?"

"If I manipulate you through the use of techniques with which you are unfamiliar - purely for my own purposes - it is this manipulation - which creates uneasiness and disdain."

Of course, my purpose is to have that person experience a lecture or study which might get them thinking about the realities of alcoholism, so they might take some action on their own behalf.

Now ask yourself, could what I did be interpreted as the manipulation which you just defined? Listen to the interpretation. Is it a fraudulent or unfair way of taking advantage of situations or people?

In short, if you use this or any other science purely for the purpose of taking fraudulent or unfair advantage of others, the practice is wrong.

It is not my intent to either moralize or defend. However . . .

Whenever someone knows more about a subject or practice, without some caution there is always a possibility that actions could be misused or misconstrued.

Host Announcer:

Does the frequent use of the word hypnosis during the explanation of revivication, hypernesia and anchoring ever make your listeners or students uncomfortable?

Is there some implication that they are being taught some hypnotic process?

DAVE:

Did you ever notice that the highway department creates the path for an interstate so it curves, has rises and slopes, before trees are planted in both the center and by the shoulders? These and similar construction tactics are to avoid what the highway department calls Highway Hypnosis.

When you are at a concert listening to your favorite kind of music, and you feel the beat, you begin to sway your hips, tap your feet and hum or sing the words, you become oblivious to what may be going on around you. We would say you are "mesmerized" by the music.

Mild hypnosis is the natural product of your involvement with something which has captured your attention to the degree that you are following the feeling. What's wrong with that?

If your job or profession calls for you to convince, stimulate, encourage or motivate others there is no shame in being as professional as possible. That's the purpose of the **Power Linguistics Program**. It is not intended to control people, rather its intent is to structure situations or environments which present positive issues in their best light and provide you with a much better-than-average potential to obtain the outcome you desire.

"Mild hypnosis is the natural product of your involvement with something which has captured your attention to the degree that you are following the feeling."

-- TRACK 1 STARTS HERE --

Host Announcer:

Thank you Dave, and now, we are ready to move on to the next group of techniques embodied in the **Power Linguistics Program**.

This segment is called - - words. There are words that give comfort and cheer. There are others which could create feelings of negativity.

As you will soon discover if you are not already aware, there are power words, neutralizing words, along with high and low energy words. And in the process of discovery you will find words in certain combinations which can have predictable outcomes and also words and phrases you would be wise to avoid.

So, here we go, let us look at the study and use of words through the **Power Linguistics System**.

DAVE:

In the latest edition of the dictionary there are between 550 and 600 thousand words. The average person is probably familiar with approximately 4 to 5 percent of these, and uses only 50 or 60 percent of those with which they are familiar on a regular basis.

The importance of this information is to understand that the 4 to 5 percent of the words we know may contain many words that our listeners do not include in their 4 to 5 percent.

Now, it's worth repeating, the measure of the value of our communication is the outcome. And, if you are not getting the outcomes you desire, change **what** you are saying or **how** you are saying it.

If someone is using a word or phrase which confuses you, your brain starts to internally search for meaning or comprehension. And while this process is ongoing, you are probably missing the next part of the communication.

Think of this when you prepare your next speech, presentation, response or memo.

As an example, I recently observed a newscaster who was working from a teleprompter to deliver information on a particular story which was extremely controversial.

"If someone is using a word or phrase which confuses you - - - Your brain starts to internally search for meaning or comprehension - and - while this process is ongoing - You are probably missing the next part of the communication."

Then, in an effort to personalize the story, she turned slightly, looked directly into the camera and said, "**Ir**regardless of what you may believe . . ."

And at this point, at least temporarily, she lost part of her listening audience's attention. Why? Because **ir**regardless is not a word - - **re**gardless is.

I assume many people are not aware of this, otherwise they wouldn't commit this common error. However, the part of the audience which does recognize the error, briefly tunes out or may form opinions about the speaker's credibility.

Early in this series I referred to an individual's cultural, emotional and perceptual development as a major factor in their speaking style, and stressed how important it is to remember that the other party or parties have a development which may differ considerably from yours.

If you desire to communicate on an even playing field, take into consideration which words will have what effect on the listener.

Think about the words you would be wise to avoid. In fact, we label these "avoids."

Avoids are those words which might be considered acceptable in ordinary cultural or social situations, yet are to be avoided in presentational style.

Some of these were addressed in our opening section. However, let's restate some simple examples:

Be cautious how you use the word 'but.' It is more than a connector of two ideas or phrases. 'But' is the equivalent of erasing the sentence or idea which preceded it. "That's a great idea - - but . . ."

Or, "We sell the finest product in the market today - - but . . ."

Value judging words permeate most conversations, as in, "Here's what you (**should** - - **ought** - - **must**) do." These words reduce energy and often raise barriers between yourself and others.

The common phrase "**Do you follow me?**" equates with, "I am smart, you are dumb, so try to follow my reasoning."

"Value judging words permeate most conversations as in Here's what you (should - - ought - - must) do - These words reduce energy - and often raise barriers between yourself and others."

The phrase, "This option is **cheaper**" implies that your product is cheaper, not just less expensive.

The phrases "**To tell the truth**" and "**In all honesty**" may imply that you have considered other options, or, that in this instance you will be truthful.

When you are selling, the word **investment** is preferable to **cost**, and "O.K. this agreement" is preferable to "**Sign** this contract."

The next time you make a presentation, speech, appraisal or summation, why not record it for self-appraisal only? Then see if you are using "avoids."

In this next classification of words, I want to again refer to the famous therapist whose work I introduced as a precursor to the science of Neuro Linguistic Programming - - Dr. Milton Erickson.

Dr. Erickson found that there were certain words which seemed to have a special power in inducing trance-like states of focused attention and relaxation in his patients.

He found that by stressing these words in his questions, using them within a suggestion, or precluding the introduction of a powerful yet provocative idea, produced a state of ease, relaxation and concentration on the issues at hand.

Dr. Erickson labeled these words as "**Trance Words**." We mentioned these earlier and here are some more examples of their use:

(Curious) "I am **curious** to know."

(Comfortable) "Most people would consider this a **comfortable** situation."

(Ease) "Let's examine **the ease** by which we can accomplish this."

(Peace of Mind) "Think about how this solution could lead to **your peace of mind**."

These statements using trance words are followed by a brief period of silence (2 or 3 seconds) allowing the listener to contemplate their feelings.

"Dr. Erickson found there were certain words which almost seemed to have a special power in inducing trance-like states of - - focused attention and relaxation in his patients."

TRANCE WORDS

Here are four additional trance words. Write them down, then fit them into sentences similar to the previous examples. Experiment with them using a tonal quality and a voice level which encourages contemplation. Then use these words to practice this skill:

Wonder

Understand

Puzzle

Guarantee

Now build sentences around these words similar to my previous examples. Then introduce them as the occasion arises for their need.

"Many lectures, sermons, evaluations and - - yes sales presentations end without even the simplest call for action."

Next, let's take a look at another group of beneficial words. We call these **action words**, or more particularly, words which encourage or give direction to action.

Of those hundreds, even thousands of words in the dictionary, there are those which when properly grouped direct others toward action.

Many lectures, sermons, evaluations and yes, sales presentations end without even the simplest call for action. On the other hand, competent communicators frequently embody a call for action in the beginning, the middle, as well as the end of their presentation.

A speech or sermon might have included early on statements such as these:

- "As you listen, think about what will be the best way to use this idea."
- "When I conclude I will ask you to decide if this idea has merit, and if so . . ."
- "When I conclude, you can decide that the idea is workable and therefore usable, or you can decide **not** to decide."
- Soon I will ask you to make a decision and remember that a decision of "Yes" or "No" works better than no decision at all.

Those who sell, have what they call "Trial Closes" which are built around action words. Again, here are examples:

- "Why not decide on option A or B and see how we can make this fit your needs?"
- "If we start to prepare the paperwork today you will probably be enjoying the use of this product in 6 weeks, so why not, let's get started."
- "What would need to exist for you to get this program started?"

Asking for action is not being pushy. However, the language must be selective and delivered in a tone that emphasizes mutual benefit as a response to action.

Another grouping of words which impact interaction are those which we call **comparatives**. These can be recognized by "er" endings such as: better, faster or nicer. Comparatives are seldom challenged by most listeners in conversational contexts.

However, here they are used as a statement of fact, which obviously implies that credibility has preceded the statement.

- "Can you see why this is considered **better (or wiser)**?"
- "This feature enables you to do this much **faster and easier**."
- "Isn't this a **nicer (or kinder)** way to look at this?"
- "This surface is **softer (or tougher)**."

Each of the words could, if supported by evidence, become a **superlative**. Remember however, a superlative implies the highest, the most extreme or the very best. So . . .

Better becomes the **Best**
Wise becomes the **Wiseest**
Easier becomes the **Easiest**
Faster becomes the **Fastest**

If the idea, program, product or service has in fact proven itself over a protracted period, and if the information is supportable, use a **superlative**. Otherwise, stick to **comparatives**. They are seldom challenged by most listeners.

In this same vein there are phrases called **truisms**. In essence, an undoubted or self-evident truth.

"Asking for action is not being pushy - However the language has to be selective - and delivered in a tone that emphasizes - mutual benefit as a response to action."

It is first necessary to be reasonably sure that what you are saying is in fact true and/or can be substantiated, or is commonly believed. Here are a few examples of truism phrases:

- "It is an acknowledged fact that . . ."
- "No one today would question . . ."
- "We know as a society that it is necessary to . . ."
- "You are aware, I'm sure . . ."
- "As sure as death and taxes . . ."

Truism phrases often work best when supported by another source, a recent published article, some occurrence or by an authority. Here are some examples:

- "Every homeowner is aware of increasing energy costs, and the department of energy says . . ."
- "In today's prevailing wisdom it is a fact that . . ."
- "People like yourself cannot afford to take a risk and do otherwise . . ."
- "The American Medical Association recently stated that . . ."

Once again, the issue of credibility is important. When a truism is delivered, if you have developed rapport and are believable, a **truism** becomes an **absolute**.

~ ~ TRACK 3 STARTS HERE ~ ~

Host Announcer:

One of the most fascinating discoveries that preceded the development of **Power Linguistics** was how the use of certain words could either stimulate or diminish energy.

Great speakers, sermonizers and salespeople have favorite words and phrases that they regularly inject into their delivery.

When they do, they may tend to embellish the word or phrase with a high energy delivery.

High energy begets high energy, so, possibly their favored expression elicits an energetic response because it was thus delivered.

Remember Dave Yoho's earlier explanation of Behavioral Kinesiology. His research in that field has provided us with groups of words which can be divided into high energy or low energy categories.

*"High energy begets high energy
- so - a favored expression elicits
an energetic response because
it was thus delivered."*

Another group contains words which were classified either as power words or neutralizing words. Both lists are provided with this material. As we explore some of the words, think about the many times it is important to direct your listener to what we describe as right brain thinking. Use high energy to change focus to the left brain or a lower level of energy.

The power words when made a part of the presentation of an idea, a concept or a product, also tend to move the consideration into the right brain area.

Remember Dave's earlier admonition that most decisions are **weighed** in the left brain and **made** in the right brain.

So, let's examine high vs. low energy and power vs. neutralizing words.

DAVE:

High energy words tend to incite positive high energy images, while **low energy words** tend to incite low levels of energy. With the printed material we've given, you have over 70 examples in each of these categories.

By simple inclusion in your sentence structure these words start to have a effect on the listener. If you need proof, use the words on a friend and utilize the testing method suggested in the section describing behavioral kinesiology. Again, I encourage you to listen to the special C.D. on this subject and become familiar with the testing practices.

Examine the list of high energy words, then circle five words.

I suggest you start with:

Beautiful	Happy
Delightful	Optimistic
Enthusiastic	

Whether you decide to use the B.K. test or not, fit these into your language for the next 21 days. Observe the energy response from your listener when, instead of referring to a mutual friend as "nice," you would say:

- "He is **enthusiastic**, **optimistic** and **delightful** to talk to, or . . ."
- "She has **beautiful** diction and I was **happy** to have met her."

Can you feel the energy that these words stimulate?

"By simple inclusion in your sentence structure certain words have a positive effect on the listener."

Listen to statements containing words from the low energy columns. Here are five:

Exasperated

Pessimistic

Gloomy

Suspicious

Irritating

"Behavioral scientists who specialize in the field of 'word usage' - contend that it is the root of the low energy words which draws down our energy."

Again, using a mutual friend as an example, I say:

- "She was nice, but I was **exasperated** with her **suspicious** attitude towards her co-worker."
- or -
- "When he is **gloomy**, it makes me **pessimistic**."
- or -
- "I find it **irritating** to hear people say . . ."

Can you now detect how that listener's energy might be lowered?

Behavioral scientists who specialize in the field of "word usage" contend that it is the root of the low energy words which draws down our energy.

3 Practice Exercises which will aid you in developing skills in this area

- ① Which songs, hymns, carols make you feel upbeat? _____

- ② Examine the lyrics separate from the music -- Identify the words which seem to create an upbeat feeling. _____

Why? _____
- ③ Think of (write several) words which when used on yourself or others make you feel uncomfortable. _____

Why? _____

NOT ON C.D.

So, now you have your own glossary of these words. Are there more? Certainly, however, these will fit most of the situations in which you will find yourself during the early stages of your learning **Power Linguistics**. Remember: use 3 to 5 words for 21 days. Measure the results and move on to 3 to 5 more.

HIGH ENERGY -- VS -- LOW ENERGY WORDS

INCITE POSITIVE IMAGE (HIGH ENERGY)

Accepted	Magical
Accommodating	Optimistic
Affectionate	Outgoing
Appreciative	Peaceful
Awed	Perceptive
Beautiful	Persuaded
Captivated	Pleasant
Caring	Productive
Committed	Prosperous
Compassionate	Receptive
Considerate	Relaxed
Contented	Responsible
Cooperative	Romantic
Courageous	Sensitive
Delightful	Sensuous
Determined	Sincere
Different	Successful
Ecstatic	Tender
Empathic	Thankful
Energetic	Tolerant
Enthusiastic	Touched
Free	Tranquil
Fulfilled	Transcendent
Generous	Trusting
Gentle	Understood
Graceful	Unique
Grateful	Vibrant
Happy	Vitality
Honest	Vivacious
Important	Warm
Insightful	Willing
Intelligent	Wise
Intimate	Wonderful
Joyous	Zany
Lively	Zealous
Love	Zestful

INCITE (MOSTLY) NEGATIVE IMAGES -- (INDUCE LOW LEVELS OF ENERGY)

Abandoned	Isolated
Abrasive	Jealous
Afraid	Jumpy
Angry	Kooky
Beat	Lazy
Blamed	Loser
Bored	Low Life
Burdened	Maneuvered
Careless	Mean
Close Minded	Moron
Clumsy	Narrow
Controlled	Nerd
Cruel	Nervous
Defeated	Obsessed
Defiant	Perplexed
Desperate	Pessimistic
Dimwit	Provoked
Distant	Puke
Dope	Queasy
Doubtful	Remorse
Dummy	Resentful
Duped	Ridiculous
Exasperated	Rushed
Fear	Scared
Fool	Shook
Frantic	Skeptical
Frustrated	Stupid
Gloomy	Suspicious
Guilty	Tempted
Gutless	Tense
Harassed	Tired
Horrible	Unfulfilled
Idiot	Violent
Ignorant	Wacko
Insensitive	Weary
Irritating	Weird

Let's return for a minute to those people who have favorite words and phrases, and examine how comfortable someone - - even you - - may be with a series of words they've used for years.

Like an old shoe, a tattered sweater or even that security blanket a child uses, it's oh so comfortable, and despite being told that its unhygienic or worse, we want to delay getting rid of it and moving on, so it is with the unwise use of words.

In three separate areas of this series we refer to the phrase: "Do you follow me?" We've explained its implication. Yet, if you are used to using it, and it rolls off your tongue comfortably, maybe only using a B. K. test will convince you to change this to, "Am I making myself clear?"

Now, examine some of these examples of the language which surrounds us, and then be aware that these words and phrases are neutralizing and produce low energy.

- "You know." (mostly) "Yah know."
- "O. K." as in "So we went to this store, O.K.?" "Then I saw this guy, O. K.?"
- In response to a question, "This is the truth." or "To tell the truth."
- Unbelievable, as in, "The price is unbelievable."
- "Fabulous!" (in response to something you were just told)
- "Between you and me . . ."
- Similar cliches such as, "Out of this world," "You won't believe this" or "You'll think I'm lying."
- Repeating I - we - me, more than you - your - yours.

There are lots more, however these are sufficient to start. Now, find the replacement words and phrases and start to move from neutral to power in your communications. Here are some examples:

- Obviously a lot more of you - your - yours
- Use thank you (an affirmation) whenever you can. Even in difficult situations use, "Thank you for bringing this to my (our) attention."
- "I appreciate your candor - - or your information - - or your energy."

"Examine some of these examples of the language which surrounds us - and then be aware these words and phrases are neutralizing and produce low energy - - 'out of this world' - 'you won't believe this' - or 'you'll think I'm lying'."

- Its **reputation** for **durability** is the reason for its **success**. Three power words in one sentence, **reputation**, **durability** and **success**, as opposed to **fabulous**, **unbelievable**, **out of this world**.
- **Original**, yet it has been long tested, in place of **brand new**
- Instead of O. K. as in, "We went to this store, O. K.?" which does not seek response and may be interpreted as indecision or nervousness, use either -- **then - now - next - or also**. Watch how your statement creates a more positive response.

"Power words - vs - neutralizing words - - your choice."

Each of the following words and phrases is time tested for power. We've printed a selection of 48 to use as starters.

Take your pick, select three words and circle them. Start to use them as replacements and voila, they become *your* **Power Linguistic** vocabulary.

-- POWER WORDS & PHRASES --

Economy	Protection	Profitable	You, Your
Unexcelled	Experience	Dependable	Share
Assurance	Genuine	Pride	Help
Enjoyment	Expert	Security	Money
Quality	Popular	Convenience	Save
Prestige	Confidence	Peace of Mind	New
Service	Efficient	Original	Love
Courtesy	Durable	Fun	Results
Growth	Reputation	Stimulating	Easy
Relief	Necessary	Modern	Proven
Stylish	Successful	Health	Guarantee
Thank you for . . .	I appreciate . . .	I understand . . .	Discovery

NOT ON C.D.

-- TRACK 4 STARTS HERE --

Host Announcer:

Now, as we conclude this portion of the **Power Linguistic Program**, again let's deal with questions, answers and suggestions for your continued use of this material.

The first question is, "Dave, you seem to take issue with phrases such as -- "you know" -- and similar words and phrases. Yet, many successful people seem to use these expressions. Why should they change?"

DAVE:

I have to draw a difference between purely conversational speech and communication with a positive, desired outcome. In most social conversation, the speech patterns often do not require either formality or completion, while the opposite is true in the case of speeches, interviews, counseling or sales presentations.

Words or phrases like, "you know" and "do you follow me," or the repeated insertion of the phrase O.K. at the end of sentences are frequently used in informal speech and are generally classified as colloquial expressions. In this case, other than breaking some rules of sentence structure or grammar, they probably do little harm.

However, remember my admonition about communication, "Are you getting the outcome you desire?" If not, then change what you are doing.

Our research bears out that these forms or patterns of speech are most frequently barriers or road blocks to desired outcomes.

We designed **Power Linguistics** to create better outcomes and to provide a more improved method of speech pattern for those who choose to upgrade their communication skill level.

Host Announcer:

Dave, you also refer to words which have negative connotations or which create negative feelings.

Many of us use words which you have classified in this category, and have given little thought to either their lack of effectiveness or that the effect created might be opposite of our intention.

Can you shed more light on the effect of negative words or phrases?

DAVE:

First, not all negative words or phrases have a long lasting effect. However, many do. So, if the use of statements which contain them either impedes or delays the outcome someone is striving to achieve, it would seem unwise to use them.

Many years ago a book entitled "*Psycho - Cybernetics*" enlightened us regarding the reaction of the central nervous system to environments. And of course, the use of words, symbols, gestures and the like heavily influence the environments in which we find ourselves.

"Not all negative words or phrases have a long lasting effect. However many do - - if the use of statements which contain them either impedes or delays the outcome someone is striving to achieve - it would seem unwise to use them."

The author, Dr. Maxwell Maltz, had been intrigued by the earlier studies of Norbert Weiner, who, I believe did the major research and created the term "Psycho Cybernetics."

While every word or phrase may not have a long lasting effect, both Weiner and later Maltz came to the conclusion that as little as 5 to 10 minutes of sustained negativity can affect the central nervous system for up to 20 hours.

Now, it would seem that any use of negativity within an intended positive delivery could have a deleterious effect and it would be wise to avoid this if possible, unless it is your purposeful intent to create a negative outcome.

In earlier days, prior to the advent of radio, television, cassettes or C.D.'s, there were spellbinding speeches, poetry, prose and similar which had great impact on those listening. Researchers have come to the conclusion that these speeches contained such an abundance of positivity and a virtual lack of negativity, that for generations others used the words to stimulate, energize and move their audiences to positive outcomes.

Examine Lincoln's Gettysburg address. It only took about three minutes or so to deliver. Yet, it has endured since 1863 and it is a treatise on positivity. Or read Rudyard Kipling's poem - - "If" - - or read Theodore Roosevelt's prose entitled - - "The Man In the Arena" - - subtitled - - "It's Not The Critic Who Counts". All are written consciously or unconsciously with abundant positivity while avoiding negativity. If you choose to read these, soon you will also notice that there is a common thread. These and similar writings downplay first person references.

Host Announcer:

I hope you've noted the names of the researchers, the speeches and poems, then you will be sure to do some research yourself. Read other poems, prose and speeches which were written long ago, yet are still used today to create upbeat environments and create positive outcomes.

Along those lines Dave, how about more insights into the field of proxemics and its effect on our communication outcomes.

DAVE:

As promised, I will deal more with this subject during the section on selling.

However, you may want to review information on the subject of proxemics or its originator Dr. E. Hall on the internet.

"There are many speeches which contain an abundance of positivity and a lack of negativity - that for generations others use the words to stimulate - energize and move their audiences to positive outcomes."

Again, a caution, I suggest you first master the methods we suggest in this series, then when you've become proficient in their use, look for ways to improve what you are doing.

If you are making speeches in auditoriums, meeting rooms or the like, you might research the work of Dr. Paul Radde, a clinical psychologist who has done extensive work on the use of how audiences react to spatial arrangements and structured space.

(internet source www.thrival.com)

Host Announcer:

Another two resources - - I hope you've written them down - - or underlined them in the printed text.

Dave, you have again referred to the material in the section on selling. So here are multiple questions:

First, why would someone who is **not** involved with selling want to listen to this material?

Second, if they listen, how will they apply what they hear?

DAVE:

Remember the material which gave rise to Neuro Linguistic Programming came from eminent psychiatrists. The researchers who did the most to bring it to the attention of the lay world were sociologists, psychologists, human resource specialists, teachers and clergy. These are the types whom we ordinarily associate with intellectual pursuit, research and documentation.

Then, lo and behold, researchers discovered that successful sales types were unconsciously using components of **N. L. P.** and other sciences. Yet, most of them had never taken a course or even read the research on **N. L. P.**

Once this fact became clear, behavioral scientists like Dr. Genie La Boarde, Dr. Donald Moine and many others, studied salespeople and their methods, then published their research.

Most of the studies concluded that these sellers of goods and services were practicing methodology which they acquired through experience, through trial and error, and the constant need to adjust to an ever changing marketplace, as well as ever changing customer values.

"Researchers discovered that successful sales types were unconsciously using components of N.L.P. and other sciences - yet most of them had never taken a course or even read the research on N.L.P."

These salespeople probably did not document customer behavior, nor measure behavioral traits. In fact, most did not have a conscious reality of why what they were doing was correct.

They simply became comfortable with their selling style, and since it had positive results, they knew it was the proper thing to do.

Most sales organizations build training programs around the uniqueness of some aspect of their product or service and respond to competition by manipulating their price structure.

Consider this, in most sales organizations, 20 to 25% of the salesforce is responsible for producing 65% or more of the company's volume.

The remainder of the salesforce uses techniques which do not match those of the top producers.

My personal theory is that great sales training involves teaching **ordinary** people to perform **extraordinary** tasks.

Our **Power Linguistic Sales Program** is directed at those who are currently below the superstar class of salespeople. I have the intent of providing them with a method to improve their skills and ultimately their output. Then, along the way, the superstars who elect to use **Power Linguistics** are reinforced for their outstanding skills and given an opportunity to improve even what they are doing.

For those outside of the field of selling, the abundance of this material is applicable to other professions. Remember my earlier statement:

*"Whenever an interaction between two or more parties takes place for the purpose of establishing new ideas, exchanging goods or services or developing a relationship, some form of **selling** will occur and the effectiveness of the communicator or presenter will determine the outcome."*

Also, remember my statement regarding Neuro Linguistic Programming:

"It is the study of the structure of subjective experiences and what can be learned or calculated from them."

"Great training involves teaching ordinary people to perform extra-ordinary tasks."

The final part of my response to your question deals with "Measurable Results".

We can rapidly measure results when we deal with selling. The outcome is more (or more profitable) sales. The non-sales listener will grasp immediately how to extrapolate the information they hear which can be used in their field. They in turn can measure how the tactics work in their profession or occupation, and which outcomes can directly be attributed to the specific use of some portions of the application of our **Power Linguistics Program**.

Host Announcer:

With that final question answered, we are prepared to move to our next section - - the **Power Linguistic Plan** - - to improve sales and profitability.

This is the end of C.D. #6.

Printed support material follows and precedes C.D. #7

- 1) Complete these sentences by inserting high energy words in the spaces provided.

Recently I met John, I immediately concluded that he is a _____ person, who seems very _____. His actions indicate that he is _____ of (or to) others and _____ their needs. I also found him to be _____ in his statements and _____ in the way he spoke them.

- 2) Next conduct a B.K. test on someone after reading your statement to them while maintaining eye contact.
- 3) Take the same sentences and substitute low energy words in the spaces, then repeat Step #2 - - the B.K. test.
- 4) What do you observe? _____

"Measure how the tactics are working in your profession, occupation or personal life."

NOT ON C.D.

3 EXAMPLES OF ENDURING SPEECHES OR PROSE
(Notice The Lack of 1st Person Reference)

THE GETTYSBURG ADDRESS	IF
<p>--- Delivered 19 November 1863 ---</p> <p><i>Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.</i></p> <p>- - Abraham Lincoln</p>	<p><i>If you can keep your head when all about you Are losing theirs and blaming it on you, If you can trust yourself when all men doubt you But make allowance for their doubting too, If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise: If you can dream--and not make dreams your master, If you can think--and not make thoughts your aim; If you can meet with Triumph and Disaster And treat those two impostors just the same; If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools:</i></p> <p><i>If you can make one heap of all your winnings And risk it all on one turn of pitch-and-toss, And lose, and start again at your beginnings And never breathe a word about your loss; If you can force your heart and nerve and sinew To serve your turn long after they are gone, And so hold on when there is nothing in you Except the Will which says to them: "Hold on!"</i></p> <p><i>If you can talk with crowds and keep your virtue, Or walk with kings--nor lose the common touch, If neither foes nor loving friends can hurt you; If all men count with you, but none too much, If you can fill the unforgiving minute With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it, And--which is more--you'll be a Man, my son!</i></p> <p>- - Rudyard Kipling</p>

QUOTATIONS

Quotations are a powerful method by which great communicators either establish the basis of what they are about to say or reinforce what has been said. A **quotation** is often made a part of an analogy, a metaphor or as reinforcement for an idea which may be new to the listener.

When you use a quotation, always be sure to credit the source. This is necessary beyond the issue of ethics, copyright or intellectual property. If you do not credit the source, and the listener is familiar with the quotation as having come from another source, you may lose credibility.

"We must plant trees we may never get to sit under."
- **Walter Lipman**
(originally thought to be **Thomas Jefferson**)

"The ego is the source of all pain."
- **Zen**

"Lord make me an instrument of peace. Where there is despair, let me sow hope."
- **St. Francis of Assisi**

"Our perception is structured from our history: experience, training and similar factors of our development. A prospect's/customer's development usually differs from ours, thus creating perceptual blocks."
- **Dave Yoho**

"Coincidence is God's way of remaining anonymous."
- **Anonymous**

"You can gain the secret isolated joy of the thinker who knows that, a hundred years after he is dead and forgotten, men who never heard of him will be moving to the measure of his thought."
- **Oliver Wendell Holmes, Jr.**

"Common sense is important - use all the senses you have - the five you were given and two more - horse and common."
- **Dr. Charles Jarvis**

"Life is a game . . . but you have no chance of winning unless you know the rules."
- **Og Mandino**

"Closing the sale is the natural conclusion to the satisfactory completion of all the steps in a sound sales methodology."
- **Dave Yoho**

"The value of an idea has nothing whatsoever to do with the sincerity of the person who expresses it."
- **Oscar Wilde**

"Faith is believing in things when common sense tells you not to."
- **Dr. Norman Vincent Peale**

"If you wish to achieve personal happiness, it is important to understand the difference between achieving and competing."
- **Dave Yoho**

"We tend to repeat most often that behavior which is most affirmed (affirmed does not mean approval). The more frequently we repeat a behavior, the more comfortable we become with it."
- **Dr. Carl Rogers**

"Objections are for the most part misunderstood. Many people act as if they represent a barrier to the consummation of an idea or proposal when in fact they are a sign of interest on the part of the listener."
- **Dave Yoho**

"In a time of drastic change, it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists."
- **Eric Hofer**

"Only those who can see the invisible do the impossible."
- **Anonymous**

"The power of an idea can be measured by the degree of resistance it attracts."
- **Dave Yoho**

"To love someone is to strive to accept that person exactly the way he or she is, right here and now - - - and to go on caring even through times that may bring us pain."
- **Fred Rogers**
(**Mr. Rogers talks with parents**)

"Stop trying to be fulfilled - instead, see yourself as already fulfilled and let your life be an expression of that fulfillment."
- **Bill Gove**

"The most important things in life - - - aren't things"
- **Dave Yoho**

"Man is afraid to face the problem of his limited knowledge lest he fall into the abyss of meaninglessness. Thus, fanaticism is always a partly conscious, partly unconscious, attempt to hide the fact of ignorance and to obscure the problem of scepticism."
- **Reinhold Niebhur**

"If men are noted for courage, restlessness and originality - then women are seen as nurturing, pleasing, and selfless. It is important not to downgrade the latter, since nurture and kindness are as important as excellence in business. Businesses which are efficient - yet inhuman may succeed for a while - yet, ultimately will fail."
- **Dave Yoho**

"Fear of death does not motivate one to live, only freedom from the fear of death does this."
- **Stanislav Grof**

"We can't make it alone. We not only need others, we are others!"

- Bill Gove

"I am seldom impacted by my introduction since I heard a chief executive introduce his son as being a young man who was on the cutting edge of technology -- actually, the boy was mowing lawns at IBM."

- Anonymous

"Within the framework of all personal growth lies the foundation of self-acceptance."

- Dave Yoho

"Talk about neurotics; this guy hates his boss -- and he is self-employed."

- Bob Orben

"Congress is so strange. A man gets up to speak and says nothing. Nobody listens -- and then everyone disagrees."

- Anonymous

"To know and not to do -- is not to know."

- William McGrane

"There is no such thing as a cold, rational, dispassionate buyer who buys solely on merit."

- Dave Yoho

"Become a sharp listener - not a fast talker."

- Alan Cimberg

"Much that has become our own in gentleness, modesty, kindness, willingness to forgive, in veracity, loyalty, resignation under suffering, we owe to people in whom we have seen or experienced these virtues at work, sometimes in a great matter, sometimes in a small."

- Albert Schweitzer

"The three secrets of success in public speaking are: be sincere, be brief, be seated."

- Many sources

"Statistics are like a bikini, what it reveals is interesting, what it conceals is vital."

- Marv Krindlman

"Lead, follow or get out of the way."

- Attributed to Ted Turner. Also Earl Butts, former Secretary of Agriculture and Lee Iacocca.

"A fanatic is a person who is vitally interested in something in which you do not have the slightest interest."

- Dr. Charles Jarvis

"We the willing, led by the unknowing, are doing the impossible for the ungrateful. We have done so much for so long with so little we are now qualified to do almost anything with nothing."

- Anonymous

"Life is a series of new beginnings."

- Willaim McGrane

"No new idea can be sustained without reinforcement and spaced repetition."

- Dave Yoho

"The way to get rid of a bad habit is to replace it with a good one."

- Og Mandino

"People are persuaded more by the depth of our conviction than by the height of our logic, more by our enthusiasm than anything we can say."

- Cavett Robert

"Always direct your activity towards the decision maker. If you are selling hand organs, don't talk to the monkey."

- Alan Cimberg

"You don't have to change the world - just change the way you look at it."

- Bill Gove

"We trained hard . . . but it seemed every time we were beginning to form up into teams we were reorganized. I was to learn later in life that we tend to meet any situation by reorganizing, and a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency, and demoralization."

- Gaius Petronius, a Roman Author, 66 A.D.

"Each person is motivated to do what they do at all times whether the action is in their own best interest or not."

- Dave Yoho

"A no doesn't mean never, it means not yet, try again."

- Alan Cimberg

"A sense of humor is not the ability to laugh or to produce laughter, but rather the ability to laugh at oneself."

- Dr. Charles Jarvis

"The true principles of success have been with us so long that even though they're right under our nose we don't recognized them . . . and so they have become 'secrets'."

- Og Mandino

"Persuasion has a lot of forgiving aspects but no one yet has ever found out how to have a second chance at a first impression."

- Cavett Robert

"If language is not correct, then what is said is not what is meant; If what is said is not meant, then what has to be done remains undone; Morals and art will deteriorate, justice will go astray; If justice goes astray, the people will stand about in hopeless confusion."

- Confucius

"The good news is that the bad news is mostly wrong."

- Dave Yoho

POWER LINGUISTICS (C.D. #7)

SELLING

Right -vs- Left Brain - - Creating Rapport Unearthing Value Systems - - Scripts

"Closing the sale is the natural conclusion to the satisfactory completion of all of the steps in well designed sales methodology."

DAVE YOH0

Host Announcer:

In this segment we will apply the concepts of **Power Linguistics** to **selling**, and while doing so we will first demystify the act of selling.

So here again is Dave Yoho's broad interpretation of selling:

*"Whenever an interaction between two or more parties takes place for the purpose of establishing new ideas, exchanging goods or services or developing a relationship, some form of **selling** will occur, and the effectiveness of the communicator or presenter will determine the outcome."*

Now, consider the dentist or surgeon attempting to convince a patient to undergo an involved procedure, or the religious leader exhorting a congregation to some new action.

According to Dave, when the process works it is frequently the effectiveness of the presenter that determines the outcome.

Keep in mind, Dave is not comparing sales skills to that of a religious leader, doctor, dentist or politician.

The fact remains that to be effective at convincing someone to do something - - even that which is in their own best interest - - requires skill.

Frequently, those who communicate the best, irrespective of their profession or title, are using methods employed by highly skilled salespeople.

Dr. Bernie Segal, in his best selling book, *"Love, Medicine and Miracles,"* examines the way two different physicians make rounds in a hospital.

Physician number one leans into the room on a busy day, stands in the doorway, and apologizes for his brevity by explaining briefly the complication of his morning schedule.

He inquires as to the patient's comfort, asks if she is being treated well, tells her which medication or activity is being prescribed, and leaves by saying he will stop by again tomorrow. At most, this took 8 to 10 minutes.

Physician number two enters the room, pulls up a chair at bedside, and asks most of the same questions while gathering similar information. Similar, with just a few minor differences. He will call the patient by her name, inquire about her visitors and ask if there is anything special he (they) can do for her. If he's highly advanced in this skill, he might even be tactile, touching an arm, shoulder or hand. Once again, this will take 8 to 10 minutes.

Dr. Segal then examines the perception of the patients by asking, "Did the doctor stop by today?"

Patient number one says, "Yes, but he was very busy, and couldn't spend much time because of his schedule. he said he would see me tomorrow."

Patient number two says, "Oh yes, he sat and spoke with me, and he has such a gentle way. As busy as he was, he wanted to be sure I was getting all the attention that I needed."

The point is, while both physicians may be equally skilled in the practice of medicine and both may be competent and caring physicians, physician number two's skills in communication create a different effect within the same parameters. Now, measure this analogy against Dave Yoho's statement on preparing a sales methodology for you or your organization.

*"The prospect/customer is the key ingredient in a sound sales methodology.
How the prospect thinks and feels has to be the major consideration
in the development of a sales system, or that system will eventually fail."*

Now, here to explain the use of Power Linguistics in the development of a powerful sales methodology is Dave Yoho.

DAVE:

Power Linguistics sales methodology is dedicated to developing a keener understanding of prospects and customers. This is accomplished by learning the way they think, the way they feel, and most importantly, their value systems.

"The prospect/customer is the key ingredient in a sound sales methodology. How the prospect thinks and feels has to be the major consideration in the development of a sales system - or that system will eventually fail."

Many salespeople -- and this includes managers and trainers as well -- engage in endless talk about personal philosophies on selling.

These conversations are overly punctuational with phrases such as:

I think or I feel . . .

I want our salespeople to . . .

Our company's attitude about selling is . . .

Our customers want . . .

It is not my intent to criticize or debunk any of the statements or philosophies, except to say: Unless you have valid empirical evidence to back up your statements, you may be missing many opportunities to sell. And on later reflection you may blame the outcome on issues such as customers' attitude, aggressive competition and the pricing structure or similar issues.

While I concur that there are many occasions when these factors do play a major role, these attitudes and statements also point to the need for the improvement in the manner in which salespeople deal with their customers. Much sales training is devoted to the salesperson understanding the quality and special features of the company's product or service. While the latter is important, the overriding factor may be how well the salesperson understood the prospect or the customer and how well the product, service or idea was presented.

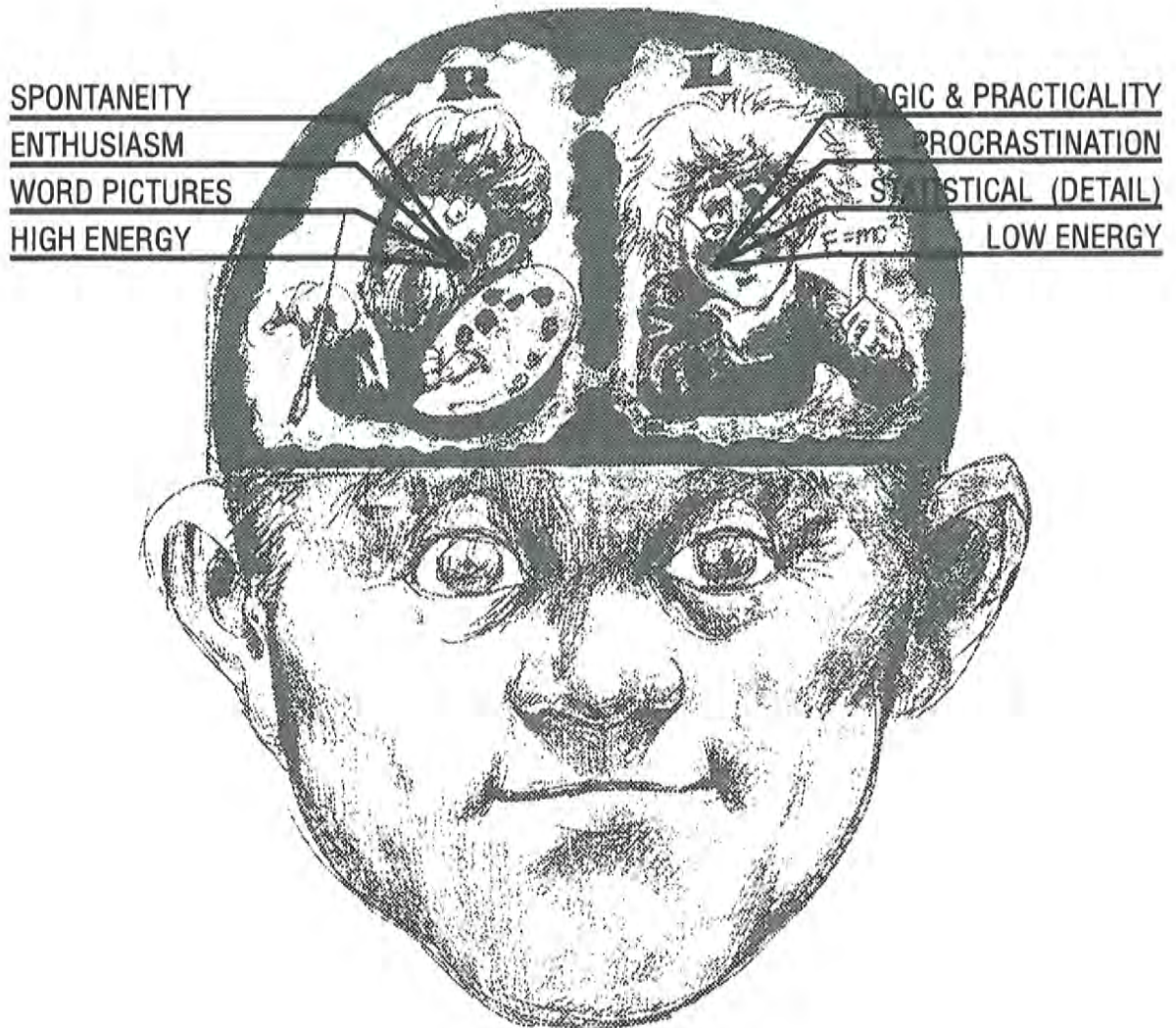
There is seldom a cold, rational, dispassionate prospect or customer who buys solely on merit. A majority of buying decisions are affected by the way the information is introduced and the degree of emotion presented in the interaction.

Our surveys, which examine why prospects do or do not make purchases, have produced evidence which indicates that frequently it is the energy, enthusiasm and creativity with which the idea, product or service is presented that accelerates the prospect's interest. Thus, a great idea, product or service poorly presented, may not get accepted, while one of lesser quality presented well, is accepted or purchased.

This is **not** an argument for emotional presentations in place of quality, service and reliability. Rather, it is an appeal for more creative sales presentations, those which respond to the prospect's or customer's value system.

Many years ago, we began teaching the practice of left versus right brain appeal in selling. Let's review some of the ways the experts claim the two hemispheres of the brain function in terms of oral and written language.

"There is seldom a cold, rational, dispassionate prospect or customer who buys solely on merit. A majority of buying decisions are affected by the way the information is introduced."



Left brain thinking tends to deal with logic, practicality, statistical data, analytical thinking, technical problem-solving, proposal evaluation, arithmetic projections, procrastination, structured resistance, laconia and pessimism. The right brain tends to deal with enthusiasm, creativity, visualization, humor, romance, emotional response, impulse actions, upbeat feelings, analogies, allegories, rhythm and optimism.

It is important in selling to develop a presentation which is properly balanced between right and left brain appeal. The variations in balance are based on the product, the market and the general buying style of the prospects. Here are a few examples:

First, consider products such as electronic devices sold in the industry and presented by the salesperson to engineers. In developing a presentation in this case, we would suggest an over-balance towards left brain thinking: problem-solving, statistical data and logic. These have specific appeal to the buying patterns of this type of prospect, the engineer.

We would also include within the same presentation an appeal to right brain thinking with visualization and enthusiasm. This would encourage the prospect to visualize the product in successful applications, reducing or eliminating problems, contributing to a quality image, etc. The enthusiasm encourages upbeat feelings in the prospect and a sense of well-being about the relationship between vendor and customer.

In the case of real estate being sold to home buyers, we would design a presentation that is overbalanced toward right brain thinking: visualization, creativity, emotional response and impulse actions.

A sound presentation of a home which meets the prospect's needs and responds to the prospect's value system has the prospective buyer mentally moving in, placing furniture and viewing the family in the setting. It encourages the prospect's creativity towards changes in the decorations, furniture and landscaping. It prompts emotional responses whenever highlights of the home are presented.

Left brain thinking might be addressed in the presentation with issues relating to practicality and statistical data. The practical aspects of the home such as the proximity to schools, churches, businesses, airports or shopping malls create a balance. Statistical data might relate to the turnover rate of houses in the area, equity increases and retention, energy conservation features in the home, potential return on investment and tax savings.

"It is important in selling to develop a presentation which is properly balanced between right and left brain appeal."

Prevailing wisdom indicates that a high percentage of decisions are weighed in the left brain and made in the right brain.

Irrespective of the product or service, when the appeal is strictly to the left brain, the decisions are frequently delayed, concepts are over-intellectualized, price becomes more of an issue and the potential for resistance increases. Fortunately, it is possible to direct what is normally left brain data to the right hemisphere by using visuals and making the presentation in **Power Linguistic** styled language.

Examine for a moment the circumstances which actually create a sale. Here we take into consideration that major projects or unique systems which have to be designed for a customer will create variations of the overview I am about to give you.

So, let's think in terms of some conventional everyday purchases such as office equipment, automobiles, residential housing, in-home services, household goods and the like. The thinking could also be extended to products or services sold exclusively to businesses, heavy equipment for agriculture or industry, etc. And if the process of your sale is more complicated, extrapolate from this overview those ideas which would be similar.

- Frequently an impulse created the original interest
- The interest was stimulated within 48 to 72 hours
- The prospect's value system was identified
- Interest was directed towards limited options
- The product/service and use was demonstrated on an "identifiable basis"
- Rapport and credibility were established early
- The price and value were established for the product/service and accepted as valid by the prospect
- Frequently, trial closes were utilized
- The process responded to conventional motivational drives in buy/sell relationships: gain, pride, fear, imitation
- Reasons to buy now (or soon) were established
- Affirmation and button-up as an aftermath of the sale

And our surveys also indicate that the outcome is **most frequently** a high level of customer satisfaction.

The latter is essentially an objective overview of **why** the sale was made. Now, take our studies one step further and examine why the customer perceives they purchased the product or service from the source and/or the particular salesperson.

"It is possible to direct what is normally left brain data to the right hemisphere by using visuals and making the presentation in Power Linguistic styled language."

Beyond the basic identification of the product or service as something they wanted or needed, here were their perceptions of why they purchased:

- A positive level of credibility developed by the salesperson
- The perceived consideration of the prospect's value system
- A unique, high quality product/service tailored to their needs, i.e. needs identification
- The product/service was perceived as being superior to most other options
- The value equaled or exceeded the price
- The simplicity of the purchase system
- The seller was a knowledgeable specialist
- The prospects/customers responded to, or had a valid reason to consider purchasing now

Host Announcer:

Here is an opportunity to dissect those perceptions and then identify with the **Power Linguistic Tools** which can directly aid salespeople in achieving the results or outcomes desired as an aftermath of a sales presentation.

-- TRACK 2 STARTS HERE --

DAVE:

The credibility of the salesperson is frequently related to the level of and the rapidity by which rapport was established. Remember our definition of rapport.

The presence of trust, harmony and cooperation in a relationship. A state of mind that begins with kinesthetics or simply feelings.

And remember our explanation as to why the development of rapport is so valuable.

Prospects/Customers:

- **Like people who seem like themselves**
- **Like people who listen to them**
- **Like people who seem to agree with them**
- **Like people who seem to have the same values**

Here is where the processing of information received through the power of questioning will enable even a neophyte salesperson to increase sales.

RAPPORT:
"The presence of trust, harmony, and cooperation in a relationship. A state of mind that begins with feelings."

Ideally, salespeople will seek early on to have a meeting of the minds through finding common ground with their prospects or customers.

Normally, this can only be accomplished as an aftermath of asking questions, writing down responses, building a profile of the customer and attempting to establish needs, and then to identify their value system.

When the salesperson acquires information through the questioning system described in the introduction to **Power Linguistics**, then processes these questions for additional layers, the issue of needs and one's value system will slowly become apparent. Remember this:

"When you take the representational information that someone hands you and feed it back to them, it automatically creates rapport."

Host Announcer:

In the introduction to **Power Linguistics**, Dave spent a great deal of time on P.O.Q. which is the Power of Questioning, as well as the layering process. This is where a question is answered and we respond by asking another question which adds a layer to what we already know.

He also spoke of "open end" questions which aid us in having a better understanding of the values of the prospect.

I would be remiss if I didn't remind you about opinion, option and sweat questions. It will be wise to review the printed supports and discuss these questioning styles with your associates to have a better understanding of their value.

In short, the more rapidly you create rapport, the more rapidly you can expect trust, harmony and cooperation to be present in the relationship. The varied questioning processes are a major factor in developing rapport more rapidly.

Dave, I perceive that training ourselves to be more process-oriented and to develop rapport can be difficult. While I am aware that you explained much of this in the introduction, perhaps a further explanation might be helpful.

DAVE:

Let me repeat this important statement:

"When you take the representational information that someone hands you and feed it back to them, it automatically creates rapport."

"When you take the representational information that someone hands you and feed it back to them, it automatically creates rapport."

Research in this area indicates that many salespeople are hesitant to ask what many perceive as personal questions.

Yet, frequently, we will interview salespeople who tell us that their prospects and customers shared with them intimate, personal information that perhaps the customer's own family was unaware of. Again, it is important to remember that rapport is a state of mind that begins with **Kinesthetics** or feelings. So this is worth repeating: the prospect's feelings will be developed as an aftermath of how they perceive what a salesperson is saying or doing.

There is also an issue here which might be considered controversial. In the studies of Dr. Donald Moine, a professor at the University of Southern California who researched the habits of thousands of successful negotiators, arbitrators, speakers and salespeople, these conclusions on rapport were reached.

This is a direct quote from Dr. Moine's book *"How To Build A Killer Salesforce"*.

"How many times, statistically, will we actually see things in the same way that others do? Even if we're in rapport, will our judgements and evaluations always match theirs? Hardly. In fact, most of the time, though we may come from the same point of view, our specific values will differ from others'. So, obviously, we need a better way of creating rapport. And we need a method that will enable us to manipulate this rapport so that we may use it to overtly change others' desires to fit ours. We want to be an architect of opportunity, creating the best possible circumstances for opportunity to occur."

Within Dr. Moine's statement there are two words which could create sensitivity as you listen. The first is **manipulate**, the second, **covertly**. The word manipulate is frequently perceived as negative, and we discussed this in the introduction. So, I ask you to define manipulation as a method to shape or mold an opinion while offering guidance or direction.

The additional purpose for Dr. Moine's use of the phrase manipulation is the widely held theory that many people engage in discussions with salespeople from a standpoint of bias, discrimination and misinformation.

"In fact, most of the time, though we may come from the same point of view, our specific values will differ from others'. We need a way of creating rapport."

If a salesperson encounters price resistance and the prospect has not fully considered the implication of what a lower price may offer in terms of service or durability, or the lack thereof, it is the salesperson's role to attempt to change this attitude. If the prospect has had a history or experience which creates a bias towards the product, service or sales style, it is the salesperson's role to effectuate change, which is why Dr. Moine used the word "covertly."

If a salesperson chooses to meet resistance with resistance, he will normally get more resistance. If he meets resistance with defensiveness, he will create reinforcement of that very resistance in the prospect's mind. Thus, there is frequently a need to use covert methods to effect congruence. If someone manipulates you purely for their own motives to take advantage, to lie, to cheat or distort truth, certainly this is negative. However, if circumstances are manipulated enabling you to see other options, or seek out other information, any or all of which might provide you with improved awareness or information not otherwise available to you, the end may well justify the means.

-- TRACK 3 STARTS HERE --

Host Announcer:

In the explanation of rapport you also mentioned mirroring and pacing. How about giving a little more information as to the meaning, and how salespeople can learn how to use these techniques.

DAVE:

In **Power Linguistics**, the intent of mirroring is to match the style and delivery of the prospect. It is very useful in the early stages of contact and it will aid the salesperson in putting the prospect at ease. Here are some examples:

High energy salespeople would be wise to put a governor on their enthusiasm during their opening statements so as not to scare the wits out of the prospect. Obviously, it's wise to smile, make witty statements and to affirm. At the same time, however, through listening and keen observation, you can mirror the prospect's formal and informal communication style and then you can automatically fall into pacing.

Here is a simple method to start using this technique. During early contacts, whether "one on one" or on the phone, write down and later use the same words the prospect uses. Listen for clues within these words as to needs and value systems. Use these same words as well as the gestures which accompanied them during the presentation. Pace the speed of your language to the prospect.

"Write down and later use the same words the prospect uses. Listen for clues within these words as to - needs and - value systems."

Speaking to the prospect's speech rhythm builds a comfortable rhythm for the listener.

Later in your presentation you may introduce phrases which you've written, such as:

- "As you said yourself, Mr. Jones . . ."
- "I agree with the observation you made earlier, Mr. Brown."
- "This is one of the most important considerations, as you mentioned."

Always followed by a word, phrase or statement made earlier by the prospect.

Host Announcer:

Dave, you continue to mention the prospect's value systems. Give us some more information about how to search for and identify value systems.

DAVE:

Here is a great way of remembering the importance of the value system.

**People don't buy your product/service
They buy what the product/service does for them
And
They perceive what the product/service will do for them
Based on the
Quality of the interaction with the
Salesperson**

An individual's value system is unique. It involves his or her perception of beauty, morality, spirituality, comfortability, tastes, right vs. wrong and a multitude of other issues.

Highly skilled salespeople unearth the value systems of the prospect prior to making a presentation, and thus, present to a value system as opposed to making vague representations based on generalities.

Not uncommonly, the salesperson's value system is inconsistent with the prospect's. Only by listening and learning during the pre-presentation steps is it possible for the salesperson to have the product or service they are selling be perceived as fitting into the value system of the prospect.

There is no way to achieve an understanding of someone's value system purely by assumption, and prospects who might make statements out of context or those having no foundation in fact, will certainly mislead you and create false assumptions. Here are some examples:

"Skilled salespeople unearth the value systems of the prospect prior to making a presentation and present to a value system as opposed to making vague representations based on generalities."

If the prospect says, "We are looking for the cheapest price," the same prospect under examination would tell you they want quality and service, need replacement availability, durability, or even more complex "pass through" issues such as delivery, timing, engineering or service support. Yet remember, they said they wanted the cheapest price.

Through the power of questioning and processing you can establish these needs which are really the keys to the prospect's values. When this occurs, the statement about the "cheapest price" becomes moot.

When a salesperson can clearly identify a prospect's value system and address it during a presentation, the relationship changes to one of helping instead of selling in the prospect's perception.

Host Announcer:

Dave, give us more information on the process known as "needs assessment".

DAVE:

Remember my statement, *"People don't really buy your product or service, they buy what the product or service does for them."* Needs assessing is a powerful ingredient in sales methodology, and it is important to understand the difference between "want" and "need," which are two words that are frequently used interchangeably when we discuss selling, although they are different.

Needs are not always apparent to your prospects. I frequently will ask an audience of salespeople, "What is the most common issue raised early on by the prospect as a need?" The salespeople respond that the prospect wants to discuss price.

Balanced against the request for early pricing which we now will call a **want**, is the **need** of the prospect for information which will enable them to make a wise decision. Frequently, there are hidden needs which can only be uncovered with opinion questions, layering questions and sweat questions.

Once this valuable information is attained, the salesperson presents the product tailored to the needs identified by the prospect/customer. Then the prospect's perception is one of being offered a high quality product tailored to his or her needs.

If the salesperson has acquired information regarding competition, bias, price considerations and has incorporated responses to each within the presentation, the product or service is perceived by the prospect as being superior to most other options.

"People don't really buy your product or service - - they buy what the product or service does for them."

Remember, most customers and prospects talk about wants, needs have to be uncovered.

Host Announcer:

It becomes easier to understand how **Power Linguistics** can help create effective sales methodology, however, doesn't it take a great deal of time to accumulate all the information?

DAVE:

No, in fact the accumulation of abundant information usually replaces purely social conversation, mindless banter about inconsequential things such as the weather and other minutia which does little for buyer or seller.

Yes, it is important to build camaraderie, make the prospect comfortable and to do a thorough warm up. However, don't lose sight of the purpose. In the average sales phone call to a distant city, the caller will frequently ask a question about "the current weather". This in itself is not a drawback. However, extended conversations into which city has the worst weather or whether it is a good or bad season for the weather, waste time and often obviate receiving and using information beneficial to the buyer and seller. Perhaps if you are selling in the agricultural industry, lengthy discussions about the weather may be valuable. Otherwise, they have little value.

It usually takes no more time or effort to ask **Power Linguistic** questions which will contribute to understanding the prospect's values, than to indulge in normal cultural conversation.

Again, here are the keys. Ask, listen, write it down and then be prepared to present your product or service on a personalized basis.

Host Announcer:

Dave, what about the use of scripts? Are they important in being able to utilize the **Power Linguistic System**?

DAVE:

Yes, salespeople have to be trained to use scripts, then monitored to determine that they are using the language properly. Once a strong sales methodology has been developed, it is helpful to produce scripts which in turn enable the salesperson to stay on track while they are mastering this technique.

"Once a strong sales methodology has been developed - it is helpful to produce scripts which in turn enable the salesperson to stay - on track."

Power Linguistics' scripts contain structured questions and statements which respond to statements made by prospects or customers. Statements which might otherwise be easily interpreted in social situations and responded to rapidly, frequently have a different meaning during a sales presentation.

Now, here are some simple easy-to-follow examples of scripted questions which can be used in the early stages of a sales interaction:

- "In which model are you interested?"
- "What are the specific parameters, time limitations, specifications?"
- "What price range did you have in mind?"
- "When would you anticipate making a decision?"
- "When (how) will the decision be made?"

Notice these are all open-ended questions. They are structured to provide the salesperson with information which can be used in the sales presentation.

Questions such as:

- "When would you anticipate making a decision?"
- "When (how) will the decision be made?"

These are intended to produce information which will aid in getting to a "close".

Probing questions such as:

- "Why do you say that?"
- "Why do you feel that way?"
- "Why do you think that happens?"

These are taught to respond to comments and statements made by prospects during the early stages of a sales interaction. In most cases, they provide layers of information which will be helpful in determining values.

For those selling high quality products or services to homeowners, here are scripted responses to commonly heard statements made by prospects:

"Open-ended questions are structured to provide the salesperson with information which can be used in the sales presentation."

PROSPECT RESPONSE

- We always get three prices.
- Nothing works better than (here they name a competitive product) - - they are the best.
- It is nice, but it's way too expensive.
- We never buy on impulse.

SCRIPT RESPONSE

- (pause) Why three?
- (Pause) What gives rise to that opinion? or (nod first) That's a strong opinion, Mr. Jones.
- Tell me **why** you feel that way.
- (Pause) Why do you feel that way?
- (pause) Never?

"Echolalia is the act of repeating what the prospect has said preceded by a pause which causes the prospect to respond."

In these examples, we've also inserted brief pauses prior to our response. We are preparing the listener for a layering question.

Even the use of echolalia can be scripted. Remember, echolalia is the act of repeating what the prospect has said -- preceded by a pause -- which then causes the prospect to respond. Here is an easy example:

PROSPECT STATEMENT

- That sounds like it costs more than (Prospect cites an option or names a competitive product)

SCRIPT RESPONSE

- Do I understand you believe that this would cost more than (Whatever they named)

This is the end of C.D. #7.

A complete section on "Professional Selling Skills" is attached following C.D. #8.

POWER STATEMENTS

During the course of this seminar, or while you are listening to the cassettes, you will hear numerous power statements. Write them down as you hear them (stop the recorder if necessary, or in a live seminar ask the instructor to repeat them). Review the statements promptly and determine:

- What they mean --
What they mean to you?
- How you will use the information?
- Does any part of the statement make you feel uncomfortable (and why)?

POWER STATEMENTS

1. Closing the sale is the natural conclusion to the satisfactory completion of all the steps in a sound sales methodology.
2. Objections are for the most part misunderstood. Many salespeople act as if they represent a barrier to the consummation of a sale when in fact they are a sign of interest on the part of the prospect or customer.
3. The most common reason we find for salespeople not getting the order is that - - they did not ask for it.
4. The deadliest sales words in retailing are: "May I help you."
5. The power of an idea can be measured by the degree of resistance it attracts.
6. No new idea can be sustained without reinforcement and spaced repetition.

REACTION/RESISTANCE

7. There is no such thing as a cold, rational, dispassionate buyer who buys solely on merit.
8. Most people (and that includes those in sales) - - don't like to sell.
9. Salespeople frequently abandon their roles. They work too hard on dressing the part, being personable, telling their story, worrying about competition, meeting others' prices, and making unsupported value judgements about their customers and prospect's behavior.
10. Price objections are the most misunderstood statements made by prospects and customers; they usually create a climate wherein the salesperson takes an attitude or action which is not in their own best interest.
11. You don't have to like to prospect or make cold calls. Knowing how to do it (correctly) and doing it when you have to will make a difference in your sales volume (and your sales success).
12. Many salespeople will eventually fail, stagnate, or move into less sales intense positions because they will not upgrade their people skills.
13. Human resource development is more important than knowing about products or service. It is ultimately the bottom line in sales performance.

POWER LINGUISTICS (C.D. #8)

SELLING

Trial Closes - Closing The Sale

"Create a perception of the salesperson as the effective liaison between the company and the customer."

Host Announcer:

In this segment we continue to examine the use of **Power Linguistics** to improve selling skills.

Our **Power Linguistic** methods are used by some of the largest and most successful companies in the U. S.

Frequently, our sales methodology is simply referred to as "the system," and many companies have adopted the mantra originated by Dave Yoho, which states, "The system reigns supreme".

The **Power Linguistic** sales system is designed to accomplish nine individual goals.

- ① First, to build rapport rapidly
- ② Then, to present the company and product or services in the best light
- ③ Third, to reduce potential for and to overcome resistance
- ④ Obviously, to outsell competition is fourth
- ⑤ The fifth purpose is to reduce the sales cycle and effect closing earlier
- ⑥ The sixth goal is to create a **perception** of the salesperson as the effective liason between the company and the customer
- ⑦ Number seven is to enable the salesperson to effectively decode and interpret the buyer's language and habits
- ⑧ Eighth is to effectively build trust relationships
- ⑨ And finally, yet most important for the salesperson is to maintain profitable volume

We have included with the printed material an actual workbook designed for training most kinds of sales personnel. Review this as you use the material.

Now, here again is your host, Dave Yoho.

DAVE:

When applying the concepts of **Power Linguistics** to sales methodology, it is important to realize that there are "steps" and the processing of information we are about to deal with requires some examples to show where the material works best.

In a recent case study of a company which provided their salespeople with leads that were an outgrowth of a major advertising program, we discovered that in addition to many of the leads not being followed up at all, there were abundant cases where the approach to the prospect was grossly inadequate. The outcome of this case study showed a huge waste of advertising dollars as well as disheartened salespeople who believed the leads weren't good enough, or the prospects didn't match the profile which the salesperson considered a good lead.

In many organizations, salespeople are required to generate their own leads and create interest with prospects who have not on their own responded to advertising. So, here's the **Power Linguistic** plan for preparation and some definitions.

- A prospect is someone who can use your product or service and although they may not have contacted you, they are nonetheless a prospect.
- Prospects who respond to advertising have indicated an interest which is often nebulous, and the outcome of a call by a salesperson has variable results which depend on the skills and discipline of the salesperson.

Irrespective of the source, the average prospect has indicated an interest which is limited by their understanding of their own needs.

Furthermore, the prospect may be a stranger to the salesperson, the company or the product, despite their perceived familiarity with some aspect of the advertisement.

However, it is generally established that the prospect responds to methods which mirror their perceived needs and value system.

Here is an example: The salesperson meets the prospect for the first time. The salesperson is well-dressed, looks comfortable in the setting, and has been taught to smile and appear confident. Everything looks great so far.

Then the salesperson extends his or her card and says, "My name is Jim Jones and I am with X.Y.Z. Corporation and we are responding to your inquiry of (date)."

"A call by a salesperson has variable results which depend on the skills and discipline of the salesperson."

All of this seems normal so far and that is the problem. It is the way many salespeople greet a prospect. Well, here is how the **Power Linguistic System** handles this.

First, the salesperson greets the prospect by name and rapidly adds an affirmation. The conversation goes like this, "Mr. Brown, thank you for the opportunity to . . ." or, "Thank you Mr. Brown for making time available from your busy schedule . . ." or, "Mr. and Mrs. Jones thank you for the opportunity to render this service."

This may not sound too different than the prior example. The critical difference is that the customer's name is mentioned first. There is an affirmation or appreciation statement which follows and only then is the card proffered and the name of the salesperson and the company introduced. This minor change has a major influence on the way the message is received. It will create the foundation for building rapport rapidly and will frequently get the prospect's attention to the degree that the salesperson is frequently extended more time to present.

The affirmations which are offered create in the prospect's mind a feeling of well-being and a belief that allowing the salesperson additional time will be beneficial. Remember, affirmations differ from praise. The difference may seem almost infinitesimal, but the results will speak for themselves.

Here's another example:

Suppose I am trying to sell a copying machine and I establish the number of copies which will be used and other similar data. Then I ask, "Who uses this machine the most?" The prospect identifies two office workers by title. I then ask about procedures for use, monitoring costs and efficiency, and I listen carefully responding with a nod and occasional smile while saying, "You and your staff seem to have spent some time working on how to use your current equipment most efficiently (the affirmation)." Next, I ask, "What else would you like to see this equipment be capable of doing for you and your staff?" (a layer). When they answer, I respond, "It seems you have given this some thought as well (another affirmation)." Then I ask, "Have you seen any equipment which you believe equates with what you are trying to accomplish?" (In-depth information about competition, values, etc.)

Observe in this entire scenario there is no interruption, no attempt to sell my idea. I am building rapport by asking questions and affirming as I take notes. I am preparing for my presentation, yet, giving evidence that I am truly interested in the prospect's needs and ideas.

"The affirmations which are offered create in the prospect's mind a feeling of well being and belief that allowing the salesperson additional time will be beneficial."

If I were selling a product or service which will create successive orders - - thereby creating a regular customer - - after affirmations, I would ask, "Please Mr. Brown, tell me the 3 to 4 essential supports that you need from a supplier or vendor to get the best use from this product which you buy on a regular basis." The prospect might state issues such as improved delivery dates, back order policies, technical service assistance or similar elements. Remember now, he is telling me **his** needs and because I listen and write these needs down, I am showing interest and concern for the things he has to do to make a profit in his business.

Or, I might ask questions such as, "I would like to cite, Mr. Brown, the five ingredients of a business relationship that most people in a similar business tell us are the most valuable. What value do you give each of the ingredients?"

Now, I would listen carefully because I will be uncovering needs as well as clues about his current vendor relationship.

Or, I might say, "Mr. Brown, our records indicate that your company purchases a product similar to that which we manufacture. While we do not at the moment enjoy a business relationship with your company, we do appreciate that some time in the future, if your needs change, we might be considered. Therefore, in the event an emergency occurred with your current supplier such as a strike, fire or similar calamity or transportation difficulties, what would your requirements be for a secondary supplier?"

If I was selling an automobile or a product used in the home that would be a replacement for some existing product, one of my questions would be, "Tell me what you like most about (the make, model)," and after I wrote down the statements, I would then ask, "And what kind of things would you like to see improved if you acquired a new model?"

Examine this process versus what actually happened the last time **you** shopped for an automobile or had a home repair company to come to your home. Often, instead of affirmation, rapport building and needs assessment, there is a high need for the salesperson to talk about themselves, their product, their model, its superiority, etc.

The thing to remember here is that you are creating the foundation for your actual presentation, and the more information you have and the more rapport you have developed, the greater potential for closing the sale.

"You are creating the foundation for your actual presentation and the more information you have and the more rapport you have developed - the greater potential for closing the sale."

-- TRACK 2 STARTS HERE --***Host Announcer:***

Frequently, when the material just presented is examined in a seminar, those who have been selling for a protracted period find it difficult to adapt to this system of greeting, affirmation and rapport building.

Dave Yoho points out that, "Closing the Sale is the natural conclusion to the satisfactory completion of a well developed sales methodology," and this process really enhances the ability to close.

The information which is developed when introduced into the product or service presentation frequently offsets or neutralizes many of the objections and much of the resistance that is often encountered when someone attempts to get the order.

Here is Dave to explain how the information achieved is used in the next steps.

DAVE:

In an effort to make a comprehensive sales presentation, most companies design methods by which to present their product or service in the best light. Since most companies do this, how do you make your product or service appear superior or dissimilar to the competition?

What outcome would you like to achieve after your presentation?

First let us examine the statements you might receive if you **don't** get an order.

- ① "We'll let you know," or, "We'll get back to you."
- ② "Right now we're over our budget (not open to buy)."
- ③ "Give me your card. We'll call you."
- ④ "We want to think about it (or sleep on it)."
- ⑤ "We want to get other prices or bids."
- ⑥ "See us next time you are in the territory, in 2 months or after (before) the season."
- ⑦ "We want to talk it over with . . ."
- ⑧ "Your price is too high, we have a better quote."
- ⑨ "Send us additional literature, information or samples."
- ⑩ "Sorry, not now, but you are a great salesperson."

"How do you make your product or service appear superior or dissimilar to the competition?"

Most salespeople hear some or most of these. However, using information developed earlier, we can present information so as to neutralize or ameliorate many of the negative outcomes. The process is called **"post-negative-suggestion"** and it is almost self-explanatory. "Post negative" is what we get as an aftermath of our presentation and "suggestion" implies we build that into our presentation as a positive.

When you take the information acquired earlier and make it a part of your company and product presentation, consider the option or sweat questions you might ask.

Here are examples of the use of option questions.

- "Which do you prefer?"
- "How would you prefer this to look, fit or operate?"
- "How else can we accomplish this?"
- "What would be an acceptable option?"
- "Which of these will work the best?"
- "Which of these fits your needs best?"
- "Which one of these is more appealing than the others?"
- "Which part could we eliminate?"

Once you get accustomed to using these examples, you will easily begin to generate your own option question which fits your product or service even more appropriately.

Observe that all the questions are open-ended and offer a preference, which is what makes them option questions.

Host Announcer:

Here again, I will ask the questions we most commonly hear during our seminar and as an aftermath of presenting this material.

First Dave, "Doesn't the prospect ever get tired of us asking so many questions or even develop a resentment that we are intruding?"

DAVE:

On the contrary, if you practice the use of these questions, you will find the prospect becomes more interactive and enjoys the process a great deal more than if they feel that they are being "pitched".

"If you practice the use of these questions - you will find the prospect becomes more interactive and enjoys the process a great deal more than the feeling that they are being 'pitched'."

No matter how great your product is, when it is presented to someone's value system - - when their opinions are asked - - they begin to feel like participants and take ownership of the ideas.

Host Announcer:

Don't most salespeople ask questions similar to your examples?

DAVE:

The answer is yes, their questions may be similar. However, and this is a big however, this style of questioning is researched. If the question is asked in the manner suggested and you pause and wait for a response, you will either receive information about the prospect's value system, their dislikes, or their prejudices.

It is important to remember some cautions from our introduction of this material. As information is provided by the prospect, don't cut off the energy by interrupting or providing explanations of commonality. Instead, proceed with one more question.

Host Announcer:

You seem to separate a presentation into two parts, that is the company seems to be separated from information about the product or service.

DAVE:

That's true. Did you ever notice that many companies have a brochure, pamphlet or presentation book which may define the company's history, assets, accomplishments and even its acceptance in the marketplace? And, did you ever wonder what this information means to the average prospect?

The answer is, that information is only applicable to the client's values and needs, and unless they are uncovered, many important benefits are overlooked in a presentation.

Here is an example: If you have determined that the prospect has a need for installation support or technological information, then make this a part of the presentation relating to your company. Show the support and present the idea as a response to their needs. When the prospect is giving responses to option questions, they are providing abundant information for you to use as part of your sales presentation.

"Information is only applicable to the client's values and needs and unless these are uncovered many important benefits are overlooked in a presentation."

Host Announcer:

We are frequently asked, Dave, about the question, "Which part could we eliminate?" What is the benefit of information acquired from this question?

DAVE:

Suppose the salesperson is presenting a unique, high quality product which has several components making it superior to competition, and as an aftermath of the presentation, the price quoted would be higher than the competition.

Then, let us suppose when the salesperson presents the product and enumerates the many benefits, including the exclusive extras, the prospect is asked how the product fits their needs. The prospect responds, "Very well," or "Ideally." The salesperson states, having seen this product which includes these three unique features, "Can you think of any reason to manufacture it without those?"

Logically, in this past scenario, the customer says, "No, I want all the features." This latter statement will enable you to substantiate your price when and if price resistance occurs.

-- TRACK 3 STARTS HERE --

Host Announcer:

As you move through the sales presentation, you will have accumulated a great deal of information about your prospect.

In all of Dave Yoho's training methods for selling or negotiating, he contends that it is in your best interest to have the accumulated data on a pad nearby, so when in doubt you can look at your notes and even quote statements made earlier by the prospect. In Dave's series on Professional Selling Skills, there are methods which respond to price issues and objections. The printed portion of that series is included with this material. Be sure that you refer to it after listening to this recorded material.

And now, let's examine how the **Power Linguistic System** will improve your closing average. Here again is Dave.

DAVE:

I caution you to remember my statement on closing the sale, which is:

"Closing the Sale is the natural conclusion to the satisfactory completion of each step in a well developed sales methodology."

"A statement which will enable you to substantiate your price when and if price resistance occurs."

When the salesperson has completed all phases of the sales system, we suggest they do two things. The first is to take three seconds and make a silent personal affirmation such as, "I have completed all portions of the sales methodology - - I am about to close the sale."

You are now telling your brain that it is time to move on and you have completed the proper steps to close the sale.

Now there are several options. Trial closes can be as simple as saying, "When would you like to start this process?" or, "Our delivery schedule is about six weeks, how does that fit with your plans?" or, "I have the feeling that this fits your needs" - - follow this with - - "Isn't it about time we shook hands and started the next part of the process," or, "Would you like me to start the preliminary paperwork now?"

These are usually non-offensive methods by which to move the sales process forward. At worst, you will get a delay or an objection, all of which affords you another opportunity. Remember, **objections are a sign of interest.**

Many highly skilled salespeople who are aggressive and sure of themselves attempt to move past the, "I'll think about it," "I'll let you know," or "Give us your card" phase.

They use a **Power Linguistic** "pre-close" statement which goes like this:

"Mr. and Mrs. Jones, normally, at the conclusion of a presentation such as this, I receive three separate kinds of responses."

"Some people say **yes**, and certainly I like to hear that."

"And then, there are those that say **no**, and I have come to the conclusion that we (our product) can't be for everyone."

"The third possibility is the one that gives us the most trouble. It is when people say **I'll think about it - - We'll let you know - - Get back to us in a couple of days.** And, while I endorse anyone's decision making process, for the most part these statements are made because people don't want to embarrass me or make me feel discouraged. However, may I suggest that if this feels like the kind of product or service you would like, then say the word **yes** and if it is not for you, don't hesitate to say the word **no** and - -

**(Be sure you are smiling and gesturing with open hands
when making the final part of the statement)**

- - I will accept a **no** as gracefully as I will accept a **yes**."

"Isn't it about time we shook hands and started the next part of the process."

The principle behind this kind of statement is that unless there is a major objection, the prospect may make a statement such as, "Well, no I still can't give you an order today." The salesperson pauses and asks the **Power Linguistic** question, "Why is that?" And, if the order cannot be accomplished on that day, there is an opening to set a time and date for the next visit.

Much of the latter depends on the business you are in and the style of selling you use. If you are selling to businesses, selling from a showroom or selling in the home, the use of this format may vary. There is more information on this methodology contained in the printed selling skills material included with this recording.

Now, to the final set of questions which would be used for closing purposes. These are the sweat questions.

- "When would that be?"
- "When can I expect to hear from you?"
- "Can you give me a yes or no?"
- "Is there another issue (or hidden agenda)?"
- "What can I do to get an approval, move the process or get this started?"
- "What would need to exist?"

The last question, "What would need to exist?" is a phrase which provides powerful results. As an example, it might be extended to a prospect with whom you have spent a great deal of time and for whom you have provided a great number of services. The process works like this.

"Mr. Jones, I appreciate the time we've spent together and I get the feeling that you like our company and the product we propose. What would need to exist . . .?"

Host Announcer:

Dave, one final question. You mentioned in the introduction the use of proxemics and the space necessary between individuals for comfort. Could you provide us with additional information about these two elements?

*"What would need to exist?"
is a question which provides
powerful results."*

DAVE:

The term “proxemics” was coined by researcher E. T. Hall in 1963 when he investigated man’s use of personal space in contrast with “fixed” and “semi-fixed” feature space.

Dr. Hall is an anthropologist who studied the differences between cultures. Within each culture he found appropriate physical distances for face-to-face interactions. The charts which are provided with the printed material explain the preferable structure and boundaries for seating when presenting to prospects. Inside of those boundaries is what we call intimate distance, and this is obviously reserved for close personal relationships.

Here are some simple rules of proxemics when selling:

- When possible, avoid selling “across” the desk.
- When possible, sit at the side of the desk with your prospect to your right.
- The most preferable seating arrangement is without tables or desks and your prospect to your right.
- When presenting to more than one person, when no desk or table is present, create a triangle.
- When selling to parties including both genders (man and woman) and while keeping the triangle position, position yourself just slightly closer to the position of your same gender.

If you are interested in more information on this subject visit the Internet under proxemics.

Finally, once you have a sales system, adhere to it and start to measure the efficiency of its use.

Be reminded that you can always increase your skill level by improving your awareness of others, increasing your listening and observation skills, and defining the prospect’s needs versus their wants.

Maintain a high energy level and stay abreast of new information, and be aware that the greatest fault in most salespeople is lack of discipline.

Thank you for acquiring and listening to this material. It is my hope that your listening is but the first step in instituting change in yourself and within your organization.

I also believe this information will be a springboard to learning more about how **Power Linguistics** improves skills.

“Be reminded that you can always increase your skill level - by improving your awareness of others - increasing your listening and observation skills and defining the prospect’s needs vs. wants.”

Please stay tuned for a final word from our announcer.

This is Dave Yoho wishing you great success in improving all forms of your communication.

Host Announcer:

We encourage you to find out more about the many audio and video products produced by Dave Yoho Associates.

Our series on Professional Selling Skills is probably the best selling product of its kind and we measure its success by the many letters we receive from those who use the program as a successful training format.

Included in the printed material which follows is a complete interaction guide for "**Closing The Sale & Professional Selling Skills**". The guide is used with a recorded series by the same name.

The selling system is based on the use of **Power Linguistics** - - be sure to review the guide as soon as possible.

We hope to see you at a future seminar and we encourage you to check our website - - www.daveyoho.com

This is the end of C.D. #8.
A complete section on "Professional Selling Skills" follows.

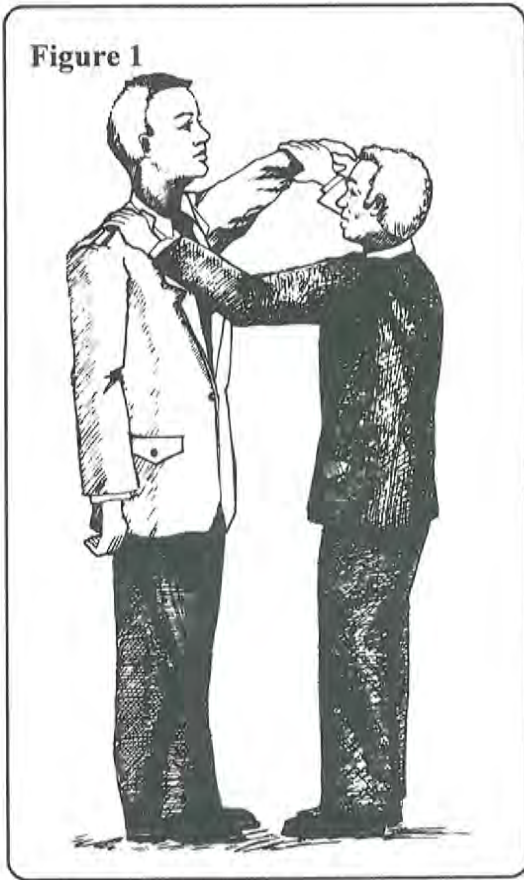
BEHAVIORAL KINESIOLOGY (B.K.)

The use of Behavioral Kinesiology within the structure of **Power Linguistics** has a very important role. While kinesiological testing is largely a matter of how certain forms of communications affect the receptor (listener, reader, viewer), it is important to remember that the construction of the communication device can have a positive or negative effect. In addition, the issues of proxemics will determine the comfortability of the receptor (listener, viewer) and again will either add to or detract from the communication process.

To become familiar with the material in the CD, conduct a B.K. test yourself.

It takes two people to perform a kinesiological test. Choose an employee, friend or a family member for testing. We'll call him or her your subject. (Fig. 1)

Figure 1



1. Have the subject stand erect, right arm relaxed at his side, left arm held out to the side and parallel to the floor, with elbow straight.
2. Face the subject and place your left hand on his right shoulder to steady him. Then place your right hand on the subject's extended left arm just above the wrist.
3. Tell the subject you are going to try to push his arm down as he resists. (He pushes up)
4. Now push down on his arm firmly and evenly. The idea is to push just hard enough to test the spring and bounce in the arm, not so hard that the muscle becomes fatigued. It is not a question of who is stronger but of whether the muscle can "lock" the shoulder joint against the push.

Avoid smiling or grimacing while conducting this test, as it will impair the outcome. If you require additional proof that Kinesiology is a valid science, ask an orthopedic surgeon or physical therapist to explain a device called a kinesiometer which shows that a strong muscle can withstand up to 40

pounds of pressure, whereas a muscle that is weak can resist a pressure of about fifteen pounds. However, we do not need to use 40 pounds of pressure each time we test muscle strength because we develop a "feel" for whether the muscle is strong enough to "lock" the joint or not. We are looking for the spring in the muscle. And when it is not there, when the muscle is weak, the difference will be obvious to both the tester and to the person being tested.

Think about the outcome you would like to have from your communication process then continue your test. Once you've established the current energy level of the subject, use certain words to influence that energy.

Example 1 - Smile and say, "I appreciate your cooperation in this experiment and you are testing very strong".

You will normally experience a slight increase in energy. (Arm appears stronger)

Example 2 - Frown or grimace and say, "I will pull your arm down at will".

You will normally experience a decrease in energy. (Arm appears weaker)

Hopefully this simple set of exercises will encourage you to review in depth the additional exercises on the C.D. provided with this series.

Dr. John Diamond, an eminent researcher in this field, concluded that our behavior and actions have a strong tendency to influence the left or right side of the brain and that if the communication process is well intended for a positive outcome yet the information received is misinterpreted, the fault might lie in the communication being directed to the improper hemisphere. This is further defined in the explanation of right vs. left brain selling -- towards the end of this article.

According to Dr. Diamond, "It is not only desirable, it is normal that the two hemispheres are working together throughout the waking day; that when we talk, there is a rhythm and a cadence to our voices; that when we walk, there is a flow and a grace to our movements; that when we think, the logic of our thoughts does not shut out intuition and spatial perception. When both hemispheres are fully active and integrated with each other, this is the condition of *creativity*, man's highest functioning."

The latter research can be found in Dr. Diamond's published work, "Behavioral Kinesiology," (Harper & Row, 1978) and, "Life Energy," Dr. John Diamond, (Dodd Mead, 1985).

Dr. Diamond's research calls attention to the presence of the **thymus**, a gland which lies just beneath the upper part of the breastbone in the middle of the chest. According to most medical research, the thymus will shrink in size during periods of heavy stress or severe illness. It is also believed that the gland shrinks or atrophies in the normal process of aging.

Evidence accumulated in the last 30 years on the thymus gland's role in immunology and in the production of both T cells and B cells is so overwhelming that any activity which can be used for the purposes of retention or stimulation of the growth of the thymus is worthy of further discussion.

As an example, it was during this same period of enlightenment that the process of endorphins* in the human system was discovered. Most advanced teachings in the field of stress reduction and improving feelings of well-being show evidence that exercising the body and the mind can improve the flow of endorphins, and the massaging and stimulation of the thymus can improve the energy level of the individual. The thymus, therefore, is truly an organ that secretes a hormone into the bloodstream which will be carried to another part of the body where it will have its effect.

Endorphin: ** A chemical secreted in the brain that has a pain relieving effect like that of morphine. The theory is that at certain stages of physical activity or at higher levels of euphoria, these endorphins are released frequently leading to higher levels of performance and/or escalated feelings of "well-being".*

Dr. Jerry Teplitz (www.teplitz.com) has done extensive research in the utilization of behavioral kinesiology to aid individuals in understanding how to tap into the power of their own personal energy system.

The relationship of this information to **Power Linguistics** is important. Imagine if we can say and do things which in turn are directed to a specific hemisphere of the brain, and then under the proper conditions this could have a positive or negative affect on the listener or viewer.

No one would argue that an upbeat Sousa March gets you tapping your foot, waving your hands or moving other parts of your body. It is fair to point out that you will frequently have a higher energy level than normal. Conversely, when morose ideas, funeral dirges, negative statements or images are introduced, the opposite occurs.

It doesn't take a medical degree to understand that there are actions which activate, stimulate, and create positive, motivational environments for those to whom they are directed and again the opposite is also true.

The material within the **Power Linguistics** program was built on this understanding and the word collections found elsewhere, i.e. power vs neutral or high energy vs low energy will essentially be received in either the right or left hemisphere of the brain. (See Fig. 2)

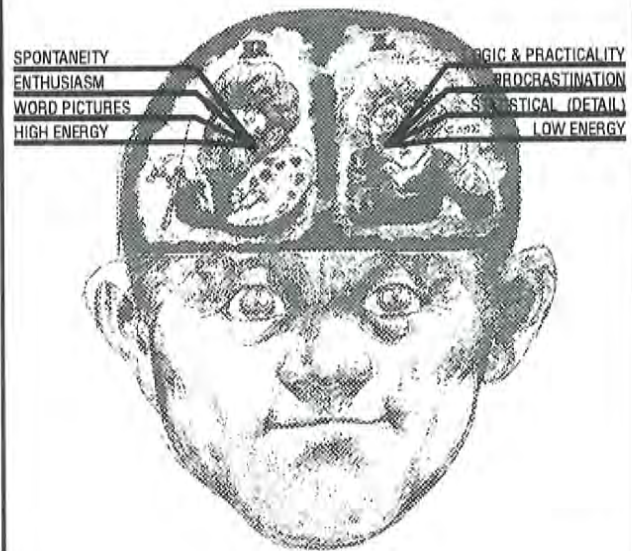
We have discovered that great presentations, speeches, counseling and even one-on-one exchanges frequently fail because of a lack of understanding as to where the communication is being received (left vs right brain) and the ultimate effect may be antithesis to the original intent and purpose.

Dr. Diamond, in his research, also came to the conclusion that whenever there is a lack of symmetry

in the working of the two hemispheres, thymus activity will be impaired. Fortunately, this phenomenon works the other way as well--if the thymus is stimulated, the two hemispheres will also tend to be balanced. The majority of the exercises recommended in our program will tend to increase thymus activity and hence, the energy of the listener or viewer will be enhanced.

To examine how the use of proper phraseology, gestures and graphics can be effectively directed to either the left or right brain with positive outcomes, we have included in the **Power Linguistics** material, programs for use in selling. It is worth repeating some of those observations in this segment, as it will provide a method for developing sales presentation material which can have a planned, positive outcome.

Figure 2



INCREASED CREATIVITY IN SALES PRESENTATIONS **(Balance your appeal to the buyer)**

There is no such thing as a cold, rational, dispassionate buyer who buys solely on merit. Most decisions are affected by emotion.

I once asked a purchasing agent who had placed an order with a manufacturer for products which he might have been able to purchase for less, "Why do you do business with this particular company?" His response was lengthy and contained specific references to the following emotions: He trusted and liked the salesperson. He felt the company was reliable. In previous dealings, he developed confidence in them. The company seemed to care when a customer had a problem.

In further questioning, he commented on the size of their manufacturing facilities and their quality control and customer service departments. Later, I asked him if he had ever personally seen the plant or any of the departments he mentioned. He admitted he had never seen them, yet he was convinced of their existence and superiority.

Herein lies a portion of our proof on the importance of rapport and emotional development in selling. If all aspects of his belief are true, he was nonetheless basing his decision on information supplied to him by the salesperson. The credibility, as well as other factors of the company's substance, are validated by buyers largely based on their feelings toward the salesperson.

Frequently it is the energy, enthusiasm and creativity with which the product is presented and the rapport which has been developed, that accelerates the prospect's interest. Thus a great product or service, poorly presented, may not get sold, while one of lesser quality, presented well, is purchased.

This is not an argument for emotional presentations in place of quality, service and reliability. Rather, it is an appeal for more creative sales presentations.

Over two decades ago we started teaching the practice of left versus right brain appeal in selling. Let's review some of the ways the experts claim the two hemispheres of the brain function in terms of oral and written language.

Left brain: Logic, practicality, statistical data, analytical thinking, technical problem-solving, proposal evaluation, arithmetic projections, procrastination, structured resistance, laconia and pessimism.
Right brain: Enthusiasm, creativity, visualization, humor, emotional response, impulse actions, upbeat feelings, analogies, allegories, rhythm and optimism (again - Fig. 1)

In the **Power Linguistics** selling system, it is important to develop a presentation which is properly balanced between right and left brain appeal. The variations in balance are based on the product, the market, and the general buying style of the prospects. Let's look at some examples.

First, consider products such as electronic devices sold in the industry and presented by the salesperson to engineers. In developing a presentation in this case, we would suggest an over-balance towards left brain thinking: problem-solving, statistical data and logic. These have specific appeal to the buying patterns of this type of prospect, the engineer.

We would also include appeals to the right brain thinking with rapport, visualization and enthusiasm. This would encourage the prospect to visualize the product in successful application, reducing or eliminating problems, contributing to a quality image, etc. The enthusiasm encourages upbeat feelings in the prospect and adds to the feelings a sense of well-being about the relationship of vendor and customer.

In another example - - real estate sold to homebuyers - - we would suggest a presentation that is overbalanced toward right brain thinking: visualization, creativity, emotional response and impulse actions.

A sound presentation of a home which meets the prospect's needs has the prospect mentally moving in, placing furniture and viewing the family in the setting. It encourages the prospect's creativity toward changes in the decorations, furnishings and landscaping. It prompts emotional responses whenever highlights of the home are presented.

Left brain thinking might be projected in the presentation toward practicality and statistical data. The practical aspects of the home could be brought out, like touting the proximity to schools, churches, businesses, airports and shopping malls. Statistical data might relate to the turnover rate of houses in the area, equity increases, energy conservation features, potential return on investment and tax savings.

If you examine again the appeals to each side of the brain, you might conclude that most decisions are weighed in the left brain and made in the right brain. Irrespective of the product or service, when the appeal is strictly to the left brain, the decisions are delayed, concepts are over-intellectualized, price becomes more of an issue, and the potential for conflict increases. Fortunately, it is possible to direct what is normally left brain data to the right hemisphere by using visuals and making the presentation in enthusiastic, positive, optimistic and upbeat language.

In preparing a sales methodology or the development of a sales presentation, be sure to consider those issues of the left brain, yet do not neglect to favor the right brain issues which will frequently lead to closing the sale.

SUMMATION

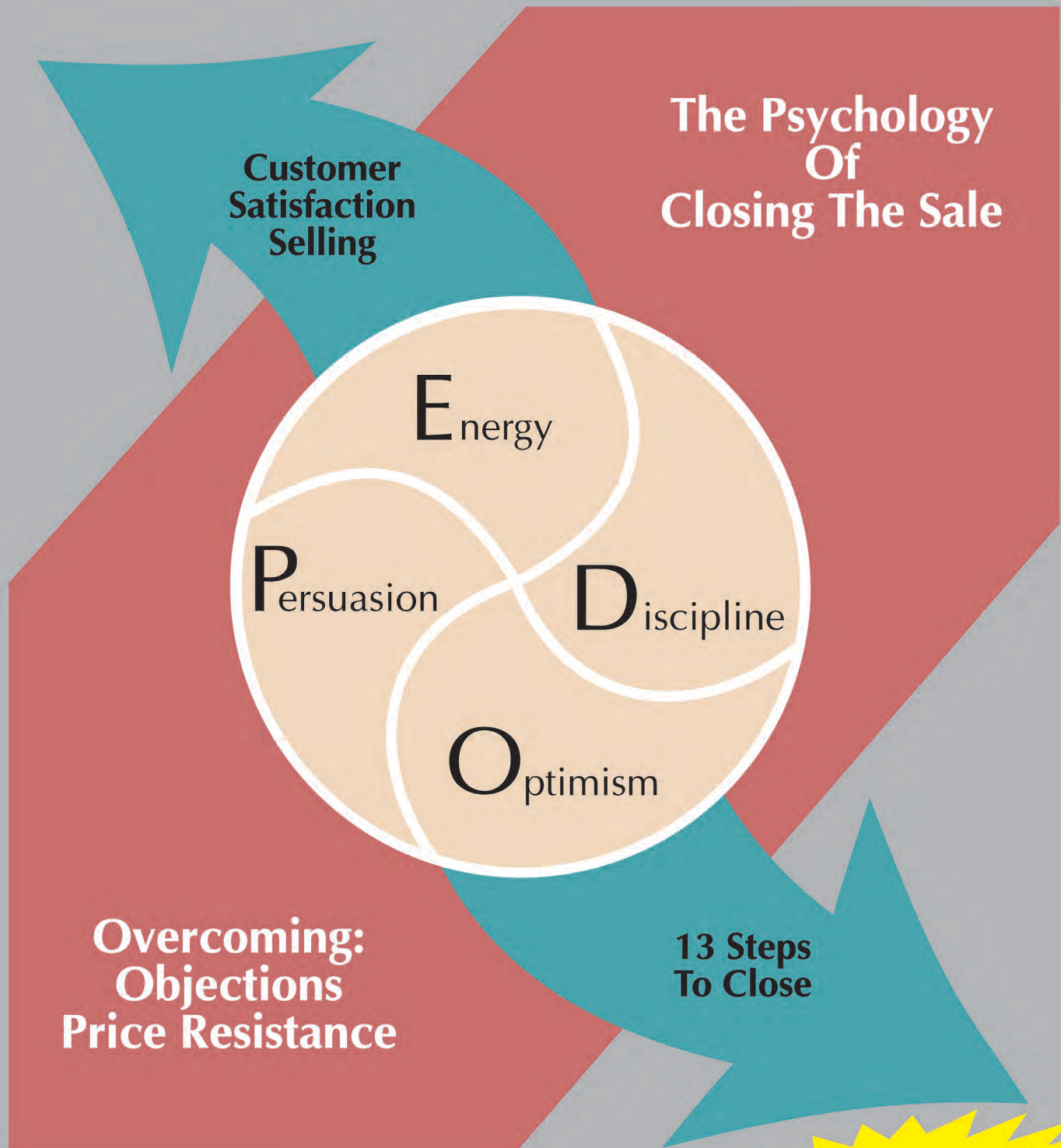
Behavior kinesiological testing provides a method by which to evaluate and validate the effects of your actions, language and the environment which you have created. An eminent researcher in the field of behavioral science once wrote, *"One of the greatest phases in an individual's advancement is that in which he passes from sub-conscious to conscious control of his own mind and body."* - (F. M. Alexander)

Behavioral kinesiology provides us with a means of assessing and evaluating the effects of nearly all stimuli: internal or external, physical or psychological. As an individual progresses in his understanding of this science, it will bring new understanding of the potential of **Power Linguistics**. It will aid the user in understanding the benefits which can be derived from positive actions and the deficits created by those perceived as negative. It will shed light on topics as diverse as instinctive behavior, creative processing, the origin of language and the reaction to certain modes of communication including intonations, body language, gestures, etc.

To those experiencing behavior kinesiology for the first time, the reaction to the testing process is frequently one of surprise. In most cases however, these early reactions are further stimulated when the tests validate the value of the communication forms found in **Power Linguistics**.

CLOSING THE SALE

(Professional Selling Skills)



INTERACTION MANUAL

**Contains SPECIAL Section
For Facilitating the DVD Series**

**The Program Included With This
Manual Is Produced Exclusively By:**

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CLOSING THE SALE

Professional Selling Skills

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HOW TO GET THE MOST FROM THIS MANUAL

Make notes in it as you participate in the seminar, view the videos or listen to the recorded material.

Carry the manual with you and refer to it daily.

ORGANIZATION USE

This manual can become a very effective guide for group study.

- 1 Assign someone the role of monitor.
- 2 Have the monitor lead a discussion of what they have learned and the results they achieved.
- 3 Ask for the ideas which they will implement and those they are experiencing difficulty with.
- 4 Avoid critical analysis of the material or the attendee's response. Center on practical applications and where they are experiencing resistance.

The material contained in this manual is an outgrowth of continuing research into the process of selling.

Much of the sales methodology is based on a system of language called **POWER LINGUISTICS®**

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OBJECTIVE OVERVIEW OF FACE-TO-FACE SELLING

Prospects most frequently purchase products/ services based on the following PERCEPTIONS:

- Credibility Of Salesperson
- Rapport With Salesperson
- Consideration Of Their (The Prospect's) Value System
- Unique Quality Product/Service Tailored To Their Needs
- Product/Service Is Superior To Most Other Options
- Value Equal To Or Exceeds Price
- Ease, Simplicity Of Purchase
- The Seller Is A Knowledgeable Specialist



FANTASIES, ILLUSIONS, AVERSIONS



AVERSIVES (AVERSIONS):

What We Try Most To Avoid

- 1 _____
- 2 _____
- 3 _____



OBJECTIVE OVERVIEW OF A PROFESSIONAL SALESPERSON

- Builds Rapport Rapidly
- Asks Many Questions, Listens To Responses
- Follows A Sales Methodology ("The System")
- Presents The Company, Product/Service In Response To Customer Needs
- Overcomes Resistance, Mis-Information And Bias
- Identifies And Outsell's Competition
- Effects Liaison:
 - Company to Customer
 - Customer to Company
- Develops A Structured Communication System (Decodes/Interprets)
- Maintains Profitable Volume
- Builds Trust Relationship(s)



"Professional Salespeople Do What Ordinary Salespeople Do Not"

When you take the representational information that someone hands you and feed it back to them, it automatically creates rapport.

PEOPLE (PROSPECTS/CUSTOMERS):

- Like people who seem like themselves
- Like people who listen to them
- Like people who seem to agree with them
- Like people who seem to have the same values

RAPPORT:

A State Of Mind That Begins

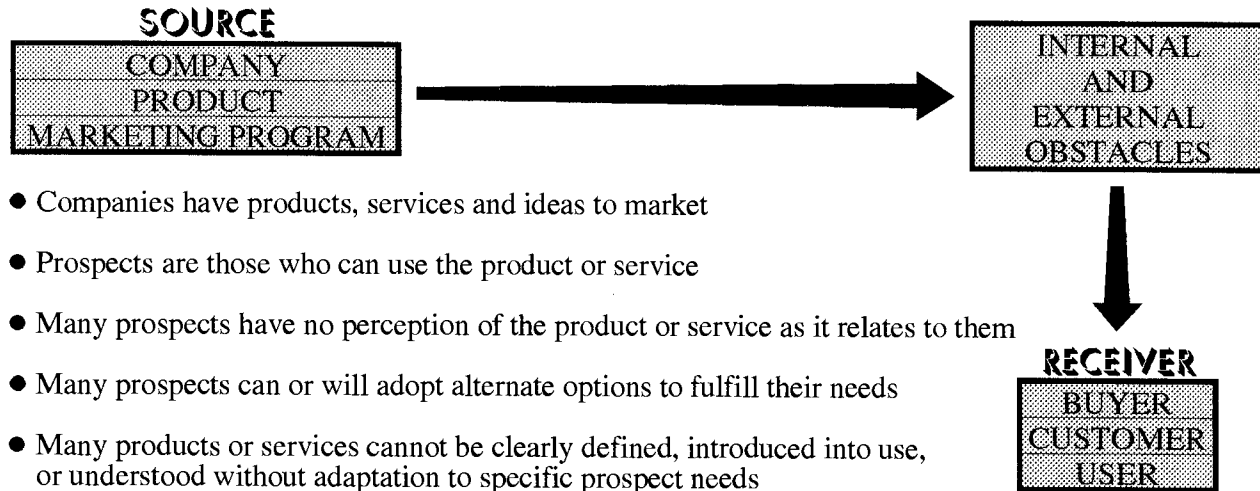
With Kinesthetics (Feelings)



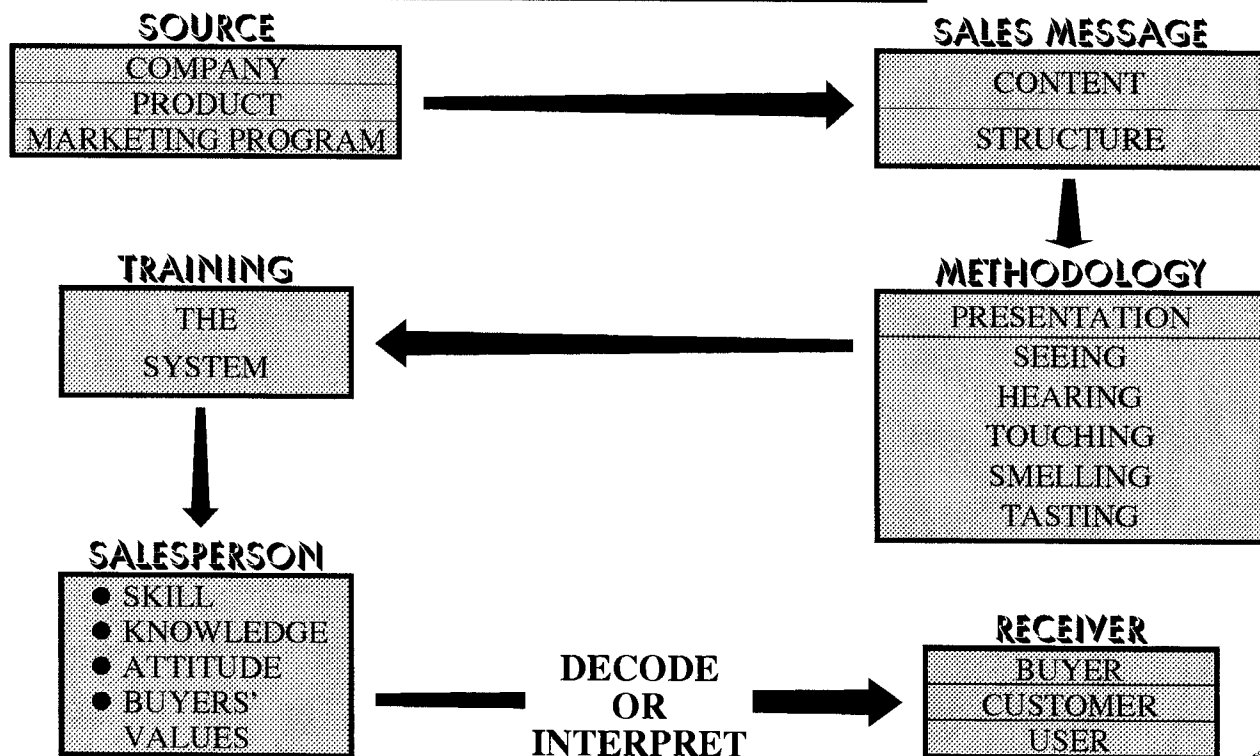
"People Don't Care How Much You Know Until They Know How Much You Care"

THE MARKETING PLAN & THE SALESPERSON

SIMPLISTIC VIEW



SALES ADAPTATION



"A Professional Salesperson Is The Catalyst For A Sound Marketing Plan"

THE MARKETING PLAN, CREATIVE SELLING & THE SALESPERSON

THE SALESPERSON

The salesperson is the total technician. It is her/his responsibility to respond to the sales methodology by interpreting its various levels to the prospect/buyer. It is the salesperson's job and duty to convince - - to bring to the surface subliminal desires and to interpret the product or service in terms of the prospect's/buyer's **needs**. It is the responsibility of the salesperson to convince the prospect that the product (service) is best because it meets the prospect's needs better than any competitor's product/service.

Salespeople and advertising serve separate yet related functions in a marketing plan.

If a product or a service is sold directly through advertising (Example: direct mail) the need for the direct intervention of a salesperson is diminished.

When the product or service is advertised to prompt an inquiry, create a response or traffic, the salesperson takes over and becomes the decoder or interpreter.

There are numerous differences between industrial and consumer selling (buying) which create variances in presentation and selling styles - - however, once the awareness of a need is triggered into a want, the prospect/buyer reverts to the status of a human being and, therefore, while the components of the sales methodology may vary, the elements of communication and the need for methodology do not.

SELLING SKILLS

Most decisions to buy are based on emotion. Therefore, logical arguments, statistical presentations on their own are largely ineffective*

There is no such thing as a cold, rational, dispassionate buyer who buys solely on merit. They are prompted and motivated by a number of emotional prods, all of which are based on the salesperson's application of the sales methodology.

Power Linguistic Selling embodies the concept of convincing prospects or customers that they need or desire the product or idea you want them to buy. The use of selected words and phrases enables salespeople to create WANT that did not exist before. It also includes ways to convince a prospect/customer to prefer your product (service) over another.

The proper use of a sound sales methodology is an individual accomplishment. Some salespersons respond to Power Linguistic Training more rapidly than others.

Power Linguistic Selling involves thinking in advance about why a salesperson is going to call on a certain prospect or customer and what will appeal most to their buying motives. Every prospect is different. Therefore, it involves a decision regarding which approach will appeal most to each to each customer or prospect in a particular circumstance or situation.

* Ref: Dave Yoho - - Right vs. Left Brain Selling Publ. 1985



"A Professional Salesperson Continues To Learn And Grow"

POWER STATEMENTS

*"The power of an idea can be measured
by the degree of resistance it attracts."*

Dave Yoho

POWER STATEMENTS

- 1 Closing the sale is the natural conclusion to the satisfactory completion of all the steps in a sound sales methodology.
- 2 Objections are for the most part misunderstood. Many salespeople act as if they represent a barrier to the consummation of a sale. They are, in fact, a sign of interest on the part of the prospect or customer.
- 3 The most common reason for salespeople not getting the order is that - - they did not ask for it.
- 4 Among the deadliest sales words in retailing are:
"May I help you."
- 5 No new idea can be sustained without reinforcement and spaced repetition

AGREE

DISAGREE

NEED MORE
INFORMATION



"Ideas Without Implementation Remain Ideas"

POWER STATEMENTS

- 6 There is no such thing as a cold, rational, dispassionate buyer who buys solely on merit.
- 7 Most people (and that includes those in sales) - - don't like to sell.
- 8 Salespeople frequently abandon their roles. They work too hard on dressing the part, being personable, telling their story, worrying about competition, meeting others' prices, and making unsupported value judgements about their customer's and prospect's behavior.
- 9 Price objections are the most misunderstood statements made by prospects and customers; they usually create a climate wherein the salesperson takes an attitude or action which is not in their own best interest.
- 10 You don't have to like to prospect or make cold calls. Knowing how to do it (correctly) and doing it when you have to will make a difference in your sales volume (and your sales success).
- 11 Many salespeople will eventually fail, stagnate, or move into less sales intense positions because they will not upgrade their people skills.
- 12 Human resource development is more important than knowing about products or services. It is ultimately the bottom line in sales performance.

AGREE

DISAGREE

NEED MORE
INFORMATION



"Change Frequently Requires Us To Overcome Our Own Resistance"

SIX SALES (STEPS) TO A SALE

"A sound selling system is based on steps. The number of steps is irrelevant. The process is based on how prospects think, feel and tend to act. Each step has sub-steps which are instituted to enable a professional salesperson to provide information in a format which responds to the prospect/customer needs."

Dave Yoho

① Sell The Appointment

- Primary Information
- Creating Interest
- Qualifying
- Convert Inquiries: Nebulous to Qualified
- In-Depth Information
- All Interested Parties (When Possible)
- Timing

② Sell Your Way In (Or Them Into You)

- Presenting to the Decision Makers
- Getting Past Road Blocks & Gate Keepers
- Avoiding One Leggers (When Possible)
- Avoid Being "Put Off" or Delayed
- Backing Out to Return Another Time (Without Offending Prospects)

③ Sell Yourself (Rapport Building)

- The First Two Minutes
- Establish Credentials
- Determine "Setting"
- Needs Assessment
- Listening and Observing
- Level of Energy

④ Sell Your Company (Preamble Presentation)

- Visual (Whenever Possible)
- Continuity
- "Post Negative" Suggestion
- Importance of Scripting
- Power vs. Neutral Words (Power Linguistics)
- Cue Lines

⑤ Sell Your Product/Service (Presentation)

- Continuity, for Prospect(s) Understanding
- Evolution - - Process
- The Product/Service As It Applies to the Prospects Needs (Power Linguistics)
- Replacing Cultural Language with Power Linguistics
- Commitments

⑥ Sell Your Price

- Facing the Realities of Price
 - .. Someone will always have a lower price
 - .. There will always be price objections
 - .. You will always lose some orders to a lower price
- Building Value into Product/Service Presentation
- The R.E.P. Method: (Recovery, Economy, Profit)
- The P.R.E. Principle: - - (Price Reducing Elements)
- Dealing with Price Objections

COMPANION SKILL DEVELOPMENT

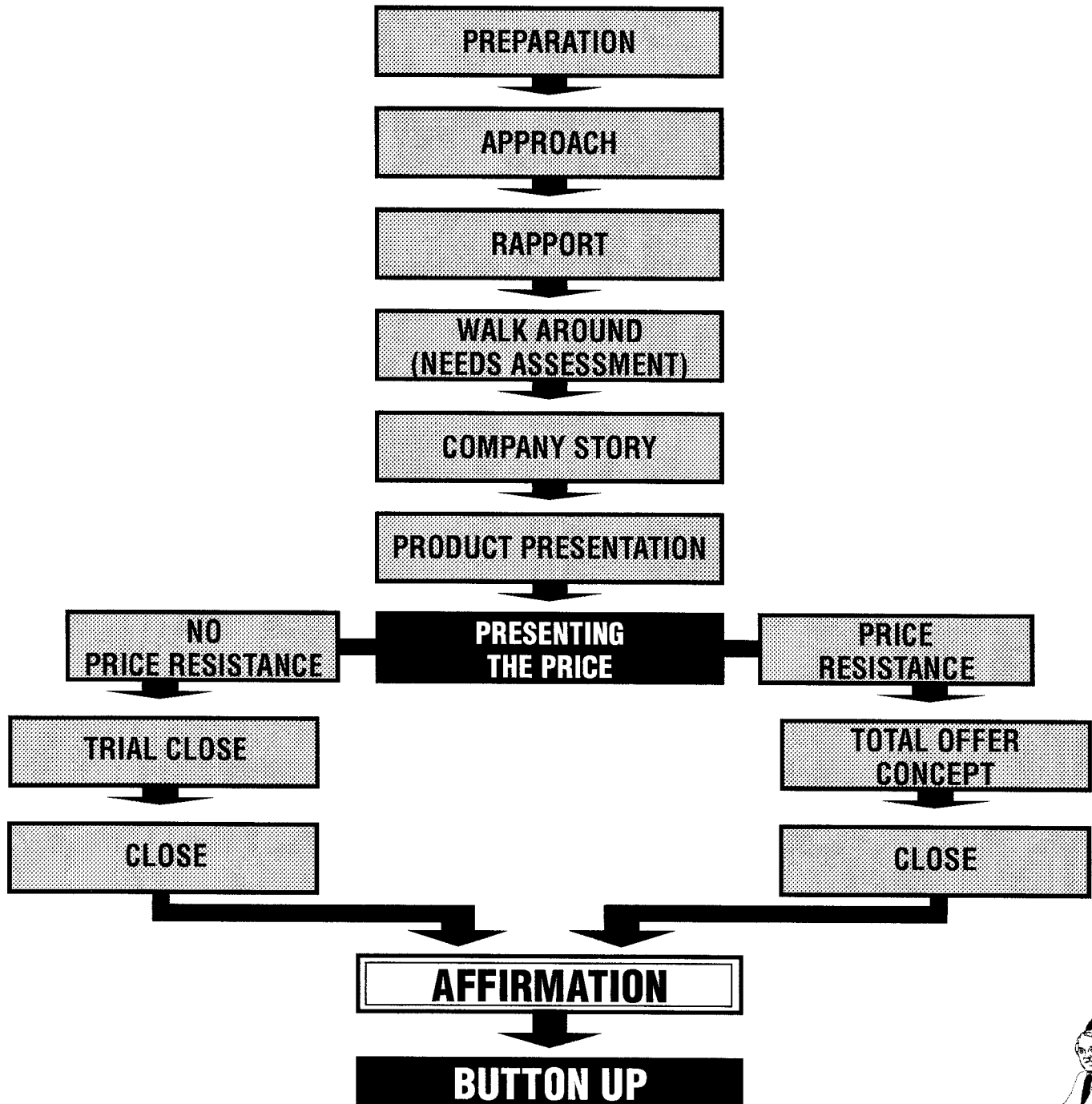
- Trial Closes
- Price Conditioning
- Processing
- Listening/Questioning
- Asking For The Order
- Button-Up & Affirmation



"Closing The Sale Is The Natural Conclusion To The Satisfactory Completion Of Each Step In The Selling Process"

THE SALES SYSTEM

"A sound selling system has to be built on - - responding to - - the prospects values - all else is personal philosophy. A selling system has to be reliable, teachable and in conformity with current conditions of the marketplace."



"Professional Salespeople Use The 'System' To Increase Their Competence"

NEEDS ASSESSMENT

Prospects/Customers tend to talk in terms of their **needs** while they are actually referring to their **wants**.

Example: The prospect will frequently raise (early in the presentation) a discussion of price, indicating their **need** to know this promptly to aid them in the decision process.

This is actually a want since they have a need to know a great deal about the product, the service, warranties, insurance and other factors. However, they do not even perceive this **need**, or if they do, it is seldom expressed.

Need(s) assessments are built upon the salesperson's skill in **asking questions and listening** to the responses -- then **recording** (writing) them somewhere. Once a salesperson develops confidence in their **needs assessment** skills, the flow of information will become more abundant.

- 1** Give 3 examples of information, which, if provided by the prospect, would aid a salesperson in presenting to needs?

- 1) _____
- 2) _____
- 3) _____

- 2** What question would you ask (in each case) to acquire the information?

- 1) _____
- 2) _____
- 3) _____

- 3** What would constitute a "layer" for each of the above questions?

- 1) _____
- 2) _____
- 3) _____

- 4** How would the information received be beneficial? (How would you present?)



"Human Resource Development is More Important Than Knowing About Products or Service. It Is Ultimately The Bottom Line In Sales Performance"

NEEDS ASSESSMENT

LISTENING TECHNIQUE

Varies with style of selling (industrial, retail, in home, etc.)

- Current supplier, history of relationship, breakdowns in relationship or supply lines
- Inner company or inner family persons who influence decisions
- Information on pricing or terms relative to current supply sources
- Positive or negative attitudes about change in products or services
- Product end use, personnel reaction to product
- Performance (at all levels to ultimate user)
- Hobbies, community interests, type of car (value system)
- Length of time in business (receptor level)
- Educational background or occupational training (language style)
- Age of prospect, age of home (building), value (original vs. current)
- How financed (current equity), community relations, personal values, goals, history
- Prior experience with similar projects, products, circumstances
- Timing factors -- when they are available, free time, availability of all interested parties, time of least interruptions
- Key words, phrases which determine: buying habits, quality preference, negative attitudes, potential resistance, misinformation
- Who can say Yes (or No)

OBSERVATION TECHNIQUE

Varies with style of selling, product and presentation method

- Pictures, decorations, other indications of hobbies, personal interests, tastes, time priorities.
- Determination of where will be the best position to make the presentation
- Manner in which ordinary interruptions take place
- Minute details regarding property, plant, equipment, etc., to relate to personalized presentation
- Furnishings, quality selection, neatness factors, personal tastes
- Condition of office or home -- priorities of maintenance
- Dress habits -- reflecting taste, quality

PRIMARY SKILLS

- Ask More Questions Prior To Providing Information (L.Q.R.)
- Listen & Layer
- Don't Assume or Value Judge
- When In Doubt, Ask One More Question



"Professional Salespeople Ask: Who -- What -- When -- Where -- Why"

REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

EMOTIONAL BLOCKS

- ❶ Fear of making a mistake
- ❷ Fear of being laughed at
- ❸ Grabbing the first idea that comes along
- ❹ Trying to succeed too quickly
- ❺ Desire for security
- ❻ Lack of desire

SPONTANEITY

ENTHUSIASM

WORD PICTURES

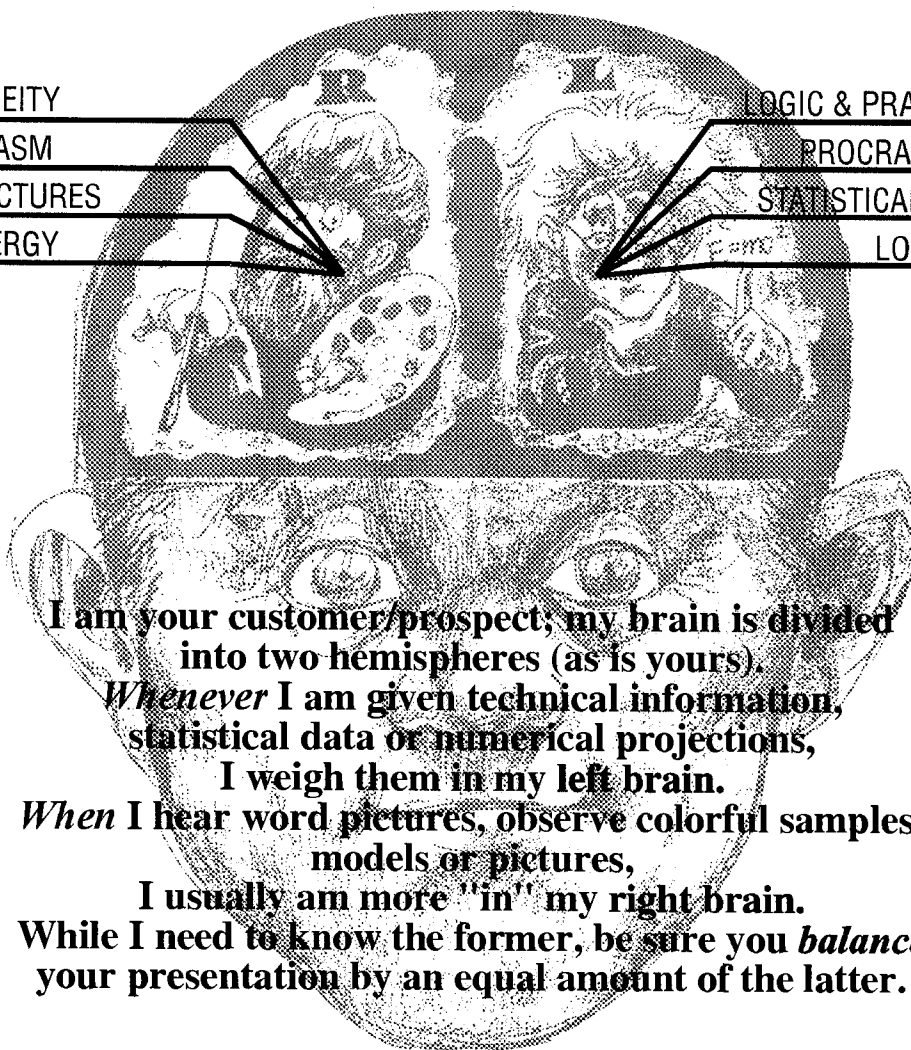
HIGH ENERGY

LOGIC & PRACTICALITY

PROCRASTINATION

STATISTICAL (DETAIL)

LOW ENERGY



**I am your customer/prospect; my brain is divided into two hemispheres (as is yours).
Whenever I am given technical information,
statistical data or numerical projections,
I weigh them in my left brain.
When I hear word pictures, observe colorful samples,
models or pictures,
I usually am more "in" my right brain.
While I need to know the former, be sure you *balance*
your presentation by an equal amount of the latter.**



"There is No Such Thing As A Cold Rational Dispassionate Buyer Who Buys Solely On Merit"

REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

EMOTIONAL BLOCKS frequently create a low level of energy for the salesperson as does intimidation, negativity and concerns about rejection.

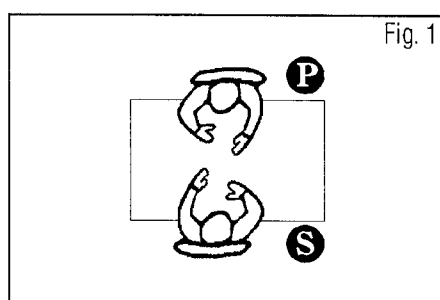
Professional Selling Components (Power Linguistics):

- Thinking
- Optimism

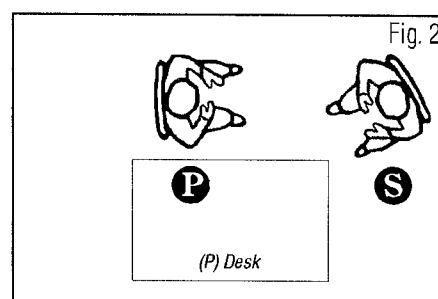
- Language
- Positivity

- Energy
- Enthusiasm

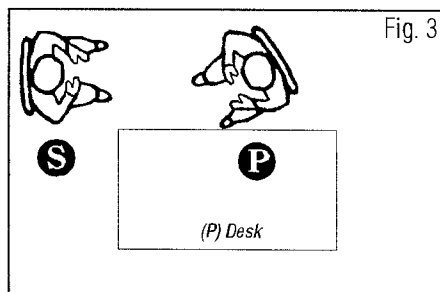
- Body Language
- Positioning



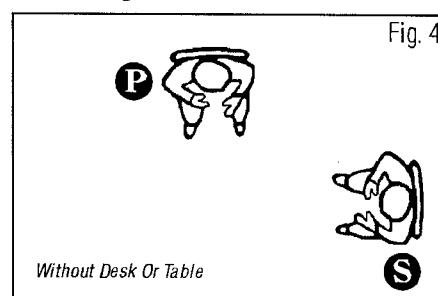
- Keep the prospect to your right whenever possible (Fig. 2 - 3 - 4 - 6)
- Avoid placing anything on their desk (table) without permission



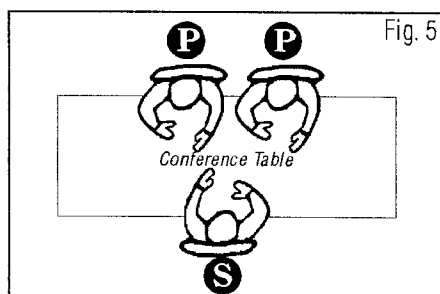
Avoid authoritarian/confrontational positioning (Fig. 1) -- Attempt to position with prospect (P) at desk to the right of the salesperson.



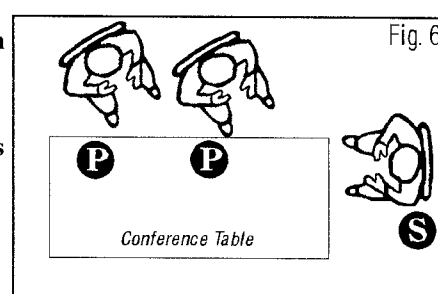
- Avoid moving into prospect's territory -- (Proxemics)
- 30" (approx.) if Male - Male
- 24" (approx.) if Male - Female (or reverse)



If Fig. 2 is impossible, use alternate Fig. 3 -- if no desk or table, Fig. 4.



- Woman selling to man & woman
- Man selling to man & woman
- Woman selling to group of males
- Man selling to group of women
- Salesperson standing, prospect seated



Avoid confrontation position (if possible) at tables. Salesperson may start at Fig. 5 position then move to Fig. 6.



Additional Information Provided In Dave Yoho Associates Series On Power Linguistics

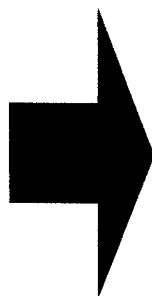
REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

CULTURAL BLOCKS

- | | |
|------------------------------------|--|
| ❶ Desire to conform | ❺ Too much faith in statistics |
| ❷ Must be practical and economical | ❻ Too much faith in reason and logic |
| ❸ Don't be too inquisitive | ❼ Belief that fantasy is waste of time |
| ❹ Overemphasize competition | |

MOTIVATIONAL ENVIRONMENTS

A
C
I
D



A Arouse -- Affirm
Motivation (Motive-Action)
Left vs. Right Brain Reactions

I Answering Questions
With Questions
Layering
Information (Data Bank)

C Asking Questions
Learning to Listen
Delayed Response

D Analyzing Information
Determining How To Use It
Auto Motivation



"Develop Rapport - Care. Credibility. Trust"

REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

Language has a distinct effect on the listener. Since our style of speaking is developed via our culture, history and experiences, and reinforced long before we enter the job role, it is necessary to evaluate what is being said and its effect on the listener (and the user).

NEUTRALIZING WORDS & PHRASES COMMON EXAMPLES

Fabulous -- Brand New -- Unbelievable -- Out of This World -- Super -- Fantastic
I, We, Me, Our -vs- You, Your, Yours -- Between You And Me -- Do You Follow Me -- I Assume
How Are You Today-- Nice To See You -- Hi -- This Is The Truth/To Tell The Truth/In All Honesty
This Is The: Best, Cheapest, Worst -- Sign This Contract -- We Need Your: Signature, Deposit
You (Should, Ought, Must) -- Sorry -- Krenus -- May I Help You -- What Can I Do For You

- Why are the above called "neutralizing" words? _____
- Check (✓) the words/phrases (above) which you now use - - consider what would be an appropriate replacement.
- Utilize the 21 day exercise.

POWER WORDS & PHRASES COMMON EXAMPLES

Thank you for . . .	Service	Confidence	Convenience	Money
I appreciate . . .	Courtesy	Efficient	Peace of Mind	Save
I understand . . .	Growth	Durable	Original	New
You, Your . . .	Relief	Reputation	Fun	Love
Economy	Stylish	Necessary	Stimulating	Results
Unexcelled	Protection	Successful	Modern	Easy
Assurance	Experience	Profitable	Health	Proven
Enjoyment	Genuine	Dependable	Discovery	Guarantee
Quality	Expert	Pride	Share	
Prestige	Popular	Security	Help	

- Select (✓) 3 words (phrases). What picture (image) does each create?
Utilize each of your selections for 21 days in everyday conversations - -
- then select 3 more (repeat process)



Additional Information Provided In Dave Yoho Associates Series On Power Linguistics

REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

Our perception is structured from our history: experience, training and similar factors of our development. A prospect's/customer's development usually differs from ours, thus creating perceptual blocks.

PERCEPTUAL BLOCKS

★ *Answer questions with questions*

★ *Technical questions do not always require technical answers*

- ① Difficulty in isolating problem
- ② Narrowing problem too much
- ③ Inability to define terms
- ④ Difficulty in seeing remote relationships
- ⑤ Not investigating the "obvious"
- ⑥ Failure to distinguish between cause and effect

★ *The power of an idea can be measured by the degree of resistance it attracts*

★ *What we perceive as an objection can be an: Objection - - Strong Reason - - Buying Clue*

Phrases regarding values which are frequently perceived incorrectly

- Wow, that's a lot of money.
- We are not open to buy at this time.
- I cannot make a decision at this time.
- I want to talk this over with...

- _____
- _____



"Objections Are A Sign Of Interest"

REMOVING THE BLOCKS TO MORE PROFESSIONAL SELLING

ELEMENTS WHICH REDUCE THE NUMBER AND STYLE OF OBJECTIONS

<u>ELEMENT</u>	<u>PURPOSE</u>
Walk Around/Warm-Up	Thorough Needs Assessment
"Post-Negative" Suggestion	Answers Objection Before It Arises
Thorough (And Upbeat) Presentation	Implies Value (Vs. Cost)
Abundant Data (Information) Gathering (Needs Assessment)	Responds To Prospect's Value System
Co-Communication Language (Layering L.Q.R.)	Brings Out Hidden Information, Reduces Resistance
R.E.P. Method/P.R.E. Principle	Reduces Price Resistance
Benefit-Selling	Relates Features And Advantages Of Product Or Service To Their Needs
Structured Methodology	Avoids Confusion, Increases Understanding
Company Story And Product (Service) - Visuals	Speeds Up Prospect's & Customer's Perception Rate



"Effective Needs Assessment Eliminates Many (Perceived) Objections"

CUSTOMER SATISFACTION SELLING

TRADITIONAL THEORY

Satisfaction

-- VS --

Dissatisfaction

MODERN EVALUATION

Satisfaction

-- VS --

NO Satisfaction

↓
Customer
Is Pleased

↓
Repeat
Customer

↓
Positive Radiation
&
Recommendation

↓
Never Becomes
Customer

↓
"Short-Term"
Customer

↓
No Radiation
Or
Recommendation

ROUTE TO CUSTOMER SATISFACTION SELLING

Learn to think like a customer (prospect)

(RE) EVALUATE MARKET

- Customers -- prospects
- Demographics
- Buying habits

EVALUATE COMPETITION

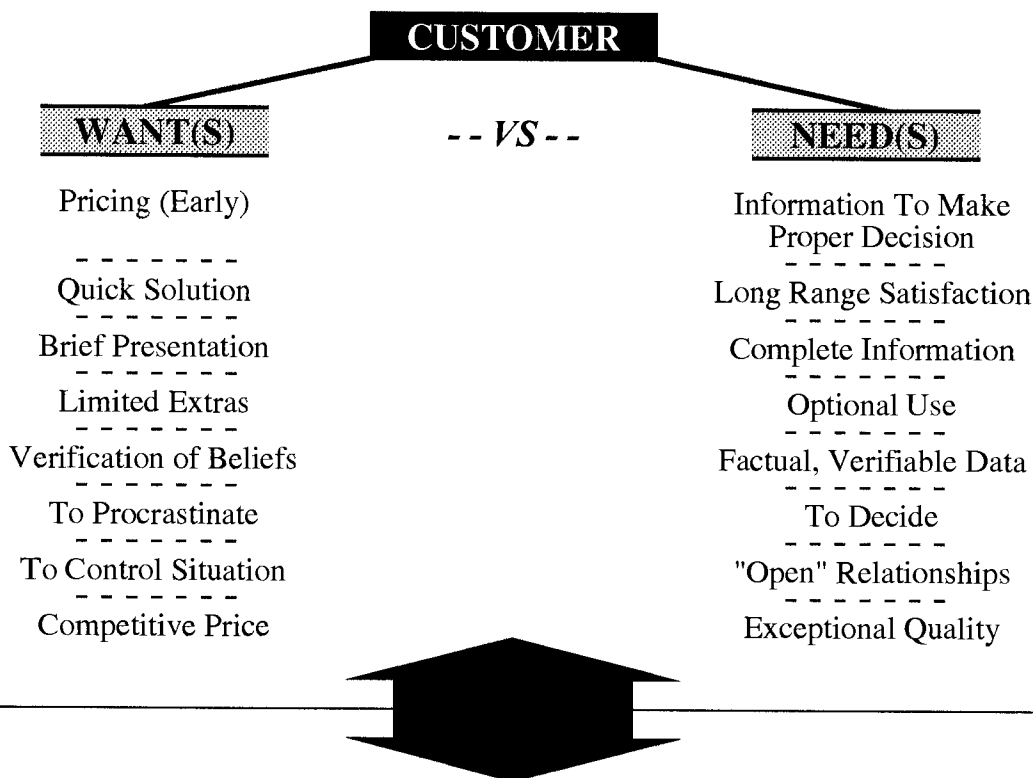
- Competitive strength(s)
- Competitive weakness(es)
- Sales method(s)
- Skill level(s)

EVALUATE SALES METHODS

- Is product (service) upgraded to meet customer (prospect) needs?
- Value -plus- perceived values
- Style and attitude of:
 - Salespeople
 - Sales support people

"Present To Customers' Values"

CUSTOMER SATISFACTION SELLING



WANT - - VS - - NEED

Most Customers/Prospects Talk About Wants - - Needs Have To Be Uncovered

KEYS

- Don't assume (anything)
- Ask questions as part of opening dialogue
- Listen carefully - - (L.Q.R.)
- Record data
- Ask again (confirm)
- Review data (establish profile)

CONTINUUM

- Additional questions
- Confirm needs when established
- Create new WANT!



"Talk About Wants. Sell To Needs"

PRICE OBJECTIONS AND WHAT THEY MEAN

PRICE OBJECTIONS:

- are raised for a variety of reasons
- are seldom inhibitors to getting the sale
- are most frequently conditions or tactics
- seldom require us to construct the lowest price
- are often reduced or eliminated by a methodological response

MOTIVES FOR PRICE ISSUES

TACTICS - - - CONDITIONS

- (1) Fear of making an unwise decision
- (2) Insecurity
- (3) Imitation of someone else or some policy
- (4) Needs reassurance (is the price fair, consistent)
- (5) Personal justification (buying style)
- (6) Gain (better price, better profit)
- (7) Dishonesty
- (8) Greed
- (9) Negative escapism (disguised issue)
- (10) No authority to make decision
- (11) Jealousy
- (12) Insufficient information
- (13) Avarice (meanness)
- (14) Misinformation

TACTICS - - - CONDITIONS

- (15) Pride
- (16) Policy (company or personal)
- (17) Living up to traditional standards (company or culture)
- (18) Timing (price becomes issue too early in presentation)
- (19) Developing auto-motivational process (it's got to be the prospect's decision)

PRICE BUYERS

- (20) Winning "Low Price" Negotiation is goal -- Product/Service interest is minimal
 - (21) Traditional buyer of "Low-End"* product or service has low quality expectation
- * See Ref.: C.K. Line

RESPONSE METHOD - - LAYERING (Use 4 To 8 Second Pause)

Why Do You Say That?

Why Is That?

What Makes You Feel That Way?

Can You Give Me An Example?

What Gives Rise To That Opinion?

Do I Understand - - - ? (Echo)



"Most Price Objections - - Aren't"

DEALING WITH PRICE

THREE REALITIES OF PRICE OBJECTIONS

- Someone will always have a lower price
- There will always be price objections
- You will lose some orders to a lower price

R.E.P. = RECOVERY, ECONOMY,

Recovery: How it (investment) is recaptured

Economy: How much is saved

Profit: Projected return(s)

P.R.E. = PRICE REDUCING ELEMENTS

- | | |
|--|--|
| (1) Show success of product | (11) Their desire for product |
| (2) Stress degree of need, ties, urgency | (12) How your product (service) avoids loss or produces higher return (R.O.I.) |
| (3) Habit, comfort, simple solutions to problems | (13) Terms, character of invoice, date of payment |
| (4) Conservation of value (an investment) | (14) Safety and security |
| (5) Insurance, service policies, assistance, customer relations | (15) Utility: custom designed, made to measure |
| (6) Packaging: saving time or money (other similar services) | (16) Concession on some point |
| (7) Price guarantee | (17) Quick solution |
| (8) Delivery (form of and date) | (18) Prestige |
| (9) Pricing construction, price range (quantity), degressive price | (19) Business reciprocity |
| (10) Package deals (add something to make it different than your competitor) | (20) Indirect financial advantages |



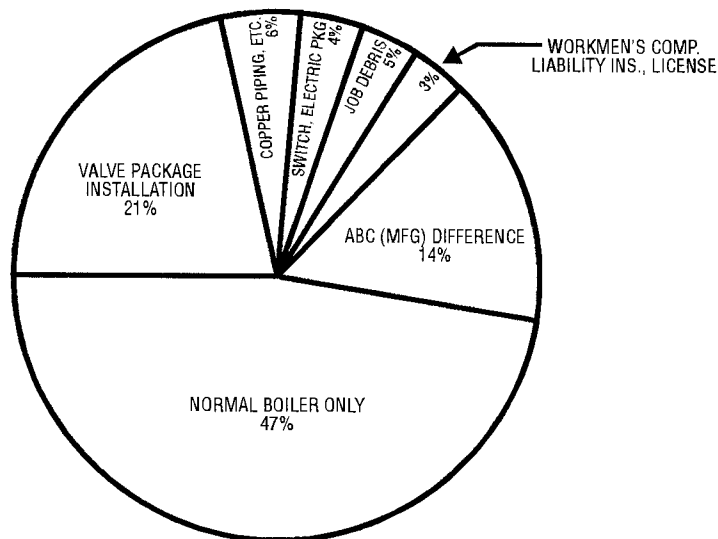
$\frac{VALUE}{PRICE}$ - - VS - - $\frac{PRICE}{VALUE}$

SELLING YOUR PRICE

T.O.C. = Total Offer Concept

EXAMPLE:

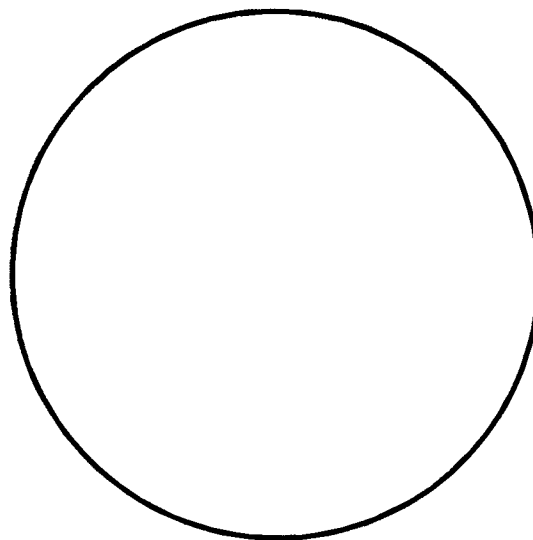
**Selling The
Total Value
Of A
Heating System**



PLUS: X Peace of mind (doing business with a large, experienced, etc. company)
 X 25 year warranty (limited 50%)
 X Guarantee lifetime combustion in excess of 80%

EXAMPLE:

**Selling Your
Product/Service**



PLUS: X
 X
 X



"Cost -- VS -- Investment (Implies Return)"

SELLING YOUR PRICE

T.O.C. = Total Offer Concept

INVENTORY YOUR:

Methods
Policies
Exclusives
Customer Benefits
Resources
Added Values
Warranty Policy

Relate to
Customer/
Prospect

VALUE (PERCEPTION)

Savings
Longevity (Durability)
Peace of Mind
Improved Efficiency
Cost(s) Pass Through
Ease of Use
Visual Benefits
Simplicity of Replacement
Durability

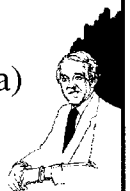
PROSPECT'S PRICE/VALUE PERCEPTION

COST
= Unfavorable
Decision
need x desire

NEED x DESIRE
= Favorable
Decision
cost

*Some Price Resistance Is Purely Fabricated - -
Professional Sellers Uncover This Early*

- No Buying Intention
- Hides Other Resistance (Hidden Agenda)
- Desire For Information
- Tactics of Purchase System



"Most Price Buyers - - Aren't"

PREPARATION FOR CLOSING

Prospect/Customer Response Language (Non Conditioned)

WHEN WE GET THE ORDER

1. O.K., let's go ahead with it.
2. When (how soon) will I get it?
3. Is that the best you can do?
4. Do you require a deposit?
5. What is our next step?
6. Do you have terms (special billing)?
7. Is it available: now, in other sizes, colors, etc.?
8. Do we have forms, paperwork to complete?
9. I think we will: go ahead, give you an opportunity, a try.
10. (One prospect to another) What do you think?
11. _____
12. _____

WHEN WE DON'T GET THE ORDER

1. We'll let you know / We'll get back to you.
2. Right now we're over our budget (not open to buy).
3. Give me your card / We'll call you.
4. We want to: think about it, sleep on it.
5. We want to get: other prices, bids.
6. See us: next time in territory, in 2 months, after (before) season (holiday).
7. We want to talk it over with...
8. Your price is too high, we have a better quote.
9. Send us: additional literature, information, samples.
10. Sorry not now - - but - - you are a great salesperson.
11. _____
12. _____



"Not To Decide Is A Decision"

PREPARATION FOR CLOSING

Conditioning For Response

CONDITIONING FOR A YES OR NO (The Permission Statement)

- Normally 3 types of responses
- The reason(s) for it being in the prospect's (customer's) best interest
- Precondition for closing statement at conclusion of presentation (embedded command)
- Nurturing voice - - smiling face

TRIAL CLOSES

- When can we: start - - deliver - - begin - - ship - - etc.?
 - Name spelling - - address verification - - special insertion
 - Isn't it about time we shook hands? (get this started?)
 - Why not start the preliminary paperwork now?
 - Which: color, size, model, shall we include?
 - What would need to exist to...?
-
-

PRE-CLOSING STATEMENT

- Repeat conditioning (permission statement)
- Repeat reasons (customer's best interest)
- Nurturing voice - - smiling face

ACCEPTANCE/ REJECTION CLOSE

- Supports and documentation prepared
- Right time
- All selling steps complete
- Preconditioned for "Yes" or "No"
- Printed format, if possible

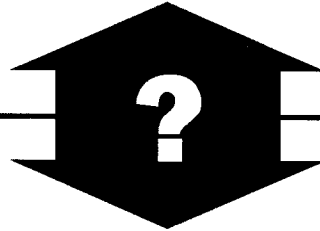


"A No Is Not A Rejection"

THE QUESTIONING PROCESS

CLOSED-END QUESTIONS

- Is it the price that concerns you?
- Are you looking for something less expensive?
- Shall I come back later?
- Is this the (model, size, etc.) you wanted?
- Does this seem O.K.?
- Can YOU make the decision?
- Is this in the ball park?
- Isn't this: beautiful - - great - - nice looking?




OPTION QUESTIONS

- Which do you prefer?
- How else can we accomplish this?
- Which of these will work the best?
- Is one of these more appealing than the others?
- Which part could we eliminate?

"Question - - Listen - - Question - - Respond - - Layer"

THE QUESTIONING PROCESS

- 
- What price range did you have in mind?
 - Why do you: say that -- feel that way -- think that?
 - In what (model, size, etc.) are you interested?
 - What would need to exist to ... ?
 - What are the specific: parameters -- time limitations -- specifications?
 - When would you anticipate making a decision?
 - When (how) will the decision be made?
 - Echolalia

**OPEN-END
QUESTIONS**



- When would that be?
- When can I expect to hear from you?
- Can you give me a yes or no?
- Is there another issue (or hidden agenda)?
- What can I do to: get an approval - - move the process - - get this started?
- - - One more thing - -

**SWEAT
QUESTIONS**

"Language - - Listening - - Reinforcement"

THE STEP PROCESS LEADS TO A CLOSE

"A sound selling system is based on steps.

The number of steps is irrelevant. The process is based on how prospects think, feel and tend to act. Each step has sub-steps which are instituted to enable a professional salesperson to provide information in a format which responds to the prospect/customer needs."

"A sound selling system has to be built on - - responding to - - the prospects values - all else is personal philosophy. A selling system has to be reliable, teachable and in conformity with current conditions of the marketplace."

"While a "close" might take place during one of the intermediate steps, it is not uncommon to arrive at the conclusion of the sales steps and still not have the order."



"A Well Designed Sales Methodology Simplifies - A Close"

CLOSING CHECKLIST

GOALS

- Shorten sales cycle
- Close more
- Close more on first call
- Close more at better prices
- Avoid cancellation or recision
- Improve re-orders
- Customer satisfaction
- Improve professional selling skills

CHECKLIST

- Did you complete all of the steps?..... ☐
- Did you build rapport and create trust?..... ☐
- Did you do a competent needs assessment?..... ☐
- Did you utilize the information acquired in the A.C.I.D. test?..... ☐
- Did you use "post negative" suggestion?..... ☐
- Did you use the permission statement for Yes or No?..... ☐
- Did you utilize the R.E.P. and P.R.E. system?..... ☐
- Did you use layering during the presentation?..... ☐
- Did you get commitments? ☐
- Is the timing right?..... ☐
- Have you affirmed your goals?..... ☐



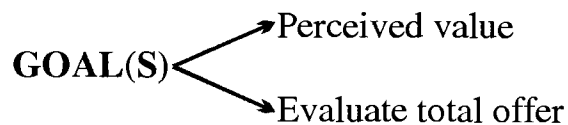
"Closing The Sale is the Natural Conclusion to the Satisfactory Completion of Each Step of the Selling Process"

CLOSING STEPS

STEP 1

WRITE THE ORDER

- | | |
|-------------------------------------|--------------------------------|
| A. Proper language (specifications) | ● Purpose (outcome desired) |
| B. Proper sequence | ● Benefits to buyer and seller |
| C. Read the body (highlights) | ● Perceptions |



STEP 2

QUOTE THE PRICE

- | | |
|------------------------------|------------|
| A. Preface with "only" | ● Positive |
| B. Price attitude (conveyed) | ● Pride |
| | ● Precise |

STEP 3

LISTEN TO/FOR PRICE RESPONSE

- | |
|--|
| A. Price response -- positive |
| ● Use trial close (close) |
| B. Price response -- resistant |
| ● Listen, Question, Respond (4 to 8 second response) |
| ● If in doubt, have prospect repeat |



"The Best Answer To An Objection Is A Question"

CLOSING STEPS

STEP 4

EVALUATE THE RESPONSE

ISOLATE:

- Objections
 - are answerable
 - Strong Reasons
 - are convertible
 - Buying Clues
 - are frequently disguised
- *LISTEN*
 - *ASK*
 - *LAYER*

STEP 5

DEFINITIVE (OR DEFINITE) ISOLATION

- Why do you say that? - - Why do you feel that way? - - Why is that?
- What did you have in mind? - - Can you clarify that for me?
- Could you run that by me one more time? - - I'm not sure I understand...
- What gives rise to that opinion? - - Tell me more...
- Let me see if I understand... - - (Repeat)

IF SATISFACTION IS PERCEIVED - - TRIAL CLOSE (CLOSE)



"Layers Are Created By Open End Questions"

CLOSING STEPS

"Price objections are the most misunderstood statements made by prospects and customers; they usually create a climate wherein the salesperson takes an attitude or action which is not in their own best interest."

STEP 6

T.O.C. - - "TOTAL OFFER" CONCEPT

- A. Reduce to "common denominators" (analogy or example)
- B. Relate to specific circumstances (value system)
- C. Relate to specific: ● Objection ● Reason ● Buying clue
- D. Seek out visible price resistance when possible
 - Competition (Get specific information)
 - Misinformation ● **LAYER**
 - Outdated facts
 - Considerations overlooked ● **LISTEN**
 - Bargaining methods
 - Purchase system ● **QUESTION**
- E. Participation
 - Pen, pad, calculator (customer and salesperson)
 - Support data (salesperson) - charts - graphs - verifying data
 - Whiteboard or flip chart
 - Power Point

WHEN NECESSARY - - RETRACE

- F. Validate total offer
 - Use actual figures, competitors' figures (when possible)
 - Order form, specifications, data
 - Include non product/service extras
 - Present parts, inclusions, supports (with value)



"Selling Your Price Requires Preparation"

CLOSING STEPS

STEP 7

GET VALUE COMMITMENT

- A. Acknowledgement
 - Value equals (or exceeds) price
- B. "Now" value
 - Compared to others (despite the difference)
- C. "Future" value
 - Retention - - Recovery, Economy, Profit

BRIDGING: • Set "tone" for decision making
 • Change of pace

STEP 8

BUILD A CLOSING FORMAT

• *Reason* • *Benefit* • *Discount* • *Incentive*

TRIAL CLOSES	INDUCEMENT CLOSES
Preference	Preferred customer
Name spelling	Special terms
Address verification	Limited supply/closeout
Focus attention	Special sale or time limit
Direct approach	Premium
Participation	Quantity discount
Instruction	Timing or scheduling
One more thing	

REVIEW OR RE-PRESENT PERMISSION STATEMENT



*"Beyond The Validity Of Any Offer Is The Process
 By Which The Customer Is Asked To Make A Decision"*

CLOSING STEPS

STEP 9

AN INDUCEMENT CLOSE (EXAMPLE: PREFERRED CUSTOMER)

A. Printed support

- Read by section ● One idea at a time ● **CREDIBILITY**

B. Get confirmation (Do They Understand?)

- Am I making myself clear? ● **BENEFIT TO CUSTOMER**
- Does this make sense? (each separate idea)

C. Relate to:

- **ADDED VALUE**
- Their value system
- Company story (reaffirm & tie in)
- Product demonstration (reaffirm & relate)
- Specifications meeting their needs (value system)
- Price and total offer concept

STEP 10

SUPPORT YOUR INCENTIVE (INDUCEMENT) (EXAMPLE: ACCEPTANCE OR REJECTION FORM)

A. Offer for signature with options

- Yes (accept) ● No (reject) ● No decision

B. Verbal (and written) commitment - - IF *accepted* proceed to Step 11

- IF *rejected* (or no decision) proceed to THE FOUR QUESTIONS:
 1. Evaluate our method(s) scale of (1) thru (10)
 2. What part of product (service) you liked most?
 3. What part of product (service) would you redesign?
 4. What would need to exist to...?



"Not To Decide Is To Decide"

CLOSING STEPS

STEP 11

NEGOTIATING A DEPOSIT (SUPPORT COMMITMENT)

- A. Sales verbiage: "How much are you going to give us with the order?"
- B. Prospect response (options):
- "Oh! Do we have to give a deposit?" (Is it required?)
 - "I really hadn't planned on any deposit." (None)
 - "I can't afford a deposit (or much of a deposit)."
 - "How much do you have to get?"
- C. Counter response: "Normally we get a _____ (% amount)
- In lieu of action response: wait, repeat "How much did you decide to give us with the order?"

STEP 12

GETTING AGREEMENT - - GETTING THE ORDER SIGNED (AVOID WORDS SUCH AS "CONTRACT" AND "SIGN")

- A. Know: who is to sign, form, title, authority
- B. Ask for signatures (pre set X at designated spot)
- O.K. this here please (press hard, there are four copies)
 - And now these other items . . . "Then I'll leave copies with you . . ."
 - Check correctness of signature
- C. Thank you & affirm the decision



" - - - And There's Still A Giant Step - - -"

CLOSING STEPS

**STEP
13**

THE BUTTON UP

A. Commitments on wise decision

- Reaffirm their (our) decision

B. Reaffirm their values and vows

- Handshake and congratulations
- What happens next (actions you/your company will take)
- Present a reason for referrals
- Advise of your participation in the next steps

AND NOW YOU'VE MADE THE SALE:

- Avoid a hasty departure
- Phone call or written confirmation (from salesperson or company)
- Follow-up - - Follow through
- Getting the product/service introduced into use
- Reduce conflicts & changeovers
- Create fail safe for what comes next
- Establishing reorders and add-ons (plant the idea)

SUPPOSE YOU DIDN'T GET AN ORDER

- *One More Thing...*

- *What Would Need To Exist...?*



"A Disciplined Selling System Is The Difference Between Ordinary And Extraordinary"

POWER LINGUISTICS

The Science & Practice of Powerful Communication

A Program By Dave Yoho Associates



Dave Yoho

"The Dean of Modern Motivation & Sales Training"

CONSULTANTS

SEMINARS

VIDEO TRAINING

- An innovative businessman who founded his own company at the age of 28 and built it into a \$60 million conglomerate.
- His company acts as an advisor/consultant to many small and medium sized companies.
- Has trained over 150,000 sales people.
- Author of best-selling book "Have A Great Year Every Year" (Oakhill Press).
- Has appeared in over 100 training films (video).
- Currently appearing in monthly video series "How To Run A Profitable (Or More Profitable) Business".
- Recipient of a Gold Record (R.C.A.)
- Featured on best selling CD series "Closing The Sale"
- Recipient of the Oscar of Public Speaking (Cavett).
- Has appeared on most major TV talk shows - - and is considered by many to be the most dynamic speaker on the platform today.

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