

Learn secrets of the mind and forever solve the problems of negative emotions, bad behaviors, disempowering thoughts and dysfunctional relationships.

PUNK PSYCHOLOGY

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CHAPTER 19

**BETTER
COMMUNICATION
MEANS FASTER
RESULTS**

Supernoetics® (the parent philosophy of Hypnoetics™) has a lot to offer in the field of improved communication. Pilots—even amateur pilots—need to have above average communication skills.

It's important to be able to stay on track, not be distracted by displays of emotion and not to let the person dodge the issues by mindless chatter or distractions. Yet this is a common social gaff.

You can start off on one topic and, within minutes, find yourselves over the hill and far away, talking about something completely new (off-topic)!

Here are some simple observations to guide you in what works best. We recommend you find some buddies and practice these skills. They work pretty well in life in general.

In many ways, good communication skills are the key almost any success and any pleasure in life. It's that important!

Let's start with the anatomy of communications.

STROKES

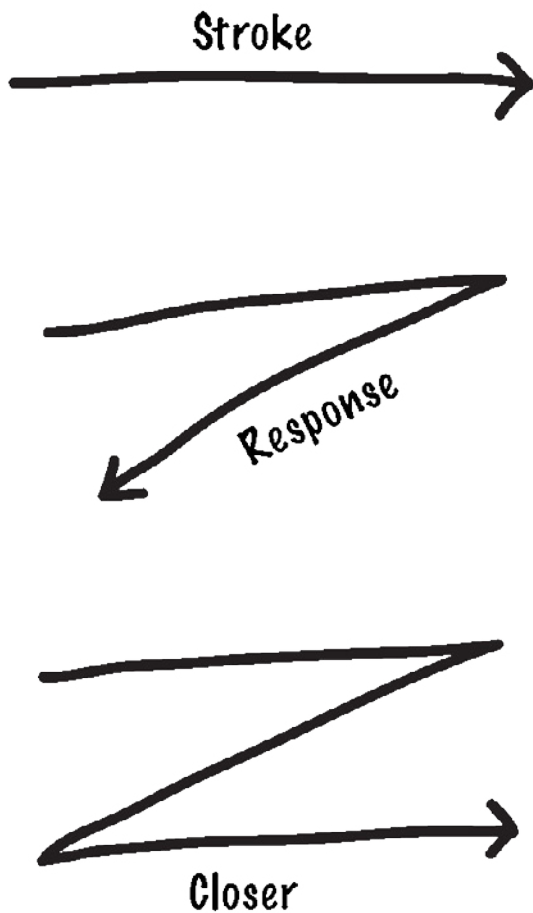
A stroke is start-to-finish of a communication sequence. It's basically impulse, response and closer.

The impulse can be a question, a comment, a touch, a look even. A bullet is a communication stroke but don't look for a lively reply!

Basically, successful communication is when you get the intended outcome. But it is important to note that, in Supernoetics®, we do not lay all the responsibility on the receiver. Whatever the source-point or origin of the communication intended to convey, *the actual meaning of a communication is the effect it has.*

We do not accept the excuse: I didn't mean that... In a later section we'll look at loops within loops and the important preliminary loop asks: Is the person ready to receive the communication? If he or she is not in the right frame of mind to receive your communication as intended, don't say it!

We can represent the basic stroke diagrammatically as follows:



THE RESPONSE

By response we mean something that is appropriate and relevant. *What time is it? Go to Hell*, is not an appropriate response to the question and should not be validated with a closer.

You don't have to agree with the person's answer or response, provided that it is appropriate. People may say things that startle or shock you. But the key question is whether or not it is a suitable response.

What party did you vote for? May attract the answer: *Them bastards? I don't give no politicians a single second of thought. All aughta be drowned!* It's entirely appropriate, even if not quite the tone or answer you were looking for!

THE CLOSER

Don't be puzzled about that term. It just means whatever ends off the stroke. We sometimes call this an acknowledgement. It's the "full stop" or end-signal. But it needn't be any sophisticated phrase. Just a smile will do sometimes.

Remember every process loop has a beginning, a process and an end. This is just the end-marker. It closes the loop.

The closer is often omitted but is important. It lets the other person know that their response was received and is duly acknowledged.

So:

- *What do you want to do today?*
- *Let's go to the zoo.*
- *Awesome!*

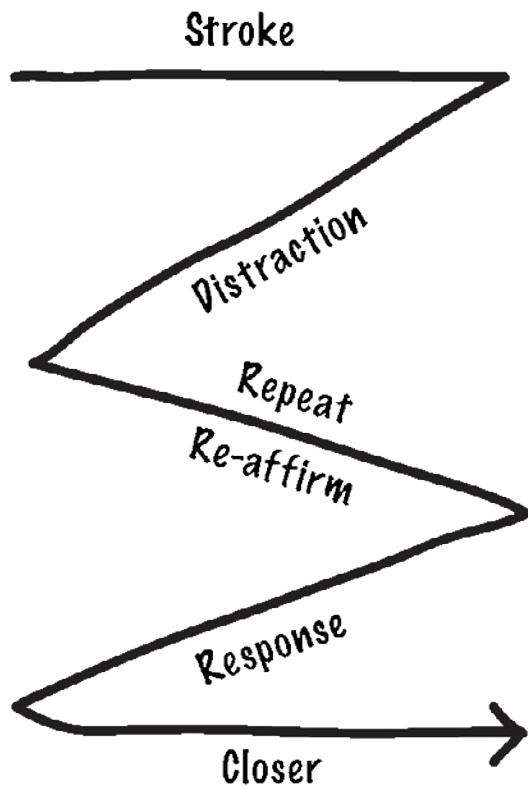
Non-verbal:

- A smile
- A return smile
- A nod of thanks or thumbs up; shows the reply smile has been noted and enjoyed!

DISTRACTIONS

Sometimes the person wants to lead off in some other direction or won't answer the question, directly or indirectly. Well then, we have to bring it back under control. We politely but firmly re-iterate our question or topic.

Irrelevancies



Here's an example:

- *I am returning this faulty clock. Can I please have my money back?*
- *Come back another day, please Madam.*
- *That will not be necessary as I am here now. Please return my payment as the clock is faulty.*
- *I'll check the product then Madam.*
- *Thank you.*

People can be very bad at this. Here's an outrageous example, with lots of distractions:

- *When is Uncle Jed's birthday?*
- *I don't know, I can never keep track of dates.*

- *Well, get yourself one of those smartphones, which has calendars and things.*
- *What, you think I'm crazy?*
- *iPhones are pretty good. What's your problem?*
- *That jerk Steve Jobs, he didn't treat people right.*
- *Lots of business big shots don't. Why are you picking on him?*
- *What, are you some kinda commie?*

This is opening loop after loop and closing none. It's inefficient. It's also slightly psychotic! Sooner or later, it will to a breakdown in communication—usually very quickly.

Then there is the rarer person, who speaks in endless nesting (one inside the other) sentences, like this:

Einstein was a bit of a... Mind you, most men are... Not like the fairer sex... Women seem to have a sort of different... In fact my mother was the worst at this... Really...

You've probably met someone like this and found them baffling and tiring. You cannot easily follow the speaker's thread of thought. Why tiring? Because endless incomplete loops cause fatigue. Their problem is they can't close loops.

To be efficient, we want our stroke out, an immediate and acceptable response and a closer out, to make it clear we are satisfied thus far...

CONCERNS

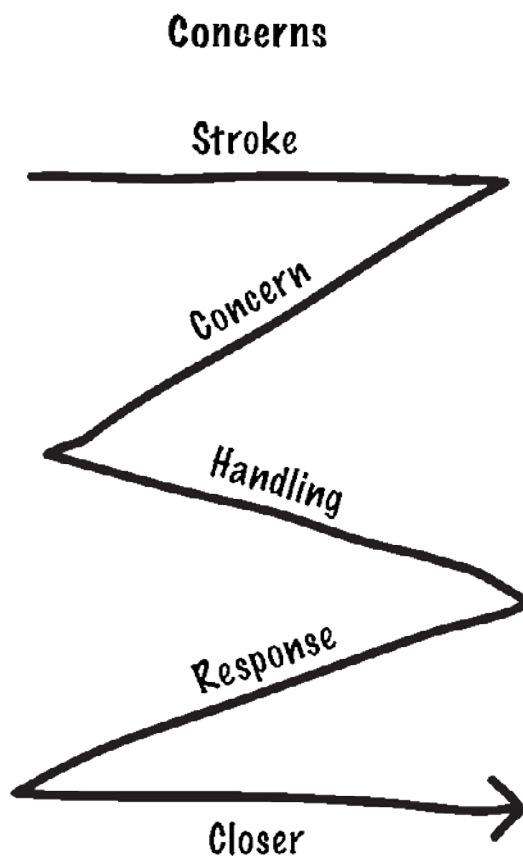
However, it may sometimes happen that a person has a genuine concern, which he or she wants dealt with, before giving you a suitable response. If the concern is real and genuine, you are bound to handle it and not go blustering on. Put the person's mind at rest and then chase your desired response.

Concerns could be almost anything. Something is worrying them, they see something hidden in the question, a discomfort, they are not quite sure what you are after (but will respond nicely, once they are on your side), there is a time issue... and so on.

There are as many concerns as there are people to talk to at any given moment. The criterion you use is that *they are concerned*, not just trying to deflect you.

- *Do you use Gorgadent toothpaste?*
- *Who wants to know?*
- *It's just a survey I'm doing.*
- *You won't use my name?*
- *No, not at all.*
- *Can't stand the stuff, it tastes disgusting!*

Visually, here's what this one looks like:



For pilots, this skill is crucial.

- *Remember a time you were stood up on a date.*

- *I can't, I'll just burst into tears.*
- *Don't worry about that. We'll clear all the emotional charge from it.*
- *But that's embarrassing.*
- *Sincerely, you do need to share with me, otherwise I can't help.*
- *I remember one time, a nice guy, I really liked him... (bursts into tears).*

But you see she has begun responding properly, once she was put at ease.

COMMANDS

Sometimes we don't want a verbal response, we want the other person to follow instructions. We can drill this too:

- *Pass me that book*
- (The person does so)
- *Thank you.*

Then the coach or mentor starts to get tricky and won't obey the command. He or she may throw up distractions, which are dealt with as above. Then we practice handling genuine concerns, before insisting on our command.

When drilling this, we don't allow disobedience. We politely push and push and push. Then—once we get the response we wanted—we use a nice friendly closer: Great! Note that *force majeure* is NOT part of this learning.

Our pilots have to become naturals at this. Occasionally a person becomes dopey or upset in a flight and you want to maintain control, to get him or her through.

Closing the loop is important discipline in the question of controlling a person or group in life. It's therapeutic for the student to drill this firmness and insistence. It also does a bit of good for the peer mentor who is coaching too! Fact. Respect for closing loops is therapeutic for everyone.

Notice that screaming and yelling are no part of getting a response from someone disobedient. We want *firmness*, not the usual emotional hysterics. This is one of the places where practiced and controlled communication skills really come into their own. Anything other than firm and polite business-like speech is counter-productive and is what commonly lowers the tone of proceedings or even leads to a quarrel (a crash of accord).

EXTREME RESISTANCE OR WILLFUL NON-COOPERATION

We have an answer to non-cooperation and disobedience. We make it happen and then still say: *Thank you!* Just as if the person had done what was asked willingly.

Verbal persuasion may tax your diplomatic skills to the limit! Still, being able to negotiate against willful resistance is a considerable life skill, well worth acquiring!

Taken to the full, we physically enforce the command, taking the person's hand or hands, placing them on the book, and then sliding it towards our own position. When done, we still use the close: *Well done!*

In fact you can do this with unconscious people.

- *Give me your hand*
- (take it anyway and then give the closer)
- *Thank you.*

Do this repeatedly and don't be surprised if, sooner or later, he or she gives you the hand. "Unconscious" people are not so out of it as doctors and scientists like to think.

CHILDREN

The previous hack can be applied to kids out of control with considerable effect. If the child is having a tantrum, writhing around and screaming, invite him or her to take control of themselves by applying the command process.

It's very simple. Just say: "Touch that doorknob," make him or her do it, by gently taking their hand and touching the doorknob, then giving the closer. You use a calm tone of voice, like this is just a kind of fun game, not an enforcement.

You can choose a doorknob, a table, chair, the wall, anything that comes to mind, providing it is within the child's reach. Move around the room.

Smile as you go and give rewarding closers, as if you are pleased with the response. Never threaten or get heavy in this hack. NEVER.

You will find that in less than a minute a wildly out of control child can be calmed and brought to reason. He or she will be touching objects just by being prompted, no force required.

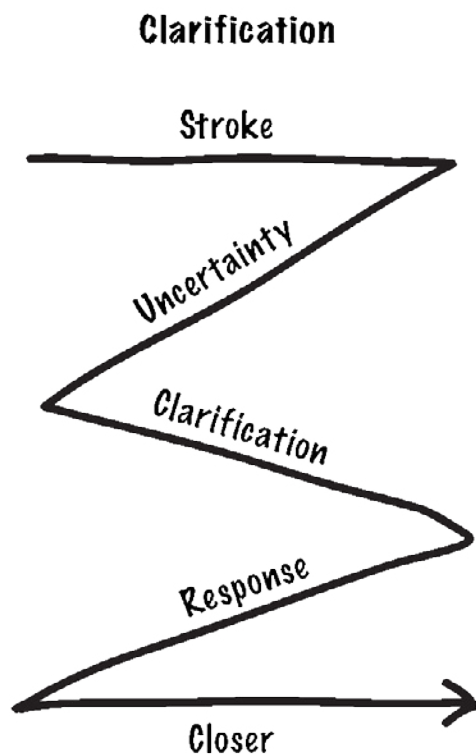
That's if you make it rewarding.

CLARIFICATION

Sometimes the person needs a detail clarified, before he or she will answer to their own satisfaction. This step simply follows the pattern above:

- *Tell me something about books*
- *Do you want me to include thoughts about digital books?*
- *Sure. Those too.*
- *OK, well I think books are just about the coolest human invention of all time.*
- *Thanks.*

Here's the schematic:



There can be mixes, of course. Clarification plus concern might look like this:

- *Can you remember anything about your time at college?*
- *I'm tired. Can we sit down while we talk?*
- *Sure.*
- They sit down and the conversation gets under way...

EXERCISES

These strokes and loops repay careful rehearsal. These are important life skills. Exercises are simple to do and competence in the face of all issues and provocation is *required* for piloting and tutor training.

The student and peer mentor sit opposite each other. If the preliminary exercises, Holding Your Space and Improving Voice Delivery are weak, these need to be drilled first.

Otherwise the coach mentor sets up a variety of responses and the student peer has to deal with them appropriately.

The coach mentor starts by reading aloud the name of each situation, followed by the handling. The student peer has to be able to describe each method of dealing with the situation, after being prompted.

So:

Peer mentor tests student: *Concerns-stroke-uncertainty-clarification-response-closer*. Now you... concerns?

Student: *Concerns-stroke-uncertainty-clarification-response-closer*.

Coach: *Good!*

When the student can rattle off the sequences, in any order, rapidly and correctly, mentor then proceeds to invent likely replies and responses. The student must deal with them, according to this section.

The student can graduate when he or she is smooth, unruffled and relaxed at dealing with any and all curves thrown by the mentor.

OPEN AND CLOSED QUESTIONS

There are two important types of question:

The closed question, which demands a single answer. For example: "How old are you?" "What time is it?" "Did you go to the concert last night?"

The open question, which projects no set limit of information. For example, ask for further clarification of a closed question: "What was the concert like?"

We can practice this distinction. With your peer mentor, ask a closed question followed by an open question.

The mentor coach partner gives the answers to each of these questions. To show you have listened properly, repeat or paraphrase the answer to the open question back to your coach, who corrects you or gives the closer if you duplicated their answer properly.

When receiving an answer to your open question, sometimes it helps to show you are listening and understanding by giving a half closer—this is not a strong full stop that would close the communication loop prematurely, but just a small nod of the head or “hm-hm” “uh-hu” or similar, that helps to keep the flow going.

When you have this mastered, then swap over roles.

NON-REACTIVE

Also, the requirement not to be emotionally reactive in response to the other does not mean you should be impassive. For example, you would respond naturally to a humorous remark by smiling, or even laughing, or say, “I understand” or “Wow. Thank you for sharing that. I’m honored” to an intimate secret.

However, two things it is very important NOT TO DO:

1. Correct, contradict or negate the information that you obtain.
2. Impose your point of view about the information received.

In piloting, these are the BIG SINS, as the aim of piloting is to encourage the individual to express their feelings, to look newly and without fear, in order to see more clearly. The person needs to discover truths for themselves, and any contradiction or imposed point of view ruins the process.

Even in everyday relationships, to invalidate the other’s opinion or to give your irrelevant or premature evaluation is most unhelpful. Give facts and ask pertinent questions, but never tell someone they are wrong or give your opinion before they ask you.

[see also *A Gentleperson’s Guide To Good Behavior*. 24 Apr 2014 Issue #: AE-240414]

PUNK POINTS:

- Communication falls naturally into loops that we call “strokes”. An origination (such as a question or command) is followed by a response, is followed by a closer (an acknowledgement). The closer completes the stroke.
- It is important, for efficiency, to keep control of strokes and not let them fall apart by virtue of drifting off with extra thoughts and distractions. This is what usually happens in every day speech: listen objectively! Pilots are drilled until they naturally maintain the discipline of strokes, while not becoming stilted or robotic.
- The client has the right to express concerns or request clarifications. We deal with these respectfully. Mere avoidance we correct gently and bring the current stroke back to its intended outcome.
- There is a larger communication loop that should not be lost sight of: the client is saying, “I need help,” or “This could be good!” You respond, “Sure. We can work together and get some improved outcomes.”
- Curiosity and interest are versions of concerns and clarifications. These are welcome.

INTENDED DEMO VIDEO LINK HERE