



The Omega Point Program

GUIDEBOOK

PHASE ONE

Essential Healing Skills

presented by



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PHASE ONE

An Introduction to Doing and Facilitating Personal Work

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

Phase One of the OPP is an introduction to doing Personal and Spiritual growth work. It is designed to introduce two people (Mentor and Mentee) to basic communication and facilitation/healing skills. These skills are the foundational building blocks to personal growth and are essential to our efforts to create more harmony in our daily lives and in our culture.

It is designed to be Mentored by an OPP graduate or an experienced facilitator. If both people are inexperienced in this work, please use the Phase One - Reciprocal protocols.

This is a daily program which takes between 30 to 45 minutes a day for 15 days. This 15 day program will prove to be beneficial on its own as it also builds a foundation for the full OPP program.

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

1. Program contains two elements for each day:

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

A **Daily Reading**: A context for the day's topic (selected days only);

To be read by Mentor prior to each session,

To be read by Mentee after each session as Homework.

2. Mentor, an OPP graduate or an experienced facilitator, will guide Mentee through each session after doing the pre-reading.

3. Sessions are mainly experiential with no or little preparation required from Mentee.

For most sessions, Mentee can simply relax and follow Mentors instructions.

Mentee will often receive homework assignments, usually the Day's Reading.

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 this page are **Daily Protocols** to guide you through this 15 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!



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MENTOR / MENTEE INSTRUCTIONS

Prior to beginning this program, discuss the following with your 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 15 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 [website here](#).
Please register on the [OPA website](#). Click on “Members” or “Log In” for updates and access to resources.
10. Quality Control: Please hold each other accountable to the faithful execution of these protocols and this program.

These above agreements will be revisited on Day 5.

FOR MENTORS: Please see Addendum A on the OPA website for Mentor Guidelines:

- General Facilitation Guidelines for Mentors.
- Specific Mentor Guidelines for this Program.
- Mentor Instructions.
- Additional Mentor Guidelines.



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

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 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. 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.

* 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.

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 in any way.

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.

MENTORS SESSION GUIDE

DAY 1

INTENTION

- Mentee shares current situation and experiences being listened to.
- Mentor & Mentee make confidentiality agreement.

ACTIVE LISTENING

Mentor:


Thank you for this opportunity to be with you today.

Before we get into a regular format for these 15 days, I'd like to focus today on the one thing that is the foundation of everything we will do in this program.


And that is to listen to you and connect with you, wherever you are at right now.


Also, we will be making some agreements with each other as we pursue this program.

For today, I commit to keeping everything you share with me confidential.


Do you have any question about this and are you willing to make that same commitment to me today? 

[mentee commits]


Thank you. With that said, I'd like to ask you, how are you doing with everything going on in the world today? 

What is your current living and working situation? 

How are you feeling emotionally about your life right now? 



Please share what is up for you right now. 

[mentee shares; mentor uses active listening until 8 min. left]


How was that for you? 

How was that to be listened to in this way? 

I'd 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? 

WANT DO YOU WANT?

One more thing for today; what do you most want to get from this Omega Point Program? 

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!

[mentee shares]

CHECK OUT

We will end each session with a check-out.

This is an opportunity to release the energy of the moment and to transition to every-day life.

Each of us will share how we are feeling and any reflections on what we just experienced.

Usually, when we check in and check out, we do not interrupt or offer observations. I will model it now.

SCHEDULE THE NEXT SESSION

HOMEWORK

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.

I'll also be taking notes for you as we go along.

Mentee will read today's reading on Active Listening after Day 3.

DAILY READING

DAY 2

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.

The PEMS Model

Introducing the PEMS check-in

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 gradually work up to where we check-in every day and share how we are doing in all four aspects. Today's reading will go into more depth on the Physical and Emotional aspects. Future readings will cover more about the mental and Spiritual aspects.

Physical Aspect

The Physical Aspect of our lives may include:

- 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.
- Physical abilities and limitations, or appearance and health.
- Whatever comes up for you around how you relate to your physical body.

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.

Since 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, most personal and spiritual growth work emphasizes developing awareness and skills around our emotional and spiritual awareness.

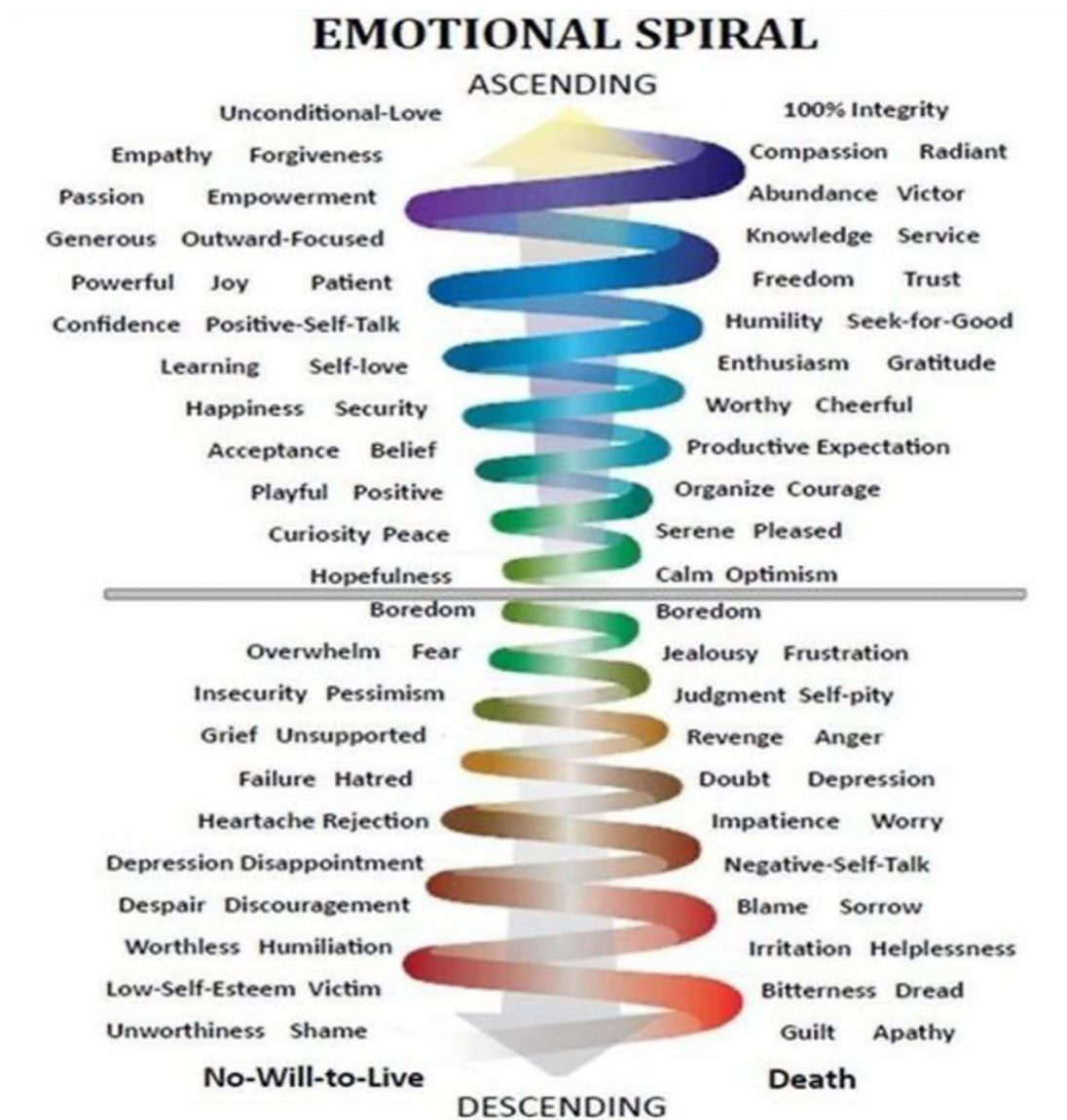
Recently, this emotional awareness has become mainstream as Emotional Intelligence has become more of a focus.

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 EI 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:



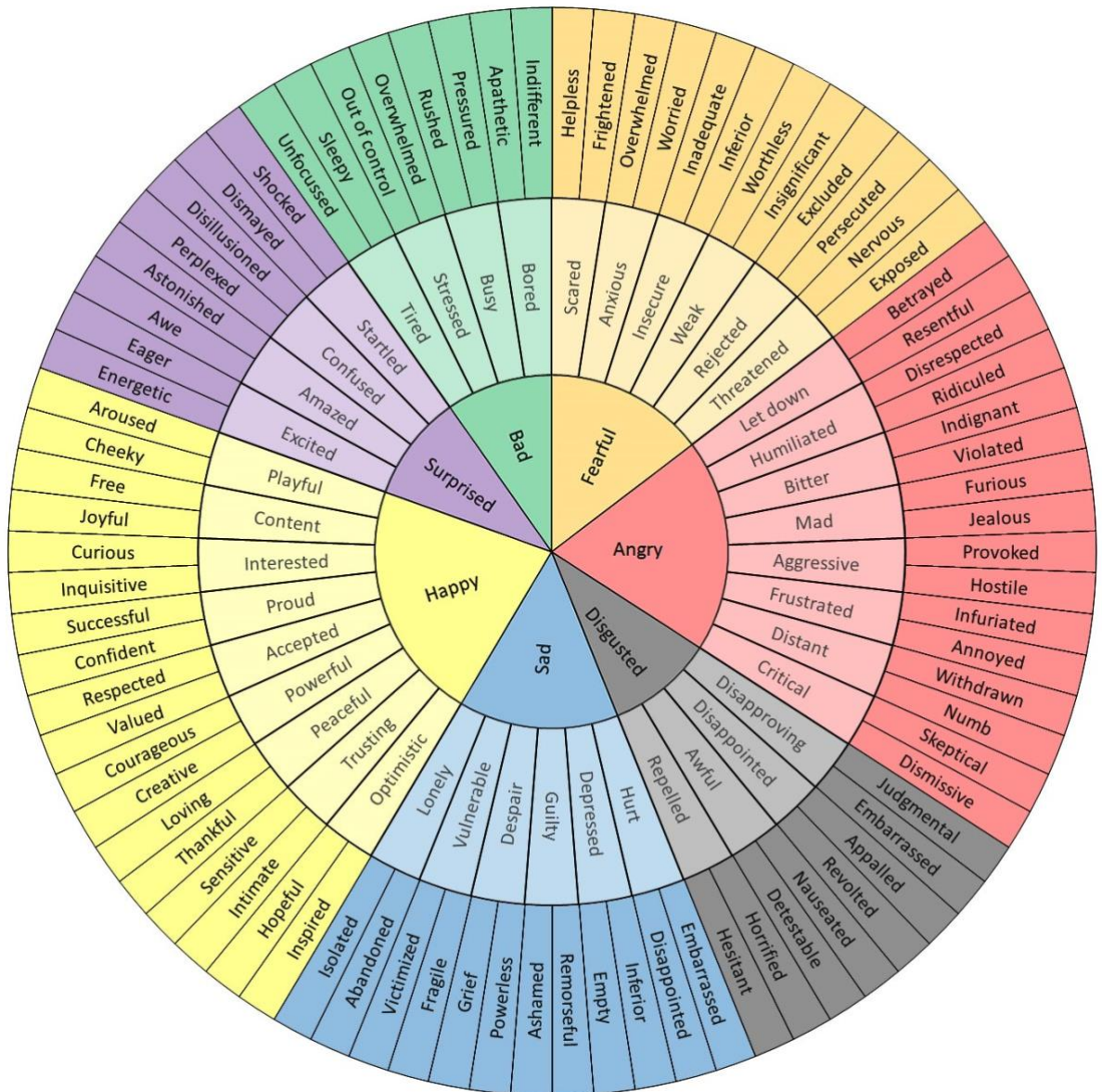
Everyone participating in this program, and participating in life for that matter, will be at a different stage of emotional development and emotional literacy. A priority of this program is to give you permission and encourage you to be with your emotions whatever they may be. And most importantly, 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 able to recognize, communicate and deal effectively with our emotions somewhere along the path from this:



To This:



MENTORS SESSION GUIDE

DAY 2

INTENTION

- To introduce check-ins, the five feelings, and I-statements.
- Mentee does an extended check-in and experiences being listened to by someone using Active Listening.

CHECK-IN

Mentor:

Good (afternoon/morning, etc.). Welcome to Day 2.

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 I’ll be inviting you to check-in, which will be your opportunity to share how you’re doing.

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

For today, we will keep our check-ins fairly simple and will share how we are feeling right now.

I’ll be using what we call I-statements and I’ll focus on one of 5 basic emotions which we refer to as: mad, sad, glad, fear and shame.

I’ll check-in first and then you will check-in.

[mentor checks in]

Before you check-in, do you have any questions about how to do this? 

(Answers to probable questions are found in the Days Reading.)

OK, let’s have you check in.

[mentee checks in]

EXTENDED CHECK-IN

So now I'd like to use this same check-in approach and expand on it, so we can get to know each other a little bit more. This time we'll start with you.

This extended check-in will focus on four aspects of your life. The four aspects are how we are doing Physically, Emotionally, Mentally and Spiritually.

I will be using a simple listening approach we call Active Listening. We will be covering it in more detail in later sessions.

For today, you'll notice that I will be mostly silent while you speak. Once in a while I may confirm what I hear you say and I may ask you what you mean when you use terms that could have multiple meanings.

MENTOR CHECK-IN

So let's start with Physical.

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.

[mentee checks in, mentor uses active listening]

Now, please tell me about your Emotional life.

[mentee checks in, mentor uses active listening]

Now, please tell me about your Mental life.

[mentee checks in, mentor uses active listening]


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, or any special abilities you have that could be considered as spiritual or psychic in some way.


[mentee checks in, mentor uses active listening]

CLOSURE


Are you complete for now? 


Is there anything else you need before we continue? 

How was that for you? 

How did it feel to have me listen to you in this way? 

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

What did I do that worked for you? 

What may not have worked for you? 

Thank you.

I'll share my story in a few days after you have learned more about how to do active listening and can practice on me.

Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Daily Reading for Days 2 and 3.

DAILY READING

DAY 3

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.

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".

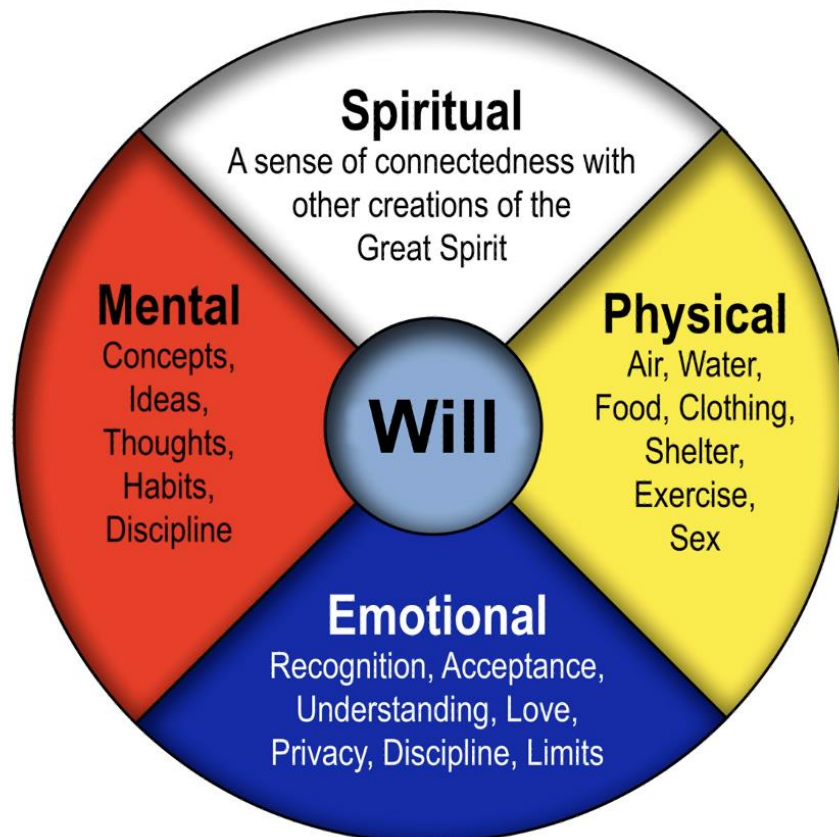
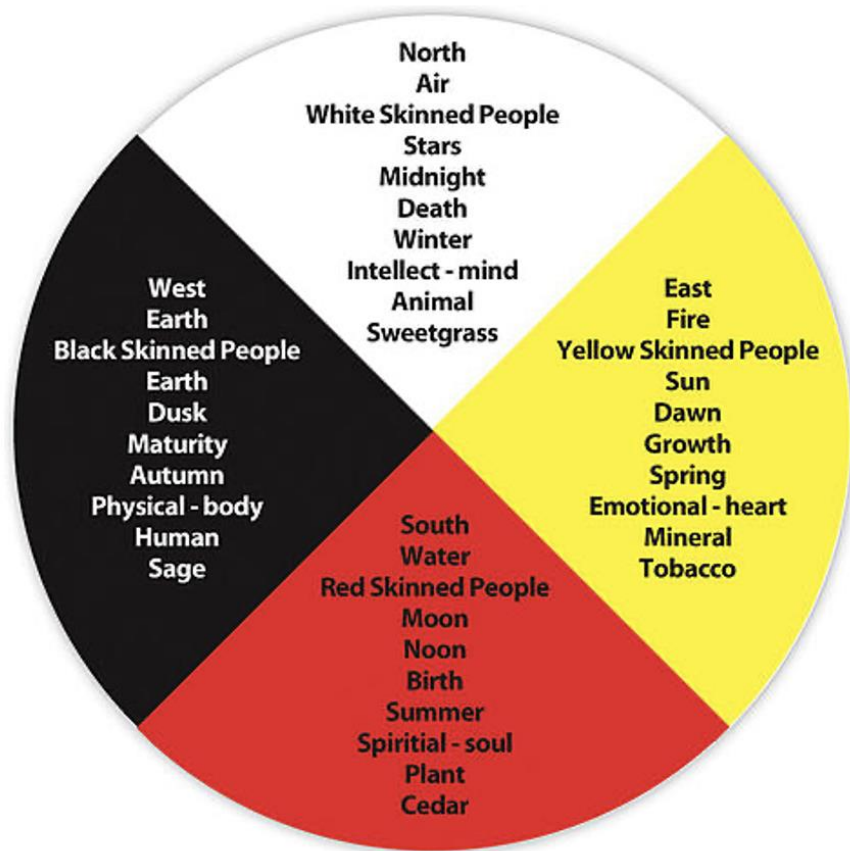
It would also make sense that a person would best deal with these 4 areas in their life in a logical sequence as well, i.e., work on physical health before being capable of successfully dealing with their emotional and mental health.

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 3

INTENTION

- To teach Active Listening.
- For Mentee to experience sharing whatever comes up for them.

CHECK-IN

Mentor:

Yesterday you did an extended check-in on 4 aspects of your life; You shared how were doing Physically, Emotionally, Mentally and Spiritually.

We will start with our check-in today and use these same 4 aspects.

We call this approach, the PEMS model, with the P for Physical, E for Emotional, M for Mental and S for Spiritual.

We will be using this PEMS model for most of our check-ins during this program.

I'll also be coaching you on using I-statements and the 5 feelings.

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

[mentee and mentor check in]

ACTIVE LISTENING

We have previously touched on the skill of Active Listening.

This 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.

You've experienced me using this skill already and today, we will go a little deeper in exploring what goes into Active Listening and how to use the skill.

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.

SHARING WHAT COMES UP

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

Tomorrow, you will have the opportunity to practice Active Listening as I do an Extended Check-in like you did yesterday.

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 and 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 subconscious.

So, when you are ready, please take another deep breath and begin.


[mentee shares, mentor uses active listening]

CLOSURE


Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

How did it feel to have me listen to you in this way? 

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

SCHEDULE THE NEXT SESSION

HOMEWORK

Mentor:

For our next session, you will be leading me in an extended check-in.

In preparation for that, please review the Daily Reading for Day 1.

Also review the Mentors Session Guide for Day 4.

DAILY READING

DAY 4

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 4

INTENTION

- To have Mentee practice Active Listening.
- Mentor does an Extended Check-In.

CHECK-IN

Mentor:

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

As we move through this program, some days will be tight for time and I may suggest we do brief check-ins of one or two sentences.

For today, please check-in as usual.

[mentee and mentor check in]

ACTIVE LISTENING

Today, you will practice Active Listening as I do an extended check-in as you did on Day 2.

This will give you the opportunity to get to know me better and also hear how I use I-statements and the 5 feelings.

You 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.

Any questions? 

EXTENDED CHECK-IN

OK, let's begin.

Please lead me through an extended check-in using the Session Guide for today.

You can simply read the words that come after the word, Mentee.

PHYSICAL

Mentee:

Let's start with Physical.

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 checks in, mentee uses active listening]

EMOTIONAL

Now, please tell me about your Emotional life.

[mentor checks in, mentee uses active listening]

MENTAL

Now, please tell me about your Mental life.

[mentor checks in, mentee uses active listening]

SPIRITUAL

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, or any special abilities you have that could be considered as spiritual or psychic in some way.


[mentor checks in, mentee uses active listening]


CLOSURE

Mentee:

Are you complete for now? 

Is there anything else you need before we continue? 

How was that for you? 

How did it feel to have me listen to you in this way? 

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

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Mentor:

Now that you have some familiarity with how this program works, in our next session, we will be making some additional agreements similar to what we did with confidentiality on Day 1.

We will also review some options on how you and I can conduct this program.

In preparation for this, please read through the Daily Reading for Day 5.

Be prepared to cover anything you don't agree to or anything on the instructions you would like to change versus what we are already doing.

DAILY READING

DAY 5

Agreements and Instructions

By this time, the Mentee will have some familiarity with how this program works.

In the next session (Day 5), Mentor and Mentee will be making some additional agreements similar to their confidentiality agreement on Day 1.

They will also review some options on how they can conduct this program.

In preparation for this, please read through this Daily Reading and be prepared to cover anything you don't agree to or anything on the instructions you would like to change versus what we are already doing.

Mentee Agreements

I commit to finishing the 40 day program, one day at a time.

I will pass it on to two people. (May choose to do one at a time)

I will pass the program on exactly as received and on a timely schedule.

Please Note: Mentor will often need to vary from the protocol when unexpected situations occur. Please stay within this basic approach and intent of the process when working with unplanned occurrences.

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

I honor the confidentiality of all involved. What's said to me, stays with me.

If at any time, I feel that this program is not for me, for whatever reason:

I will discuss my feelings with my Mentor and their Mentor.

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

With agreement on the above, Mentor and Mentee may discuss any changes they'd like to make in how they are conducting this program (see the following instructions for options.)

Mentor / Mentee Instructions

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

1. The 15 days could be scheduled to be consecutive or weekdays only, etc., 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 Mentor and Mentee. 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 40 days.
3. Homework is often assigned to make the most of the time spent on the call. Please complete homework in a timely fashion. Email results to Mentor. If, for any reason, homework does not work for either of you, you may simply cover the homework in your call. Again, add days to the program as needed.
4. Schedule sessions a week in advance and confirm NEXT SESSION at the end of each day.
5. Mentee 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. Mentee is encouraged to find a quiet place to take each days call without interruption to facilitate deeper trance work.
7. Mentee is encouraged to keep a journal to record insights from each day.
8. Mentor may want to keep a journal on each Mentee to record their Mission Statement, the parts in their Sacred Space, Parts that come up during the work, and issues that come up that could be addressed in a future session, etc.
9. Updated protocols and additional resources are available on the [website here](#). Please register on the [OPA website](#). Click on “Members” or “Log In” for updates and access to resources.
10. Daily Readings, Session Guides and additional resources are available on the website for Mentor and Mentee. Some sessions require Mentee to have handouts in front of them.
11. Quality Control: Each Mentee will receive the contact information for their Mentors Mentor. Please check-in with this mentor after DAY 15, at the end of your program, and after the completing your give-away. Hold your Mentor accountable to the faithful execution of these protocols and this program.

Reasons for Additional Days

As Mentor and Mentee progress through this program, situations may arise where it makes sense to address what is present in the moment and defer the days protocol to another time.

The following are a few examples of when the days protocol can be deferred and an additional day can be added to the 15 days:

1. Anytime the Mentee and sometimes the Mentor just needs to talk that can become the focus of the day and the planned focus can wait until another day. Simply add one more day to the total days covered during the program.
2. Homework: If either Mentor or Mentee are unable to complete the homework reading, it is OK to review it on the call and take longer for that day or add another day to the program.
3. If Mentee wants to practice one of these processes before working with their Mentor, it's OK to practice on the Mentor. Again, simply add another day.
4. If at any time, Mentee (or Mentor) needs to work on an issue that is up for them, feel free to defer the days focus to the next day and do active listening with the Mentee (or Mentor). If the issue needs additional attention, feel free to use one of the processes learned previously in this program.
5. Sometimes a Fragile Part or a Key Insight may emerge from doing an exercise. You are invited to move through these occasions with care and respect. Please take the time to simply be with the part, or be with an insight. Give it your time and attention. Perhaps invite in a wise or loving part to help you. Whatever process remains undone can be deferred to another day.
6. Sometimes, a part will seem concerned during the daily Inner Circle check-in. Always address their concern. Find out more about it and if it can be addressed, do whatever is needed at that time to work on the issue. The plans for that day can be deferred to the next session. Some of the most important work you can do will arise when a part seems uncomfortable or acting different than usual.

HAVE A COPY OF THIS PAGE IN FRONT OF YOU FOR THE DAY 5 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 5

INTENTION

- To discuss what to avoid during Active Listening.
- To ask Mentee to commit to finishing program and to agreements.
- To discuss and agree on Instructions.

CHECK-IN


Mentor:

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


[mentee and mentor check in]

MENTEE AGREEMENTS

Were you able to read through the Daily Reading for today and do you have it in front of you? 

Do you now choose to pursue this program with me, and commit to the agreements included in the reading? 

[mentee commits]

From the instructions, are there any changes you'd like to make in how you and I are conducting this program? 

[mentee speaks, mentor and mentee reach agreements]

ACTIVE LISTENING, WHAT TO AVOID


Yesterday, you had a chance to practice Active Listening while I did an extended check-in. 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, 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 impulses 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. Also, 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.

[mentor and mentee discuss challenges]

LISTENING EXERCISE


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 shares, mentee responds]

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

[mentee shares, mentor responds]

(If time allows, repeat last Mentee sharing with Mentor using Active Listening.)

CLOSURE

How was that for you? 

Thank you. Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

DAILY READING

DAY 6

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 6

INTENTION

- Mentee uses ECHO with a Negative Voice in their head.

CHECK-IN

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

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

This time is 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..."

Let me know when you are ready to begin.

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


Mentor A: (B after switch)

Thank you.

Are you complete for now? 

How was that for you? 

What worked for you? 

What did you find challenging? 

Thank you.

Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please do the Daily Reading for Day 6.

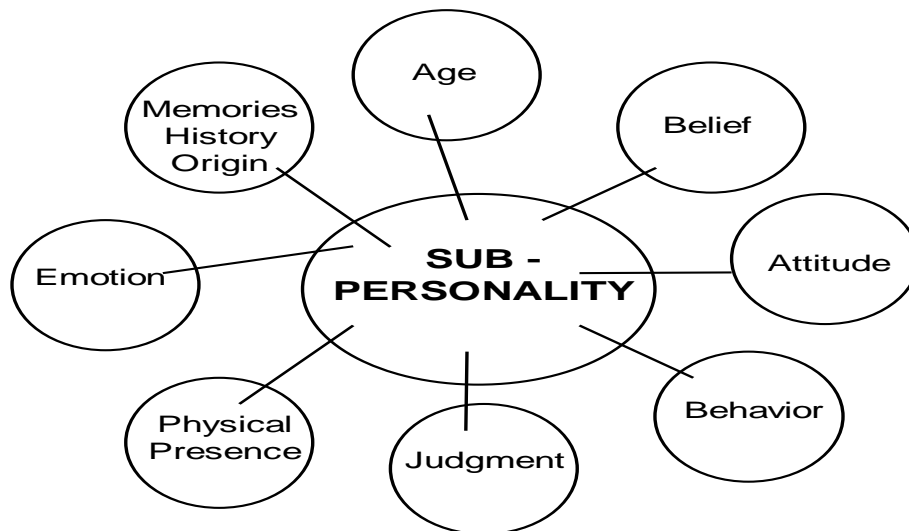
DAILY READING

DAY 7

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, 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 7

INTENTION

- To practice Active Listening by working with a Sensation.
- Giving it a shape, size and color and then a voice.

CHECK-IN

Please check-in using PEMS.

[mentee and mentor check in]

ACTIVE LISTENING

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]


*Optional: If time allows, Mentor may continue the process by speaking directly to the voice and doing the Positive Intent Process.

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.

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.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for Day 7.

DAILY READING

DAY 8

Mission Set up Instructions

You will be developing a Mission Statement on Day 10. 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 10 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 10.

MENTORS SESSION GUIDE

DAY 8

INTENTION


- To have Mentee experience more Active Listening.
- Begin Mission work – what want most and how give it.

CHECK-IN

Please check-in using PEMS. *[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 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 breathe 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?  How was that for you? 

Is there anything else you need before we continue? 

What worked for you, and what did you find challenging? 

Thank you. Now, let's check out. You first if you'd like.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please exchange notes.

DAILY READING

DAY 9

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 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.

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 and C until person gets to a core state (i.e. Positive Intent).

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

(Note: If part does not have a Positive Intent, ask the forces of light to surround it in a capsule of white light and take away whatever is not a part of Mentee. See Standard Guidelines in Day 11 Reading.)

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]

(Repeat **words in bold** until the voice gets to a Core State: i.e. Peace, etc.
- if no positive intent, follow the Standard Guidelines)

From this place of [core state], I now 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, that usually means they do not have a Positive Intent and are not a part. At this point, you can ask, “Are you a part of [mentee]?” See the Guidelines in the Days Reading for Day 11.

The Positive Intent Process can be used in many ways. One way is to access deeper states of consciousness. It is often hard for beginners to access deep altered states where the power of the work grows exponentially. Using the Positive Intent Process is an effective and fast way to access a deep state. It seems to bypass a lot of the normal resistance because it’s more like active listening than an induction.

EXAMPLE OF POSITIVE INTENT PROCESS

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, and 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. 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

DAY 9

INTENTION

- Mentee experiences the Positive Intent Process.

CHECK-IN

Please check-in using PEMS. Remember to use I-statements and the 5 feelings.

[mentee and mentor check in]

POSITIVE INTENT

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 the same question I asked you several days ago.

That question will be, “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.

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.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please do the Daily Reading for Days 9 and 10. Print out the form on page 60.

DAILY READING

DAY 10

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.

In today's exercise we will be developing a Mission Statement using the following format:

MENTOR WILL HAVE THIS PAGE 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 10

INTENTION


- Mentee develops a Mission Statement.

CHECK-IN

Mentor:

Please check-in using PEMS.

[mentee and mentor check in]

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

So, right now, I invite you to relax and take a deep breath. In a moment, I am going to ask, "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.

CLOSURE

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

How was that for you? 

What worked for you and what did you find challenging? 

Thank you. Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for Day 10. It provides some information on ways to refine and evolve your Mission Statement. Please spend some time with this when you can.

DAILY READING

DAY 11

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 11

INTENTION

- To experience the full Echo Process with Positive Intent.
- To engage with a Voice in head with the full Echo Process.

CHECK-IN

Please check-in using PEMS. I also invite you to start your check-in with your Mission Statement that you developed yesterday. *[mentee and mentor check in]*

INTRODUCTION

Earlier, we did an Echo Process with a negative voice in your head and with a sensation. Today we will add Positive Intent to the ECHO Process.

This full 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.

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.

THE ECHO PROCESS

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? 

(if not, ask Mentee to imagine a voice that they are familiar with.)

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

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.)

How do you feel?  How was that for you?  Anything else you need right now? 

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for Day 11. 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.

DAILY READING

DAY 12

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 - 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

DAY 12

INTENTION

- To Introduce Reframing and The Mentoring Process.
- To do the Mentoring process on a major Physical issue.

CHECK-IN

Please check-in using PEMS. I also invite you to start your check-in with your Mission Statement. Also, today's session may take longer than most. Can you go for up to an hour?

[mentee and mentor check in]

REFRAMING

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

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

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?

The specific Reframing process we will use today is called The Mentoring 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


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


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 anything else you need to feel complete for today? 

How was that for you? 

Thank you.

Now, let's check out.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for this day, Day 12.

DAILY READING

DAY 13

On Day 9, you learned about the Positive Intent Process and on Day 12, 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 13

INTENTION

- To address a major Spiritual issue.
- To experience the Mentoring Process with Positive Intent.

CHECK-IN

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

[mentee and mentor check in]

INTRODUCTION: REFRAMING WITH POSITIVE INTENT

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

We will 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? 

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.

CHECK OUT

SCHEDULE THE NEXT CALL

HOMEWORK

Please review the Daily Reading for Day 13.

DAILY READING

DAY 14

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 this 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 and 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 may be:

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.

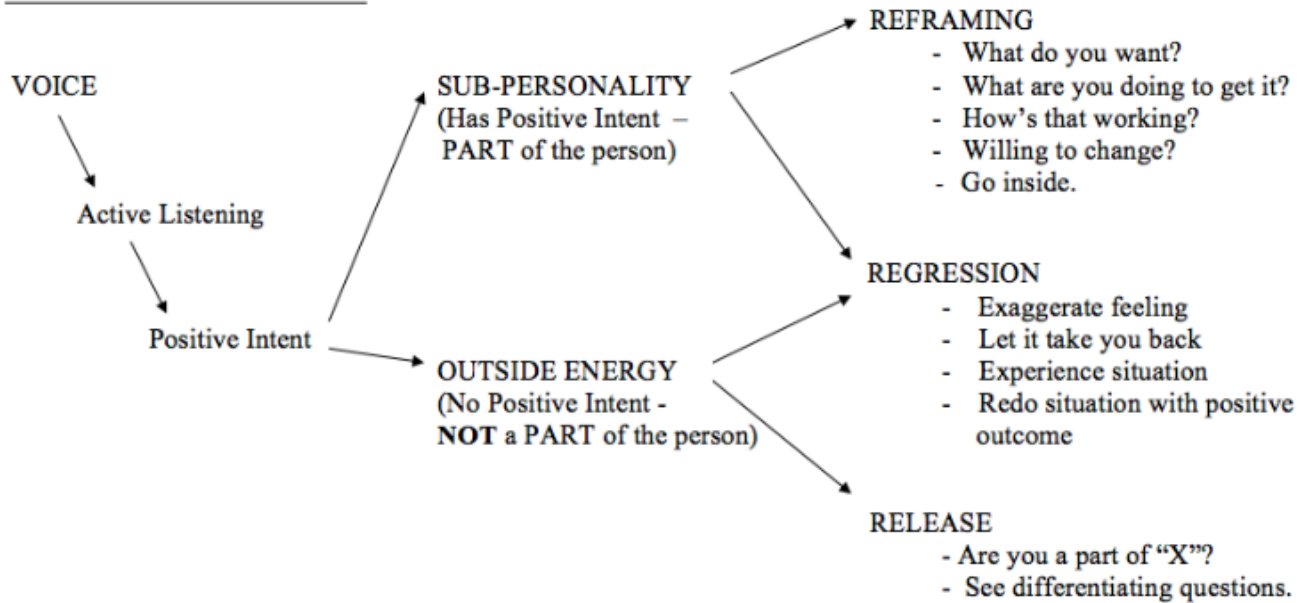
4. Reframing; or

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

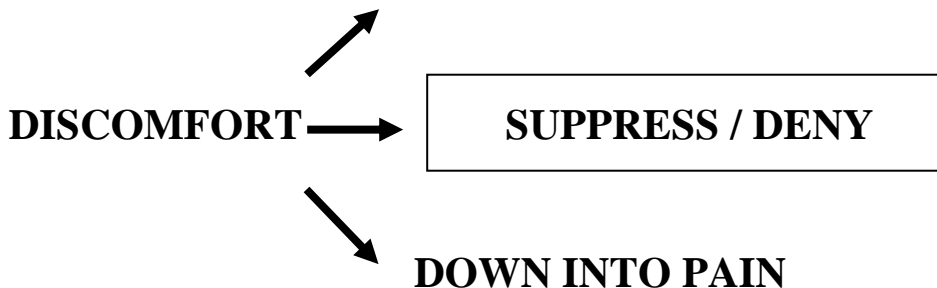


Another view of this Healing process is shown below:

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

DAY 14

INTENTION

- To introduce Regression.
- To do The Regression Process on an emotional major issue.

CHECK-IN

Please check-in using PEMS and state Mission. *[mentee and mentor check in]*

REGRESSION


Today, you will get to experience a healing process which is called Regression. Regression involves taking a person, or a part, 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 from an adult's 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 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 it 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 and nurture 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.

CHECK OUT

SCHEDULE THE NEXT SESSION

HOMEWORK

Please review the Daily Reading for this day, Day 14 and also for Day 15.

DAILY READING

DAY 15

PHASE TWO

Going Inside: Parts Work And Your Inner World.

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) Feedback on Phase 2 ranges from "Life Changing" to "Enchanting" to "Enlightening". Continuing on to Phase Two is most highly recommended.

Phase Two protocols are written for one Mentor to facilitate one Mentee for the entire time, same as these Phase One (standard) protocols. Ideally, Phase 2 can be treated as a simple extension of this Phase One program and Mentor and Mentee can continue in their current roles. If Mentor has not done Phase 2, these two people could create a reciprocal version of Phase 2. While there are no Phase Two - Reciprocal protocols, there are different ways to experience Phase 2 (and all other phases) in a reciprocal way – See Phase 2 Guidebook.

In addition to continuing with your own OPP Phases, Mentee could take on a Mentee and be a Mentor for this Phase 1 program which you've just completed.

For more information and the latest protocols, please visit the OPA Website. Also, on the Omega Point Academy website are [forms requesting feedback](#) on this program. Please record your feedback there and also register as a Phase One Graduate.

MENTORS SESSION GUIDE

DAY 15

INTENTION

- To reflect on the experience of the OPP Phase 1.
- To review plans for doing the OPP Phase 2.
- To consider taking on a Mentee.

CHECK-IN


Please check-in using PEMS and state your Mission.

[mentee and mentor check in]


REFLECTING ON YOUR OPP EXPERIENCE


Having completed Phase One of this Omega Point Program, today is about reflecting on these first 15 days and preparing for the next Phase – Phase Two.


To help you integrate what you've experienced so far, I'd like to ask you a few questions. 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. 

What are your hopes and expectations for the next phase? 

What are your fears about the next phase? 

MENTOR PREP FOR MENTEE

Now, I'd like to briefly discuss your plans for passing on this program.


One of the initial agreements in doing this program is that you will pass it forward to two other Mentees.


Please note that the timing for taking on a Mentee is flexible and everyone will have their own preference on when to start.

Do what you can and know that for many, sharing this program with a Mentee is the best part of this project.

You could do this at any time while you are a Mentee in this program or after you complete Phase Two.


You can pass it on to two Mentee's at once or do them sequentially, one at a time.

What are your current thoughts on passing it on? 

What kind of support do you need to begin passing it on? 

Please review the Instructions on Choosing a Mentee and review the Mentor Guidelines found in Addendum A on the OPA website.

CLOSURE

Is there anything else you need to feel complete 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)