

EPILOGUE

FUTURE EXCELLENCE

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Excellence in the future goes far behind intelligence or rational and conscious thinking and will have much more to do with Mind Training and Alternative States of Consciousness. Albert Einstein, the first known person who used the basic ideas in what 1969 was called "Mental Training", said: "*No one of my discoveries is a result of rational thinking*". Instead he relaxed his Imagery Mind and went on journeys into the space on sun rays. This made his discoveries difficult to understand for other more rational thinking scientists and it took many decades before all his discoveries was understood and shown to be right.

In a World Congress about Consciousness some years ago, it was clear that it was impossible to agree about a definition of Consciousness.

DSC AND ASC

However, in this Consciousness Congress I showed that it is much easier to define ASC, the Alternative (instead of "Altered") States of Consciousness (sleep, dream, hypnosis, meditation, flow, the inner mental room, etc) and that these states were more related to Excellence than our Dominant State of Consciousness (DSC).

FUTURE POSSIBILITIES

In my discussion about Future Excellence, I will start with a quotation I wrote when I started Mental Training: "*The term Impossible can impossibly be used about the future*". Impossible must only be used about the past because what it means is that with the methods, ways of thinking, etc, that we have used so far – it has been impossible.

However, if we use the term impossible when we talk about the future, we will not even try to find the ways or methods which will make it possible.

Several speakers and participants in this congress has used this principle. One of them, Jeff Griffin from USA, has divided the term "impossible" in three parts. "I'm possible" and gave many examples from his life how he had succeeded to make the impossible possible through Mind Training. He finished his talk with defeating the "voodoo" statement from the medical experts that he will never walk again by standing up from his wheelchair and walking seven steps into my arms. This was an unforgettable moment for all participants.

THE WAY TO THE GOLD

This is the name of the book written about the congress participant Håkan Eriksson's incredible achievement, making the Swedish U21 Football Team to European Champions in spite of the experts belief that the chances of even qualifying were minimal. He used the principle himself but he also convinced all players and trained them to believe it was possible.

ARMLESS, LEGLESS BUT MATCHLESS

was the name of a national TV program about the Mental Trainer Mikael Andersson, who was born without arm and legs, but which made the impossible possible by creating a successful Life as a salesman besides becoming a national speaker.

FLOW

In the opening session of the Congress I mentioned how Mental Training has made many impossible things things possible by introducing Alternative Systems of Control (ASC2) also based on ASC1 (Alternative states of Consciousness). One example was "Flow" which could not be produced by our common control system (voluntary effort).

WHITE CROW RESEARCH

We should need much more research in the Mind Training area. However, high quality research is very costly to make so my proposal is to make continuous evaluations in connection with everything you do in this area. Medicine is based on "science and proven experience" and in an area like sport the proven experience is the major reason for the practical use of new things. Choose simple tests and evaluations of your actions and improvement ideas and you will still contribute to a better world in a more scientific way.

However, it is one kind of more scientific research which is inexpensive and available for everyone, and that is **the White Crow Research**.

The "White Crow" principle says that the statement that "all crows are black" can be overturned by the finding of just one white crow. To undercut the four minute English mile limit was regarded as impossible for decades until Bannister made it, after which 50 others did the same during a short time. Increasing the number of people who work for removing "limiting beliefs" will be an important part of "Future Excellence"

SAVANTS

The savants are other examples of the white crow. Here are some examples:

To memorize two pages in a second by looking on left side with left eye and right side with right eye or remember everything in a book by just looking through the book was regarded as impossible until Kim Peek showed that it was possible.

To play a whole symphony without any musical training and after just listening one time was "impossible" until Leslie Lemke did it, just to mention two examples from the savant people.

There are around hundred other example of savants who can do similar "impossible things". However, while the savant research shows that it is possible for a human brain to do these things, the next step of "Future Excellence" will be to show how these brain skills could be made available for anyone. Interesting here is the fact that almost all savants are handicapped in many everyday and "simple" activities.

One of my research plans in this area is to investigate methods to evoke such savants skills in ordinary people, for instance by temporary turning off parts of the brain, especially in left hemisphere (which can be done with hypnosis) in order to evoke similar skills. I have asked my wife to volunteer in such an experiment, but she has not agreed so far.

SUPERPOWER

While the savant skills are there all the time in combination with lack of common everyday skills, the superpower phenomena can appear in everyone during special circumstances.

There are many examples of people who have made impossible things in situations where this was needed. After TV reports about the women in Tampa who removed a heavy truck from her son, I was asked by the journalists how this could be possible. My answer: "The sight of her son under the truck created an alarm state in her body. However, she did not had time to ask herself if this was possible or not. It was only one Idea/Image in her head. "The car must be lifted off". Afterwards when she was asked she could not integrate the performance with her self-image, so she answered. "It could not have been me who did it. It must have been God". When I interviewed Bob Beaman about his incredible long jump in the Mexico Olympics, he said: "I decided to quit after that because I could not believe that such a thing was possible for me to do again".

SYMPATHICUS OR PARASYMPATICUS

Many examples exist about impossible things made by people in extreme fearful and stressful situations. However, the same emotional state can also cause the opposite, a paralyzed state where the ability to move and speak disappear (for instance in rape cases). The increase of activation of the sympathetic nervous system enhancing performance can lead to an overtake of the Parasympathicus with paralysis as a result. Too little research has been made to show how the intensive emotions can cause superpower in one case and paralysis in another.

One interesting factor here, related to Mind Training, is to find out how much we can increase the sympathetic activation (and increasing performance) without having this flashover to total performance breakdown. One factor here seems to be the "Paralysis by Analysis".

The fear meeting a wild animal in the forest can help us to run faster and longer while the same fear in a cinema fire can block us. The main difference is that in the first example we can just use an automated movement – running (without having to think), while in the last example we have to think and plan how to come out from the cinema.

AUTOMATED

Thus one solution here seems to be to automate wanted behavior by Mind Training for instance by programming the future by Mental Training.

This is what we use in sport before competitions to prevent "thinking" in stressful situations (penalty kicks, etc) which lower performance. One use of the Mental Training in the Swedish Police Academy is to "translate" the instructions of how to handle stressful situations to images, which are programmed in the mental room and which like in sport are automated and prevent "Paralysis by Analysis".

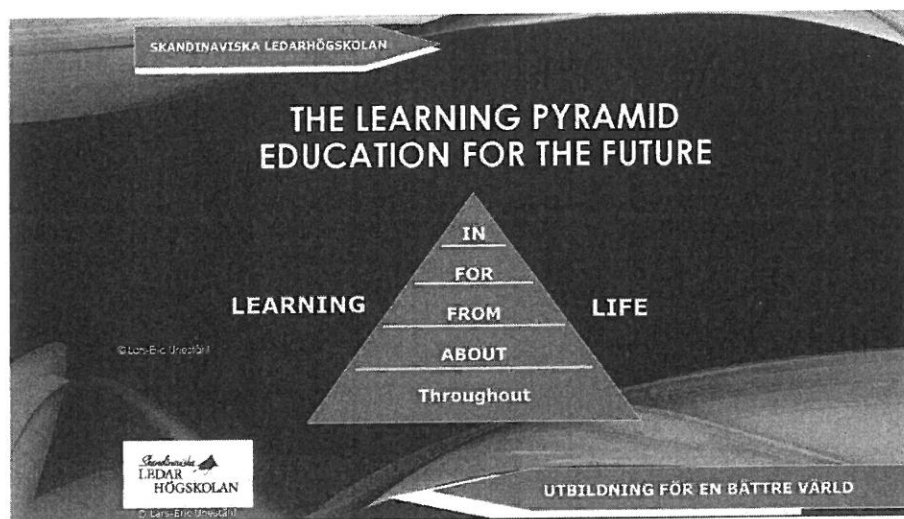
FROM SCHOOL EXCELLENCE TO LIFE EXCELLENCE

I mentioned in my opening address that there are very small positive relationships between School success and Life success, where School success is measured through grades (reported knowledge) and Life success through competence (how to handle the life situations we meet).

THE LEARNING PYRAMID FOR LEARNING EXCELLENCE

This low correlation between School and Life Excellence was the reason for me to leave my former university 1990 and found a private university with the main goal of creating an education with LifeSkillsTraining for an Excellent Life.

One part of that was to design the Learning Pyramid in order to connect Learning and Life. After 30 years of testing and evaluations I am glad to be able to propose this pyramid for future Learning Excellence..



LEARNING IN LIFE is based on the “state bound and place bound learning principle” where learning is connected with the learning place and with the mind state of the learner in the learning situation. This means that the most effective learning is done in the same setting where the learning should be applied. (Distance learning may change the name to “Close learning”).

LEARNING FROM AND ABOUT LIFE is to use “Life” as the most important textbook. To change as many theoretical examples as possible to Life related examples.

LEARNING FOR LIFE is based on the Zeigarnik principle which claims that the learning effect quickly diminishes when the learning goal is achieved. If someone study and learn for a test or an exam as the main goal, much of the learning will disappear after the test/exam. Thus, Learning for Life instead of Learning for School.

LEARNING THROUGHOUT LIFE emphasizes the everyday and lifelong learning. This is different from what people normally relates to learning, the years in schools or formal educational settings and at certain decided places and times. However, the every day, informal and life long learning is probably the most important learning. That is why one lifelong part in Mental Training is to finish every day with questions like: What have I learned today? From whom did I learn most today? What happened today which made me mentally stronger?, etc.

LEARNING AND TRAINING LIFE SKILLS

According to the Swedish University Law, the goal of learning is “personal development”. In order to reach that goal knowledge has to be transferred to competence through the PAT principle: Practice – Application – Training.

However, knowledge is not even always necessary as a base for competence.

As knowledge and competence are two different things, many recruiters are nowadays looking less at school grades and more on social and emotional competence. However, social and emotional competent people has not learned this through education and do not even know what they are doing in order to be competent (they are just “natural” competent).

In competencies like these, like in sport, knowledge leading to thinking and analysis could even be an obstacle for competence development as it may interfere with the automaticity of Excellence.

THE RAIKOV EFFECT

I organized the VII International Congress of Hypnosis and Psychosomatic Medicine 1973 in Uppsala, Sweden. One of the scientists I invited was Raikov from the Sovjet Union. He demonstrated almost unbelievable result which his subjects did after hypnotic modeling known artists, musicians during hypnosis. They showed astonishing increases of their skills in the area, after having experienced, during hypnosis, that they were this famous artist or musician.

I used this technique with a number of tennis players with interesting results (however no scientific study), but rather soon the technique was forgotten as experts could not find any explanation for the results. However, recently after almost 50 year the interest for what is now called the Raikov effect has come back and one reason for that is the detection of ...

THE MIRROR NEURONS

A mirror neuron is a neuron that fires both when someone acts and when someone observes the same action performed by another. Thus, the neuron “mirrors” the behavior of the other, as though the observer were itself acting. Neuroscientist argue that mirror neurons may be important for understanding the actions of other people, and for learning new skills by imitation. Some researchers speculate that mirror systems may simulate observed actions, and thus contribute to the “theory of Mind Skills”, while others relate to mirror neurons as language abilities.

LEARNING GOLF BY MODELING AND SIMULATION DURING HYPNOSIS

The common expert opinion has been that learning a sport is done by physical training after which Mind Training may improve the results. In order to challenge this idea based on the detection of mirror neurons, we made the following pilot study (which is not published).

40 people without any golf experience were divided in one control group (doing nothing) and three experimental groups (E1-3). E1 trained with a golf pro for 3 months, 1.5 hour a week, while E2 played golf mentally in hypnosis (also 1,5 hour a week) by living in and identifying with one of the world's best golfers, recorded in an artistic way. No analysis or logical thinking was allowed, only the feelings of excellent play. E3 made a combination 45 min physical and 45 min mental every week.

The result was that all three experimental groups were significant better than the control group, with E1 and E2 being the best while E3 (half of E1/E2) had less improvement. The best result had a middle age women from the E2 group (mental or self-hypnotic learning).

STRIVING FOR EXCELLENCE AND THE DOMINANT SYSTEM OF CONTROL

Most of the old ways towards Excellence emphasize striving effort, passion, etc. However, attempts to get rid of a negative thought will make the thought to appear more often, striving for happiness will not give happiness and trying to go to sleep prevents the sleep to come. A number of Swedish couples who unsuccessfully had tried to become pregnant have testified that they got pregnant when they stopped trying and started Mental Training.

Mental Training has therefore supplemented the Dominant System of Control (DSC = voluntary effort) with Alternative Systems of Control (ASC2), often combined with Alternative States of Consciousness (ASC1).

Examples of ASC2 methods are Triggers and Images.

FUTURE EXCELLENCE THROUGH NPCGP

This leads to one of the most important models in Mental Training for Future Excellence, besides the Training model, The Neuro Psycho Cybernetic Goal-Programming (NPCGP) model for Future Excellence.

Based on the new interest for cybernetics in the 1960's I made a number of studies in "brain cybernetics", for example showing that mental rehearsal of penalty shots in basket gave the same improvement as physical shooting or that mental simulation of rockets shooting in the Swedish Defense Force gave the same result as physical shooting (but was much cheaper).

This led to the NPCGP as a very important part of the Integrated Mental Training. In the mental room (hypnosis). Attractive and situation related goal images are programmed. These programs will then serve as control systems for the automated thinking and activity, which are the dominated part of our daily life. It functions as a mental autopilot, which moves a person towards the programmed goals in an effortless and energy-saving way. A common example of using the autopilot, which everyone recognize, is car driving (highway hypnosis).

NEGATIVE PROGRAMS

When I asked subjects which ones they preferred of positive or negative thoughts and images, everyone chose the positive ones. On the next question: Which one catch your mind more easily?, the majority pointed to the negative ones.

The reasons for that seem to be:

1. An old survival mechanism which makes us more observant for threatening things.
2. Our brain is caught by concrete and clear objects and unfortunately we (and media) have made the problems and obstacles more clear than the positive and desired things and goals.
3. Our brain is caught by the thoughts and images which contains the strongest emotions and the negative emotions (like fear) are often stronger than the positive ones.

FROM NEGATIVE TO POSITIVE PROGRAMS

Thus, it will be important to transfer the goals to very clear situation related and attractive images with a strong positive emotional content after which they are programmed in order to control and direct the automated processes. A big part of the mental trainers testifies that they have reached their programmed goals in an effortless way and sometimes without even knowing what they did to reach the goals.

FUTURE THINKING AND DECISION MAKING

The Nobel prize winner Daniel Kahneman talks in his book "Thinking Fast and Slow" (2011) about two kinds of decision making, System 1 and 2, and suggests a dichotomy between two modes of thought: the fast, instinctive, emotional, stereotypical, unconscious and automatic System 1 and the Slow, effortful, deliberative, logical, calculating, conscious system 2.

However, both of these systems have disadvantages. The fast and impulsive thought, decision and action often result in wrong decisions and actions while the slow System 2 takes time, creates rumination and is energy consuming.

I have suggested and tested a System 3, which combines the best of System 1 and 2 by being energy saving and still produces solutions of good quality.

The problems, or the basis for the decisions and actions, are written down with an "order" to the inner mind to find the best decision/action. This is done before going to the mental room or before sleep or before meditative running. The last method is running for 30 minutes in the same rhythm and speed but not faster than 70% of the maximum heart rate and with no analysis or conscious thought during the "flow" or "runners high" state.

LIFE AFTER LIFE EXCELLENCE AS THE ULTIMATE FUTURE EXCELLENCE

As pointed out by several speakers in this congress there is not any definition of consciousness that has been accepted by all experts. As I pointed out in my introduction it is easier to define various altered or alternative states of consciousness than to define the consciousness itself.

The question of how consciousness is related to the brain divides the experts into three groups:

1. Consciousness is restricted to the brain.
2. Consciousness is not limited to the brain.
3. Every persons' consciousness is a part of a universal consciousness.

The consequences of the last two opinions point to a Life after Death (Life).

The psychiatrist and nuclear physicist Jan Pilotti, who was speaking the last day of the congress belongs to group 3. He wrote a book about life after death almost 30 years ago and since then a lot of books and reports have been written about the same subject.

I translated Schwartz book: "Contact with the other side. Pioneering scientific experiments about Life after death". His reputation as an excellent scientist (youngest professor in Harvard) and his method to change his design as soon as his critics had any objection, make his findings (Yes to Life after Death) very convincing. I translated the book to Swedish and in the preface I refer to a discussion with an atheist friend who also is a philosopher and who dismisses all life after death ideas. However, our discussions has ended with him admitting I am right and that for two reasons:

1. If he is right we will never found out..
2. Independent who is right, the belief about life after death will make this life better – so I am right.

Many people were convinced through all research about the many near-death reports and Eben Alexander, The American neurosurgeon, has during the last years convinced many people around the world about the Excellence of the after Life Life.

The hope of Life after Life and of the ultimate and eternal Excellence was a good way to finish this congress about Mind Training for Excellence.