VALUES
DEFINITIONS

Unconscious ↑

Values

Highly Valued Criteria

Beliefs

Attitudes

Core Beliefs and Values

Conscious ↓

Values and Beliefs Systems

MASSEY'S DEVELOPMENTAL PERIOD
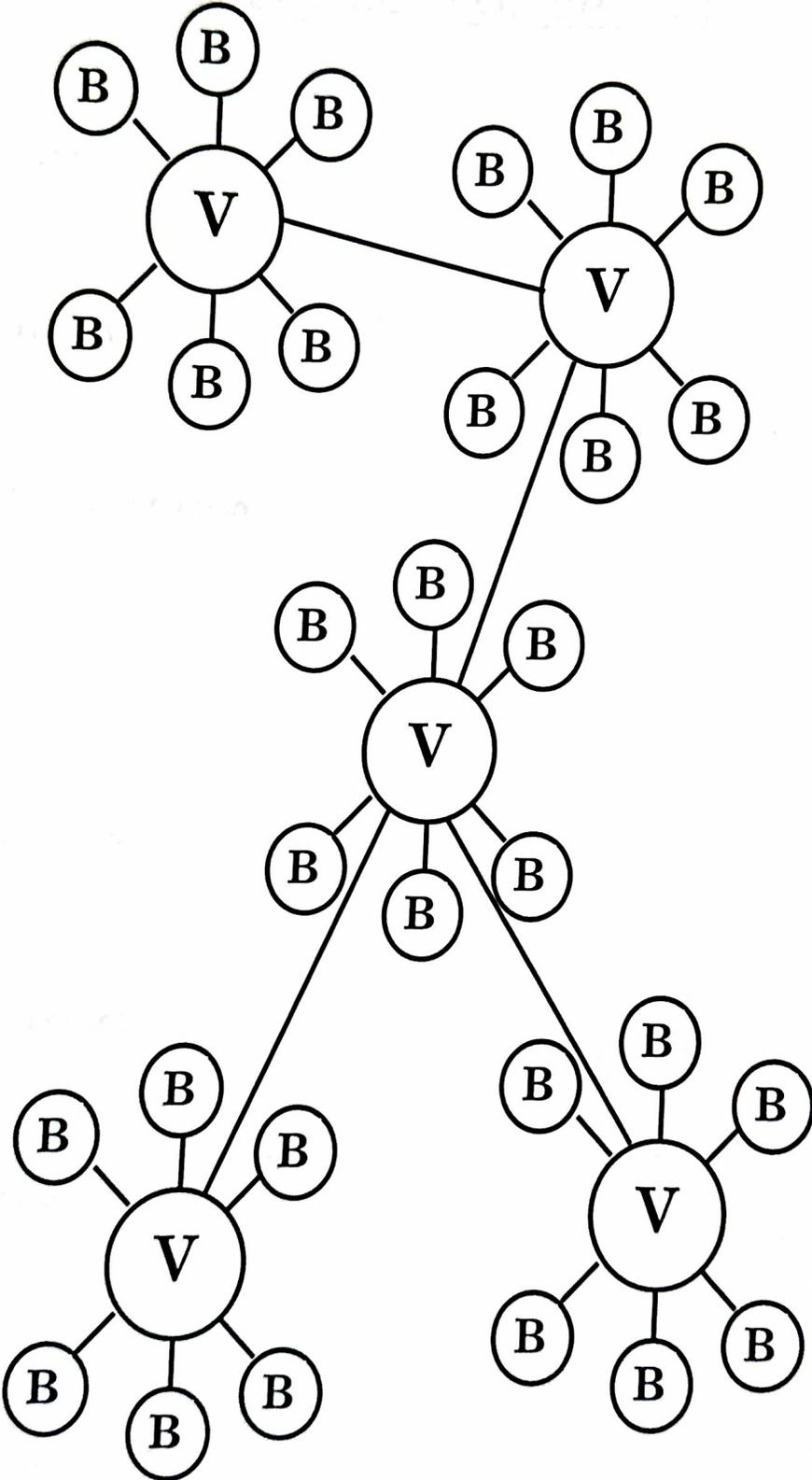
(0 - 7)   Imprint Period

(7 - 14)   Modeling Period

(14 - 21)   Socialization Period

(21 - 35)   Business Persona (Wm. James)

ORGANIZATION OF HIERARCHY

SOURCES OF VALUES

Family

Friends

Church or religion

School

Geography

Economics

Media

STEPS IN VALUES ELICITATION

1. Standard Elicitation: "What's important to you about _____?"

- Career
- Relationships
- Family
- Health & Fitness
- Personal Growth
- Spirituality

3×5

2. From Motivation Strategy:

a) "Can you remember a time when you were totally motivated in the context of _____? Can you remember a specific time?" ↳ 3×5

Remember a time you were totally motivated...

b) "As you remember that time, what was the last thing you felt just before you were totally motivated?" 3×5

c) "Can you give me the name of that feeling?"

d) (If the word they give you is of a too low level, ask:) "What's important to you about that?"

e) Continue with steps a) – d) until you get repeat words.

3. From Threshold Values:

Show the client the list of values you have so far:

a) "All these values being present, is there anything that could happen that could make you leave?"

b) "All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you stay?"

c) "All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you leave?"

d) Continue with steps b) – c) until you get repeat words.

4. Now will you please number the values according to their value to you? What's the most important? What's next, etc. (If this doesn't work, then use a-b-c below.)
  a) Of the above values, which is the most important to you?
  b) Assuming you have (list values already chosen), is _____ or _____ more important to you?
  c) Assuming you have (list values already chosen), if you couldn't have _____ but you could have _____, would that be OK?
  (IF the client has trouble answering, then make sure that they are in a decisive physiology.)

5. Rewrite the list of values according to their importance.

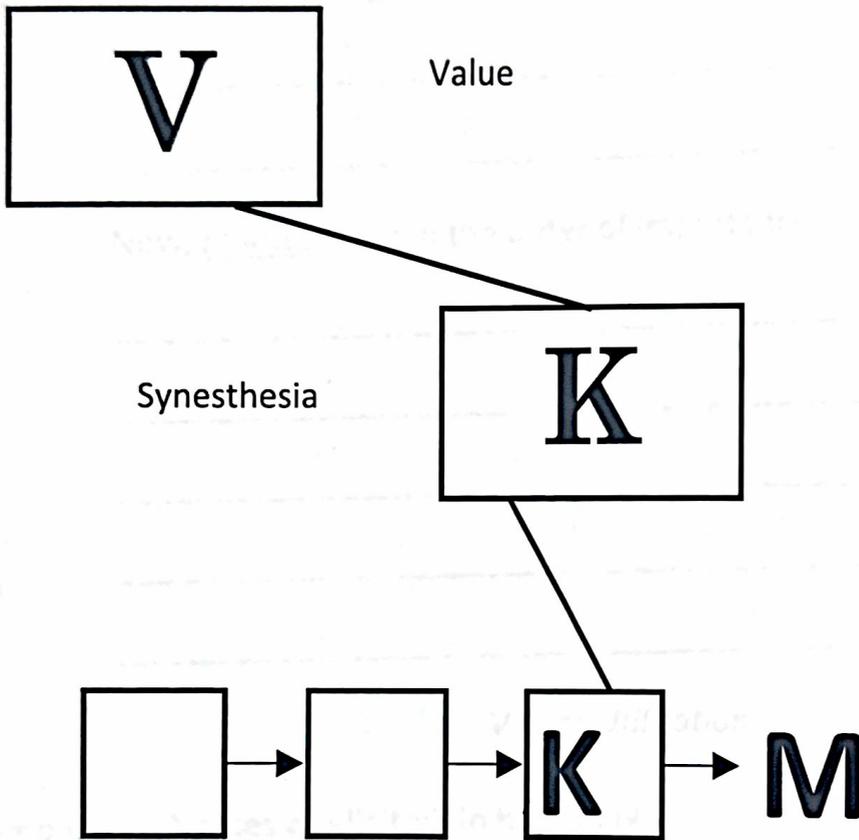**6. Utilize the values just elicited**

_____

7. (Optional) Elicit Complex Equivalents (also ask for opposites)

  a) How do you know when you're _____?
  b) What does that mean to you?
  c) How do you know when someone _____ you?
  d) What is your evidence procedure for _____?
  e) What causes you to feel _____?
  f) Why?

VALUES FROM THE MOTIVATION STRATEGY

VALUES ELICITATION & UTILIZATION

Values as Elicited

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Now, <u>rewrite</u> them in the order of importance:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Values Utilization

Example: **Values as elicited, in hierarchy**

Results
Integrity
Success
Relationship
Money

In this case, you might feed back to them a sentence such as, "You know, Gina that because I am so committed to RESULTS and INTEGRITY, I want to tell you about a program that will insure our SUCCESS while improving our ability to improve our RELATIONSHIPS while making a lot of MONEY."
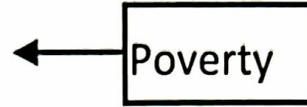
POSSIBLE CONFLICT IN VALUES HIERARCHY

Sequential
Incongruity

← [Money]   ← [Poverty]

Toward   Away

(Time Line Therapy®, or Hakalau [Peripheral Vision])

Simultaneous
Incongruity

← [Money]   [Freedom] →

Toward   Toward

(Parts Integration)

Simultaneous
Incongruity

← [Intimacy]   [Abandon] →

Away   Away

(Time Line Therapy™, Hakalau & Parts Integration)

SUBMODALITIES VALUES HIERARCHY SHIFT & VALUES AREAS IN LIFE

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1  _____
2  _____
3  _____
4  _____
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SMD Shift

Values Areas In Our Lives

Career

Spirituality

Family

Health & Fitness

Relationships

Personal Growth & Development

Corporate Values Alignment

Prior the meeting:

1 Meet with the highest member of the team, or with the person who is hiring you for this project.
2 Elicit and hierarchy his/her values.
3 Elicit and hierarchy suggested values for the team
4 Meet with each member of the team individually find out what their problems are.
5 Build motivation for the future values alignment meeting, by showing how the meeting will solve some of the problems they each have.
6 Elicit the individual's values and hierarchy them (save this for later).
7 Set the meeting.
8 On your own, check for the relationship between each person's individual values and the values in #3.

During the meeting:

9 Have each person elicit his/her values and hierarchy them (as in the Secret of Creating Your Future® seminar).
10 At the same time you can also do Secret of Creating Your Future® seminar type things (IE: get rid of negative emotions, limiting decisions) this will definitely assist the process in working and getting rid of later problems caused by unresolved issues.
11 Have each person review his/her values just elicited.
12 Using Hierarchy of Ideas, have the team discuss, negotiate and agree upon the final values for the team.
13 Check for congruency.
14 Type them up (nicely and in color), frame them, and distribute them to each member of the team.

After the meeting:

15 Meet with each team member and change his values individually
16 Meet with the highest member of the team and make sure the outcome is to his/her liking.

ADVANCED VALUES & BELIEFS

Optional Exercises

ASSUMPTION: Many people have their values and beliefs stored with the SubModalities arranged in a linear fashion, so that it is possible to elicit values and beliefs "lines," which tell us about the continuum (or context) in which the values or beliefs exist. It is possible to make a prediction about the possibility of the values & beliefs lines by looking at the Dichotomy Meta Program.

The Dichotomy Metaprogram

"Suppose that you were told, in a certain situation, that a friend of yours was 'absolutely wrong' in his or her actions. Would you agree or disagree with the evaluation, <u>or</u> would you realize that there are always shades of gray in any situation?" Possible choices are:

Black or White:

Everything has two sides, and the dichotomies are always black or white, there are never shades of gray.

Shades of Gray:

Everything has a number of sides that are usually more than two.

PREDICTION:

Black or White people will store their toward and away values in two different and distinct locations. Shades of Gray people will store their values in a continuum.

STORAGE LOCATION:

Values and beliefs are stored in different locations. The question for determining the Storage Location is, [1] "Now as you think of that value (belief), where was it stored just before it came to you?" -or- [2] "In a moment, I'm going to ask you to clear the screen, and I want you to notice where the image goes to as you do."

ELICITATION OF BELIEF LINES

1. Elicit the Dichotomy Meta Program

2. Determine the differences between the **storage** location of something, which is:

   a. Absolutely Believed
   b. Doubted but not sure or uncertain about
   c. Absolutely Disbelieved
   d. Something that used to be true for the person but no longer is.

3. Check ecology.

4. Repeat steps 1-4 for 15 years ago, and 15 years into the future.

5. Change the storage location of an unwanted belief and notice the corresponding change in the strength of the belief.

6. If necessary make the corrections in the Time Line (deleting the corresponding limiting decision).

ELICITATION OF VALUES LINES

1. Elicit the Dichotomy Meta Program (if you haven't already).

2. Elicit life's values: "What's important to you in life?" (See the Values Elicitation section.)

3. Prioritize the values.

4. Elicit the **storage** location of each value: "In the context of when you think of____(value)___do you have a picture? Where is that picture stored? Etc."

5. Repeat steps 1-4 for 15 years ago, and 15 years into the future.

6. If desired, make an intervention in the values hierarchy by shifting a value along the line.

* ACKNOWLEDGMENT: The Dichotomy Meta program, and Values and Beliefs Lines were developed by Rene Pfaltzgraf.

Parts
A THEORETICAL DISCUSSION

What are parts?

1. Parts are part of the unconscious with a purpose/intention & a function/behavior

2. They are functionally detached from the rest of N.S. (non-integrated)

3. Often they represent minor personalities - significant others (modeled, imprinted)

4. Usually they have their own values and beliefs systems

5. Some think they are in charge of maintenance of the system

6. They are born from S.E.E.'s

7. To protect (& continue) a non-integrated behavior

8. Parts are a source of incongruency in the individual

9. They themselves are incongruent

10. The incongruence is usually in the difference between the purpose/intention & function/behavior.

11. A part usually has its opposite number, an alter ego, the flip side of the coin

12. These 2 parts will have the same highest purpose/intention

13. They were once a part of a larger whole

14. Reintegration is possible on this basis.