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# STUDY GUIDE

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*SYBERVISION*

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***The Leader in Personal Achievement Technology***

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# CONTENTS

*Session*

*Title*

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<i>Intro</i>	How to Use Your Neuropsychology of Achievement Study Guide and Audio
<i>I</i>	Introduction. Your Holographic Brain: The Power of Five - Dimensional Visualization
<i>II</i>	The Intelligent Eye: Light of the Mind, Pathway to the Brain
<i>III</i>	A Model for Success: The 21 Dominant Habits of High-Achievers
<i>IV</i>	How Do You Measure Up? A Formula for Self-Assessment
<i>V</i>	Images of Achievement: How to Set Sensory-Rich Achievement Goals
<i>VI</i>	Laser Vision: Sharpening Concentration and Internal Vision Through Relaxation/Oxygenation
<i>VII</i>	Competence Programming: How to Code High-Achievement Behaviors into Your Brain and Nervous System
<i>VIII</i>	The Power of Self-Discipline: How to Extinguish Self-Defeating Behaviors
<i>IX</i>	Internalizing Your Image of Achievement: A 30-Day Action Plan
<i>X</i>	A Life-Long Blueprint for Success: How to Maintain and Expand Your Achievement Behaviors; Conclusion

# HOW TO USE YOUR NEUROPSYCHOLOGY OF ACHIEVEMENT STUDY GUIDE AND AUDIO

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*This personal Study Guide has been designed to assist you in using the audio sessions and worksheets to learn the process behaviors, and principles contained in The Neuropsychology of Achievement.*

## PROGRAM GOAL

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*The major goal of The Neuropsychology of Achievement program is to introduce you to a scientifically proven, easy-to-learn discipline that will allow you to systematically and progressively acquire the characteristics and habits of a high-achiever. In this program, you will learn a powerful system of goal setting that will allow you to successfully realize any worthwhile goal you desire to achieve. This personalized study guide has been designed to assist you in learning the wealth of information that is contained in this program and in mastering the techniques that will progressively move you upward to the ranks of high-achiever status.*

## PROCESS

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Listen to the narration at the points suggested in the study guide and then practice each of the skills presented. There are worksheets in the study guide for you to use in practicing each of the skills and for you to record your goals and your progress toward those goals. You may, of course, listen to the audio again and again to glean any additional information and guidance necessary to make the principles contained in the program a permanent part of your daily routine.

Each section of your study guide is designed to correspond to a numbered audio session. For example, you will find the study guide exercises for Audio Session 1, "Your Holographic Brain: The Power of Three-Dimensional Visualization" listed under the same number and title in your study guide.

In each study guide section, there's a combination of explanations and step-by-step instructions for mastering the material presented. Each section is divided into the following components:

**OBJECTIVES:** A list of the information and skills you will have mastered after listening to the tape and following the instructions in your study guide.

**BACKGROUND:** A summary of the main points mentioned on the audio.

**PRACTICE:** Exercises that will help you learn the new information and practice the skills that you will learn in each audio session.

**POINTS TO REMEMBER:** A list of some important ideas you learned from the audio session.

**PROGRESS CHECK:** An exercise that will help you recall the important ideas and skills you learned on the audio. The "Progress Check" is designed to give feedback on your performance so that you can continue to improve it.

## **HERE'S WHAT TO DO**

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1. Preview the titles of the tapes designated for each segment of the study guide.
2. Preview the content of the study guide.
3. Set aside a specific block of time each day to work through the tapes and exercises. This is your investment in **YOU**, so keep the agreement on the time.
4. For each cassette you will follow a similar pattern of working through the study guide, listening to the tape and doing the practices. This sequence is outlined for you here:
  - a. Read the Objective.
  - b. Follow the instructions in the Practice Section.
  - c. Do the Progress Check.
5. When you have completed one cassette, schedule a time when you will work through the next audio session.

# SESSION I

## YOUR HOLOGRAPHIC BRAIN: THE POWER OF FIVE- DIMENSIONAL VISUALIZATION

### OBJECTIVES

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At the end of this session you will be able to:

- *Describe what a hologram is.*
- *Describe and list, step-by-step, how a hologram works.*
- *Describe the three major similarities between the hologram and the brain.*
- *Describe how memory in the brain is stored and recalled holographically.*
- *Explain why those things which are vividly sensed become a concrete reality.*

### BACKGROUND

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Since the beginning of time man has been intrigued by his ability to see, with his eyes closed, the same detailed images that reflect the reality he sees with his eyes open. Man has been mystified by the power the mental image possesses to affect the body, mind and matter in the outside world. For thousands of years, man has intuitively known that whatever he can vividly create in his mind will, like magic, manifest itself into a concrete reality.

Until recently, man has not had the knowledge to logically and scientifically explain the power of this phenomenon. Without such knowledge, this power has been ascribed to superstition, the occult and coincidence.

In an attempt to understand this remarkable ability of the human mind, man has modeled the brain on the latest technology available. Dr. Karl Pribram, a Stanford University neurosurgeon and psychologist, oftentimes referred to as the "Einstein of brain research," believes that the hologram, (a multi-dimensional image projected into space re-created from interference patterns of laser light) provides the long sought after model of how visual and sensory information is received, stored and recalled by the brain.

A multi-dimensional holographic image representing an object cannot be visually distinguished from the real object. A holographic image is a by-product of an electrical and chemical process.

Visual images and sensory impressions generated by the brain are holographic in nature. Every image and impression are composed of electromagnetic energy that consists of matter. Vividness and sensory detail increase the energy and power of the visualized image. In essence, what one visualizes is real. The body and mind interpret visual images and sensory impressions as reality and react to them accordingly.

Electromagnetically charged visual images produce a magnetic field that attracts to the imager those things that he vividly senses and visualizes. This attraction force is what gives one power to control his or her life and environment for either success or failure.

## **PRACTICE**

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1. Before beginning the practice exercises, listen to Audio Session 1: "Your Holographic Brain: The Power of Five-Dimensional Visualization."
2. When instructed by the narrator, refer to the following information:

### **A. HOW A HOLOGRAM WORKS**

To produce a hologram, the following 10 steps are necessary:

A beam of laser light emanating from a laser source (1) is divided by a beam splitter (2) into two separate beams.

One of the beams, the object beam (3) travels in a straight line to the object (4) in this case an apple.

The object beam illuminates the object, bounces off it and travels in waves forms (5) toward the undeveloped film plate (6).

The second beam, the reference beam (7) is aimed at a mirror (8) angled toward the film plate.

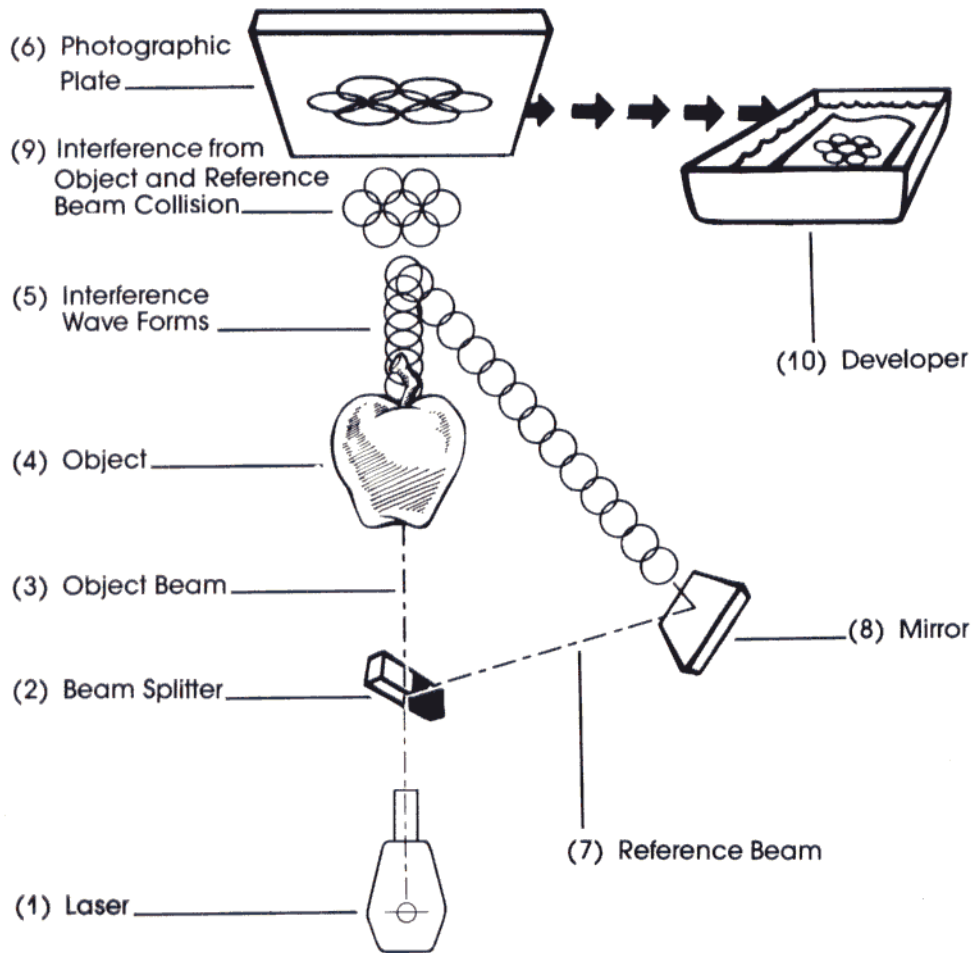
Deflected off the mirror, the reference beam travels toward the film plate.

Before reaching the film plate, the two beams collide with each other, creating wave-like interference patterns (9).

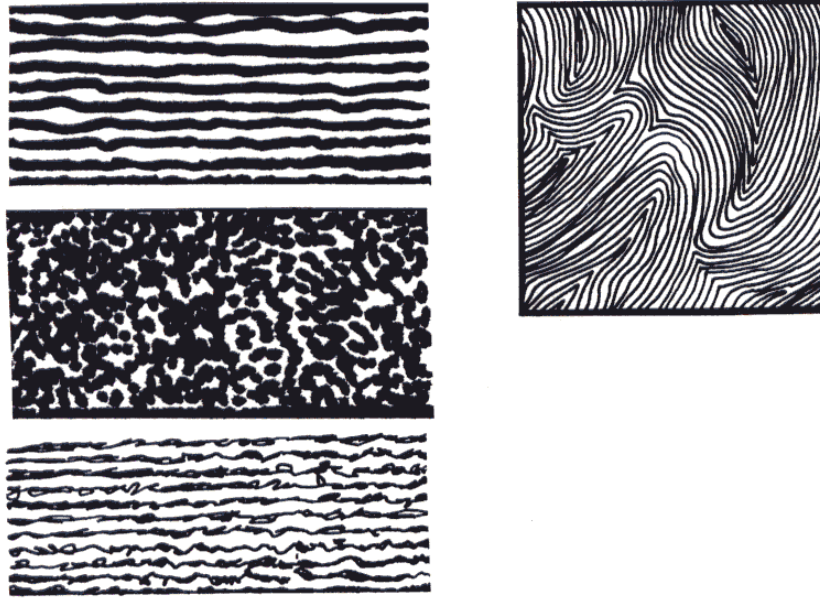
These swirling patterns are recorded on the film plate.

The film plate is then developed using normal photographic chemicals (10).



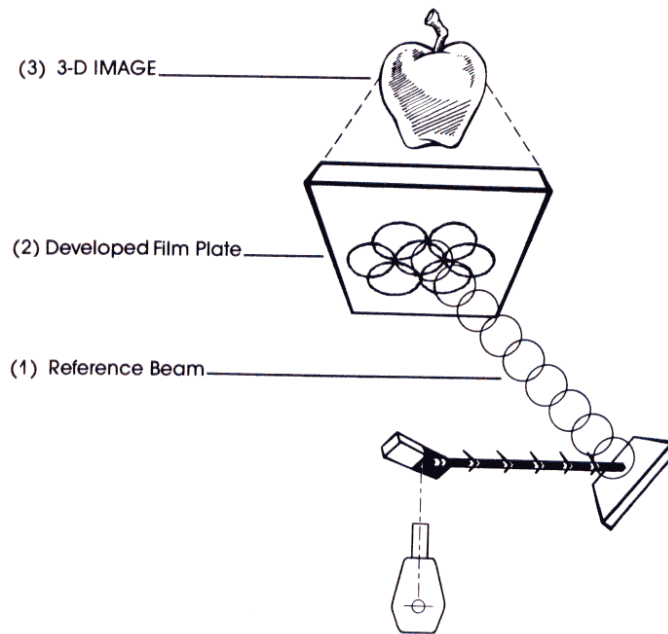


Looking at the developed film plate, the naked eye barely perceives the unintelligible swirling gray and white interference patterns created by the collision of the object and reference beams of light. (Refer to the illustration on the next page.)



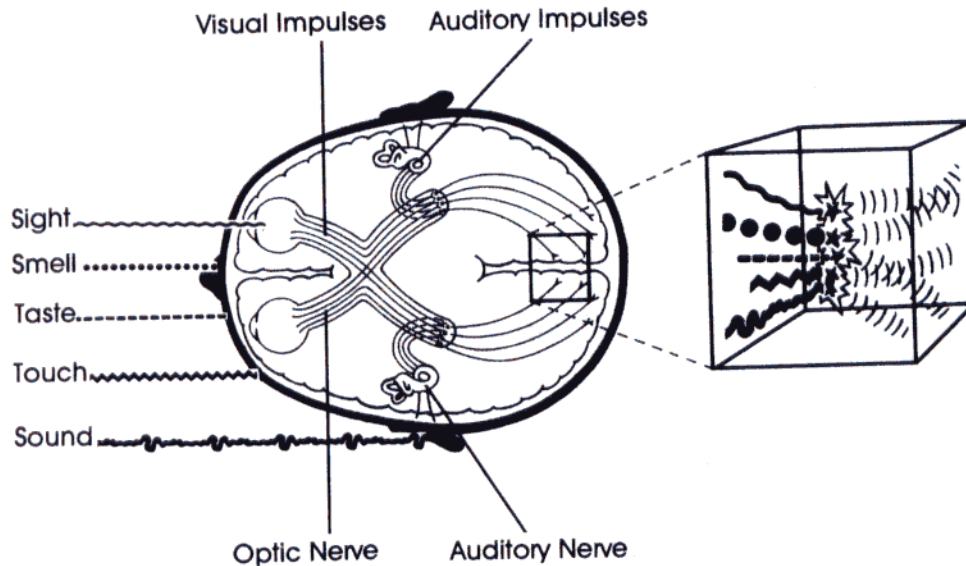
To reconstruct the holographic image of the apple, all that is necessary is to direct a second reference beam (1) toward the developed film plate (2) at the same angle of the original reference beam.

Once illuminated with the reference beam, the once silvery gray film blossoms forth an image into space (3) a multi-dimensional image of the apple that cannot be distinguished from the real and material multi-dimensional object.



## B. THE HOLOGRAPHIC BRAIN

Impulses from the senses are beamed to the brain, converging and interfering as they overlap within the brain's cells. The sum total of all of the incoming interference patterns is distributed and stored throughout the brain — the film plate for our organic hologram.



Electromagnetic energy serves as the holographic brain's laser-like light. The eye serves as the object beam. The senses of sound, touch, taste, and smell plus emotion serve as the brain's reference beams.

As in the physical hologram, to reconstruct the original experience a sensory reference beam will trigger a mental three-dimensional holographic image.

## POINTS TO REMEMBER

A hologram is a three-dimensional image projected into space that can barely be visually distinguished for a real-life object.

The holographic image is not seen on the film plate but is projected into space, where it appears to be suspended.

One cubic centimeter of holographic film can store over 10 billion images. The only known system capable of storing more information than the hologram is the human brain.



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both have tremendous \_\_\_\_\_ storage capabilities. And third, both produce three-dimensional \_\_\_\_\_ that are by-products of electrical and chemical reactions.

5. The eye serves as the holographic brain's \_\_\_\_\_ beam. The other senses plus emotion serve as \_\_\_\_\_ beams.
6. A mental image is generated by the brain by the activation of a sensory \_\_\_\_\_ beam that was originally associated with the memory event.
7. From quantum physics we learn that the most basic building blocks of matter and the universe are electromagnetic \_\_\_\_\_ forms.
8. Mental images are composed of \_\_\_\_\_ wave forms, and as such are interpreted by the body, mind, and physical world as \_\_\_\_\_.
9. The Law of Electromagnetic Energy states that whenever an electrical field is generated, a \_\_\_\_\_ field or attraction force is created.
10. Whatever we imagine with sensory clarity and emotion generates \_\_\_\_\_ energy. This energy creates a \_\_\_\_\_ force field that attracts the things we imagine to us.

## **SESSION II**

# **THE INTELLIGENT EYE: LIGHT OF THE MIND, PATHWAY TO THE BRAIN**

## **OBJECTIVES**

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At the end of this session you will be able to:

- *Identify nine patterns of eye movement and associate each with its corresponding sensory function.*
- *Describe the relationship between distinct patterns of eye movement and memory recall.*
- *Consciously activate each of the nine eye movement patterns.*

## **BACKGROUND**

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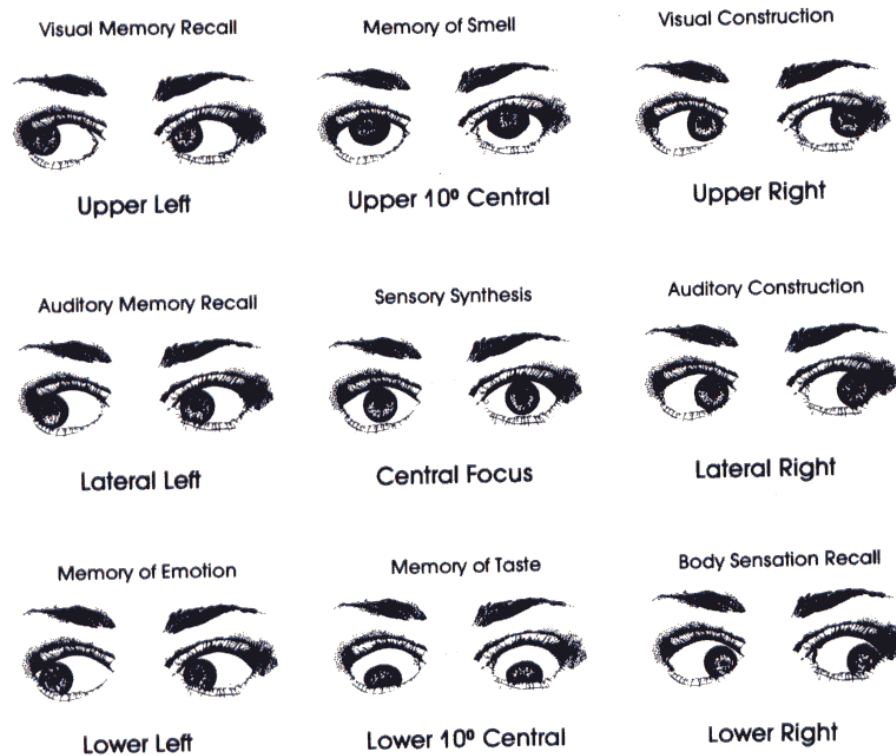
Besides being the organ for vision, research tells us that the eye acts as a mechanism to open up channels into and out of the brain for the input and recall of sensory information. Certain patterns of eye movement have been found to beam electrical impulses to the brain. These impulses act as reference beams that stimulate and unfold our holographically stored memory.

Scientists have discovered a basic and ancient mechanism in the depths of the brain that may physiologically relate eye movement to sensory memory recall. Called the "reticular formation," this dense bundle of nerves serves as a sensory filter for the brain, deciding which messages are significant enough to be sent to the conscious mind for attention.

The nerves that control eye movement, a set of three nerves (the oculomotor, the trochlear and the abducens) which we'll refer to simply as the oculomotor nerves, originate and derive from the area of the reticular formation. It is thought that whenever the eye is moved to a particular position, either instinctively or intentionally, the reticular formation is activated to send a beam or impulse to the brain to stimulate a particular sensory memory recall.

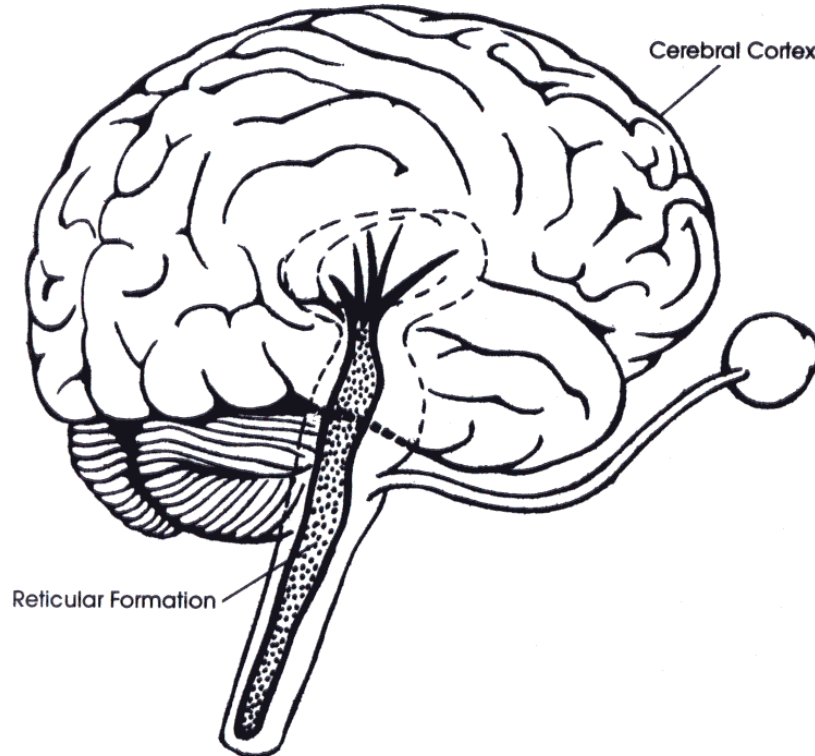
## **PRACTICE**

1. Before beginning this section of your study guide, listen to Audio Session 2 "The Intelligent Eye: Light of the Mind, Pathway to the Brain."
2. Look at the following chart that shows the positions of the eyes when recalling and constructing certain sensory information. Keep the chart in front of you while listening to the explanation of the eye movement positions and their sensory correlates. The chart illustrates how eye movement positions would appear if you were looking in a mirror.



## THE RETICULAR FORMATION

The reticular formation is a bundle of densely packed nerve cells located in the central core of the brainstem. Roughly the size of a little finger, the reticular formation runs from the top of the spinal cord into the middle of the brain. This area of tightly packed nerve cells contains nearly 70% of the brain's estimated 200 billion nerve cells. (See illustration on next page).



## **POINTS TO REMEMBER**

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- For some left-handed persons, the Visual and Auditory Recall and Construction eye positions will be the reverse of right-handers. Instead of an upper left eye movement for visual recall, some left-handers will find it necessary to shift to the upper right. For the recall of remembered sounds, instead of shifting lateral right, some left-handers will shift lateral left. All of the other eye shift positions remain the same for both right and left-handed people.
- The more difficult it is to retrieve stored memory, the more extreme the eye movement that triggers the memory will be.
- The easier the memory recall, the less distinct the eye movement will be.

## **PROGRESS CHECK**

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Answer each question by filling in the blank space below with the correct answer.

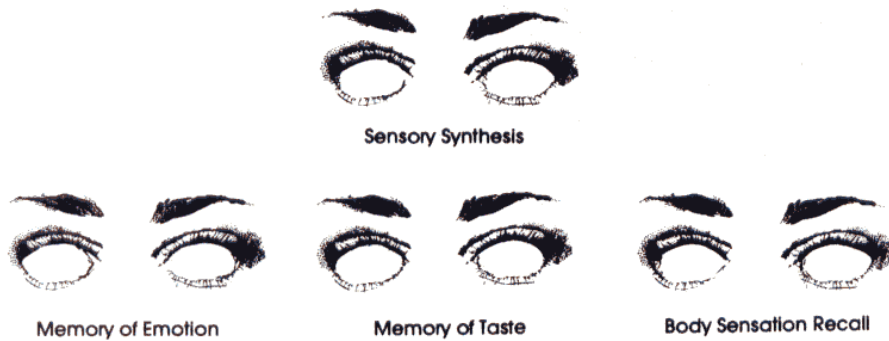


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1. Following is an unmarked chart illustrating five of the nine eye movement positions. Under each position, write in the function for that position.



2. Following is a chart with blank pairs of eyes labeled with a sensory function. Draw the eye position to match the appropriate sensory function.



3. The \_\_\_\_\_ acts as the sensory filter to the brain.
4. The \_\_\_\_\_ nerves, the nerves that control eye movement, originate and derive from the area of the \_\_\_\_\_.
5. In the space below, write a brief description of the relationship between the reticular formation, the oculomotor nerves, and sensory memory recall and construction.

## SESSION III

# A MODEL FOR SUCCESS: THE 21 DOMINANT HABITS OF A HIGH-ACHIEVER

## OBJECTIVES

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At the end of this session you will be able to:

- *Describe the twenty-one habits of a high achiever as described in the flowing five categories:*

- (1). *MENTAL*
- (2). *EMOTIONAL*
- (3). *PHYSICAL*
- (4). *FINANCIAL*
- (5). *SPIRITUAL*

## BACKGROUND

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Modeling is a phenomenon common to all cultures of the world. Everything from language, mores, attitudes, behaviors, familiar customs to religious practices is gradually learned through modeling. We become like those whom we choose to model. If we choose to emulate models of success, we will acquire the attitudes, values, beliefs and habits of those models. And, we'll probably be successful. If we pattern our lives after those who fail, or have been exposed to only failure-prone models, we will probably live lives of great disappointment and failure, lives that reflect the characteristics and attitudes of the models we use for our life's blueprint.

Through research conducted at Harvard, Yale, Stanford and the University of California, we have identified a pattern of attitudes and habits associated with high-achievers. Condensing this research, we have created the ideal model of the high-achiever.

We have identified 21 dominant habits common to all high-achievers. These habits have been broken down into five categories: Mental, Emotional, Physical, Financial and Spiritual.

In developing this model, the criterion we used to define a high-achiever was an individual who achieves his or her goals while at the same time enriching his or her own life as well as the lives of others, including his or her family, co-workers and subordinates.

Once you become familiar with the characteristics of the high- achiever model, you will be able to pattern yourself after those positive habits you deem desirable and valuable. The high-achiever model will serve as a nervous system blueprint for your personal success.

## **PRACTICE**

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1. Listen to Audio Session 3 "A Model for Success: The 21 Dominant habits of a High Achiever." As you listen, list the 21 desirable habits of a high-achiever.

### **Mental**

- 1.
- 2.
- 3.
- 4.

### **Emotional**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Physical**

- 1.
- 2.
- 3.
- 4.
- 5.

### **Financial**

- 1.
- 2.
- 3.
- 4.

### **Spiritual**

- 1.
- 2.

## **POINTS TO REMEMBER**

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- We acquire the attitudes, characteristics, and habits of those whom we choose to model.
- The key to achievement is the consistent execution of positive, life-enriching behaviors that, over time, become habits.
- High achievers are creatures of good habits. Underachievers are creatures of bad habits.
- Because you may have a few characteristics in common with the underachiever, doesn't mean that you are an underachiever. It indicates you have some self-defeating behaviors which are holding you back from experiencing an ultimate level of success.
- Your weaknesses can become your strengths. From your strengths you can draw succor and power to overcome your weaknesses.

## **PROGRESS CHECK**

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Answer each question by filling in the blank space below with the correct answer.

From recall, list the 21 habits of the high achiever as they were described in Audio Session 3.

### **Mental**

- 1.

2.

3.

4.

**Emotional**

1.

2.

3.

4.

5.

6.

**Physical**

1.

2.

3.

4.

5.

**Financial**

1.

2.

3.

4.

**Spiritual**

1.

2.

## **SESSION IV**

# **HOW DO YOU MEASURE UP? A FORMULA FOR SELF-ASSESSMENT**

## **OBJECTIVES**

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At the end of this session you will be able to:

- *Identify the discrepancies between your current attitudes, behaviors, and habits and those possessed by the High Achiever model. By contrasting and comparing the two, you will be able to rate your own behavior on a five point scale.*

## **BACKGROUND**

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When you begin to consider the characteristics and habit patterns of the high achiever that you would like to have, it is essential that you have an accurate, objective assessment of the habits and behaviors you now have. In this section, you will use a self-assessment worksheet to record the rating of your own characteristics on a five-point scale. Your objectivity and accuracy are of utmost importance in this assessment. This assessment will be used as the primary tool in determining the high achiever goal or goals you will work on throughout the rest of this program. You will learn how to prioritize and determine the high-achiever habit that is in most need of development in Audio Session 5.

## **PRACTICE**

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1. The following self-assessment form lists the 21 habits of the high achiever. Each habit is presented in the same order as it is in Audio Session 4. Each habit is graded on a scale of one through five. Read all of the characteristics listed on the following worksheet. Do not mark the form at this time; just get familiar with the characteristics:

2. Listen again to the high achiever habits introduced on Audio Session 4. As you listen to the habit being discussed on the audio, contrast and compare where you currently stand in relation to the model. Use the rating scale as your tool for measurement. As each characteristic is described, decide how your typical behavior rates compared to that of the model. Think in terms of "I" always, often, sometimes, seldom, or never express the characteristics of the desired behavior. Then, circle the appropriate number on the scale that corresponds to your response.
  
3. When you are instructed to do so by the narrator, write in the space provided below each of your five wishes. Begin each wish with "I want..."

## **PERSONAL ASSESSMENT FORM**

### **Mental Habits**

1. **Sensory Goal Vision:** The habit of translating every goal into specific, well-defined images rich in vision, sound, touch, taste, smell, and emotion. Pre-living the realization of the goal and its positive consequences in rich sensory detail.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
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2. **Disciplined Mental Application:** The habit of sustaining a long, hard work effort toward the desired end without receiving immediate results. The ability to see a worthwhile goal through to completion. The patience to build a foundation of success, step-by-step, with giving up because it seems like too much effort.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

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3. **Search for Knowledge:** The habit of continually increasing one's knowledge base through study and reading, especially biographies that provide positive role models from which one can build success blueprints. Continually learning from the experiences of others and applying that learning to everyday learning.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

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3. **Creativity:** The habit of creatively turning problems into opportunities. The ability to conceive, develop, refine, and transform one’s opportunities into successes.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

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**Emotional Habits**

5. **Confronting and Conquering Fears:** The habit of challenging and tackling “head on” subtle fears, everyday doubts, and self-imposed limitations that hold one back from realizing an ultimate level of enjoyment and success.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

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6. **Inner-Directedness:** The habit of taking responsibility for your actions and their consequences. The ability to create an internal driving force without becoming dependent upon the approval and acceptance of others for motivation.

1 Never	2 Seldom	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

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7. **Capacity to Develop Warm & Lasting Relationships:** The habit of viewing others as possessing intrinsic worth and goodness. Taking the time to listen to others and give emotional nourishment. Valuing the closeness of spouse, children, and family. Holding the value that no success can compensate for failure in valued relationships.

1	2	3	4	5
---	---	---	---	---



Never                      Seldom                      Sometimes                      Often                      Always

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8. **Time Competency:** The habit of viewing others as possessing intrinsic worth and goodness. Taking the time to listen to others and give emotional nourishment. Valuing the closeness of spouse, children, and family. Holding the value that no success can compensate for failure in valued relationships.

1                      2                      3                      4                      5  
 Never                      Seldom                      Sometimes                      Often                      Always

---

9. **Constructive Criticism:** The habit of taking constructive criticism to heart without getting angry, feeling rejected, or put down. Utilizing constructive feedback as an opportunity to maximize personal growth and development, measuring it against you strengths and weaknesses, and, then, developing a plan of action to improve the necessary attitudes, behaviors and skills.

1                      2                      3                      4                      5  
 Never                      Seldom                      Sometimes                      Often                      Always

---

10. **Power:** The habit of making others think more of themselves. A constant feeling of self-assuredness that accompanies a continual effort toward self-mastery. The ability to magnetically draw people toward you because of the way you bring out the best in them.

1                      2                      3                      4                      5  
 Never                      Seldom                      Sometimes                      Often                      Always

---

**Physical Habits**

11. **Stress Control:** The habit of avoiding the buildup of stress and when it is present, taking the necessary steps to diffuse it through natural means of control such as soothing music, mild meditations, or regularly scheduled periods of relaxation and leisure activities.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

12. **Resistance to Illness and Disease:** The habit of harboring and including thoughts and images in mind that are health and vitality-oriented. Maintaining the attitude that you have no time to be burdened with the problem of physical illness.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

13. **Nutritional:** The habit of "eating to live" and not "living to eat." The pervading philosophy of "moderation in all things." The habit of enjoying vitamin-enriched vegetables and fruits, lean meats, poultry and fish more than salt and sugar-rich, high caloric foods.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

14. **Physical Exercise:** The habit of participating in regular aerobic exercise. Valuing the joy of exhaustion and the victory of spirit that results from the body and mind surpassing old physical limitations and expanding to meet new physical challenges. The prevailing attitude that oxygen is the life source and the energy substance of vitality.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

- 
15. **Energy Rejuvenation:** The habit of adequate rest and sleep. The ability to shut off the mind at night in order to enjoy eight hours of energy-revitalizing sleep. The habit of waking up refreshed and energized each morning, looking forward to the challenges, opportunities, and joy the new day will bring.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

### **Financial Habits**

16. **Dollar Sense:** The habit of foregoing the momentary thrills of luxury items to develop a financial foundation based on solid capital generating investments. Once the financial foundation has been firmly established, such luxury items can be more fully enjoyed. The prevailing philosophy that anything you spend your money on must return to you a value or service that will generate more benefits in the future.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

17. **Financial Control:** The habit of budgeting your resources and knowing where each of your dollars goes and what they will return.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

18. **Career Security:** The habit of returning to your employer in measurable income at least ten times the dollar value you receive in pay. The habit of quantifying your direct contribution to profit rather than basing your sense of job security and future career growth on skills you feel to possess. Habitually translating skills into measurable dollar contribution to your organization.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

19. **Law of Compensation:** A habitual understanding and application of the natural law of return governed by the principle of whatever one unselfishly gives of their substance will be returned in its own kind many times over.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

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### **Spiritual Habits**

20. **Spiritual Focus:** Continually bringing into focus, reviewing, and refining the habits of mind, body, emotion, and material substance. In-depth reflection focusing on what you might be against where and what you are now or have been in the past.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

21. **Sense of Higher Self:** A pervading perspective and feeling of purpose. An internal sense of the ability to organize, create, and bring into being those things in life which seem impossible for the common man or woman. A dignified sense of self-worth and respect.

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

---

## **POINTS TO REMEMBER**

- As you complete the Self-Assessment exercise be as realistic and as honest as you can in comparing your current habit patterns to the high achiever model.
- Don't be too hard on yourself not should you try to appear better than you are. Be an impartial judge of your own behavior and habits.
- No matter how deeply ingrained a self-defeating behavior may be, you have the power to change it to a high achieving habit. Your greatest weaknesses have the potential to become your greatest strengths.
- If you desire to improve your life's circumstances you must first improve yourself.

**SESSION V**  
**IMAGES OF ACHIEVEMENT:**

# HOW TO SET SENFORY-RICH ACHIEVEMENT GOALS

## OBJECTIVES

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At the end of this session you will be able to:

- *Review your Personal Assessment form and select the desirable high achiever habits you would like to possess.*
- *Write sensory goal statements for each of the desirable high achiever habits you selected.*
- *Prioritize and select the one high achiever habit you most urgently need to develop.*

## BACKGROUND

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Many programs have been developed which provide methods for goal setting. They explain how to determine, analyze, set, and hopefully realize your goals. Most of these programs teach you how to write lengthy goal statements.

Though these programs have their benefits (the emphasis on the importance of written goal statements and goal setting has helped many people), for the most part, they are not as effective as they should be.

Words and verbal goal statements alone will not build the necessary internal driving forces that allow you to sustain a hard, long-term work effort toward the realization of your goals.

## PRACTICE

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Here are some guidelines for effective goal setting that will help you formulate clear and concise sensory goals.

1. **Result-oriented:** The goal statement must focus primarily on the desired result. I must specifically state what it is you want to achieve. A one sentence statement will usually be adequate.
2. **Time Specific:** The specific time frame for the achievement of your goal must be defined. When you have a reference of time, it adds a dimension of motivation to the goal setting process. It also gives you a logical framework for dividing, planning, and pacing the actions necessary to achieve your goal.

3. **Measurable:** You must have defined a standard of measure, a specific criterion or a target at which to direct your efforts. When your goal is measurable you are more easily motivated to work toward its end. You can, on a daily basis, measure your progress toward the achievement of the goal and take corrective actions if you are off target. The immediate feedback of your progress reinforces your motivational drives toward the goal.
4. **Sensory Impressions:** Write a detailed statement of the sensory impressions you will feel when you realize your goal, i.e., what it will look and sound like and how it will feel, taste, and smell. Also, detail the emotions you will experience upon the realization of your goal.
5. **Positive Consequences:** Write a statement of the “payoff” or positive consequences you will derive from achieving the goal.

Test your sensory goal statement with these questions:

- A. Is this something I really desire?
- B. Is this humanly achievable?
- C. Will it change me and make me grow?

## **POINTS TO REMEMBER**

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- Before setting your high achiever goals, first review your Personal Assessment form. Use the form as a tool to help you select the behaviors you would like to possess.
- Select five or more high achiever goals drawing at least one from each of the high achiever categories.
- If goals are to take root in your nervous system and motivate you to action, they must be embellished with rich sensory detail.

Success is not a place but a journey. Your sense of accomplishment should come along the way.

## **SENSORY GOAL SETTING FORM**

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**GOAL STATEMENT:** (Result-oriented, time-specific, and measurable.)

**SENSORY DESCRIPTION:** (How it will look, sound, feel, taste, and smell when it is achieved and the emotions you will experience upon its achievement.)

**SIGHT:**

**SOUND:**

**FEEL:**

**TASTE:**

**SMELL:**

**EMOTION:**

**CONSEQUENCES:** (The benefits of "pay offs" you will receive as a result of achieving your goal.)

## **PROGRESS CHECK**

Answer each question by filling in the blank spaces with the correct answers.

1. To be effective a goal statement must be \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. It must also be embellished with \_\_\_\_\_ detail and list the \_\_\_\_\_ you will experience upon its achievement.



2. To select the high achiever goals you would like to achieve, you:

3. To select one high achiever behavior you are in most need of acquiring you:

4. Sensory goals are more effective than verbal and written goal statements because:

## SESSION VI

# LASER VISION: SHARPENING CONCENTRATION AND INTERNAL VISION THROUGH RELAXATION/ OXYGENATION CONDITIONING

## OBJECTIVES

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At the end of this session you will be able to:

- *Explain how tension and stress block clear thinking, creativity, and focused imaging.*
- *List the steps involved in conditioning a muscle group to relax.*
- *Oxygenate and relax any muscle group in your body by activating an associated color and eye movement.*

## BACKGROUND

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To enhance clear thinking, creativity and focused imaging, the brain needs an ample supply of oxygen-rich blood. The brain becomes deprived of oxygen-rich blood when muscles in the body are tensed as a result of stress.

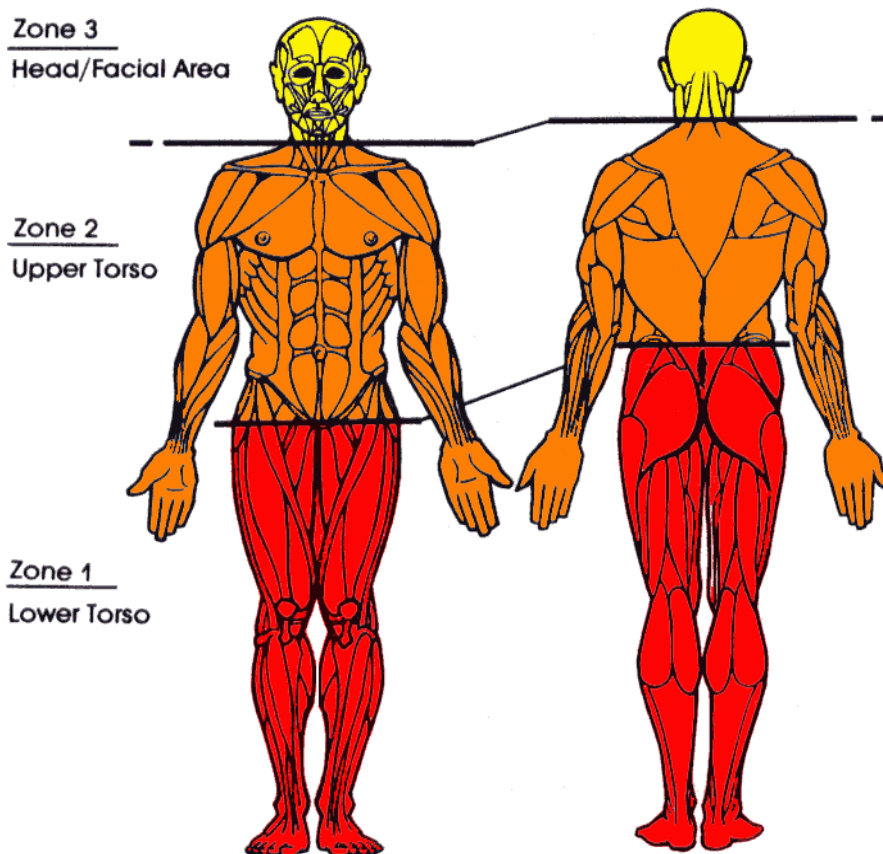
It is possible to learn how to oxygenate and relax your body at will, allowing you to automatically bathe your brain, nervous system and muscles in oxygen and nutrient-rich blood. As a result, this enables you to focus and concentrate the power of your holographic brain to create, store and recall sensory-inspired images of achievement.

Through a technique that associates patterns of eye movement and colors with the release of muscular tension, you will learn a discipline for attaining a high level of relaxation. You will find that total relaxation and enhanced concentration will come to you quite literally in the blink of an eye.

## PRACTICE

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1. Listen to the narrator on audio Session VI "Laser Vision: Sharpening Concentration and Internal Vision Through Relaxation/Oxygenation Conditioning."
2. Look at the two drawings of the human muscular system. Color each of the three body zones on each chart with the following colors.
  - a. Zone 1: Lower Torso—**Red**
  - b. Zone 2: Upper Torso—**Orange**
  - c. Zone 3: Head—**Yellow**



3. Preview audio Session 6 to become acquainted with the step-by-step instructions for Oxygenation/Relaxation Conditioning.

4. Replay the instructions a second time and practice each of the steps in the exercise as described. As you continue to practice, you will be able to produce the entire experience from memory.
5. After you have followed the basic exercise program twice daily for a minimum of one week, you should be ready to switch to the abbreviated version. Follow the intermediate program for two weeks. From this point on, the full basic exercise program should become a once-a-week habit. For the intermediate program, you simply condense portions of the basic exercise program as follows:

## **INTERMEDIATE (ABBREVIATED) OXYGENATION/RELAXATION EXERCISE**

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### **Zone 1: Lower Torso**



1. **Upper Left Eye Shift.** Recall the color **Red**. Recall in rich, visual detail the picture of the muscle groups you colored Red in your study guide.
2. **Lower Right Eye Shift.** Scan the **Lower Torso**—right leg, left leg and buttocks area.
3. **Upper Right Eye Shift.** Mentally beam and flood the entire **Lower Torso** with the color **Red**.
4. **Lower Right Eye Shift.** Capture the warm sensation of circulating oxygen-rich blood flowing throughout the muscles of your **Lower Torso**—dissolving and melting away concentration-sapping tension.

### **Zone 2: Upper Torso**



1. **Upper Left Eye Shift.** Recall the color **Orange**. Recall in rich, vivid detail the picture of the muscle groups in the **Upper Torso** you colored **Orange** in your study guide.
2. **Lower Right Eye Shift.** Scan the muscles of the entire **Upper Torso** — abdomen, chest, right arm, left arm and back.
3. **Upper Right Eye Shift.** Beam and flood the entire Upper Torso with the color **Orange**.
5. **Lower Right Eye Shift.** Feel and capture the warm sensation of oxygenated blood dissolving tension in the muscle tissue of the **Upper Torso**.

### **Zone 3: Head and Neck**

1. **Upper Left Eye Shift.** Recall the color **Yellow**. Recall in rich, vivid detail the picture of the muscle groups of the head, face and neck you colored **Yellow** in your study guide.
2. **Lower Right Eye Shift.** Scan the entire head, the scalp, forehead and eyes; the cheeks, nose, and lips; the chin, jaw, throat and back of the neck.
3. **Upper Right Eye Shift.** Mentally beam and flood the muscles of the head, face and neck with the color **Yellow**.
4. **Lower Right Eye Shift.** Capture the warm sensation of oxygenated blood dissolving tension in the muscle tissues of the head, face and the neck.

## **ADVANCED OXYGENATION/RELAXATION CONDITIONING EXERCISE**

When you reach this stage, after three to four weeks, you have achieved your goal of making relaxation a conditioned reflex that you are able to summon at will. To produce the desired state of relaxation, simply:

1. **Central Eye Shift.** Cue in the activating color **Red**.
2. Repeat for the color **Orange**.
3. Repeat for the color **Yellow**.

## **POINTS TO REMEMBER**

- Go through the Oxygenation/Relaxation conditioning process twice per day for a period of one week. After one week, you can advance to the abbreviated procedure.
- After completing your initial week of Oxygenation/Relaxation conditioning to maintain the effect of the conditioned relaxation



## SESSION VII

# COMPETENCE PROGRAMMING: HOW TO CODE HIGH ACHIEVEMENT BEHAVIORS INTO YOUR BRAIN AND NERVOUS SYSTEM

## OBJECTIVES

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At the end of this session you will be able to:

- *Explain the processing functions of the left cerebral hemisphere, right cerebral hemisphere, and the corpus callosum.*
- *List the steps involved in programming the left cerebral hemisphere.*
- *List the steps involved in programming the right cerebral hemisphere.*
- *List the steps involved in programming the corpus callosum.*
- *Program high achiever behaviors and habits into your brain and nervous system using colors and eye shift positions.*

## BACKGROUND

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Functionally, the brain is divided into two sections, the **left cerebral hemisphere** and the **right cerebral hemisphere**. Joining the two sides together is a 4" long body of closely packed fiber called the corpus **callosum**, a structure of nervous tissue and fiber that acts as a bridge for the transfer and sharing of electrical impulses and information that travel between the left and right cerebral hemispheres.




The **left cerebral hemisphere** serves as the analytical side of the brain. Its function is rational and logical thinking, reading, writing, arithmetic, and mental construction. The left side of the brain is, in essence, the thinking man. It handles the planning, organizing and direction of the thinking being.

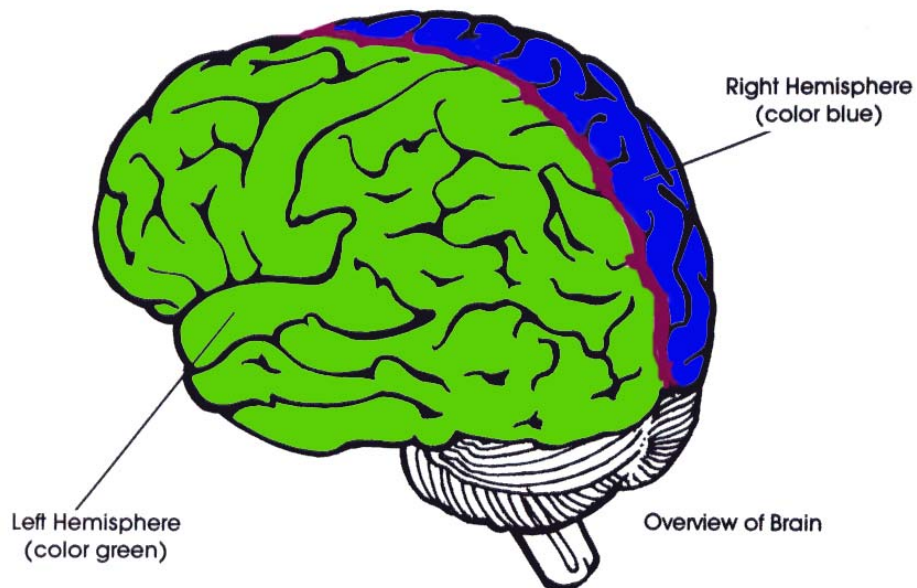
The **right cerebral hemisphere** handles non-verbal functions and the processing of sensory information relating to sight, sound, touch, smell, taste and emotions and is the source of instinctive, conditioned reflexes.

Through the association of eye movements and colors, you will program your goal statement into your left brain, its sensory component parts into your right brain, and join both sides of the brain via the **corpus callosum** by pre-living its positive consequences in full sensory detail.

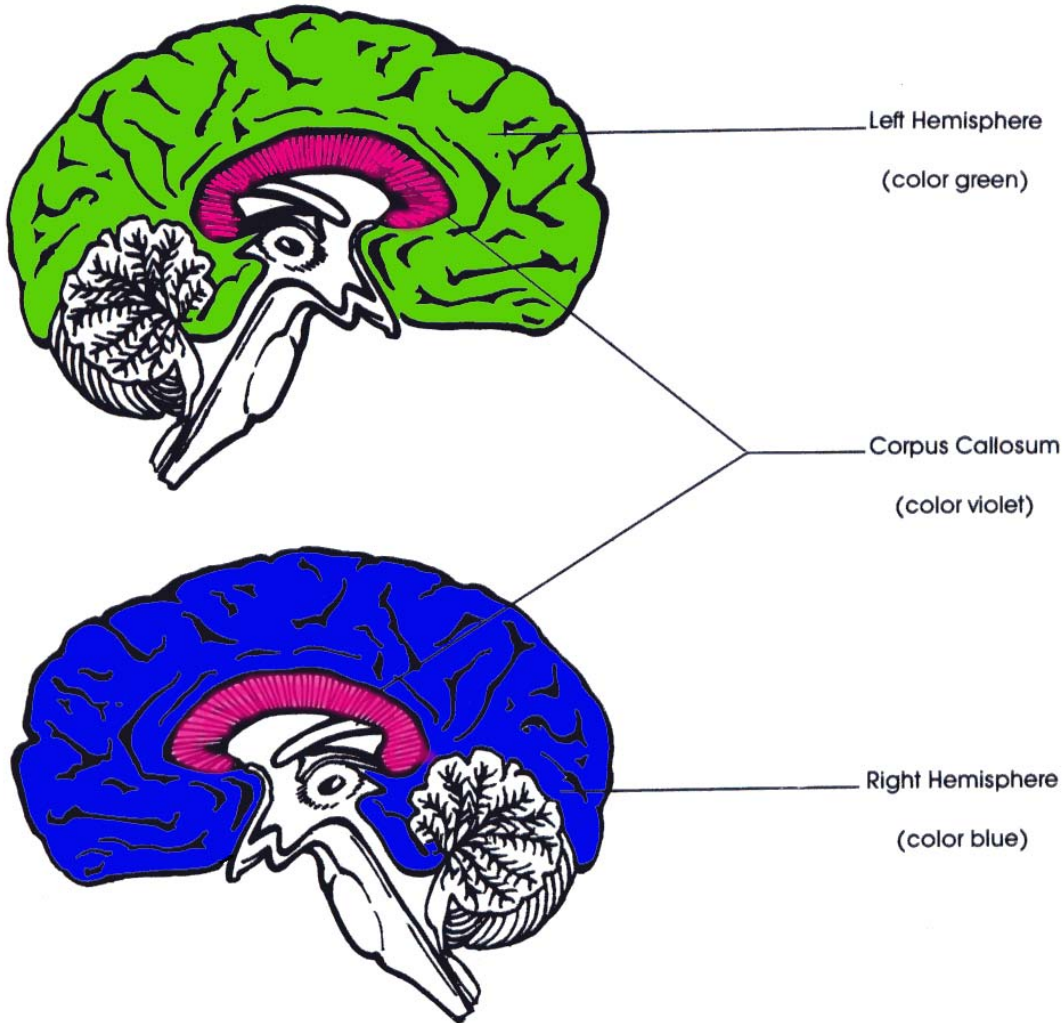
## PRACTICE

1. Listen to the discussion on the brain at the beginning of audio Session 7.
2. Look at the drawings of the human brain on the following pages and color each of the three brain zones the following colors:

- a. Zone 4: Left Hemisphere—Green 
- b. Zone 5: Right hemisphere—Blue 
- c. Zone 6: Corpus Callosum--Violet 







3. Preview the remainder of audio Session 7 to become acquainted with the step-by-step instructions for competence programming.
4. Replay the instructions a second time and practice each of the steps in the exercise as described. As you continue to practice, you will be able to produce the entire experience from memory.
5. After you have followed the basic exercise twice daily for a minimum of one week, you should be ready to switch to the advanced version. At this point, you simply cue into the activation colors with **Central Focus Eye Shift Code**, progressing from red through violet for each of the six zones. Your total exercise for relaxation and competence programming is as follows:
  1. **Central Eye Shift Code**. Cue into the activating color **Red**.
  2. Repeat for color **Orange**.

3. Repeat with color **Yellow**.
4. Repeat for color **Green**. Verbalize in your mind your goal statement and the positive consequences you will experience when you reach the goal.
5. Repeat for the color **Blue**. Create the total sensory impressions of your desired goal—sight, sound, touch, taste, smell, and emotion.
6. Repeat for color **Violet**. Pre-live in exquisite sensory detail the desirable consequences of your achieved goal.

## POINTS TO REMEMBER

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- Competence programming is an add-on to the Oxygenation/Relaxation exercise. It begins only after you have completed the first phase of the relaxation program —when you have graduated from the basic exercise to the intermediate exercise outlined in the last section of this study guide.
- Your eye shift movements should be slow, gentle glides. When you reach the appropriate position, hold it there for only a few seconds. Then release and let your eyes return to their normal, relaxed position.
- It will take approximately one week, twice per day, to condition the colors to the appropriate areas of the brain for the input of information. Then, after the period of one week and through the activation of a color with your eyes in the central focus position, you will be able to access any area of your brain to store and replay images of success.

## PROGRESS CHECK

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Answer each of the questions by filling in the blanks with the correct answers.

1. The primary function of the brain's left hemisphere is:
  
  
  
  
  
  
  
  
  
  
2. The primary processing function of the brain's right hemisphere is:
  
  
  
  
  
  
  
  
  
  
3. The primary processing function of the brain's corpus callosum is:

4. List the steps involved in the programming of the left hemisphere:

5. List the steps involved in the programming of the right hemisphere:

6. List the steps involved in the programming of the corpus callosum.

## SESSION VIII

# THE POWER OF SELF-DISCIPLINE: HOW TO EXTINGUISH SELF-DEFEATING BEHAVIORS

## OBJECTIVES

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- *List the steps that allow you to associate the sensory components of a desirable habit with a positive symbol.*
- *List the steps that allow you to associate the sensory components of an undesirable habit with a negative symbol.*
- *List the steps that allow you to construct a mental sensory battle of the positive symbol defeating and extinguishing the negative symbol.*
- *Extinguish any self-defeating habit from your behavioral repertoire and nervous system.*

## BACKGROUND

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A habit is an automatic or unconscious behavior we have acquired over time through the repeated practice of that behavior. Most habits are so deeply rooted in the nervous system that they are very difficult to change.

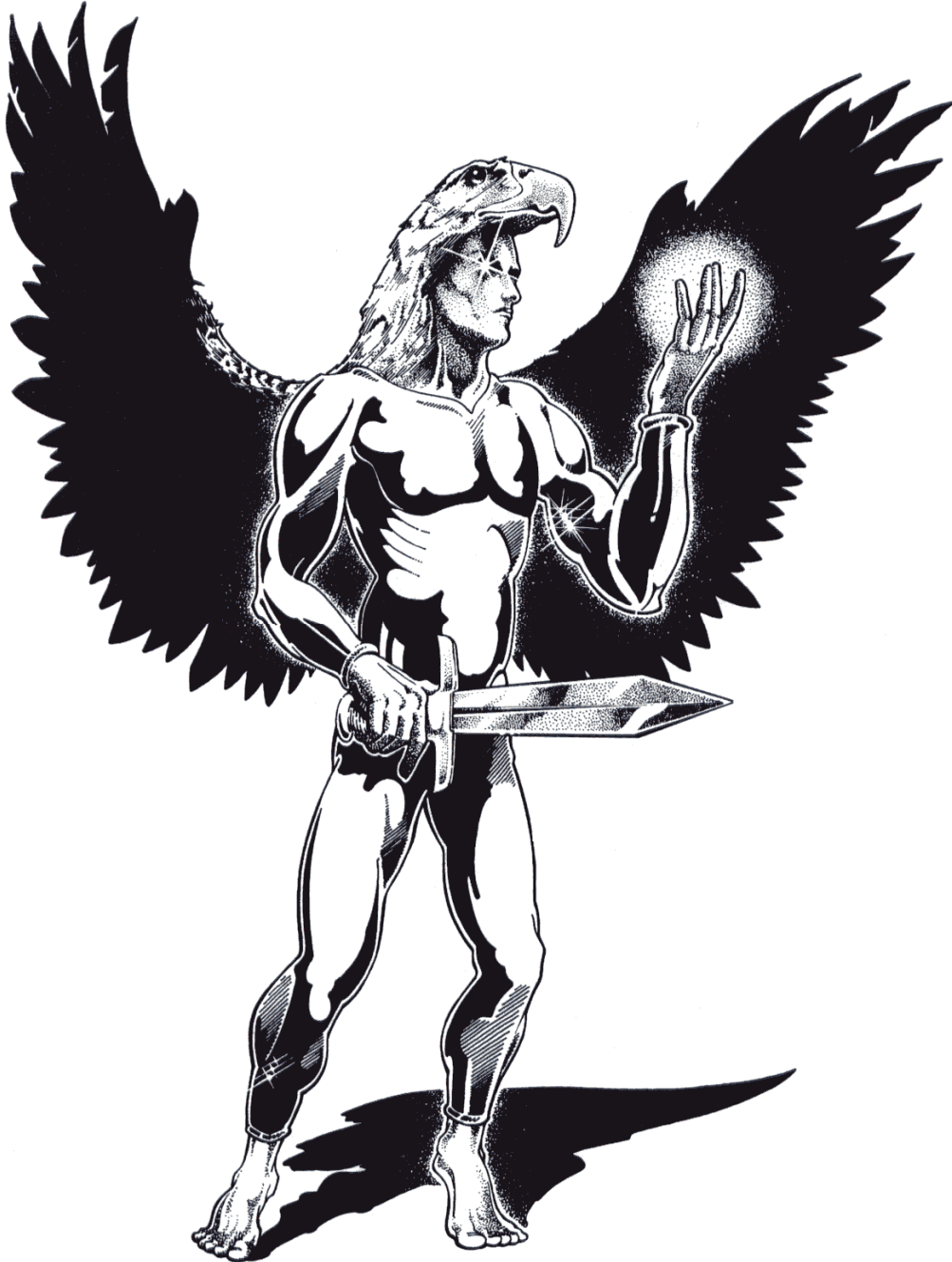
It is now possible to take behaviors that were unconscious and bring them to the conscious level through symbol association. By associating visual symbols with positive and negative habits and by embodying the symbols with the characteristics and consequences of the habits, it is possible to control the habits by consciously controlling their representative symbols.

If the behaviors are properly conditioned to the symbols, the brain will not be able to distinguish between the symbol and the behavior it represents.

## PRACTICE

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6. Listen to the discussion on the power of self-discipline presented on audio Session 8.
2. Study the illustrations of the symbols that follow:



The High Achiever Symbol



The Under Achiever Symbol

3. If you wish, you may construct your own visual symbols that represent your desirable and undesirable behaviors.
2. Preview the remainder of audio Session 8 to become acquainted with the step-by-step instructions for extinguishing self-defeating behaviors.
5. Replay the instructions a second time and practice each of the steps in the exercise as described above. As you continue to practice this exercise, you will be able to produce the entire experience from memory and use it anytime you feel an undesirable behavior emerging.

## POINTS TO REMEMBER

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- **Do not underestimate the effectiveness of this approach because of its simplicity or because it seems like a child's game.** This technique for self-discipline and control is one of the most powerful mechanisms known to help gain control over one's unconscious processes. It is even effective for helping fight physiological disorders and diseases.



## SESSION IX

# INTERNALIZING YOUR IMAGE OF ACHIEVEMENT: A 30-DAY ACTION PLAN

## OBJECTIVES

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- *Perform in sequence all of the steps in the daily routine for internalizing high achiever habits.*
- *List the steps in the morning action plan.*
- *List the steps in the afternoon action plan.*
- *List the steps in the evening action plan.*
- *Maintain a daily plan for high achiever goal internalization for 30 days.*

## BACKGROUND

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Developing and internalizing a new high-achiever behavior into a permanent habit takes time, patience and practice. The 30-day action plan outlined on in this audio session is cybernetic in nature. On your 30-day plan, you will go through a cybernetic action cycle. You will select and code into your nervous system a daily performance goal relating to your desired high-achiever behavior.

As you go through the day, you will attempt to control your performance to meet the standards and requirements you set for yourself in relation to your desired goal.

At the end of the day, you will evaluate your day's performance, utilizing it as feedback. Based on the information you glean from your performance evaluation, you will make mental corrections in an attempt to refine your behavior.

Then, on the following day, you will re-program the desired performance and then proceed again through the entire cybernetic cycle of performance evaluation.



## **PRACTICE**

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1. Listen to audio Session 9, "Internalizing Your Image of Achievement: A 30-Day Action Plan."
2. Review the list of steps in the morning routine outlined in the "Action Summary."
3. Review the list of steps for the daytime routine outlined in the "Action Summary."
4. Review the list of steps for the evening routine outlined in the "Action Summary."
5. Review the sensory goal you will be working on during the next thirty days.

## **POINTS TO REMEMBER**

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It is vital to the success of the program that you keep your Oxygenation/Relaxation skills conditioned. You should go through a complete tensing and de-tensing session once per week.

During the early stages of your action plan you will experience periods of both success and failure. You should learn from your failure, apply that knowledge, and then get back on track toward internalizing your goal.

Your morning and evening action sessions should take about 10 minutes each to complete.

You might find it useful to play audio Session 9 for the first couple of weeks as you establish your daily routine. It will serve as a model for the step-by-step procedures you must learn.

If are in the advanced stages of Oxygenation/Relaxation and Competence Programming, you can process the 30-day action plan entirely in the central focus eye position. Simply replace all eye coding instructions with a central focus position.

## **PROGRESS CHECK**

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Answer each question with the correct answer.

1. List the steps in the morning action plan exercise.
2. List the steps in the afternoon action plan exercise.
3. List the steps in the evening action plan exercise.

## SESSION X

# A LIFE-LONG BLUEPRINT FOR SUCCESS: HOW TO MAINTAIN AND EXPAND UPON YOUR ACHIEVEMENT BEHAVIORS

## OBJECTIVES

---

At the end of this session you will be able to:

- *Maintain as a permanent part of your behavior every new high achiever goal you set for yourself.*
- *Develop and acquire an expanding base of new high achiever behaviors throughout your life.*
- *List the five steps of the high achiever habit maintenance and expansion strategy.*

## BACKGROUND

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You can probably recall many things you have learned and resolved to use forever after. However, the learning may have fallen into disuse after a short period of time and you lost the skill or new behavior. You do not want to let the skills and new behaviors you have learned in “The Neuropsychology of Achievement” program fall into disuse and return to your old self-defeating behaviors. A good maintenance program will assure you of the continued use of the skills, goal-directed behaviors and positive habits you have chosen. Such a program will also allow you to utilize the strengths you acquire through self-mastery as a foundation to build an ever expanding internal structure of high achiever behaviors, habit, and skills.

## PRACTICE

---

1. Listen to audio Session X, “A Life Long Blueprint for Success: How to Maintain and Expand On Your Achievement Behaviors.”

1. Write a description of how you will monitor your progress on your goal-directed behavior.

2. Decide how often you will practice the principles of “The Neuropsychology of Achievement” program and make a plan of action with the dates noted for that practice.
3. Remember to monitor your progress at specified dates and reward yourself for achieving the goals you have set.

## **POINTS TO REMEMBER**

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Work on acquiring only one positive behavior or habit at a time.

Allow each new behavior to be developed over a 30-day period.

If after 30 days you have not fully internalized the behavior, work on it for another 30 days. Your personal payoff will be worth the effort.

After you have successfully acquired a new behavior, select another weakness you would like to translate into a permanent, internal strength.

The emotion you draw from your vision is the sustaining power of persistence and perseverance.

## **PROGRESS CHECK**

Answer the question by filling in the blanks with the correct answer.

List each of the steps in the five part strategy for maintaining and expanding high achiever behaviors and habits.

1.

2.

3.

4.

5.