



The Omega Point Program

GUIDEBOOK

PHASE ONE

Reciprocal

Essential Healing Skills

presented by



Omega Point Academy

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PHASE ONE - RECIPROCAL

An Introduction to Doing and Facilitating Personal Work

This is a specific introduction to **Phase One - Reciprocal** of the OPP. For a full introduction to the OPP, please see the [OPP INTRODUCTION](#) on the OPA website.

This **Phase One - Reciprocal** program is an introduction to doing Personal and Spiritual growth work. It is designed to introduce two people (Partners) to essential communication and facilitation/healing skills and have them experience and practice those skills through a daily session with each other. The two people will alternate between the roles of Mentor and Mentee (i.e. One person facilitating the work and one person doing the work).

This daily program takes between 30 to 45 minutes a day for 24 days. This 24 day program will prove to be beneficial on its own as it also builds a foundation for the full OPP program.

Not only will you learn the essential communication and healing skills, you will have multiple opportunities to do "work", i. e., go through a process to help you resolve major issues in your life and develop greater peace of mind. The program will guide you through exercises that enable a comprehensive reflection on your life. It provides step by step processes to effectively address those areas of your life that may not be working as well as you'd like.

This program requires Mentor and Mentee to be in voice contact for the complete Daily Session (usually phone, zoom or in person). It works best when Mentee and Mentor can work from a quiet place where they won't be disturbed.

Program contains two elements for each day:

A daily **Mentors Session Guide**: A Mentor's script that can be simply read.

A **Daily Reading**: A context for the day's topic;

To be read by Mentor prior to each session,

To be read by Mentee after each session as Homework.

No prior experience of personal work is required. The two partners will learn together. If the Mentor is unsure of any day's protocol, please know that the protocols have been prepared so that you can simply read through them and they will remain effective.

What follows are Daily Protocols to guide you through this 24 day program.

As you begin Phase One, it is requested that each partner take a moment and register on the [OPA website](#). Click on "Members" or "Log In". Thank you!



TABLE OF CONTENTS

Day	<i>Daily Readings (indented) & Mentor Scripts (numbered)</i>	Page
	<i>Commitments & Instructions</i>	6
1.	Active Listening - Agreements, Introduce self, use silence - Switch	8
	<i>Introduction to Active Listening</i>	11
2.	Active Listening - Use Echo, Why doing OPP - Switch	13
	<i>I-statements, 5 feelings</i>	15
3.	Active Listening - I-statements, 5 emotions, Share what comes up	16
	<i>What to Avoid in Active Listening</i>	19
4.	Active Listening - What to Avoid, Share challenges - Switch	22
	<i>PEMS, Physical Aspect</i>	24
5.	Active Listening - Share Physical history - Switch	25
	<i>Emotional Aspect</i>	28
6.	Active Listening - Share Emotional history - Switch	31
	<i>Mental Aspect, Optional PEMS</i>	34
7.	Active Listening - Share Mental history - Switch	40
	<i>Spiritual Aspect</i>	43
8.	Active Listening - Share Spiritual history - Switch	44
	<i>Intro to Echo Process (w/o PI)</i>	47
9.	Echo - Echo only, Voice in head - Switch	49
	<i>Intro to Parts, Echo with Sensation</i>	52
10.	Echo - Echo only, Sensation in Body - Switch	56
	<i>Mission set up</i>	59
11/12	Mission - What want most in life - Mission Setup	60
	<i>Introduction to Positive Intent (PI)</i>	62
13/14	Positive Intent - What want most in life - Mission Setup	65
	<i>Mission Statement development</i>	67
15.	Mission - We give best what we want most - Switch	71
	<i>Intro to Full Echo Process, Guidelines</i>	75
16/17	Echo Process - Full Echo Process with PI – Voice in head	77
	<i>Intro to Reframing, Mentoring Process</i>	80
18/19	Reframing - Mentoring Process - Physical issue	82
	<i>Intro to Mentoring Process with PI</i>	85
20/21	Reframing - Mentoring Process w/PI - Mental issue	87
	<i>Healing Overview, Intro to Regression</i>	90
22/23	Regression - Rescripting Process - Emotional issue	94
	<i>Instructions for OPP Phase Two</i>	97
24.	Wrap-up - De-brief experience, Partner feedback, Prep for P2	98



SESSION OUTLINE

Each day's session will follow a similar outline. The section headings for each session will be shown in **BOLD AND ALL CAPS**.

The words that follow each heading are the script for the Mentor to read to the Mentee.

Most Sessions will include the following sections:

CHECK-IN

INTRODUCTION

THE DAYS PROCESS

CLOSURE

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Instructions for Each Section

CHECK-IN

Normally, when I connect with someone on the phone, my impulse is to say, “Hi, how are you doing?” In this program, we will formalize that greeting a bit and invite each other to check-in, which will be an opportunity to share how you’re doing.

Normally check-ins are not interrupted with questions or comments. It is a chance to express what is coming up for you without any interference.

For the first few days of this program, we will keep our check-ins fairly simple and will share how we are feeling right now and mention any recent happenings that we think may be contributing to this feeling.

We will also confirm that we did the reading for today.

Example:

My name is Robert and I’m feeling sad today. I had an argument with my daughter yesterday and I think I just made things worse between us. I did the reading for today and am ready to go. I’m in with that.

INTRODUCTION

This section is to introduce Today's Topic or Exercise. This will be a script that includes most of what is shown as the Day's Intention at the top of the page. The Mentor for this session may simply read the script.

DAYS EXERCISE OR PROCESS

Usually, the Day's exercise or Process will be pre-viewed in the Day's Reading. In the Mentor's Session Guide, under this heading, will be the script for the Mentor to take the Mentee through a process.

CLOSURE

This section provides the script for the Mentor to close out a process and will usually ask for feedback from the Mentee.

CHECK OUT

With Closure completed you can each do a brief (1 minute) checkout, which is simply a closing statement where you each can share any reflections on today's experience, how you are feeling and/or any thanks or appreciation you want to express to your partner. As with check-ins, we do not interrupt a person's checkout.

SCHEDULE THE NEXT SESSION


Please take a few moments to confirm the time for your next session.

HOMEWORK

Session follow-up and preparation for the next session will be shown here.

Please start a journal for this program. You could record your notes from these exercises in a notebook or a document on your computer or phone.

As you share your situation in the first half of Phase 1, please keep track of the issues that come up for you that you may want to work on in the second half of Phase 1.

Most "Script" in the MENTORS SESSION GUIDE is meant to be read out loud by the Mentor. When the Mentor sees this "stop sign" icon:  or sees notes in brackets like this: *[mentee shares]* the Mentor is to stop and listen for the Mentee's response. Use Active Listening as appropriate.

DAILY READING

DAY 1

Topics for Day 1

MENTOR IDENTITY

These protocols will be referring to Mentor A and Mentor B for the two people who will be switching roles frequently. Please choose who will be Mentor A and Mentor B for this entire 24 day program.

- A and B will experience the program equally, though Mentor A will usually mentor first.
- If one Partner is more experienced in this type of work, it is recommended that they be designated as Mentor A.

COMMITMENTS

You will be making some agreements with each other as you pursue this program. For Day One, please be prepared to make the following commitments:

1. I commit to finishing the 24 day program, one day at a time.

If at any time, I feel that this program is not for me, for whatever reason, I will discuss my feelings with my Partner.

If I choose to step away, I agree to participate in a final session with my Partner to receive their blessing and gratitude.

2. I will Mentor the program consistent with the Session Guide.

The use of other approaches or inserting any ideology is not consistent with this agreement.

3. I honor the confidentiality of all involved. What's said to me, stays with me.
4. I will do the necessary reading and come prepared for every session.

With agreement on the above, Partners may discuss how they'd like to conduct this program. See the following instructions:

Mentor / Mentee (Partner) Instructions

Discuss the following with Partner and reach agreement on how you want to proceed:

1. The 24 days can be scheduled to be consecutive; they can be weekdays only and they may include short times off. Do what you can in a timely manner.
2. Reach agreement on time allotted for each call. Scheduling daily or specific sessions from 30 minutes or up to an hour is at the discretion of the Partners.
 - If 30 minutes is a priority, there are some sessions that you may want to split into two days. Simply add another day to your program and extend it beyond 24 days.
3. Homework or Pre-reading is often assigned to make the most of the time spent on the call. If, for any reason, pre-reading does not work for either of you, you may simply cover it in your call. Do longer sessions or add days to the program as needed.
4. Schedule sessions a week in advance. Confirm next session at the end of each day.
5. Mentee or Mentor may record any session on mobile phone or Zoom.
6. Oftentimes when Mentee is in a relaxed state of imagination, Mentor is encouraged to take notes for Mentee and email them to Mentee sometime after the Day's session (or record the session and send the recording).
7. Mentee is encouraged to find a quiet place to take each days call without interruption to facilitate deeper work.
8. Partners are encouraged to keep a journal to record insights from each day.
9. Updated protocols and additional resources are available on the Omega Point Academy [website](#). Please register as a “Member” on the website for updates and access to resources.
10. Quality Control: Please hold each other accountable to the faithful execution of these protocols and this program.

TODAYS EXERCISE

Each Partner will be introducing themselves to each other. If already friends, they will share more about themselves than they previously have.

Mentor B will introduce themselves to Mentor A, who will listen in silence. This might include anything you'd like to share about your current life, your relationships, financial situation, your work, hobbies, or something you are passionate about.

At the end of the 8 minutes, you will switch roles and repeat the above.

MENTORS SESSION GUIDE

DAY 1

INTENTION

- To confirm Agreements and Commitments.
- To introduce yourself to your Partner.
- To practice listening in silence.

MENTOR IDENTITY

Please choose who will be Mentor A and Mentor B for this program.

CHECK-IN


Mentor A:

I will be taking us through this session today. Please check-in on how you are feeling right now and what you think that might be about. Also, please confirm that you have read through the Reading for Day 1. I'll model this first.

[each partner checks in]

INTRODUCTION

Mentor A:

Today, we will be doing a few logistics and then we will each do an extended check-in to share a little bit about ourselves. Ready? 

COMMITMENTS

Mentor A:

In the reading for today, four commitments were listed. These included a commitment to finish the program, to maintain confidentiality, to deliver the program consistent with the protocols and to complete the Readings prior to each session. I choose to commit to all four. Are you ready to commit also?

[B confirms]

Thank you.

AGREEMENTS

Mentor A:

Also in the reading was a set of instructions that we can use to conduct the program.

We can agree to our approach today and then revisit our agreements as needed in the future.

So, I'll read each item and we can decide how we want to proceed:

1. Schedule the 24 days to be consecutive or weekdays only or...
 - Usually, weekdays only (and many like every day).
2. Reach agreement on the time allotted for each call.
 - Usually 30 to 45 minutes (many participants block out an hour).
3. Agree on how to best support each other with the Daily Readings.
4. Schedule sessions a week in advance.
5. Agree on plan to record sessions on mobile phone or Zoom if desired.
6. Agree on taking notes for each other.
7. Agree to both register as "Members" on the [website](#).
8. Agree to hold each other accountable to the faithful execution of these protocols.

[B confirms]

Thank you.

EXTENDED CHECK-IN – SELF INTRODUCTION

Mentor A:

In the time remaining, we will introduce ourselves to each other. This will look like an Extended Check-in where we will share without any interruption.

- A few words or sounds to indicate that you're listening are OK.

So, you will introduce yourself to me and I will listen in silence and then after about 8 minutes we'll switch. I'll set a timer.

I invite you to share anything you'd like about your current life, your relationships, financial situation, your work, hobbies, or anything that you are passionate about. Please share about things I might not know about yet.

Please start now.

[Mentor B shares for 8 minutes, A listens in silence]

SWITCH

Mentor A:

Thank you.

I will now set the timer and share with you. Ready?

[Mentor A shares for 8 minutes, Mentor B listens in silence]

CLOSURE

Mentor A:

Thank you!

Please share briefly how that was for you to listen and to share and then I'll do the same.

[Mentor B shares briefly and then Mentor A shares]

CHECK OUT

Mentor A:

Thank you. OK, let's checkout now. I'll go first.

[both partners check out]

SCHEDULE THE NEXT SESSION

Please confirm the time for our next session.

HOMEWORK

Please complete the Day 2 Reading prior to the next session.

DAILY READING

DAY 2

Active Listening

Active Listening is the foundation for everything that we will do in this program. The intention of Active Listening is to hold space for another person and support them as they work through an issue in a way that can lead them to find the answer to their problem on their own. Our core belief when doing Active Listening, and most every process we will use in this program, is that the person has the answer they are seeking inside of themselves. Our job as facilitator is then to provide time and space and support while they go on their own journey to find what they are looking for. We want them to go through their internal process without the listener having an agenda for how they get there. We do this by seeking to understand what they are saying and letting them know we hear them.

The OPP approach to Active Listening is to mainly use three simple elements:

- Be Silent (offer space for them to talk and even pause without interruption)
- Echo (feedback what you heard them say)
- Ask Meaning (What do you mean by ?)

Active Listening can help someone move deeper into their real truth by being heard and, more importantly, hearing themselves when you echo back their words and thoughts. The sharing and the echo complete a cycle that allows the person to go down deeper into their own truth. In fact, by using Active Listening, we can help them develop their own neuropathways into their sub-conscious so they can learn to better access this wisdom on their own.

This skill is often cited as critical for improving our relationships, our parenting, our leadership and anything that involves communication between two people. It is the foundation of most approaches that teach communication skills, i.e. Parent Effectiveness Training (PET) and Steven Covey's 7 Habits (#5 - Seek to Understand and then to be understood). *

If a person can master this skill, they will notice a vast improvement in almost everything they do. It is also key to becoming a more kind and loving person who can actually be effective in helping others with whatever they are dealing with. By practicing the guidelines on the following protocols, you could soon become an effective listener in this kind of work and in every aspect of your life. The intention for Day 2, is to provide you an opportunity to practice the first two elements of Active Listening. These are to *Be Silent* and *Echo* what you are hearing. Echo involves giving feedback on what you heard your partner say or what you understand them to be saying.

* Please see addendum A for recommended readings and resources.

ACTIVE LISTENING

Active Listening (also called: Reflective Listening) may be most powerful when it is the disciplined use of only the following 3 elements:

1. BE SILENT (SILENT and LISTEN have the same letters)
2. ECHO (So, what I'm hearing you say is ..)
3. ASK MEANING (What Do You Mean By -----?)

While focusing on the above actions, as a Listener we also want to:

- Maintain Eye Contact Be Curious
- Seek to Understand Get to Clarity
- Go on a Journey - the Other Person's Journey

Secondary actions we can use in our Listening are:

- Start with Open-Ended Question, i.e., "What do you want?"
- Ask Clarifying Questions like, "How old is your son?" – follow with Echo.
- OK to slow person down (more details) or speed up (less details) – Echo.

Instructions for Speaker (the person sharing and doing their work)

Allow yourself to share whatever comes up for you. If a thought comes into your mind, no matter how irrelevant it may seem, please share it with your Listener.

MENTORS SESSION GUIDE

DAY 2

INTENTION

- To practice Active Listening – use silence & echo.
- To share what you want from program. Why doing OPP?
- To get to know each other better.

CHECK-IN

Mentor B:

I will take us through today's session.


Please check-in on how you are feeling right now and what you think that might be about. Also, please confirm that you have read through the Reading for Day 2. I'll start.

[both check in]

INTRODUCTION

Mentor B:

Today, I'd like you to share with me, why you are doing this program and what you hope to get from it. I will listen using Silence and Echo from Active Listening. Then, we'll switch roles and repeat. We'll each have about 10 minutes to share.

Imagine the best possible thing you could get from this experience: A new job, the perfect partner, full blown enlightenment, freedom from an addiction, etc. I invite you to go BIG! Any questions? 

EXTENDED CHECK-IN

Mentor B:

OK, I set a timer for 10 minutes. Please share with me why you are doing this program and what you hope to get from it. I will listen and Echo once in a while. I'll conclude with an Echo to summarize what I hear you say you want.

[Mentor A shares for 10 minutes, Mentor B listens using silence and echo]

Thank you for sharing.

The essence of what I heard is: (**Mentor B** does a summary echo)

SWITCH

Mentor B:

I will now set the timer again and I will share with you. Ready? Please ask me the same question I asked you.

Mentor A:

Please share with me why you are doing this program and what you hope to get from it. I will listen and Echo once in a while. I'll conclude with an Echo to summarize what I hear you say you want.

[Mentor B shares for 10 minutes, Mentor A listens using silence and echo]

Thank you.

The essence of what I heard is: (**Mentor A** does a summary echo)

CLOSURE

Mentor B:

Please share briefly how that was for you to listen and to share and then I'll do the same.

[Mentor B shares briefly and then Mentor A shares]

CHECK OUT

Mentor B:

Thank you. OK, let's checkout now. I'll go first. *[both partners check out]*

SCHEDULE THE NEXT SESSION

Please confirm the time for our next session.

HOMEWORK

Please complete the Day 3 Reading prior to the next session.

DAILY READING

DAY 3

I-Statements and the 5 Emotions

To make the most of our check-ins and our sharing, we want to use language that brings out more of what is happening for us beneath the surface. For the rest of this program, we therefore want to encourage the use I-Statements and the 5 Emotions or Feelings.

I-Statements

When checking in and doing any kind of sharing during this program, please use I-Statements: Say, "I" instead of, "you" when sharing feelings, thoughts, etc.

When expressing a thought or feeling, most of us have learned to use the word, "you" instead of, "I". This might sound like, "You know how you feel when somethings not right and you get that crummy feeling in your gut?"

We find it to be more powerful when we use "I" instead of "You" and say "I feel as if I just got punched in the gut. I'm feeling fear that something terrible is going to happen." We call this making I-statements. Please remind each other to use I-statements as you move through this program.

Feelings

When describing your feelings, please name a specific emotion. For now, please keep it simple and use one of these 5 basic emotions:

5 Core Emotions: Mad, Sad, Glad, Fear and Shame.

In our culture, we often use language to distance ourselves from our feelings by saying things like, "I feel a little blue today." We find it more useful to say, "I'm feeling sad right now." The five fundamental feelings we use are mad, sad, glad, fear, and shame. Somehow, using these basic words invites us to drop some of the resistance we may have to being vulnerable with another person. Please encourage each other to use these five feelings to describe your emotions.

MENTORS SESSION GUIDE

DAY 3


INTENTION

- To practice using I-statements and the 5 emotions.
- To practice the 3 key elements of Active Listening.
- To experience sharing whatever comes up for you.

CHECK-IN

Mentor A:

Today, I will be taking us through this session.

We will be using I-statements and the 5 feelings when we check-in today. Were you able to read about these in today's Reading? 

I'll model this first and then ask you to check-in.

[both check in]

INTRODUCTION

For today, I'll be reviewing some of the Day 2 Reading on Active Listening. Then, we will each get a chance to practice Active Listening as the other shares whatever is up for them in the moment. Any questions?

ACTIVE LISTENING

Active Listening is the one skill that is the foundation for everything that we will learn in this program.

Are you familiar with Active Listening, sometimes called Reflective Listening?

(If so, what kind of experience do you have with it?)

This skill can be used for improving our relationships, our parenting, our leadership and anything that involves communication between two people.

If a person can master this skill, they will notice a vast improvement in almost anything they do. It is also key to becoming a more kind and loving person who can actually be effective in helping others with whatever they are dealing with.

Active Listening may be most effective when it is the disciplined and consistent use of the following three elements:

BE SILENT.

It's interesting to note that the words Silent and Listen have the same letters in them.

ECHO back what you've heard.

This might sound like, "What I hear you say is..." some approaches call this: Reflect back what you heard.

ASK: "WHAT DO YOU MEAN BY...?"

Clarify the meaning of a word or term that could have more than one interpretation.

When doing Active Listening, we usually start with an open ended question and then hold an attitude of curiosity and seeking to understand.

Is there anything else you'd like to add to this about Active Listening?

SHARING WHAT COMES UP

Today, I will use Active Listening while you talk about whatever is up for you right now.

We will then switch roles and you will have the opportunity to practice Active Listening as I share. I'll be setting a timer to give us 10 minutes each.

Before you start to share today, I invite you to take a moment and breathe with me for a few deep breaths... (take two breaths)

As you share today, I invite you to share whatever comes up for you in this moment and then continue to allow yourself to share whatever is coming up for you as you observe your thoughts and any images that appear in your mind.

As thoughts or images come into your mind, try not to filter them. Share them no matter how inappropriate or irrelevant they may seem. This may allow you to hear what your subconscious mind wants to share with you and begin to develop a relationship and trust between you and your sub-conscious.

So when you are ready, please take another deep breath and begin to share what is coming up for you.

[Mentor B shares for 10 minutes, Mentor A listens using active listening]

SWITCH

Mentor A:

Thank you for sharing. I will now set the timer again and I will share with you. Ready?

Please ask me to share in the same way you did.

Mentor B:

Before you start to share today, I invite you to take a moment and breathe with me for a few deep breaths... (take two breaths)

I now invite you to share whatever is coming up for you in this moment. And then please continue to share whatever is coming up for you as thoughts and images may appear in your mind. I will be using the three elements of Active Listening.

[Mentor A shares for 10 minutes, Mentor B listens using active listening]

CLOSURE

Mentor B:

Thank you! Please share briefly how that was for you to listen and to share and then I'll do the same.

[Mentor A shares briefly and then Mentor B shares]

CHECK OUT

Mentor A:

Thank you. OK, let's checkout now. I'll go first. *[both partners check out]*

SCHEDULE THE NEXT CALL

HOMEWORK

Please review the Daily Reading for Day 4 before the next session.

DAILY READING

DAY 4

What To Avoid During Active Listening

Active Listening could be considered simple as it only requires doing three basic things. Actually, it may be quite difficult at first because of all the things you want to avoid doing. When we listen to another, we may have impulses to say or do things we've learned from our culture and our childhood. Most of these impulses are not useful when we want to be caring, understanding and helpful. These impulses can be avoided with practice and awareness.

The responses that are best to be avoided when doing Active Listening are shown below. With practice, these impulses can be minimized and you'll find yourself naturally being with others in a more compassionate, loving and effective way.

1. Asking Why - "Why did he beat you?"

Asking WHY something happened or WHY did you do that, is a question looking for a rational answer. This drives the person back into their rational mind to find a logical answer, i.e., it puts them back into their head. We want to move them deeper into their heart, and their feelings. Also, most rational answers are not the true source of a problem.

2. Giving Advice - "I think you need to forgive your wife."

There are times when someone will be asking for your advice, due to your expertise or experience with an issue. This is not to be presumed. Unless specifically requested, Giving Advice is disrespectful and short circuits a person's process. Giving Advice usually will involve your own projections and a judgement that the person cannot find their own answer inside of them.

3. Sharing Your Story - "I used to hate my wife too, but I ...", "I was just like you, I ..."

When someone shares something that relates to your own past, it is natural to want to share your story with them. This is not helpful when you are working with or simply holding space for someone who needs your attention on THEIR issues and THEIR experience. When you share, it takes the person out of their process so they can respond cordially to YOUR story.

4. Negating/Minimizing - "That's all he did? That doesn't seem so bad."

Many issues are based on experiences that may seem unimportant or even trivial to others. Saying things like, "That's all he did? That doesn't seem so bad," is disrespectful at best and in most cases, it will end the process and any trust they may have had with you.

5. Projecting Your Stuff onto Another – “I’m so stupid.” , ”You’ve got a mean critic”

Any judgement, diagnosis, interpretation or advice that comes up for you around what a person says is most likely based on your own thought processes and experiences. They are therefore projections of what you would do or why you would do something. Projections are usually what our judgements of others are based on. They are usually wrong or, at least, not helpful.

6. Judging Anything or Anybody - “That was a vicious thing to do.”

To share any moral or quality assessment is simply projecting your beliefs, values and limitations on another. Saying things like, "That was a vicious thing to do," is not helpful to human relations of any kind.

7. Rescuing - “I hate my looks.” , “I think you look great.”

When a person says something that seems overblown or just not true, let it be their truth for them to process. If they say, "I hate my looks," don't rescue them from their feelings by saying, "I think you look great." Let them have the feeling or judgement so they can find the true source of where they took on this negative opinion.

8. Diagnosing - “I feel like hurting somebody.” , “I bet you were an abused child”

When someone describes an issue, it is your responsibility as a friend or facilitator, to listen and perhaps guide them through a process where they can discover what the issue truly is and how they can resolve it. To assume what the issue is or how or why it came about is to cut off hundreds of other possibilities and limit the healing potential of any process.

9. Fixing Their Problem - “Let me talk to your wife.”

People often need to share what is happening to them. They need to hear themselves talk about it. In this way, they often gain insights into an issue and ideas of how to work with it. Offers to fix their problem or how they could fix it themselves are usually received as insulting and only increases their emotional distress.

10. Consoling Someone During Processing – “It’s OK, don’t be sad.”

We want a person who is sharing sad feelings to allow for these feelings to lead them to some insight or resolution. The feelings are often a gateway to their inner world or sub-conscious where the true source of their distress can be revealed. Consoling or gently touching someone in distress takes them away from this healing opportunity.

11. Telling or Teaching Information without Permission

Giving direction or information to someone who is in their feelings takes them out of their heart and puts them back into their head to receive the teachings. It is the task of the listener or facilitator to create a context or process for the person to discover this information for themselves.

HAVE A COPY OF THE FOLLOWING IN FRONT OF YOU FOR THE DAY 4 SESSION

What To Avoid During Active Listening - Summary / Examples

1. WHY? (Puts THEM in their heads)

“Why did he beat you?”

2. ADVICE

“I think you need to forgive your wife.”

3. SHARING

“I used to hate my wife too, but I ...” , “I was just like you, I ... “

4. NEGATING

“That’s all he did? That doesn’t seem so bad.”

5. PROJECTING

“I’m so stupid.” , “You’ve really got a mean critic.” , “Huh?”

6. JUDGING

“That was a vicious thing to do.”

7. RESCUING

“I hate my looks.”

“I think you look great.”

8. DIAGNOSING

“I feel like hurting somebody.” “I bet you were abused as a child.”

9. FIXING

“Let me talk to your wife.”

10. CONSOLING DURING PROCESSING

OK during regression.

11. TELLING / TEACHING

The goal is to move the person into an altered state and deeper into issue, not to provide information that puts them in their head.

It is the task of the facilitator to create a context/process for them to discover their information for themselves, not be told what is “wrong” with them.

MENTORS SESSION GUIDE

DAY 4

INTENTION

- To discuss what to avoid during Active Listening.

CHECK-IN

Mentor B:

I will be taking us through the session today.

As usual, we will start with a check-in. Please check-in on how you're feeling right now and remember to use I-statements and the 5 feelings.

Also confirm that you did the reading for today. I'll start.

[both check in]

INTRODUCTION

Mentor B:

Today, we will be sharing with each other the challenges we each face when using Active Listening. Specifically, we'll share which of the items from the "Avoid" list we tend to do regularly.

ACTIVE LISTENING, WHAT TO AVOID

Yesterday, you had a chance to practice the 3 key elements of Active Listening while I shared.


You may have noticed how difficult it can be to limit yourself to the three elements that we're using.

Using these three elements may seem simple as it's just 3 things to do.

Unfortunately, it is not easy as it goes against many of the habits that we've developed over our lifetime.

You may have noticed, when you were listening to me, how a number of impulses to go outside of these three elements may have come up for you.

LISTENING CHALLENGES

We've listed a number of these in the reading for today. Do you have the list in front of you? 

We can now discuss which ones are especially hard for you to avoid. I'll share my challenges as well. Please let me know if there are any of these that you don't fully understand.

Also, know that you will get plenty of opportunities to practice Active Listening and eventually it may become second nature to you to avoid these pitfalls.

[Mentors A & B discuss challenges]


LISTENING EXERCISE

Mentor B:

In the time remaining, we can have a little fun with these items to avoid.

I will share a sensitive issue with you and I want you to respond with lots of the "Avoid" responses. Feel free to exaggerate. We'll go about 5 minutes and then we'll switch roles. Any questions? OK, I'll share now.


[Mentor A shares, Mentor B responds]

Now we'll switch roles. Please share an issue you have. 

[Mentor B shares, Mentor A responds]

CLOSURE

Mentor B:

How was that for you? 

Thank you. Now, let's check out. I'll go first.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please complete the Day 5 Reading prior to the next session.

DAILY READING

DAY 5

The PEMS Model

During this program we'll be looking at how our lives are working or not working for us and what we can do to improve on those areas that are not working.

To take this review one step at a time. We will be taking a closer look at 4 major aspects of our lives. We will address how we are doing Physically, Emotionally, Mentally and Spiritually. We call this approach, the PEMS model.

PEMS: P = Physically E = Emotionally M = Mentally S = Spiritually

These PEMS categories may include:

Physical - Physical health, diet, exercise, fitness, living environment, etc.

Emotional - Feelings, emotional stability, sexual and social issues, primary relationship, friends & family relationships.

Mental - Mental clarity, ability to concentrate, think clearly, organize thoughts, career, financial health.

Spiritual - Religious beliefs, connection to higher wisdom, intuition, empathy, compassion, spirituality, spiritual practice.

We will dedicate certain days for each aspect and will gradually work up to where we check-in every day and share how we are doing in all four aspects.

In the next session we will be addressing the Physical Aspect of our lives.

We will share our Physical history: our physical health, any chronic or current health issues you may be dealing with, how you take care of yourself physically, your history with physical issues and activities like sports or athletics, or whatever comes up for you around how you relate to your physical body, physical abilities and limitations, or appearance and health.

MENTORS SESSION GUIDE

DAY 5

INTENTION

- To practice Active Listening and share Physical history.
- A is Mentor as B shares, Switch.

CHECK-IN

Mentor A:

I will take us through today's session. Let's check-in.

Please add how you are feeling physically as well as emotionally today.

Remember to use I-statements and the 5 feelings and also confirm that you have done the Reading for today. I'll start.

[both partners check in]

INTRODUCTION

Mentor A:

Today, I will practice Active Listening as you do an extended check-in, on your Physical History.

After about 10 minutes, I'll ask you for feedback on my listening and then we will switch and you'll practice Active Listening while I share.


We will practice using the 3 elements of Active Listening:

Being Silent.

Echo what I've said.

Ask me what I mean when I use a word that could have different interpretations.

Please use I-statements and the 5 feelings when sharing.

Any questions? 

EXTENDED CHECK-IN - A

Mentor A:

Now, please tell me about your Physical life.

I'll be using Active Listening and will do a full Echo when the 10 minutes are up.

I invite you to share anything you'd like about your physical health:

- any chronic or current health issues you may be dealing with,
- how you take care of yourself physically,
- your history with physical issues or
- whatever comes up for you around how you relate to your physical body.


[Mentor B shares, Mentor A does active listening for 10 minutes]


CLOSURE & FEEDBACK - A

Mentor A: (B after switch)

Thank you. The essence of what I heard you say is...

Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

SWITCH

Mentor A:

Thank you, lets switch roles. You, (**Mentor B**), can start below.

EXTENDED CHECK-IN - B

Mentor B:

OK. Thanks. I'll ask you now. Please tell me about your Physical life.

I'll be using Active Listening and will do a full Echo when the 10 minutes are up.

Now, please tell me about your Physical life.

I'll be using Active Listening and will do a full Echo when the 10 minutes are up.

I invite you to share anything you'd like about your physical health:

- any chronic or current health issues you may be dealing with,
- how you take care of yourself physically,
- your history with physical issues or
- whatever comes up for you around how you relate to your physical body.

[Mentor A shares, Mentor B does active listening for 10 minutes]

CLOSURE & FEEDBACK - B

Mentor B:

Thank you. The essence of what I heard you say is...

Are you complete for now?  How was that for you? 

Is there anything else you need before we continue? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

Thank you. Let's check out. I'll go first.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please complete the Day 6 Reading prior to the next session.

DAILY READING

DAY 6

Emotional Aspect

The Emotional aspects of our lives may include:

- Our current feelings.
- Chronic emotions.
- Social skills.
- Relationships and our primary relationship.
- General feelings about ourself and our life.

Earlier we requested that you describe your current feelings, using these 5 basic emotions:

Mad, Sad, Glad, Fear and Shame

These 5 emotions, while not academically precise or complete, seem to be useful in developing a basic awareness of our feelings and are a good first step in developing emotional literacy, something that is not emphasized in our educational training.

They are especially useful when our intention is to drop below the surface of our conscious awareness and start to own how we truly feel and then use these feelings or emotions as a gateway to our sub-conscious. By following emotions to their original source we can begin addressing the underlying issues in our life that trigger many of these feelings.

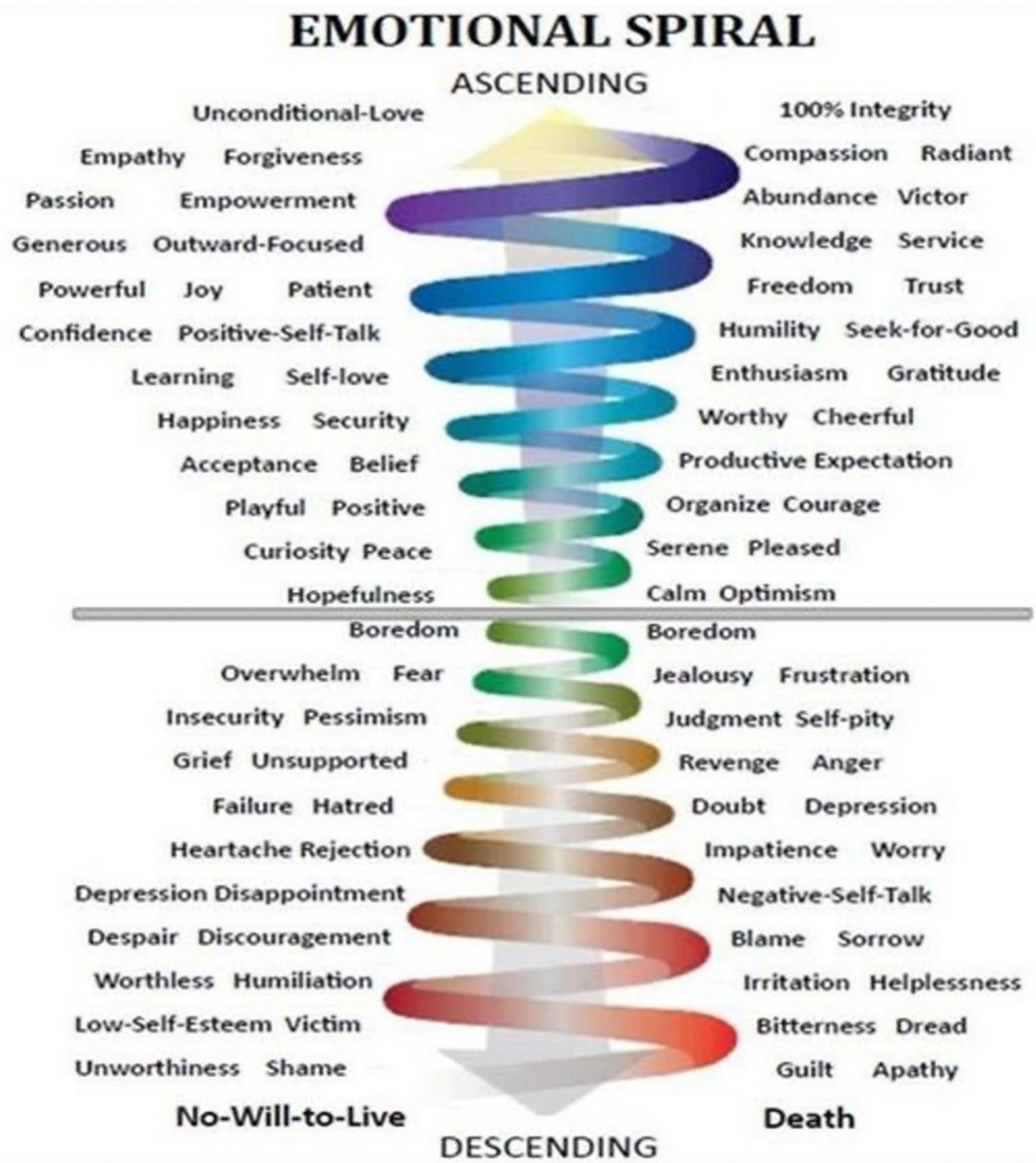
Most of our formal education has focused on the mental and cognitive aspects of our lives with some development of our physical health and athletic skills. Personal and spiritual growth work therefore emphasizes developing awareness and skills around our emotional and spiritual awareness. Recently, this emotional awareness has become mainstream as Emotional Intelligence has become more of a focus.

Emotional Intelligence (EI) is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). It may also include the individual's ability to process emotional information and use it to navigate the social environment.

Studies have shown that people with high Emotional Intelligence have greater [mental health](#), [job performance](#) and [leadership skills](#).

From a personal and spiritual growth perspective, it is also worthwhile to understand that there seems to be a progression in our emotions as we grow and mature and especially as we become more aware of our

emotional states and learn skills to manage and transform emotional states. Experiencing and learning the skills in this program will go a long way towards promoting emotional growth and developing effective management of our emotional states. The following chart shows one model of how emotions show up on a maturity or consciousness scale:



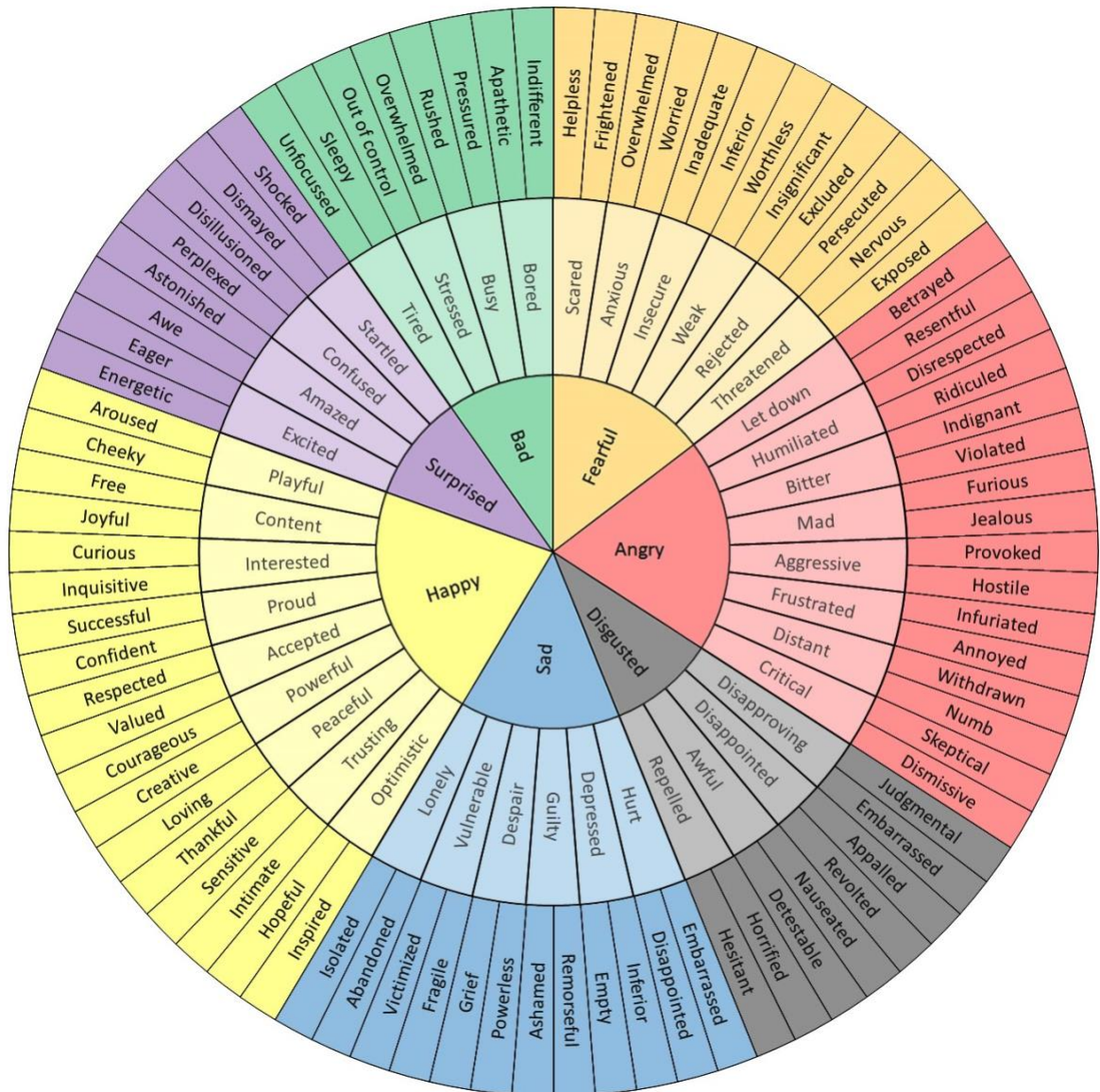
Everyone participating in this program, and participating in life for that matter, will be at a different stage of emotional development and emotional literacy. A priority of this program is to give you permission and encourage you to be with your emotions whatever they may be. Most importantly, please take the time to fully FEEL your emotions and take steps to hear the message they may have for you.

Emotions can be viewed as information and energy moving through your body. Our impulses to act on these emotion or to suppress them, can be contained and the energy used for positive purposes. As we learn and grow in this work we may be better able to recognize, communicate and deal effectively with our emotions.

Our emotional literacy my grow from this:



To this:



MENTORS SESSION GUIDE

DAY 6

INTENTION

- To practice Active Listening and share Emotional history.
- B is Mentor as A shares, Switch.

CHECK-IN

Mentor B:

I will take us through today's session. Let's check-in. Please add how you are feeling physically as well as emotionally today.

Remember to use I-statements and the 5 feelings and also confirm that you have done the Reading for today. I'll start.


[both partners check in]

INTRODUCTION

Mentor B:

Today, I will practice Active Listening as you do an extended check-in, on your Emotional History.

After about 10 minutes, I'll ask you for feedback on my listening and then we will switch and you'll practice Active Listening while I share.

Please use I-statements and the 5 feelings. Any questions? 

EXTENDED CHECK-IN - B

Mentor B:

Now, please tell me about your Emotional life.

I'll be using Active Listening and will do a full Echo when the 10 minutes are up.

I invite you to share anything you'd like about your chronic emotions, social skills, relationships and general feelings about yourself and your life.

[Mentor A shares, Mentor B uses active listening for 10 minutes]

CLOSURE & FEEDBACK - B


Mentor B:

Thank you.

The essence of what I heard you say is ...

Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

SWITCH

Mentor B:

Thank you.

Let's switch roles.

You (**Mentor A**) can start with the section below.

EXTENDED CHECK-IN - A

Mentor A:

Thank you.

Now, please tell me about your Emotional life.

I'll be using Active Listening and will do a full Echo when the 10 minutes are up.

I invite you to share anything you'd like about your chronic emotions, social skills, relationships and general feelings about yourself and your life.

[Mentor A shares, Mentor B uses active listening for 10 minutes]


CLOSURE & FEEDBACK - A


Mentor A:

Thank you.

The essence of what I heard you say is ...

Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

CHECK OUT

Mentor A:

Thank you.

Now, let's check out.

I'll start.

SCHEDULE THE NEXT SESSION

HOMEWORK

The Daily Reading for Day 7

DAILY READING

DAY 7

PEMS: The Mental Aspect

The Mental aspect of our lives may include skills and sensitivities that involve our Intellectual and Cognitive abilities, our Mental clarity when thinking and working on a project, our ability to concentrate and focus on the work we are doing, our ability to read and comprehend the subject at hand.

In this program, it may also include issues related to our Career, our Finances and our Educational history.

Most of our education has focused on the mental and cognitive.

Most personal and spiritual growth work therefore emphasizes developing awareness and skills around our physical senses, our emotions and our subtle spiritual development.

It is also important to develop our cognitive awareness to grow along with these other aspects.

Indeed, our mental training can go a long way towards empowering growth in these other areas.

The following reading is one example of how we can mentally complement our physical, emotional and spiritual growth by researching the different models and systems developed to empower our overall development and growth.

The following reading is optional and may help deepen our understanding of the PEMS model and how we can use it to optimize our self-awareness.

Optional Reading on PEMS

The following reading on PEMS is optional and is offered as a resource for those who may want to learn more about PEMS. You may want to read this later if pressed for time now.

Examples of how these 4 categories are used by other authors and disciplines:



Stephen Covey

In his best-selling book: *The 7 Habits of Highly Effective People*, Stephen Covey divides everything into the Physical, Emotional, Mental and Spiritual. His 4-theme model looks like this:

Whole Person	Needs	Intelligences	Attributes
Body	To Live	Physical Intelligence	Discipline
Heart	To Love	Emotional Intelligence	Passion
Mind	To Learn	Mental Intelligence	Vision
Spirit	To Leave a Legacy	Spiritual Intelligence	Conscience

From what we’ve seen already, there does seem to be a natural sequence to these 4 “themes”.

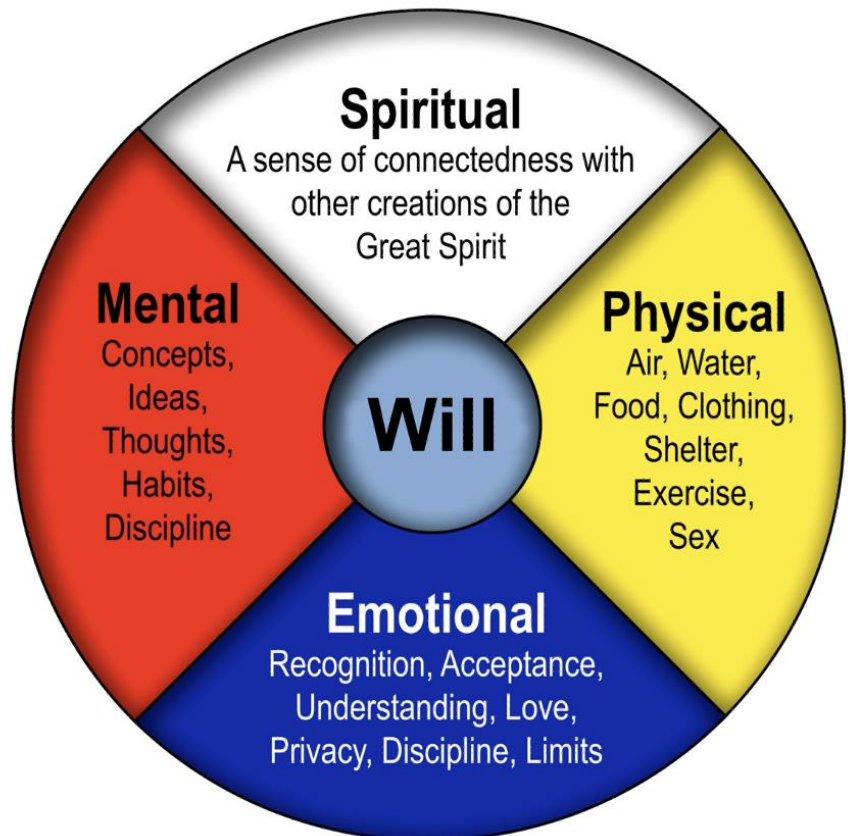
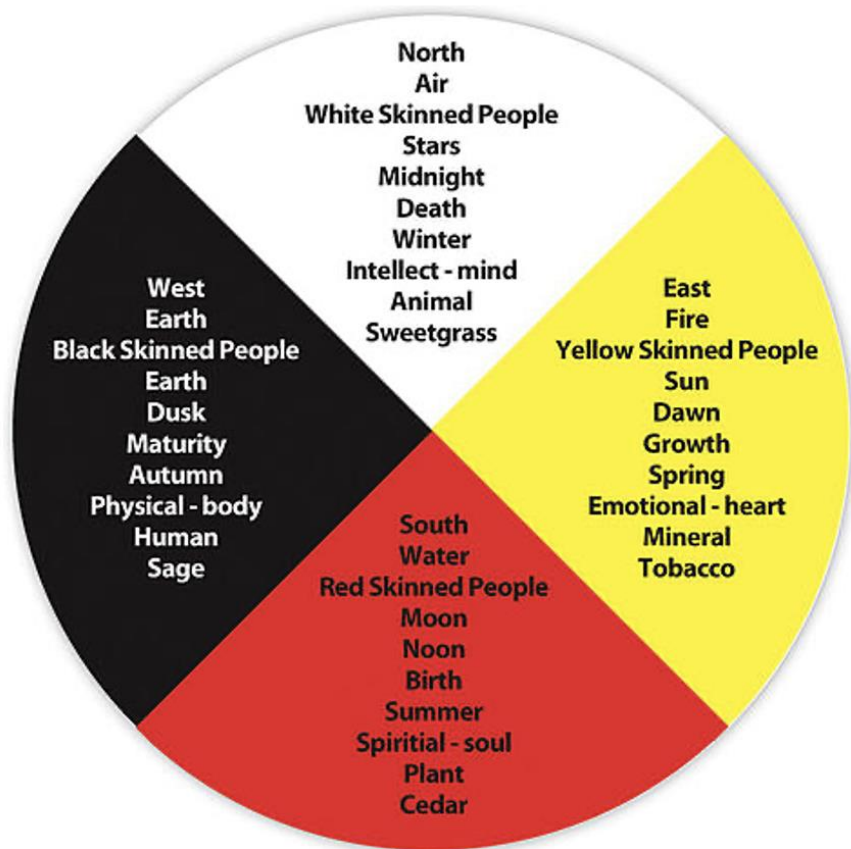
It would also make sense that a person would best deal with these 4 areas in their life in a logical sequence as well, i.e., work on your physical health before being capable of successfully dealing with your emotional and mental health.

THE MEDICINE WHEEL

Medicine wheels come in more than one form, and their significance and use varies by tribe and culture.

There is, however, one fundamental similarity besides the shape. Medicine wheels represent the alignment and continuous interaction of the physical, emotional, mental, and spiritual realities.

The circle shape represents the interconnectivity of all aspects of one's being, including the connection with the natural world. Medicine wheels are frequently believed to be the circle of awareness of the individual self; the circle of knowledge that provides the power we each have over our own lives. The following wheels combine elements from various cultures.



The Four Components of Energy

Jim Loehr and Tony Schwartz’s *The Power of Full Engagement* is an excellent book on energy management (as opposed to time management) that shows how your physical health increases your ability to make things happen in other areas of your life. Its central objective is to help you “build the necessary capacity to sustain high performance in the face of increasing demand.” On the surface it’s a business book, but it illustrates better than the entire fitness section of a bookstore why getting in shape is so important.

Making things happen in life is perhaps the greatest metric for how self-fulfilled you are at the end of your life. And this can only be accomplished if you are physically energized, emotionally connected, mentally focused, and spiritually aligned.

The central conclusion of the book is this: Energy is the fundamental currency of high performance.

Capacity is a function of one’s ability to expend and recover energy.

Every thought, feeling, and action has an energy consequence.

Energy is the most important individual and organizational resource.

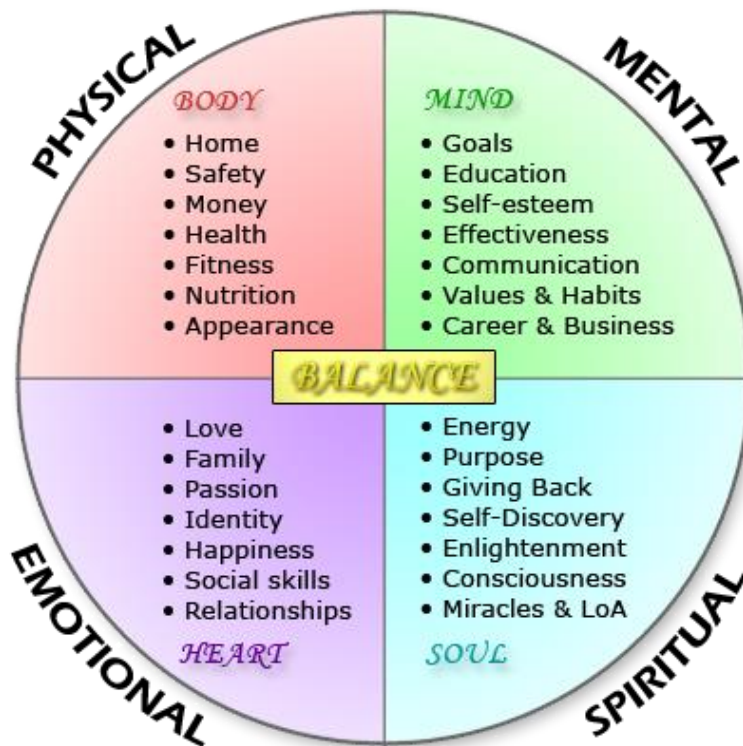
And according to Loehr and Schwartz, we all have four sources of energy, defined as follows:

Physical capacity is defined by *quantity* of energy.

Emotional capacity is defined by *quality* of energy.

Mental capacity is defined by *focus* of energy.

Spiritual capacity is defined by *force* of energy.



www.practical-wellness-guide.com

Virtual Relating by Thomas Hübl (excerpt)

To move beyond communicating just with our minds, we need to learn virtual relating. This is also important to prevent the virtual experience from becoming draining. We can learn to create warm and close spaces.

Recommended three-step practice for Zoom meetings:

- Self-contact
- Conscious attunement to the other
- Group coherence

Relation always starts with myself. Relation means a felt connection. **Can I feel my body? What are the areas of my body that I feel well?** Those are the areas of my nervous system that are open, flowing, perceptive, and where I am aware of myself. I can drop into my body using the power of my breath. My breath, which began moments after my birth, is a deeply wired function in the body and nervous system. If I slow down my exhalation and exhale longer, I can use the wave of my breath to drop into my body. I can do this with multiple breaths, dropping deeper into the body. This process creates a feeling of relaxation. Now I can connect to parts of my body that I feel well. The resourced parts of my body help me to become more aware of my entire body. Once I know what those are I can use them as a fast track to connect to myself.

Once I am connected to the energized parts of my body, I can deepen this seeing into a higher resolution. I may have sensations of an inner flow, streaming, pulsing. After staying with that for some time and not reacting to the mental distractions of my mind, I can expand my awareness from the resourced parts to the more stressed, tense, or tight parts of my body. I also might become aware of parts of my body that I can't feel at all. I remain present with all that arises. If I do that for several minutes (before starting a Zoom call, for example), I can become well centered in my body.

My body is the cup, the vessel for **my emotions**. Now I can expand my awareness into my current emotional experience. I can become aware of a core emotion or maybe sense that I am numb.

Once I feel this, I continue presencing my **mental activity**; is my mind racing or calm? Is my mind open, inspired, spacious, or tight and stressed? I can feel my mind. Then I can have a look at which part of me is aware of all these perceptions. What is the conscious awareness that is aware of my body, emotions, thinking? I can stay with the exploration for a few moments.

Now I've established the self-contact. Only once I feel myself, I can reach out to others and feel them. Virtual relating requires felt awareness of each other. Since our nervous

systems naturally receive relational cues from people while in the same room (movement, gestures, body posture), while we are online we need to consciously bridge that virtual relational gap.

Now I am ready to do the same with people I see on my screen. I can take a moment to tune in with one or many people on my screen and do the same process. I look through and with my whole body. **My body senses your body.** Our bodies are very intelligent, and we receive a lot of information through our bodies, especially where we are open and receptive.

I can resonate with the people on my screen emotionally and get a sense of their emotional experience. I can feel how relationally open or closed people appear to feel. The focus of this practice is not to make an ideal experience happen with one another, but to find out and actively feel the current state of all participants.

When I attune to other people, which means that our nervous systems move into a **state of coherence**, we strengthen the data flow of our relating together. Ultimately, there is no fixed relation but only the process and experience of relating. It's a constant process. **It's a streaming, not a downloaded, movie.** When we sync our nervous systems, we create a field that is wholly present and alive. This field becomes a solid foundation for collaboration and meeting that is alive and true.

For those who work as coaches or therapists, we can go a step further and sense even deeper into how people attune to each other. Can we feel how we sense one another? Can we feel how our nervous systems attune to each other? To do this requires a very fine perception, which we learned as part of our foundational development starting at birth.

“I feel you feeling me” is the basic building block of relational intelligence.

Now we can go to step 3, which is to feel the group coherence that we have built together through the relational attunement to each person on the screen. Through the relational coherence we create a field together, which is like weaving a carpet. Now we can feel the whole system that is created by all of us being present together. There is a group resonance body and there is a group presence. That **group presence is a very powerful resource.** The higher it is, the more intelligent is the network. When every participant of a group feels the whole group, the group is represented in the inner perception of everyone. If we do that consciously and with awareness of our feeling, it intensifies the coherence of the group field.

<https://thomashuebl.com/virtual-relating-how-we-can-deepen-our-video-calls/>

May 2020

MENTORS SESSION GUIDE

DAY 7

INTENTION

- To practice Active Listening and share Mental history.
- B is Mentor as A shares, Switch.

CHECK-IN

Mentor B:

I will take us through today's session.

Let's check-in.

Please share how you are feeling physically, emotionally as well as mentally today.

Remember to confirm that you have done the Reading for today. I'll start.

[both partners check in]

INTRODUCTION

Mentor B:

Today, I will practice Active Listening as you do an extended check-in, on your Mental History.

After about 10 minutes, I'll ask you for feedback on my listening and then we will switch and you'll practice Active Listening while I share.

Any questions? 

EXTENDED CHECK-IN - B

Mentor B:

Now, please tell me about your Mental life.

Please include your Intellectual/Cognitive abilities, Mental clarity, Career/Financial issues, Education, etc.

Please use I-statements and the 5 feelings.

[Mentor A shares, Mentor B uses active listening for 10 minutes]

CLOSURE & FEEDBACK - B


Mentor B:

Thank you.

The essence of what I heard you say is...

Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

SWITCH

Mentor B:

Thank you.

Let's switch roles.

You (**Mentor A**) can start with the section below.

EXTENDED CHECK-IN - A

Mentor A:

Now, please tell me about your Mental life.

Please include your Intellectual/Cognitive abilities, Mental clarity, Career/Financial issues, Education, etc.

Please use I-statements and the 5 feelings.

[Mentor B shares, Mentor A uses active listening for 10 minutes]


CLOSURE & FEEDBACK - A


Mentor A:

Thank you.


The essence of what I heard you say is...


Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

CHECK OUT

Mentor A:

OK, thanks. Let's check out. I'll start.

SCHEDULE THE NEXT SESSION

HOMEWORK

Both do the Daily Reading for Day 8

DAILY READING

DAY 8

PEMS: The Spiritual Aspect

The Spiritual aspect of your life may include:

- Your spiritual or religious history.
- Your current beliefs or practices.
- Any inner spiritual resources you may be connected to:
 - Connection with Higher Self
 - Spirit Guides
- Any special abilities you have that might be spiritual or psychic in some way.
- Your current Worldview, Cosmology or Paradigm.

It may also include any Awakening experiences you may have had or possibly some insights or revelations you may have gotten from your spiritual practice or even some hallucinogenic drug experiences (like LSD, DMT, etc.).

We will now start to include Spiritual in our daily check-ins. This full PEMS check-in might sound similar to the following example:

Example of a brief PEMS Check-in (Check-ins are often longer)

My name is _____,

Physically, I'm feeling tired and worn out.

Emotionally, I'm feeling sad that I have no energy and I'm scared I'm getting worse.

Mentally, I'm aware of being in overwhelm and don't see a way out of this, and

Spiritually, I'm disconnected and alone.

MENTORS SESSION GUIDE

DAY 8

INTENTION

- To practice Active Listening and share your Spiritual history.
- To practice sharing what comes up.
- B is Mentor as A shares first, Switch.

CHECK-IN

Mentor B:

I will take us through today's session. Let's check-in. Please share how you are feeling physically, emotionally, mentally and spiritually today. This is called the PEMS check-in. Remember to confirm that you have done the Reading for today. I'll start.

[both partners check in]

INTRODUCTION

Today, I will practice Active Listening as you do an extended check-in on your Spiritual History. After about 10 minutes, I'll ask you for feedback on my listening and then we will switch and you'll practice Active Listening while I share.

Please use I-statements and the 5 feelings and practice sharing what comes up for you without filtering your inner thoughts and comments.

Any questions?

EXTENDED CHECK-IN - B

Mentor B:

Before you start sharing about your Spiritual life, could you please share with me what you mean by Spiritual?

[A shares]

Thank you. Now, please tell me about your Spiritual life.

This could include:

- Your spiritual or religious history,
- your current beliefs or practices;
- any inner spiritual resources you may be connected to,
- any special abilities you have that could be considered as spiritual or psychic in some way,
- or anything else that comes up for you related to this subject.

[Mentor A shares, Mentor B uses active listening for 10 minutes]

CLOSURE & FEEDBACK - B


Mentor B:

Thank you. The essence of what I heard you say is ...

Are you complete for now?  How was that for you? 

Is there anything else you need before we continue? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

SWITCH

Mentor B:

Thank you, lets switch roles.

You (**Mentor A**) can start with the section below.

EXTENDED CHECK-IN - A

Mentor A:

Thank you. Before you start sharing about your Spiritual life, could you please share with me what you mean by Spiritual?

[Mentor B shares]

Thank you. Now, please tell me about your Spiritual life.

This could include:

- Your spiritual or religious history,
- your current beliefs or practices;
- any inner spiritual resources you may be connected to,
- any special abilities you have that could be considered as spiritual or psychic in some way,
- or anything else that comes up for you related to this subject.

[Mentor B shares, Mentor A uses active listening for 10 minutes]

CLOSURE & FEEDBACK

Mentor A:

Thank you. The essence of what I heard you say is ...

Are you complete for now?  How was that for you? 

Is there anything else you need before we continue? 

I'd also like to hear your feedback on my listening:

What did I do that worked for you? 

What did I do that may not have worked for you? 

CHECK OUT

Mentor A:

OK. Thanks. Let's check-out. You can go first.

SCHEDULE THE NEXT SESSION

HOMEWORK

Mentor A and Mentor B will do the Reading for Day 9.

DAILY READING

DAY 9

Echo Process Introduction

Many self-help and spiritual disciplines start with how to handle negative voices in your head.

Buddhists refer to it as Monkey Mind and often quote a poem by Hafiz about 10,000 idiots.

The 10,000 Idiots

It is always a danger
to aspirants on the Path
When they begin to believe and act
As if the ten thousand idiots
Who so long ruled and lived inside
Have all packed their bags
And skipped town
Or
Died

One self-help book, says to put the inner voice on your elbow and make it sound like Donald Duck.

We believe that these approaches may be disrespectful to the voice and ultimately not helpful to you or the energy that this voice represents.

In this program we choose to believe that each voice represents a part of us or an energy that needs our help. We invite you to consider that you can treat these parts and energies with respect, which can help them and in the process, help yourself. Mocking, suppressing or denying these voices may not be helpful in the long run. Treating them with kindness, love and respect can be very helpful. No matter how mean, vicious or critical the voice, we can treat it with curiosity and patience.

This next process can be used to address a voice in your head, in a loving and respectful way, and most importantly, in an extremely effective way to bring not only relief from the negativity but also to bring about a more peaceful state of being.

THE ECHO PROCESS

Phase 1 – ECHO only

To connect with a negative voice inside your head in a positive way, use the ECHO from Active Listening about 4 to 6 times.

1. Listen... Notice what the voice is saying to you.
2. ECHO... Say to the voice, “So I hear you saying that “....””
3. Listen... Notice what the voice is saying now.
4. ECHO.
5. Listen and ECHO a few more times.
6. Continue until voice seems complete.

Allow person to spend some time with the voice.

At this point in the program, if a voice remains critical and negative after several rounds of Echo, simply acknowledge to the voice that you hear it and understand that it thinks you are a flawed mess.

Thank the voice for sharing with you today and that you hope to talk again soon.

Note: It is extremely important that you simply echo what the voice says. Do not argue with the voice, defend yourself, or use any other responses that you may normally use – no matter what the voice may say to you.

Repeat what the voice says, word for word. Except when the voice says “you”, say “I”.

I.e., Voice says, “You are an idiot”. Say, “I hear you saying that, I am an idiot.”

MENTORS SESSION GUIDE

DAY 9

INTENTION

- Mentee uses ECHO with a Negative Voice in their head.
- A is Mentor as B shares first, Switch.

CHECK-IN

Mentor A:

As usual, we will start with a check-in using PEMS.

I'll model this first today and please note again how I use "I" Statements and the 5 feelings.

[both partners check in]

ACTIVE LISTENING - A

Mentor A:

Today we offer you another opportunity to practice Active Listening.


This time with a critical or negative voice in your head.

These voices can be viewed as coming from a part of you that may need your attention and help.

What I will ask you to do is simply hear a voice and then echo back to it what you hear it saying to you, i.e., "I hear you saying that...."

I invite you to breathe with me for a moment. Take a few deep breaths.

Take one more and move your consciousness into your body.

Close your eyes and notice if there is an inner voice currently speaking that may be critical or irritating. Do you hear one? 


(If no: Ask: Is there a negative inner voice you are familiar with? If it were present now, what would it be saying right now?)


Now, I invite you to speak directly to this voice by simply Echoing back to it what you hear it is saying.

Echo what it says by saying, “I hear you say....”

Continue to listen and echo until the voice is complete for today.

[mentee speaks and does Echo Process with part speaking]

You may now want to thank the voice for being here with us today. 

Ask it if there is anything else it would like to say to you or if there is something else it needs right now to feel complete. 


When voice is complete, say thank you and goodbye for now. 


CLOSURE & FEEDBACK - A

Mentor A:

Thank you.

Are you complete for now?  How was that for you? 

What worked for you? 

What did you find challenging? 

Thank you.

SWITCH

Mentor A:

Thank you, lets switch roles. You (B) can start with the section below.

ACTIVE LISTENING - B

Mentor B:


Thanks. Today we offer you another opportunity to practice Active Listening.

This time with a critical or negative voice in your head. These voices can be viewed as coming from a part of you that may need your attention and help.

What I will ask you to do is simply hear a voice and then echo back to it what you hear it saying to you, i.e., “I hear you saying that....”

I invite you to breathe with me for a moment. Take a few deep breaths.

Take one more and move your consciousness into your body.

Close your eyes and notice if there is an inner voice currently speaking that may be critical or irritating. Do you hear one? 

(If no: Ask: Is there a negative inner voice you are familiar with? If it were present now, what would it be saying right now?)


Now, I invite you to speak directly to this voice by simply Echoing back to it what you hear it is saying.

Echo what it says by saying, “I hear you say....”

Continue to listen and echo until the voice is complete for today.

[mentee speaks and does Echo Process with part speaking]

You may now want to thank the voice for being here with us today. 

Ask it if there is anything else it would like to say to you or if there is something else it needs right now to feel complete. 



When voice is complete, say thank you and goodbye for now. 

CLOSURE & FEEDBACK - B

Mentor B:

Thank you.

Are you complete for now?  How was that for you? 

What worked for you?  What did you find challenging? 

Thank you.

CHECK OUT

Mentor B: Now, let's check out. I'll start.

SCHEDULE THE NEXT SESSION

HOMEWORK

Both do the Daily Reading for Day 10.

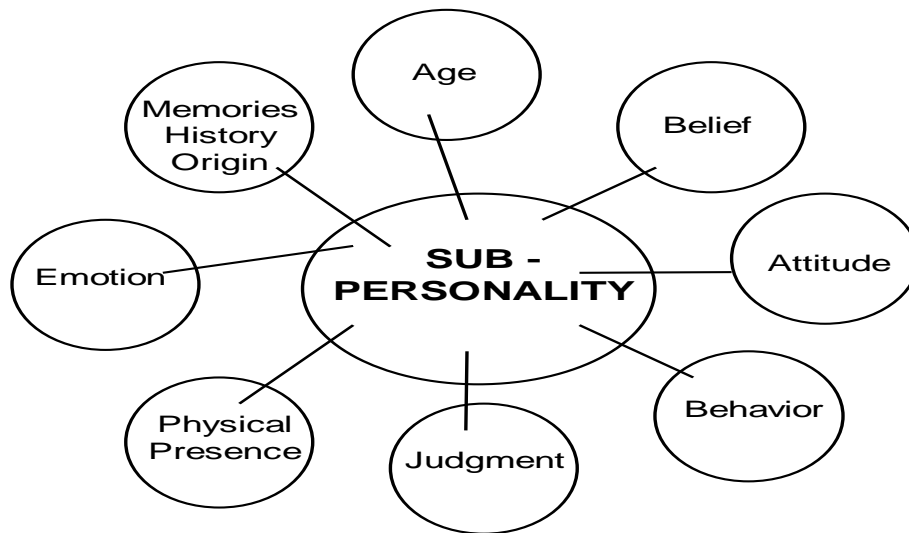
DAILY READING

DAY 10

Introduction to Parts

Today and in the coming days, we will be working with your parts. The following is a brief overview of what parts are and how we can be with them in a good way.

A part is a simplistic, individual, sub-conscious personality with singular characteristics, beliefs and behaviors. (Computer Analogy: A Sub-routine)



A part is oftentimes created/split-off as a result of a childhood trauma. We refer to our sub-personalities when we say,

“A part of me wants to do this and a part of me wants to do that.”

Sub-personalities are located in your sub-conscious mind and are the means by which we can communicate with and directly heal (re-wire) your sub-conscious.

John Rowan’s book: *Subpersonalities: The People Inside Us*, summarizes his study of many healing approaches from Freud and Jung to Family Systems. He writes that all the approaches he studied have sub-personalities as their fundamental perspective.

The movie “*Inside Out*” may be worth watching as it is focused on this concept of parts.

Most energies referred to as "shadows" can be viewed as a dis-functional or immature part. Many feelings such as shame, guilt, sadness and fear can be addressed by working with the part that is feeling that emotion.

Parts Work Preview

WHOLES AND PARTS:

- Everything is a WHOLE made up of PARTS.
- As a WHOLE, you can heal and empower your PARTS.
- Leadership skill building starts here!

YOUR PARTS: SUB-PERSONALITIES:

- Many parts are immature with ineffective behaviors. They need mentoring.
- Transforming your parts, transforms your life.
- Working with sub-personalities is common to all healing modalities.

PARTS WORK IS ACCESSING PARTS DIRECTLY OR INDIRECTLY:

- Mentor can talk directly to a part after Mentee "becomes" the part
 - Move your chair or body to become the part (Direct).
- Mentor talks indirectly to part by talking to Mentee, who then talks to part.
 - Speak to the voice inside your head (Indirect).

ONCE ACCESSED, WE TREAT PARTS WITH LOVE & RESPECT:

- Helping them reach their full potential.
- Using Communication Skills and Healing Processes that work!
- We move from *embracing* "shadows" to *transforming* them into allies.

HEALING PARTS LEADS TO GREATER SPIRITUAL CONNECTION:

- Access to Your Authentic or Higher Self.

Developing Rapport with a Part

Get on the same level as sub-personality. Match (don't mimic) body language, emotion and intensity.

Do Active Listening. Observe Do's and Don'ts.

Allow your self-talk to quickly move from judgement, even repulsion, to curiosity - What is this? Say, "I'm fascinated by you, tell me about yourself."

Have fun. Enjoy the personality. Be their friend - hold same values, judgments (if it's the devil, be devilish!). Talk of common interests.

Talk about Mentee. Make fun of them and yourself if part does.

Acknowledge the part, admire and compliment him/her.

Talk directly to "sub-personality" not about him/her.

Create safety for sad or childlike part.

Use invitational language always:

- In the distance, you MAY see...,
- I invite you to..., or: Could you please...,
- You may want to..., If it is OK with you, I suggest...
- The intent is to empower parts and Mentee.
- Never force, control or command anything! Be a Good Boss.
- Talk to them like they have all the power. In many ways, they do!

NEVER: Judge, admonish, give advice, shame, criticize, etc.

CAUTION:

Never be controlling, dis-respectful, flippant or sloppy with your parts.

This direct access to your sub-conscious is one of the most powerful healing opportunities available.

It also creates an opportunity to disrupt your life if not treated with care and respect and total presence of mind when working with parts.

CARELESS OR CONTROLLING ACTIONS WITH PARTS

MAY HAVE NEGATIVE CONSEQUENCES

ACTIVE LISTENING WITH A SENSATION

Today's exercise is to transform a bodily sensation or pain into relief and comfort.

The Process for Transforming a Sensation

Close your eyes. I'm wondering if there is a part of your body that is trying to get your attention right now? This could be a chronic pain or any area of discomfort.

I invite you to let your focus move to that particular part of your body... notice the feeling... notice the physical sensation. Where in your body do you feel a sensation. What do you feel?

If that feeling were an object, what Shape would it be? What Size is it? What Color?

Now give it a voice. What words is it saying? Say it again, louder.

Now, do the ECHO process with this voice, the same as you did with a voice in your head, previously.

ECHO... Say to the voice, "I hear you saying that "..."

Listen... Notice what the voice is saying to you.

ECHO... Say to the voice, "I hear you saying that "..."

Listen... Notice what the voice is saying now.

ECHO...

Listen and ECHO a few more times.

Continue until voice seems complete.

(Allow person to spend some time with the voice.)

You may now want to thank the voice for being here with us today.

Ask it if there is anything else it would like to say to you or if there is something else it needs right now to feel complete with this? Then use Active Listening.

When voice is complete, say thank you and goodbye for now.

Notice how the sensation may feel different now.

Is there anything else you need to feel complete for today?

MENTORS SESSION GUIDE

DAY 10

INTENTION

- To practice Active Listening by working with a Sensation.
- Giving it a shape, size and color and then a voice – switch.
- A is Mentor as B shares first, Switch.

CHECK-IN

Mentor A:

Let's check-in using PEMS. I'll start. [both check in]

ACTIVE LISTENING - A

Mentor A:

Today we want to offer you another opportunity to practice Active Listening. This time you will start with a Sensation in your body.


The intention is to initiate a relationship with your body or a part of you that is creating an imbalance in your body. We will be use only the ECHO from Active Listening. I invite you now to breathe with me for a moment.


Take two or more deep breaths and move your consciousness into your body.

Close your eyes.



I'm wondering if there is a part of your body that is trying to get your attention right now? This could be a chronic pain or any area of discomfort.

I invite you to let your focus move to that particular part of your body... notice the feeling... notice the physical sensation.

Where in your body do you feel a sensation? What do you feel? 

If that feeling were an object, what Shape would it be? 

What Size?  What Color? 


Now give it a voice. What words is it saying?  Say it again, louder. 


Now, do the ECHO process with this voice, the same as you did with a voice in your head, previously.

Simply ECHO back to the voice what you hear it saying, and then listen for what it says next, and then ECHO, and continue with this until the voice seems complete.


[mentee speaks and does echo process with part speaking]

You may now want to thank the voice for being here with us today. 


Ask it if there is anything else it would like to say to you or if there is something else it needs right now to feel complete. 

When voice is complete, say thank you and goodbye for now. 

CLOSURE & FEEDBACK - A

Is there anything else you need to feel complete for today? 

How was that for you?  What worked for you? 

What did you find challenging? 

Thank you.

SWITCH

Mentor A:

Thank you, lets switch roles.

You (Mentor B) can start with the section below.

ACTIVE LISTENING - B

Today we want to offer you another opportunity to practice Active Listening. This time you will start with a Sensation in your body.


The intention is to initiate a relationship with your body or a part of you that is creating an imbalance in your body. We will be use only the ECHO from Active Listening. I invite you now to breathe with me for a moment.


Take two or more deep breaths and move your consciousness into your body.

Close your eyes.



I'm wondering if there is a part of your body that is trying to get your attention right now? This could be a chronic pain or any area of discomfort.

I invite you to let your focus move to that particular part of your body... notice the feeling... notice the physical sensation.

Where in your body do you feel a sensation? What do you feel? 

If that feeling were an object, what Shape would it be? 


What Size?  What Color? 


Now give it a voice. What words is it saying?  Say it again, louder. 

Now, do the ECHO process with this voice, the same as you did with a voice in your head, previously.

Simply ECHO back to the voice what you hear it saying, and then listen for what it says next, and then ECHO, and continue with this until the voice seems complete.


[mentee speaks and does echo process with part speaking]

You may now want to thank the voice for being here with us today. 

Ask it if there is anything else it would like to say to you or if there is something else it needs right now to feel complete. 

When voice is complete, say thank you and goodbye for now. 

CLOSURE & FEEDBACK - B

Is there anything else you need to feel complete for today? 

How was that for you?  What worked for you? 

What did you find challenging? 

Thank you. Now, let's check out. I'll start.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for Day 11.

DAILY READING

DAY 11

Mission Set up Instructions

You will be developing a Mission Statement on Day 15. Today and the following few days will be a lead up to that development. If you want to know more about Mission Statements, you can review the Reading for Day 15 now.

For today, we will be asking 4 Rounds of questions and doing Active Listening so Mentee can go deeper with their answers to each question.

Mentor should end each round of Listening with a clear, concise statement of what the Mentee discovered through this process. That is, after asking what they want most in life and doing active listening to dig deeper into what they truly want, the Mentor will end the process with a statement similar to:

So essentially, what you want most in life is to be connected with your higher self and be one with the universe. Is that right?

Mentee will then clarify or confirm and then make their final concise and clear statement to describe what they want most in life.

Mentor will then write this statement down in the spaces below:

What I want most in life is:

How I give this to others is:

The part of me that most gets in my way is:

The words I hear from this part are:

Mentor will save these notes and also send these notes to Mentee to put in their OPP Journal. These notes will be used on Day 15.

MENTORS SESSION GUIDE

DAYS 11 & 12

INTENTION

- Begin Mission work – what want most and how give it.
- A is Mentor on Day 11. B is Mentor on Day 12.


CHECK-IN

Mentor:

Please check-in using PEMS. You can start. *[mentee and mentor check in]*

ACTIVE LISTENING

Today I am going to ask you three rounds of questions. I will be using all three aspects of Active Listening - Silence, Echo and Meaning - to help you clarify your answers. We will spend a few minutes on each question and our goal is to end up with a clear, concise answer to each question.

Later in this program we will use your answers to start developing a mission statement for you. Ready? 

Please take a minute to relax and take a few deep breaths.

OK. The first question is, “What do you want most in life?”

Take your time. Close your eyes if that is helpful. Please share what answer is coming up for you.

When you are complete, summarize what you've said in one sentence.

[mentee answers, mentor does active listening for about 5 minutes]

[mentor echoes a clear statement, mentee corrects or confirms, mentor writes down statement]

Now we will move on to the next question and we'll repeat the same process.

So take a deep breath and share whatever answer comes up for you. Take your time. Close your eyes if that is helpful.

When you are complete, summarize what you've said in one sentence.

The question is, “What do you do to give [mentee’s greatest want] to others?”

[mentee answers, mentor does active listening for about 5 minutes]

[mentor echoes a clear statement, mentee corrects or confirms, mentor writes down statement]

Now we will move on to the next question and we’ll repeat the same process.

So take a deep breath and share whatever answer comes up for you. Take your time. Close your eyes if that is helpful. When you are complete, summarize what you've said in one sentence.

The question is, “What Part of you blocks you from giving this to others?”


[mentee answers, mentor does active listening for about 2 minutes]

[mentor echoes a clear statement, mentee corrects or confirms, mentor writes down statement]





OK, One more question, “What are the words you hear from this part that blocks you from giving this to others?”

[mentee answers, mentor does active listening for a minute or so]

[mentor echoes a clear statement, mentee corrects or confirms, mentor writes down statement]

Now, imagine seeing the part of you that most embodies what you want most. Now bring in the part that most gets in the way. Hold both parts in your imagination for a few moments. Simply breath and be with these two energies... is there anything else you need to feel complete for now with this process? 

CLOSURE

Are you complete for now?  Is there anything else you need before we continue?  How was that for you?  Thank you. Now, let’s check out. Would you like to start? 

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please exchange notes. Both review the Daily Reading for Day 13.

DAILY READING

DAY 13

The Positive Intent Process

All sub-personalities or parts of us, have positive intent no matter how bad the behavior. Discovering the positive intent is key to transformation. We can discover the positive intent of a part or a person by using The Positive Intent Process.

This process essentially consists of asking a person what they want, invite them to imagine having what they want and then asking what they get from having it. You then repeat the imagine step until they get to their Positive Intent.

This is shown in more detail below. Mentor should be prepared to take notes on Mentee's responses.

THE POSITIVE INTENT PROCESS

Mentor asks, "What do you want?"

A. Mentee answers: FREEDOM (this is an example of one possible answer)

B. Mentor Echo's answer: FREEDOM (or: I hear you say FREEDOM)

C. Mentor continues: Imagine having FREEDOM fully and completely,

Breathe it in. Be with it... (pause)... Allow yourself to feel this

FREEDOM in every part of your body... Now, having FREEDOM fully and completely, what do you get from that?

A. Mentee answers: ADVENTURE.

B. Mentor Echo's answer: ADVENTURE.

C. Mentor continues: Imagine having ADVENTURE fully and completely,

Breathe it in. Be with it... (pause)... Allow yourself to feel this

ADVENTURE in every part of your body... Now, having

ADVENTURE fully and completely, what do you get from that?

Repeat A, B & C until person gets to a core state (i.e. Positive Intent)

Usually: • Being • Oneness • Peace • Love • OK-ness

Then say: From this place of **PEACE** (or other core state), I now invite you to go BEYOND IMAGINATION and spend some time wherever that takes you.

Allow Mentee to spend some time enjoying the core state.

END OF PROCESS

NOTE: In the Session Guide, we will shorten this Positive Intent Process description as follows:

POSITIVE INTENT PROCESS

What do you want? *[mentee answers]*

I hear you say *[answer]*.


Imagine having *[answer]* fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this *[answer]* in every part of your body...

Now, having *[answer]* fully and completely, what do you get from that?

[mentee answers]

(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)

Imagine having *[core state, i.e. peace]* fully and completely. Breathe it in. Be with it. (pause)... Now from this place of *[core state]*, I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete. 

(Allow Mentee some time to enjoy this Core State and then continue.)

ADDITIONAL COMMENTS

When facilitating the Positive Intent Process, please work with whatever answer the Mentee gives you.

Most times, Mentee's answers will become more and more positive as you go through the process. Sometimes, however, they will suddenly come up more negative. I.e., they can go from Freedom, to Adventure, to Joy and then to Fear.

Simply continue with the process using “Fear” or whatever the negative response may be.

Within one or two rounds they will usually return to positive responses and then to a Core State.

If voice or “part” continues with negative responses, this is a rare case which will be addressed in Phase 3. Also, see the Guidelines on the Day 16 reading.

For now, thank the voice for coming forward and say goodbye for now.

EXAMPLE OF POSITIVE INTENT PROCESS (Mentee answers are shown in **Bold**)

What Do You Want?

Freedom

I hear you want Freedom. So imagine that you have freedom fully and completely, breathe it in and be with that for a moment.

You’re totally free. (pause)... Feel that Freedom in every cell in your body...

And now that you have freedom fully and completely, what do you get from that?

I get to be me.

That's right, you get to be you. Now imagine that you are fully you, you have total freedom to be yourself, breathe that in and be with that feeling for a moment, being fully who you are... (pause)...

Allow your body to take that in, you being you in every way possible... and when you get to be you fully and completely, what do you get from that?

I’m OK.

Absolutely, You’re OK.

So breathe that in and now imagine knowing that you are OK. Fully and completely OK. Spend some time here and be fully with this feeling that you are OK...

Now, from this place of being OK, I invite you to go Beyond Imagination and spend some time wherever that takes you. If anything comes up for you that you would like to share, let me know. Take as much time as you like.

MENTORS SESSION GUIDE

DAYS 13 & 14

INTENTION

- To introduce and experience the Positive Intent Process.
- To share what you want most from Life.
- A is Mentor on Day 13. B is Mentor on Day 14.

CHECK-IN

Mentor:

Please check-in using PEMS.

Remember to use I-statements and the 5 feelings. I'll start.


[both partners check in]

Did you complete the Reading for today?  Any questions? 

POSITIVE INTENT

As stated in the Daily Reading, today we will learn a new process, called the Positive Intent Process.

I will be taking you through this process and will start by asking you, "What do you want most in life?"

As we move through this process, I invite you once again to share whatever comes up for you. I will be taking notes for you. Are you ready to start? 

OK. Please close your eyes. Take a deep breath and let it out slowly.

Take another deep breath and move your consciousness into your body.

Allow yourself to become more relaxed and aware of your body as you start to breathe normally.

Now, "What Do You Want Most in Life?" You can start where you ended in the previous session or you can go with whatever is coming up for you now.

[mentee answers]

THE POSITIVE INTENT PROCESS

I hear you say [answer].


Imagine having [answer] fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this [answer] in every part of your body...

Now, having [answer] fully and completely, what do you get from that?



[mentee answers]


(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)


Imagine having [*core state, i.e. peace*] fully and completely. Breathe it in. Be with it. (pause)... Now from this place of [core state], I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete. 


(Allow Mentee some time to enjoy this Core State and then continue.)



CLOSURE

How do you feel?  Is there anything you'd like to share about your experience of Beyond Imagination? 

From this place, how would you answer the initial question, "What do you want most in life?"  *[mentor takes notes]*

Is there anything else you need to feel complete for today? 

How was that for you? 

What worked for you?  What did you find challenging? 

Thank you. Now, let's check out. You can start.

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Day 14: Both do the Daily Reading for Day 15. Exchange notes.

DAILY READING

DAY 15

Mission Statement

Possibly the most common element among personal growth programs and spiritual disciplines is the idea that we are born into this life for some purpose. Discovering and living that purpose is an important part of this program. We start that discovery by developing an initial Mission Statement which we will revisit often and let it evolve as we move deeper into this program.

Our initial approach to a Mission Statement is based on a simple understanding that:

WE GIVE BEST WHAT WE WANT MOST.

This means that there may be something that we consciously or sub-consciously want in our life that we inherently want more than anything else. Once we recognize this, we may also realize that we are very good at giving this same thing to others, because we know it so well. The following exercise will build on our previous work to develop a first draft of a mission statement.

If Mentee has a mission statement already, we ask that they to write it below and then let that version of their Mission go for now and see what develops in this new approach.

Previous mission statement from prior to doing this program (if any):

In this OPP approach to developing a mission statement we want our statement to guide and focus us as we take responsibility for our lives and become pro-active. We want it to differentiate us from others as a unique combination of talents and interests. We want to communicate to others what we are passionate about and what we are good at, i.e., what is our Vision and Actions to achieve that vision. We also want our mission statement to focus, inspire and help bring together our sub-personalities (our Parts) around one common goal - our vision.

For Day 15, both partners will be Mentors. They will be developing a Mission Statement using the following format:

MENTORS A & B WILL HAVE THIS FORM HANDY FOR THE DAYS SESSION

MISSION STATEMENT DEVELOPMENT

Have Mentee take their answers from Day 5 and fill in the blanks as shown below.

WHAT I WANT MOST: _____
Write it here as a noun: (i.e. Peace):

Now write it as an adjective: _____
(i.e. Peace becomes Peaceful):

Insert this adjective into the statement below (A)

HOW DO I GIVE IT?

Describe how you give what you want using three verbs, write them below and then insert those verbs into the statement below:

(B)

(C)

(D)

INITIAL MISSION STATEMENT:

My Mission is to Create a _____ World / Culture / Society
(A) (from above) (pick one)

by, though, with _____, _____ and _____
(pick one) (B) verb (C) verb (D) verb

Example: My mission is to create an enlightened culture through healing and teaching.

Write New mission statement here and in Journal:

Moving Forward: Please State your Mission every session when you check-in.

MISSION STATEMENT DEVELOPMENT

We will be working with your Mission Statement through-out this program and we ask you to please state your Mission every session when you check-in.

You may want to refer to this page at any time to guide you in developing and fine-tuning your Mission Statement.

HOMEWORK

Suggestions on pruning and working with your Mission Statement:

Write New mission statement here:

Rework and reword until the statement makes sense and feels right to you.

Refine Mission statement to be clear, concise and so it communicates the essence of who you are and what you do.

Ask Inner World parts and guides for input on your statement (Phase 2).

REVIEW TEST QUESTIONS:

With a mission statement that fits you and your life, you may be able to Answer, “YES!” to all of these questions:

- Is it universal? Can you do this with anyone at any time?
- Can you do this at home? At work? At church? At a party?
- Is it you? Is it true? Does it excite you? Does it excite others?
- Would you be willing to have your life be about this and only this?
- Is this what you would like to be known for?
- Does it clearly describe to another what you are good at and love to do?
- Visualize yourself in the near future – in a few weeks – living your mission –
What are you doing? With whom? How does it feel?

The law of Dharma says that we have taken manifestation in physical form to fulfill a purpose. According to this law, you have a unique talent and a unique way of expressing it. There is something that you can do better than anyone else in the world – and for every unique talent and unique expression of that talent; there are also unique needs. When these needs are matched with the creative expression of your talent that is the spark that creates unlimited wealth and abundance.

There are three components to the law of Dharma. Each of us is here to:

1. Discover our true self ...our higher self or spiritual self.
2. To express our unique talents.
3. To be in service to humanity.

Ask yourself, if money was no concern and you had all the time and money in the world, what would you do?

Discover your divinity, find your unique talent, serve humanity with it and you can generate all the wealth you want.

- Deepak Chopra, The Seven Spiritual Laws of Success

Until one is committed

There is hesitancy, the chance to draw back,

Always ineffectiveness.

Concerning all acts of initiative (and creation)

There is one elementary truth

The ignorance of which kills countless ideas

And splendid plans:

That the moment one definitely commits oneself

Then Providence moves too.

All sorts of things occur to help one that would never otherwise have occurred.

A whole stream of events issues from the decision

Raising in one's favor all manner

Of unforeseen incidents and meetings

And material assistance

Which no man could have dreamt would come his way.

Whatever you can do or dream you can, begin it.

Boldness has genius, power and magic in it.

Begin it now.

- W. H. Murray

There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all of time, this expression is unique. And if you block it, it will never exist through any other medium, and be lost. The world will not have it. It is not your business to determine how good it is, nor how valuable, nor how it compares with other expressions. It is your business to keep it yours clearly and directly, to keep the channel open.

- Martha Graham

MENTORS SESSION GUIDE


DAY 15

INTENTION

- Mentee develops a Mission Statement – switch.
- A is Mentor as B shares first, Switch.

CHECK-IN


Mentor A:

Today's session may take longer than most or we may decide to extend it to 2 days. What is your timing flexibility? 

Thank you. Let's check-in using PEMS. I'll start.

[both partners check in]

Did you complete the Reading for today?  Any questions? 

Do you have the printed form from today's reading handy? 

MISSION


Today, we will start our work on developing your personal Mission Statement.

As stated in today's Reading, our approach to mission is based on the idea that:

WE GIVE BEST WHAT WE WANT MOST

This simply means that each of us has something that, consciously or sub-consciously, we want more than anything else in our lives. Once we recognize that one thing, we may realize that we are very good at giving this to others.

The exercise we will do today will build on work we did earlier to bring into focus what it is you want most in your life and how you give it to others. You will then craft a Mission Statement.

Before we begin, do you already have a Mission Statement? 

(If so: Please write it on the Mission Statement Homework pages after today's session. For now, I invite you to let it go for today and welcome whatever emerges in the exercise.)

A Mission Statement includes what we want most, i.e., our vision plus what action we take to get it and, in this case, the action we take to give it to others.

To help establish your initial Mission Statement, I'll be repeating to you two of the questions we asked earlier. You can answer with what you came up with then or with something more meaningful for you today. I will write down the notes from this exercise into the form from the Today's Reading. You can simply relax and be with whatever is coming up for you today or you can also fill in the form as we go.

MISSION STATEMENT - A

Mentor A:

So, right now, I invite you to relax and take a deep breath. In a moment, I am going to ask you, "What do you want most in life?"

You may want to start with what you ended up before or whatever feels right to you now. So please take a moment to simply relax and breath together with me. Please take another deep breath. And now, "What do you want most in life?"

[mentee answers, mentor echo's, continue until mentee is complete. Write their sentence in the space provided on the form from the reading.]

Now, please hone it down to one or two key words.

[mentee answers, mentor echo's and writes it down as a noun]

Now, turn this noun into an adjective, i.e., 'Peace' becomes 'peaceful.'

[mentee says adjective, mentor writes down adjective]

So, we will begin to develop the Mission Statement by using this word as an adjective to describe what you want to create.

This creation could be a family, community, society, culture, or world.

I.e., "My mission is to create "a peaceful world.""

So pick one noun to place after your adjective. It could be society, culture, world, etc.

[mentee shares what they want to create, i.e. a peaceful world]


OK, so far we have your vision. You want to create a [mentee's vision].

How does that sound and feel? 

Now, we will focus on the action you take to bring this vision into existence.

Name three ways in which you give what you want most in life to other people.



[mentee shares, mentor echoes and writes down]

So we have [names three verbs]. Sound OK? 

We can now create your Mission Statement by putting all these elements together.

Your Mission is to create a _____ world /culture /society

by _____, _____ and _____.

Now you say it.  Please say your mission one more time.  Thank you.

Moving forward we will share our missions every day during our check-in.

As I mentioned earlier, over the coming days, you will have many opportunities to revisit and refine your mission.

SWITCH - A

Thank you, lets switch roles. You (B) can start with the section below.

MISSION STATEMENT - B

Mentor B:

Thanks. So, right now, I invite you to relax and take a deep breath. In a moment, I am going to ask you, "What do you want most in life?"

You may want to start with what you ended up before or whatever feels right to you now. So please take a moment to simply relax and breath together with me. Please take another deep breath. And now, "What do you want most in life?"

[mentee answers, mentor echo's, continue until mentee is complete. Write their sentence in the space provided on the form from the reading.]

Now, please hone it down to one or two key words.

[mentee answers, mentor echo's and writes it down as a noun]

Now, turn this noun into an adjective, i.e., 'Peace' becomes 'peaceful.'

[mentee says adjective, mentor writes down adjective]

So, we will begin to develop the Mission Statement by using this word as an adjective to describe what you want to create.

This creation could be a family, community, society, culture, or world.

I.e., “My mission is to create “a peaceful world.””

So pick one noun to place after your adjective. It could be society, culture, world, etc.

[mentee shares what they want to create, i.e. a peaceful world]


OK, so far we have your vision. You want to create a [mentee’s vision].

How does that sound and feel? 

Now, we will focus on the action you take to bring this vision into existence.

Name three ways in which you give what you want most in life to other people.

[mentee shares, mentor echoes and writes down]

So we have [names three verbs]. Sound OK? 

We can now create your Mission Statement by putting all these elements together.

Your Mission is to create a _____world /culture /society

by _____, _____and _____.

Now you say it.  Please say your mission one more time.  Thank you.

Moving forward we will share our missions every day during our check-in. You will have many opportunities to revisit and refine your mission.

CHECK OUT

SCHEDULE THE NEXT SESSION / HOMEWORK

Please review and work with the Daily Reading for Day 15. It provides some information on ways to refine and evolve your Mission Statement. Please spend some time with this when you can. Exchange notes.

Both do the Daily Reading for Day 16.

DAILY READING

DAY 16

The Echo Process (including Positive Intent)

Earlier, we worked with the echo from Active Listening to turn a negative voice inside your head into a positive feeling. The Echo Process is simply using the ECHO from Active Listening about 5 times and then when the voice settles a bit going to the Positive Intent Process.

THE ECHO PROCESS

Listen... Notice what a voice inside your head is saying to you.

ECHO... Say to the voice, “So I hear you saying that [what voice said]”

Listen... Notice what the voice is saying now.

ECHO.

Listen and ECHO a few more times then go to Positive Intent Process.

(If the voice says what it wants, i.e., if the voice says, “I just want you to be safe!” then go directly to Positive Intent: You say, “I hear you want me to be safe. I'd like you to imagine now, that I'm safe, I'm fully and completely safe...” and continue with Positive Intent.)

POSITIVE INTENT PROCESS

Ask voice, “What do you want?” (Start the Positive Intent Process)

Listen for answer... [*mentee answers*]

I hear you say [*answer*].


Imagine having [*answer*] fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this [*answer*] in every part of your body...

Now, having [*answer*] fully and completely, what do you get from that?

[*mentee answers*]

(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)

Imagine having [*core state, i.e. peace*] fully and completely. Breathe it in. Be with it. (pause)... Now from this place of [core state], I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete. 

(Allow Mentee some time to enjoy this Core State and then continue.)

Note: It is extremely important that you simply echo what the voice says. Do not argue with the voice, defend yourself, or use any other responses that you may normally use – no matter what the voice may say to you.

Repeat what the voice says, word for word. Except when the voice says, “you”, say “I.” I.e., Voice says, “You are an idiot.” Say, “I hear you saying that “I am an idiot.”

PLEASE NOTE: At this point in the program, if voice remains critical and negative after several rounds of Echo, simply acknowledge to the voice that you hear it and understand that it thinks you are a flawed mess. Thank the voice for sharing with you today and that you hope to talk again soon.

ANOTHER OPTION FOR DEALING WITH A NEGATIVE ENERGY IS TO RELEASE IT. When working with parts, we may run into energies or entities that are not a part of us. An energy that is not a part, is often an intrusive energy that can be released. These energies can be identified as intrusive when they do not have a Positive Intent. When following the Positive Intent Process and the “voice” or “part” continues to be negative after many rounds, it is probably an intrusive energy.

To verify this, you may simply ask it, “Are you a part of [mentee]?” When asked if they are a part, in almost all cases, these energies will tell you the truth. Once you do ask if they are a part of you or Mentee, respond to their answer as follows:

If Yes: Continue with the Positive Intent Process or whatever you are doing with them.

If No: Ask the forces of light to surround this energy in a capsule of white light and take it to a better place.

If Maybe or anything but a clear yes or no:

Ask the forces of light to surround the image, in a capsule of white light and take what is not a part of you (or Mentee), to the light, leaving anything that is a part of you behind.

This approach is sufficiently effective for working this phase of the OPP program. Additional information on these energies and more advanced techniques of working with them are covered in Phase Four of the OPP.

MENTORS SESSION GUIDE

DAY 16 & 17

INTENTION

- To experience the full Echo Process with Positive Intent.
- Full Echo Process with Voice in head.
- A is Mentor on Day 16. B is Mentor on Day 17.

CHECK-IN

Mentor:

I will take us through today's session.

Let's check-in using the full PEMS model. I also invite you to start your check-in with your Mission Statement that you developed yesterday.

Remember to confirm that you have done the Reading for today. I'll start.

[both partners check in]

ECHO with POSITIVE INTENT

Today we offer you another opportunity to practice Active Listening and Positive Intent as part of what we call The Echo Process.

As stated in the Reading, this Echo Process is helpful when working with a critical or negative voice in your head.

These voices can be viewed as coming from a part of you that may need your attention and help.

Through this process, we may find that the voice may actually be trying to help us if only we would take the time to listen to it.

Any questions? 


THE ECHO PROCESS

Mentor:

So, for right now, I'd like you to simply breathe with me.

Take a few breaths and let yourself relax and let go of all of this.

I'll help you do this and all you need to do right now is become aware of a voice in your head that is trying to get your attention.

Do you hear a voice?  [mentee answers yes or no]

(if no, ask Mentee to imagine a voice that they are familiar with.)


ECHO

Mentor:

Listen to the voice. Notice what the voice is saying to you. 

[mentee shares what voice says]

ECHO the voice: say to the voice, "I hear you saying that [what voice said]."

Listen again. Notice what the voice is saying now. 

[mentee shares what voice says]

ECHO the voice and continue to Listen and ECHO a few more times. 

[mentee repeatedly echo's what voice said]

Now, ask the voice what it wants. Say the response out loud and then I will speak to the voice. You may simply answer for the voice now.

[mentee answers]

POSITIVE INTENT PROCESS

Mentor:

I hear you say [answer].


Imagine having [answer] fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this [answer] in every part of your body...

Now, having [answer] fully and completely, what do you get from that?

[mentee answers]

(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)


Imagine having [*core state, i.e. peace*] fully and completely. Breathe it in. Be with it. (pause)... Now from this place of [core state], I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete. 


(Allow Mentee some time to enjoy this Core State and then continue.)

CLOSURE & FEEDBACK

Mentor:

How do you feel? 

How was that for you? 

Is there anything else you need before we continue? 

CHECK OUT

Let's check-out.

I'll go first.

SCHEDULE THE NEXT SESSION

HOMEWORK

Day 16: Both review the Daily Reading for today.

You may want to become familiar enough with the full Echo Process so you can do it on your own.

You can do the full Echo Process with a voice in your head as often as you want or until you find Peace of Mind.

Day 17: Both do the Daily Reading for Day 18

DAILY READING

DAY 18

Reframing Introduction

Today we will introduce Reframing, which is a fundamental process for working with an issue on a mostly cognitive level.

Once an issue has been identified through Active Listening, Reframing introduces a series of questions to help a person go deeper into an issue.

Reframing Comes from NLP – Neural Linguistic Programming. It was Developed from a study of the most effective healing methods.

The Essence of Reframing is 3 Questions:

What do you want?

What are you doing to get it?

How's that working?

For Example:

What do you want? *I want to lose weight*

What are you doing to lose weight? *Eating cookies*

How's that working? *Not too well*

Reframing is an excellent way to mentor a person with ineffective behaviors without triggering emotional resistance.

There are many versions of Reframing which we will cover throughout the Omega Point Program.

The following Mentoring Process is a reframing process for providing guidance for a person to think through a problem area in their life.

Like all the processes in this program, it works on the knowledge that the person doing work has all the answers they need inside of themselves.

Reframing is a way to “Process” someone through an issue. While a person can do Active Listening without overt permission, it is best to ask permission before “processing” someone. This could be as simple as asking someone you’ve been listening to, “Would it be OK if I ask you a few questions about this?”

Reframing I - The Mentoring Process

Describe a current situation or issue.

What is the data or what are the facts concerning this issue?

How does it show up in your life?

What do you want? (Specific to this situation)

What does _____ mean to you?

What would that look like?

How will you know when you have it? (Optional: Do Positive Intent)

What are you doing to get it?

What does that look like? Please be as specific as you can.

How is that working?

How do you know that? Are you getting what you want?

What lessons are you learning from this?

Are you open to taking on a new behavior to get what you want?

What are your choices? (Access inner voice)

Close your eyes, go inside, and stay in silence.

Listen for an inner voice. (Optionally, go to Inner Circle, if available)

Ask a wise, creative or fun part to come forward

Ask if any part of you has some suggestions on a new behavior you could adopt to get what you want.

What alternatives do you resonate with?

Which alternative do you choose?

What's at risk for you to take action on this choice?

What will you gain by taking action on this choice?

What action will you take?

What will you do this week to act on your choice?

What support do you want/need?

MENTORS SESSION GUIDE

DAYS 18 & 19

INTENTION


- To Introduce Reframing and The Mentoring Process.
- To do The Mentoring Process on a major Physical issue.
- A is Mentor on Day 18. B is Mentor on Day 19.

CHECK-IN

Mentor:

Please check-in using PEMS and your Mission Statement.

[both partners check in]

Also, today's session may take longer than most. Can you go for up to an hour? 

INTRODUCTION: REFRAMING

Today, you will get to experience a healing process which is called Reframing.

Reframing involves taking a person through a step by step process to help them sort out a difficult issue they may be dealing with.


The specific reframing process we will use today is called The Mentoring Process as described in today's Reading.

Did you complete the Reading for today?  Any questions? 

Thank you. So, I will now take you through this process. I invite you to take a deep breath and allow yourself to relax.

I will be taking notes for you so you can simply relax and allow your answers to come easily from a deeper source.


MENTORING PROCESS

Is there a difficult or complex Physical issue that you may be currently or chronically struggling with? 

(If not, any issue is ok)

Please Describe this Situation or Issue.


What is the data or facts concerning this issue? 

How does it show up in your life? 


What Do You Want? (Specific to this situation)

What does _____ mean to you? 


What would that look like? 


How will you know when you have it? 


What Are You Doing To Get It? 


What does that look like? Please be as specific as you can. 


How Is That Working? 

How do you know that? 

What lessons are you learning from this? 

Are you open to taking on a new behavior to get what you want? 

What other behavior choices are you aware of right now? 

Are you willing to go inside now to get input from any parts of you or possibly some Spiritual resources you may have? 


Close your eyes, take a few deep breaths and exhale slowly.


Allow yourself to become one with your body as you allow yourself to move into a deeper and deeper state of relaxation.

Ask if there is a part of you that has a suggestion on a new behavior you could adopt to get what you want.

You may even want to call forward a fun or creative part of you and maybe a wise and loving part.

Please share what each part says after they are complete.

What alternatives do you resonate with? 


Which alternative do you choose? 


What's at risk for you to take action on this choice? 

(i.e. What might you have to change or give up to do this?)


What will you gain by taking action on this choice? 


What Actions Will You Take? 

What will you do this week to act on your choice? 

Is there someone you could ask to support you in this? 

CLOSURE

Is there something else you need to feel complete with this for today? 

How was that for you? 

Thank you.

Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Day 19: Both review the Daily Reading for Day 20.

DAILY READING

DAY 20

On Day 13, you learned about the Positive Intent Process and on Day 18, you experienced the Mentoring Process. Today you will experience a process that combines these two processes into one longer and deeper process. The following process adds Positive Intent to the Mentoring Process.

The Mentoring Process with Positive Intent

Is there a difficult or complex issue that you may be currently struggling with?

Please Describe this Situation or Issue.

What is the data or facts concerning this issue?

How does it show up in your life?

What Do You Want? (Specific to this situation)

What does _____ mean to you? What would that look like?

How will you know when you have it?

(Starting Positive Intent Process)

So once again now, in a few words, what do you want?

[mentee answers]

I hear you say *[answer]*.

Imagine having *[answer]* fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this *[answer]* in every part of your body...

Now, having *[answer]* fully and completely, what do you get from that?

[mentee answers]

(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)

Imagine having [*core state, i.e. peace*] fully and completely. Breathe it in. Be with it. (pause)... Now from this place of [core state], I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete.

(Allow Mentee some time to enjoy this Core State and then continue.)

From this place, how would you answer the previous question, "What do you want specific to this issue?"

What Are You Doing To Get It?

What does that look like? Please be as specific as you can.

How Is That Working?

How do you know that? What lessons are you learning from this?

What other behavior choices are you aware of right now?

Are you willing to go inside now to get input from any parts of you or possibly some Spiritual resources you may have?

Close your eyes, take a few deep breaths and exhale slowly.

Allow yourself to become one with your body as you allow yourself to move into a deeper and deeper state of relaxation.

Ask if there is a part of you that has a suggestion on a new behavior you could adopt to get what you want.

You may even want to call forward a fun or creative part of you and maybe a wise and loving part.

Please share what each part says after they are complete.

What alternatives do you resonate with?

Which Alternative Do You Choose?

What's at risk for you to take action on this choice?

(i.e. What might you have to change or give up to do this?)

What will you gain by taking action on this choice?

What Actions Will You Take?

What will you do this week to act on your choice?

Is there someone or a part of you, you can ask for support?

MENTORS SESSION GUIDE

DAYS 20 & 21

INTENTION

- To address a major Spiritual issue.
- To experience the Mentoring Process with Positive Intent.
- A is Mentor on Day 20. B is Mentor on Day 21.

CHECK-IN

Mentor:

Let's check-in.

Please check-in using PEMS. I also invite you to start your check-in with your Mission Statement. Also let me know if you can go for up to an hour today?

[both partners check in]

INTRODUCTION: REFRAMING WITH POSITIVE INTENT

Today, you will get to experience Reframing and The Mentoring Process again.

We'll be using this process to sort out a difficult Spiritual issue for you and today we will add in Positive Intent to the process.


So, I invite you to take a deep breath and allow yourself to relax.


I will be taking notes for you so you can simply relax and allow your answers to come easily from a deeper source.


MENTORING PROCESS

So, is there a difficult or complex Spiritual issue that you may be currently struggling with? 

Please describe this situation or issue. 

What is the data or what are the facts concerning this issue? 

How does it show up in your life? 

Relative to this issue, what do you want?  [mentee answers]

What does [answer] mean to you? 

What would that look like?  How will you know when you have it? 

POSITIVE INTENT PROCESS

So once again now, relative to this issue and in a few words, what do you want?

[mentee answers]

I hear you say [answer] (note: always use the latest answer from mentee)


Imagine having [answer] fully and completely. Breathe it in. Be with it.

(pause)... Allow yourself to feel this [answer] in every part of your body...


Now, having [answer] fully and completely, what do you get from that?

[mentee answers]


(Mentor slowly repeats the above boxed words in bold using Mentee's latest answer. Keep repeating until the voice gets to a Core State, usually: Peace, Love, Being, Oneness or OK-ness and then slowly continue below.)

Imagine having [core state, i.e. peace] fully and completely. Breathe it in. Be with it. (pause)... Now from this place of [core state], I invite you to go Beyond Imagination and spend some time wherever that takes you. Take all the time you need and let me know when you feel complete. 



(Allow Mentee some time to enjoy this Core State and then continue.)


From this place, how would you now answer the previous question, "What do you want specific to this issue? 


REFRAMING

What are you doing to get what you want and ultimately to get this [core state]? 


What does that current behavior look like? Please be as specific as you can. 

How is that working?  Are you getting the [core state] you want? 

How do you know that?  What lessons are you learning from this? 

Are you open to taking on a new behavior to get what you want? 

What other behavior choices are you aware of right now? 

Are you willing to go to go inside now to get input from any parts of you or possibly some Spiritual resources you may have? 


Close your eyes, take a few deep breaths and exhale slowly.


Allow yourself to become one with your body as you allow yourself to move into a deeper and deeper state of relaxation.

Ask if there is a part of you that has a suggestion on a new behavior you could adopt to get what you want.

You may even want to call forward a fun or creative part of you and maybe a wise and loving part.


Please share what each part says after they are complete. 

What alternatives do you resonate with? 

Which alternative do you choose? 


What's at risk for you to take action on this choice? 

(i.e. What might you have to change or give up to do this?)


What will you gain by taking action on this choice? 


What actions will you take? 

What will you do this week to act on your choice? 

Is there someone or a part of you, you can ask for support? 

CLOSURE

Is there something else you need to feel complete with this for today? 

How was that for you?  Thank you. Now, let's check out. I'll go first.

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Day 21 Homework: Both review the Daily Reading for Day 22.

DAILY READING

DAY 22

Regression Introduction

One intention for this program is to establish some fundamental facilitation skills and convey a feeling for the flow of a Healing Process. Having these skills in our "toolbox" will allow us to be in our hearts and totally present with another while we also have access to our inner guidance, our intuition and the skills to address any situation.

There are 4 basic skills that most of our facilitation work will make use of. We have covered three of these:

- Active Listening (Be Silent, Echo & What do you mean by....)
- Positive Intent (What want? Imagine having that fully & completely)
- Reframing (What want?, What doing to get it?, How's that working?)

A fourth skill that is basic to doing facilitation work is Regression.

The essence of Regression is to go down into the pain as follows:

- Exaggerate feeling.
- Let it take you back.
- Experience situation (usually a childhood trauma).
- Redo (rescript) situation with a positive outcome.

Today, we will work with The Regression Process, which is an expanded version of these 4 steps. We will follow this step by step process to take someone into and through a regression and work to resolve an issue at its source.

One key to facilitating this process is to be aware of how deeply a person is in an Altered State or Trance State (like being in the Zone or in Flow).

By taking your time as a facilitator with the regression step (below), you can deepen the altered state which increases the power of the process; i.e. Go Slow!

The Regression step: Now let this voice take you back. Follow your body back to an earlier time when you felt that way. Go back in time, maybe back to the first time you felt this feeling. Let your body take you back, let this voice take you back, back in time.

Always treat Trance Work with respect and care. Simply follow the person while they are on their inner journey.

You can repeat the following often, "Move the clock forward now. What's happening now?" Repeat, "and then what happens?" until complete. Speak to the person as if they are in the event now. i.e. use, "What's happening now?" (present tense) versus, "What happened then?" (past tense)

REGRESSION I - The Regression Process

Data: Describe the Data or facts around this issue.

Judgment: What are the Judgments you have around this Data?

Locate in body: Close your eyes. Where in your body do you feel these Judgments?

Feeling: Describe the Feeling.

Shape, Size, Color: If that feeling were an object, what shape would it be? What size is it? What color?

Voice: Now give it a voice. What words is it saying? Say it again – louder this time.

Regression: Now let this voice take you back. Follow your body back to an earlier time when you felt that way. Go back in time, maybe back to the first time you felt that feeling. Let your body take you back, let this voice take you back, back in time.

Wound: What's happening? Who's there? How old are you? What's happening?
REPEAT "And then what happens...?" Until trauma is complete.

Release: Allow release of emotions as they come up.

Shadow: What are the messages you are getting right now? What decisions are you making? What beliefs and judgments are you taking on? What behaviors / reactions are you learning and adopting from this?

Healing: Now go back in time to just before this experience. Turn back the clock and bring your adult self into the picture. Would you like to go back through this experience with his/her help this time? Ask him/her to help you. O.K. Turn the clock forward now and see what happens this time. What's happening? Repeat "and then what happens" until complete.

Empowerment: What messages are you getting now? What decisions are you making? What new behavior choices do you have available now? That's great. Now become your adult self. I invite you to create a safe place inside of you and ask the child if it would like to go to that safe place and be with you forever. Do that now.

Return: "Slowly return to this room. How do you feel? Is there anything else you need to complete this?"

Healing Overview

Today we want to share an overview of this healing approach.

Up to now, we have been working with individual skills to help a person find a deeper truth around some issue in their lives.

We have learned ways to Access a Voice, do Active Listening with the Voice and find the Positive Intent behind what the Voice wants.

We also learned how to do a Reframing or a Regression process.

We can now start to see how facilitating another person can be seen as a process that may involve more than one Healing skill. The key steps of this healing process are:

1. Accessing a Voice:

- The voice of a person or a part, like a voice inside you head.

2. Active Listening:

- Be Silent.
- Echo.
- Ask Meaning.

3. Positive Intent:

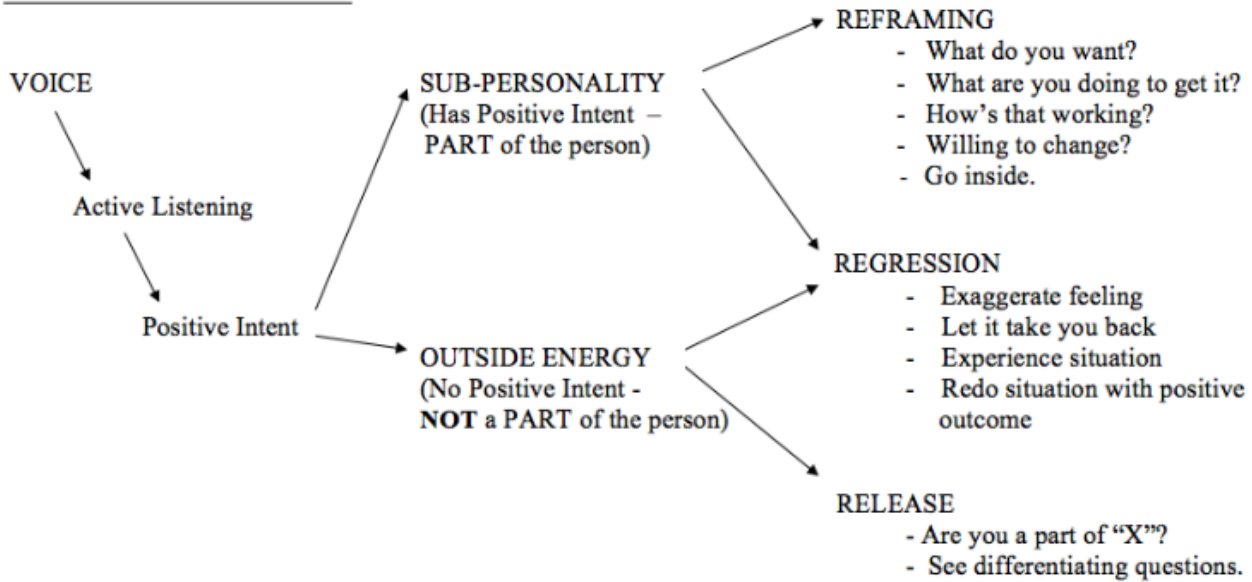
- What do you want?
- Imagine having that fully and completely...
- What do you get from that?
- Repeat until core state (Peace, Love, OKness, Being, Oneness).
- From this place I invite you to go BEYOND IMAGINATION.

4. Reframing; or

5. Regression

The next chart shows this progression through a basic healing process. We can usually start any healing process by engaging with a voice, doing Active Listening and then Positive Intent. If a part has a Positive Intent we can proceed with Reframing or Regression.

HEALING OVERVIEW I - INTEGRITY

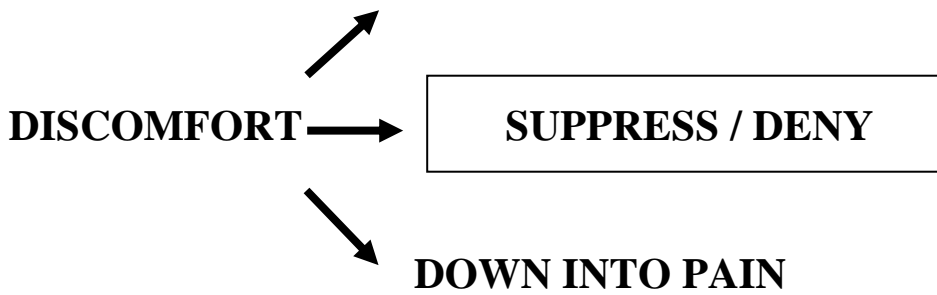


Another view of this Healing process is shown below:

REFRAMING

- What do you want?
- What are you doing to get it?
- How's that working?
- Willing to change?

UP INTO POSSIBILITIES



REGRESSION

- Exaggerate feeling.
- Let it take you back.
- Experience situation.
- Redo situation with positive outcome.

In today's culture, we are usually not taught healthy ways to deal with discomfort and pain. Many of us learn to hide, repress and deny any uncomfortable feelings, thoughts or impulses. By using the skills in this program, we can now start to address many of these suppressed feelings and experiences by going down into the pain as a regression or going up into possibilities as a Reframing.

MENTORS SESSION GUIDE

DAYS 22 & 23

INTENTION

- To introduce Regression.
- To do The Regression Process on an Emotional issue.
- A is Mentor on Day 22. B is Mentor on Day 23.

CHECK-IN

Mentor:

Please check-in using PEMS and state Mission. *[both partners check in]*

INTRODUCTION: REGRESSION


Today, you will get to experience a healing process which is called Regression. Regression involves taking a person, back into a conscious or more likely, a suppressed memory, to heal an issue at its source.


Key steps to most regressions include taking a person back in time to a traumatic event; experiencing the event, only now from an adults perspective; and then re-doing the event with a positive outcome.


This process often reduces or eliminates the emotional trigger we may have around encountering certain situations in our life.

To keep this simple, I'd like to take you through this regression process as an opportunity to work on an emotional issue you may have.

THE REGRESSION PROCESS

Is there a current or chronic issue that tends to trigger strong emotions in you? Something that brings up feelings of sadness or anger for you? 

Please describe the data or facts around this issue. 

What are the judgments you have around this data? 

Thank you. I invite you to now close your eyes and take a deep breath. What feeling is coming up for you around this issue and these judgements? Describe this feeling as best you can. 📍

Where in your body do you feel this? 📍

If that feeling were an object, what shape would it be? 📍

What size? 📍 What color? 📍 Now give it a voice.

What words is it saying? 📍 Say it again – louder this time. 📍

Now let this voice take you back in time.

Follow your body back to an earlier time when you felt this way.

Go back in time, maybe back to the first time you felt this feeling.

Let your body take you back, let this voice take you back, back in time.

What's happening? 📍 Who's there? 📍 How old are you? 📍

What's happening? 📍 And then what happens...? 📍

(Repeat, "And then what happens?" until trauma is complete.)

(Allow release of emotions as they come up.)

What messages are you getting right now? 📍

What decisions are you making? 📍

What beliefs and judgments are you taking on? 📍

What behaviors and reactions are you learning and adopting from this? 📍

Is there something else that is coming up for you? 📍

O.K. now take a breath and go back in time to just before this experience started.

Turn back the clock and what's happening now before this event started? 📍

O.K. now bring in *your adult self* to be with you here.

(Adult self: your future or grown up self who can go back in time to be with you here. If child distrusts adults, bring in an animal, superhero or the Army, etc.)

Would you like to go back through this experience with their help this time? 📍


Ask them if they will help you through this. 📍

O.K. Now, turn the clock forward slowly now and see what happens this time.

What's happening?  And then what happens? 

(Repeat, "and then what happens?" until complete.)

What messages are you getting now?  What decisions are you making? 

What new behavior choices do you have available now?  That's great.

Now become your adult self. Ask the child if they would like to go to a safe place with you and never have to experience this pain again.


Create a safe and loving place in your heart and bring the child there. Take some time to care for the child and make sure they have everything they need.

CLOSURE & RETURN

When complete, say goodbye for now and allow yourself to slowly come back to this time and place.

Know that you'll remember everything you need to remember about today's experience and that you'll be feeling refreshed and having more energy than previously.

Start moving your fingers, your legs, arms and slowly open your eyes and be fully back in your room.

Is there anything else you need to feel complete for today? 

How do you feel?  How was that for you? 

I invite you to observe yourself in the next few weeks and see how you now respond to situations, that used to trigger you as you described earlier. You may notice your responses to be quite different now. Now, let's check out.

I'll go first.

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Day 23: Both do the Daily Reading for Day 24

DAILY READING

DAY 24

PHASE TWO

In Phase One you had the opportunity to learn essential communication and healing skills. With the guidance of a Mentor, you were able to work on yourself and experience how these essential skills support your efforts to make a better life for yourself. You were also introduced to the concept of working with parts and you developed a Mission Statement.

In Phase Two you will "Go Inside". You will build a home base in your Inner World where you will gather your parts in your Sacred Space. You will use the basic skills taught in Phase One to develop a positive relationship with your parts and help them heal from past traumas. You will also establish a working relationship with your Higher Self and form an Inner Circle of your parts and gain their support in fully living your Mission.

You will also learn how the basic skills learned in Phase 1 can be made much more powerful when they are applied to working directly with parts and when working in an altered state of consciousness. Including your Sacred Space and Inner Circle in these processes makes it possible for a complete and permanent healing of past traumas.

Phase 2 is a 20 day program designed to transform your life from the inside out. It is free and available on the OPA website [here](http://OmegaPointAcademy.com). (OmegaPointAcademy.com)

Phase Two protocols are written for one Mentor to facilitate one Mentee for the entire time, which is different from these Phase One - Reciprocal (P1-R) protocols but similar to the Phase One (standard) protocols (P1).

There are a number of options available for the two P1-R partners to continue on to Phase 2. While there are no Phase Two - Reciprocal protocols, there are different ways to experience P2 (and all other phases) in a reciprocal way. These include:

- One partner can be Mentor for 20 days and then switch roles and repeat the 20 days.

- One partner can mentor the other for a session and then switch roles and repeat the session on the same day or on the next day.

- If the partners want to continue separately:

 - Each partner could find a qualified Mentor and be a Phase 2 Mentee for 20 days.

For more information and the latest protocols, please visit the OPA Website. Also on the OPA website, please [record your feedback](#) and also register as a Phase One Graduate. Email: team@OmegaPointAcademy.com.

MENTORS SESSION GUIDE

DAY 24

INTENTION

- To reflect on the experience of Phase 1- Reciprocal.
- To review plans for doing the OPP Phase 2.
- Mentor B will start and then switch with Mentor A.

CHECK-IN

Mentor B:

I will take us through today's session. Please check-in using PEMS and your Mission Statement. Confirm if you reviewed the Daily Reading for today.

[both partners check in]


INTRODUCTION

Having completed this 24 day program, today is about reflecting on our experiences and preparing for any follow-up to the OPP that we may want to pursue. To help us integrate what we've experienced, I'd like to ask you a few questions and then we'll switch and you'll do the same.


REFLECTION - B


Mentor B:


Feel free to share whatever comes up for you around any of these topics.

Describe your experience of the program, in your own words. 

How much of this experience was new to you? 


What did you learn about yourself? 

How are you different now from when you started the program? 

How is your life different? 

Please share any additional comments you have about the program. 

On a scale of 1 to 10 (outstanding), how would you rate this Program? 

Please share any feedback you have for me as your Partner. 

Thank you, let's switch. Please start with the section below.


REFLECTION - A


Mentor A:


Feel free to share whatever comes up for you around any of these topics.

Describe your experience of the program, in your own words. 

How much of this experience was new to you? 


What did you learn about yourself? 

How are you different now from when you started the program? 

How is your life different? 

Please share any additional comments you have about the program. 

On a scale of 1 to 10 (outstanding), how would you rate this program? 


Please share any feedback you have for me as your partner. 


PHASE TWO PLANS

Mentor A leads a discussion with Mentor B:


What are your hopes and expectations for the next phase? 

What are your fears about the next phase? 

What is your interest in continuing on to the OPP Phase 2? 

Of the options listed in the reading, do you have a preference? 

(discuss options and choose a plan)

Is there anything else you need for today? 

Thank you. Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

Note: Phase 2 of this program can be found in a separate document on the OPA website [here](http://OmegaPointAcademy.com). (OmegaPointAcademy.com)