POWERED BY NLP!
2

The Evolution of NLP

From the NLP Leadership Summit
January 2018

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Contents

iii

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The NLP Leadership Summit?

Back in 2012, a collection of NLP 'elders' were invited to gather in London at the NLP Conference. This was the first meeting of the 'NLP Leadership Summit'.

An elder, in this case, is defined as somebody who:

- *Has 15 years minimum experience in the field of NLP,*
- *Is recognised as a Leader in NLP (either as a trainer and/or someone who is leading people to NLP rather than standing on the apex),*
- *Is willing to sign up to the declaration, purpose and values.*

Each year, more elders from around the world are invited and the list currently adds up to about 150 people (listed on the website).

For more information, go to the website
www.nlpleadershipsummit.org

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Foreword

Joe Cheal

Welcome...

Welcome to 'Powered by NLP 2', the second volume of notes and output from the NLP Leadership Summit meeting in Alicante 2018.

This second large 'colloquium' for the Leadership Summit (aside from the annual meetings at the International NLP Conference in London) took place in January 2018. (A 'colloquium' is an informal meeting for an exchange of views, where all individuals come to the room as equals.)

This three-day event allowed 80 NLP 'elders' from around the world to meet and take time to discuss and work through the things that mattered to them (and to the NLP communities they come from).

Folks in attendance were:

Rita Aleluia	Portugal
Leo Angart	Germany
Tomas Baena	Portugal
Kash Bhagwat-Brown	UK
Laureli Blyth	Australia
Melody Cheal	UK
Joe Cheal	UK
Andy Coley	UK

Gilberto Cury	Brasil
Frank Daniels	UK
Lisa de Rijk	UK
Lucas Derks	Netherlands
Robert Dilts	USA
Anneke Durlinger	Netjerlands
Bert Feustel	Germany
Jose Figueira	Portugal
Nick Fragkias	Greece
Andrea Frausin	Italy
Peter Freeth	UK
Ueli R. Frischknecht	Switzerland
Marianne Gagnon	Canada
Marcel Genestar Antanez	Spain
Ronit Goldberg	Israel
Jonathan Goldsmith	UK
L. Michael Hall	USA
Kris Hallbom	USA
Tim Hallbom	USA
Christian Hanisch	Germany
Joanna Harper	UK
Heidi Heron	Australia
Jaap Hollander	Netherlands
Rachel Hott	USA
Helmut Jelem	Auatria
Enrique Jurado	Spain
Nada Kaiser	Croatia
Rob Kamps	Netherlands
Cornelia Labandowsky	Germany
Jeremy Lazarus	England
Steven Leeds	USA
Nick LeForce	USA
Henrie Lidiard	UK
Judith Lowe	UK
Dianne Lowther	UK
Terrence McClendon	Australia

John McLachlan	UK
John McWhirter	UK
Karen Meager	UK
Anneke Meijer	Netherlands
Maria Mendes	Portugal
Karen Moxom	UK
David Murphy	Mexico
Lisa Newman	USA
Karl Nielsen	Germany
Colette Normandeau	Canada
Karin Paetze	Germany
Phil Parker	UK
R. Frank Pucelik	Ukraine
Juan Francisco Ramarez	Mexico
Germaine Rediger	Belgium
Shelle Rose Charvet	Canada
Gilles Roy	France
Julian Russell	UK
Omar Salom	Colombia
Peter Schutz	Austria
Joseph Soler	Spain
Slavica Squire	Serbia
Robbie Steinhouse	UK
Catherine Tamisier	France
Mohamed Tarek	Egypt
Jane Turner	France
Brian Van der Horst	France
Reb Veale	UK
Philippe Vernois	France
Virginie Vernois	France
Sandra Vicente	Spain
Milan Vukasinovic	Serbia
Ron Windauer	Austria
Luzia Wittmann	Portugal
Wyatt Woodsmall	USA
Catalin Zaharia	Romania

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Why This Book?

Having edited Powered by NLP volume 1, it seemed natural to propose a 'volume 2' when attending the 2018 Leadership Summit. Because it was a tangible output from the first Summit in Alicante, I was given the opportunity to say a few words about the book. Fortune shone on me in the form of Kris Hallbom, who stood up and gave the book a spontaneous and glowing testimonial! There exists a photograph with Kris and I standing side by side with her holding the book, looking amazing and me making a goofy face (which I am often inclined to do when someone points a camera at me – seems funny at the time, but looks weird when captured as a frozen moment in time… 'nominalised' as it were).

For me, a book is a recording… and a space for those who wish to reflect and speak about their reflections. It is also a space for folks to go away and do some research and then speak about their findings.

The Group Experience

There were 80 people at the 2018 Leadership Summit in Alicante (including 15 'sponsors' – newer leaders in the field). There is a total of 150 people in the Summit as whole group, so nearly 50% made the journey across the world to meet other like-minded NLP 'elders'.

I was personally struck by two things. Firstly, the large amount of people with doctorates and master's degrees – the education level in the room was extraordinary. Of course, education is perhaps blunt without action… and this brings me to my 'secondly': how a big group of people can come together and communicate with respect – even when it comes to the tougher conversations. And we were not just a talking shop! We were moving beyond 'associating' into a call for action.

The Standard Bearers

The Summit in 2016 was about building 'Connection'. The 2018 Summit was about Connection **and** Credibility. On a show of hands, everyone (as far as I remember) wanted a higher standard of quality in NLP across the world. And so the potentially thorny issue of 'standards in NLP' was raised and the discussion began.

It got me thinking about the history of the word 'standard'. The etymology of the word appears to come from (a) Frankish, meaning 'to stand fast or firm (to stand-hard)' and (b) Latin, from 'extendere', meaning 'to stretch out'. From the mid-12th century, a standard has become a flag… a rallying point. From the late-14th century a standard has also come to mean a weight, measure, or instrument by which the accuracy of others is determined.

And every standard must have 'standard-bearers', those who will step up and take responsibility… to 'carry the flag' and rally people to a cause. In the Leadership Summit of 2018, I saw a room of standard-bearers.

About the Book

In this book, you will find opinions and views of individual writers, which are not necessarily true of the Leadership Summit as a whole. You will also find different styles of writing and from an editorial perspective I have made the choice to maintain the authors' original spelling and grammar wherever possible (including a mix of English and US English).

I am a facilitative editor and value 'minimum input for maximum quality return' (a business version of my dad's philosophy… 'anything for an easy life'!) This book was a bigger task than the first book, with many more contributors. However, I want to thank each and everyone of the authors here-in for helping to make the job an utter pleasure. I have also taken a light touch in my editing of the articles themselves. I have added a bit of 'englishising' and grammar

where needed but have endeavoured to leave the author's original material wherever possible.

I have organised the book is into three key areas:

1) The Summit
These articles are mainly personal reflections and bigger picture overviews of their experience of the Summit.

2) Group Discussions
Most of these articles are based on the output and recollections of facilitated discussions had throughout the Summit. Some of the articles may not be a direct output from a discussion group but are thoughts *inspired* by those discussions.

3) Raising the Standards: Researching & Assessing NLP
This section, on the whole, is a more 'academic' set of articles, designed to engage us in a conversation about raising the standards of NLP.

PART ONE

THE SUMMIT

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Understanding What Happened
At the Summit

L. Michael Hall, Ph.D.

If you were not there at *the NLP Leadership Summit*, you might be wondering what happened? How could we spend three full days if no one was speaking or leading a training? What did we do? How was it organized? As a "Summit" the experience was structured so that we would have informal yet guided conversations about things most important to us. This was the intention of the Summit:

> *Our primary task and purpose is to create a context in which the NLP Leaders talk with and to each other.* The purpose is to get to know each other, have the conversations that we need to have, and to associate.

To that end, the design of the Summit was also for *co-leadership*. It is **not** a Conference where there would be speakers and speeches nor keynote speakers. It was not a training for skill development and exercises. Instead, starting from the place of assuming that we are *colleagues*, that is, that each person is a *leader* in his or her community and working to bring people into the field of NLP, we would so honor and respect each other. We would share our visions for the field. We would share our strengths and best practices. And we should talk about our challenges. That's what a Summit is for.

Now unlike an Association which would have various agendas to fulfill as an organization, we gathered at Alicante Spain to just *associate with each other.* Using this design in the previous Summits (seven of them), we had seen this approach has so far eliminated "politics" and discussions about the distribution of "power" (who's in charge, who gets to decide things, etc.). By design, the Summit is

a meeting of who we are (leaders) caring about what we care most about (the future of NLP).

I had anticipated that we would all be *tested* by the Summit in that we would be required to practice *with ourselves* what we all know about communication and relationship. More than likely every single person (or almost every single one) had facilitated groups to effectively communicate and/or also taught the NLP Communication Model, the Meta-Model, etc. So in coming together in this way, the Summit would offer us an unique opportunity to practice what we preached. The question then was, "How will we do?"

Guiding Questions
To guide the conversation, we created a number of *Guiding Questions.* Heidi Heron and myself put these together and presented them to the group before we gathered at the Summit. That led a few others to offer some additional questions. We used the guiding question as a way to hold the conversations. Obviously trying to do that with 75 people would be too much, so we kept dividing into smaller groups, usually 8 to 10 people around a table.

At each table someone would volunteer, or be drafted (!), to be the facilitator. Once a facilitator was chosen, that person would assign someone to be the Reporter who would report back to the plenary session. The facilitator sometimes would appoint some other roles like time-keeper, monitor, etc. The design of the process was *not* to create any final answers. Instead it was to express each person's views and to hear each other out. It was to understand each other's thinking and understanding. We also added that in the case that we do come to some unanimous decisions, that would be an extra benefit, but not the purpose. In this way, we kept the purpose simpler and easier to accomplish.

Starting from the assumption that, as NLP Leaders, we are all *communication experts(!)* then surely we should know how to

communicate, how to listen, how to match, how to explore, and how to embrace differences. That was our hope. And I think all would agree that we did that. So just as we did in 2016, the design is that we will gather and operate as *co-leaders.*

The Structure of the Summit
Several times a day (4 or 5 times) we separated into smaller groups of 8 to 10 people to address one of the *Guiding Questions.* As each group appointed a Facilitator and a Reporter—in that way everybody who wanted to, got a chance to facilitate and to report back to the larger group. In mixing up in that way, we all got a pretty good chance to get acquainted with each other and we got to see and experience each other's skills and abilities as leaders.

For the facilitation, we wrote the following. When you are the facilitator, your job is to do the following:
        1) keep the group focused on the question,
        2) enable the group to have a dialogue with each other,
        3) help each person have his/her time to speak,
        4) help each person to be succinct and get to the point,
        5) keep the time of the group, cuing the Report when to summarize,
        6) interrupt if need be to help a person say on track.

When you are the Reporter, your job is to do the following:
        1) take notes of the conversation,
        2) summarize the notes with the group toward the end of the time period, and
        3) report your insights, discoveries, conclusions, line of reasoning to the larger group.

The design of the first Guiding Question on Day One was to start everything off on a positive note and thereby to establish a positive space. After that, the questions focused on dealing with some of the challenges before us.

The Guiding Questions for the 2018 Summit:
Visions—

    1) What is the best thing that we have in NLP given the world we live in and how it keeps changing? What are you most proud of? What do you consider the best thing that we have to offer?

    2) What is your vision for NLP? Where would you like to see NLP in 10 years? 30?

    3) What is your vision for the NLP Leadership Summit?

Defining Ourselves

    4) What are your concerns for the future of NLP, especially as a world-wide community, credibility, and effectiveness. Bring back your list of concerns.

    5) Report on the question from 2016, What is NLP? Jaap Hollander representing the group that has been working on this reported how they developed the questionnaire and the results.

    6) Report on the 2016 question, What do we recommend for standards of NLP Training for Prac. and Master Prac.?

    7) How can we gather and use "best practices" among us for training NLP?

Addressing the Concerns

    From the list of concerns, we formulated groups around eight different subjects. 8) How do we build credibility for NLP via research?

    8) What do you think is the problem about the following concern, and what do you think we can do to address it?

    Misuse of NLP, variation in Standards; no International body, lack of clarity about what NLP is, what "Practitioner" means, lack of supervision, research, assessment of competence, etc.

9) What standards do we want to set for membership for the NLP L.S. (Leadership Summit)?

10) What do we set as recommended standards for NLP Associations?

11) Given our values (already established), what is our code of ethics?

12) If we see the L.S. to become a reference in the field of NLP, what can we do to facilitate that development in the coming year.

Behind the Scenes

Heidi Heron and I began the planning for the facilitating of all of the conversations two months prior to the event. As with the 2016 Summit, we gathered a set of questions and used the basic format for each of the three days: Vision—Problems—Solutions. The central question that we kept asking each other (and others) was—

How can we structure things so that it is a gathering of colleagues, that it supports co-leadership, and that it gives everyone a chance to lead in various ways.

We also decided to plan that we would open each day on a high and end on a high. Our thinking was that by doing that it would help everyone to be in the best state for the conversations. Also to facilitate from the beginning of Day 1 we thought we would do a very brief review of what the Summit is and our purpose. To that end we gave "a bit of history" about how we began in 2012. We then introduced the 15 "younger" NLP Trainers, those with less than 15 years of leadership, who were sponsored. To make them feel welcome we asked them to stand and to recognize them as the future generation leaders in this field. We also asked each person representing an Association to stand and identify themselves, we had a dozen or so of them. We set a few frames — to give all the new ones an idea of what would happen and how the processes would work.

Behind the scenes also involved getting to the hotel two days prior to the event and checking out things with the hotel, the company that we hired to bring in the sound system, the setting up of the chairs. About the chairs, prior to this Summit we had always created a large circle of 35 to 40 chairs, but with the anticipated 78 we knew that was out of the question. In the end, we created a spiral arrangement of three inter-connected chairs.

Onto the Next Summit
What has driven all of us in the Summit from the beginning is the realization that — *The future of NLP is in our hands.* What NLP will become in the next two or three decades depends on us— on those of us who are bringing people into the field by our teaching, training, writing, etc. There are no other leaders we can look to. It is in our hands. Given that, our focus is on what we have started with the Summits as we have set a goal to raise the credibility of NLP. And if we can do that, we can create a bright and positive future for NLP. The next 3-day NLP Leadership Summit will be January 10-12, 2020. Before that there will be a Summit at the NLP Conference in London, May 2018 and May 2019.

Alone No More

Heidi Heron

It never started as a dream, this NLP thing. It seems that it was more happenstance - the right people, at the right time in the right place. And, I personally am so thankful for that!

But what comes next started with a dream, became a plan and takes in a life of its own.

Once again, the Leadership Summit meeting in 2018 exceeded my own expectations. As the "participant coordinator", a self-imposed title, I had the opportunity to communicate with most of the participants before the meeting began. I was able to understand some of the desires, questions and anticipations of attending; I also assembled a questionnaire for participants as a get-to-know each other before the meeting.

With 80 participants, a loose agenda and people who are used to being the leader - anything could happen. And anything did happen.

We talked, discussed, challenged and decided. We ate, drank, laughed and connected. We learned, collaborated, shared and listened.

We. We did all of this.

Throughout the world, NLPers seem to live and work in silos. On the whole, we are community minded individuals doing our own thing. I live in Australia, where it is very easy to think we are on our own. But we are not.

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One of the things I appreciate about our Leadership Summit Tribe is that we are not alone. There are hundreds of others around the globe that know and understand what I do for a living! Hundreds of others who also strive for quality, longevity and growth of the field. Hundreds of others who understand.

I am so impressed by the conversations we had this year, and humbled by the egos that were checked at the door. While some of the conversations were similar to previous meetings, we had sponsored guests who are the next generation of the LS membership - they had outstanding insight. The stand out action point for me (and dare I say many), is the global body initiative.

I have been a part of the Australian Board of NLP for the last decade and the thought that one day the seal could mean something more meaningful one day is thrilling. For decades, NLP has had only loose leadership - to have a a body that is overseeing more than individual associations will be a game changer for us.

For too long, we have lived and worked in silos, we dance to the beat of our own drums. What I caught a glimpse of at the meeting is that we don't want to be alone anymore. We want a tribe, a place to call home, standards to uphold, research to substantiate and leaders to lead.

These are exciting times ahead, spearheaded by individuals who care and want to make a difference for generations to come. I can hardly wait for 2020!

Community, Inclusivity and Ecology

Judith Lowe

Community; what it was like to be there and why

In Alicante in early January the sun rises at a wonderfully convenient time.

Its lovely to see the sky and sea lighten and the colours come back into the world as you jog slowly along the beach, wave at a couple of conference friends already swimming, and be back in for breakfast just as the warmth from the sun starts to kick in for the day.

Every morning I had breakfast with different people, every evening walked out to dinner with overlapping groups of old and new colleagues and friends, lunchtime too.

I hung out with people I had read about but never met, with people I have met but never felt close to before, with people I have loved for many years, with people I am starting to appreciate more and more. I had a great time.

I am writing this for anyone who wasn't there so that you know we were friendly, we enjoyed each other's company, we were curious and engaged. We had great food. We went for walks. We ordered drinks for each other in the bar. We were kind with each other's foibles and feelings. And a couple of people even went for a bracing morning swim.

So, these brief comments on the idea of community relate to our experiences as human beings in a group who share a vision and want to make something happen.

We began our meetings five years ago at the ANLP conference with the stated aim of finding out if we could all be in the same room and be normal and nice with each other, not forming an 'association' but 'associating' together. The emphasis has been on enjoying each other's company as human beings and not as commercial competitors.

How do you build trust? How do you create a community that can be kind and wise? What are necessary conditions to optimise our collective intelligence?

So, in Alicante 2018 we really did our best to continue to be genuine, present and warm hearted with each other. We did our best to walk our talk. We brought our personal perspectives into the discussions and something, possibly something you could label 'progress' was made.

I say all this by way of encouraging others to join us.

Inclusivity; positive enrichment and expansion of the leadership group

There are two principal types of inclusivity we discussed and I thought I would re-flag this important issue here.

These are relative constructs of course and already our second meeting in Alicante was more inclusive than the first, especially with regard to age range. This was something we had deliberately planned to do by way of extending invitations to younger leaders to participate in a somewhat separate role. I certainly enjoyed and benefited from having this group and their ideas as part of our

experience. I feel it was greatly enriching and energising. I hope they felt acknowledged and welcomed.

Firstly, in terms of the discussions on inclusivity and diversity, we noted that there are two key groups from within the NLP field that are underrepresented in our community. These are the teachers and leaders from the training schools of the NLP developers and founders, John Grinder and Richard Bandler.

Of course, there is a case to be made that we are all related on the family tree and all ultimately connect into one lineage. However, with the various schisms and differences within the field, that we are hoping to heal and transform, it would be pretty wonderful to have members from these NLP backgrounds joining us. Their perspectives would be so interesting and enriching.

I wonder what we can do to be more appealing, relevant and supportive to them so that they want to be part of this project with us?

Secondly, we are mainly a white western group and I think it was a widely shared wish to become more international, intercultural and more representative of world populations beyond the west as well as more reflective of modern western cultural and ethnic diversity.

We discussed having the next meeting maybe in Mexico rather than in Europe as both a symbolic and as a practical action towards this. Maybe we can work towards this decision and others like it?

I know there is research on this type of outreach and maybe too, models of excellence that we can draw from? How can we make a start?

Ecology; thinking about the new association

So we have voted that we *do* want some kind of international body or organisation to promote our goals for standards and ethics in NLP training and also to support the evolution of NLP for future generations.

I want to mention here the work that Karen Moxom has done and is producing from within the ANLP in the UK. Her leadership and influence and generosity have been essential to our project so far, and I hope we will have her research and achievements in mind as we make these changes. I would love to hear her thoughts and proposals. Maybe ANLP itself is the model we seek? Maybe other people also have resources and blueprints for an international NLP organisation they can suggest?

In general, I hope that all the leaders in our group who work in business and in professional organisations, who already know about the art and science of changing from a small community-based group to a larger, formalized professional association, will contribute to helping us all think this through.

I assume there are case studies on this too that we can model?

There will be benefits and there could be losses. I am especially thinking of the relational and ongoing processes required to keep an organization alive, responsive and thriving as the world changes so quickly. How can we be agile and flexible, relevant, inspiring and essential to new generations?

Meanwhile, many thanks to all for a wonderful meeting.

Powered by NLP: Reflections

Laureli Blyth

To be part of the 2018 Leadership Summit was very enlightening and exciting. As a group we found quite a few a common bonds and interesting topics of discussion. One topic that I was involved in was "How NLP makes change in the world'.

We reflected that NLP works like no other modality as it has flexibility and curiosity built in. Most applications work consistently with a feedback (TOTE) model to learn what might be added or is missing.

The NLP Presuppositions are the underpinnings and philosophy that are found in many businesses, and other modalities in the world, such as 'there is no such thing as failure only feedback'. This particular presupposition allows a continual pathway to improvement.

We no longer need to spend days nor hours discussing or explaining simple fundamentals of NLP as they are often integrated into mainstream thinking. People are amazed at how practical & simple most of the NLP techniques are. This has created an ability for us to create and combine techniques. The art of NLP is the careful skilfully creating and tailoring.

We found that knowing NLP allows humans to think skilfully and make better decisions. In fact, we surmised the small stuff often makes the biggest impact. NLP effects people in positive powerful ways. Not controlling people but empowering people. Such a vast field, helps people do things better. It gives the ability to learn how to create, discover and be optimistic.

NLP has contributed to many other disciplines and often does not get the credit it should. It is important to be proud of NLP & give credit when using it or referring to it. One of our participants speculated that it has impacted 10's of millions of people in the world in one way or another.

Frank Pucelik shared a story he witnessed with Gregory Bateson in the 70's at Santa Cruz: Gregory Bateson was in the core group of the Macy Conferences[1]. One of the topics they discussed there was how to save the human race. Bateson said they came up with two ideas.

1. Cybernetics (science of communications & automatic control systems in machines & living things)
2. Find a way for the world to communicate and connect. (WWW)

One day when Bateson was observing the group of NLP'ers he told them he thought they had discovered the missing step. He said what they found in NLP was offering people new ways of thinking, talking and mapping, thus allowing a paradigm shift in human thought.

We summed it up as NLP being a true form of innovation and something we are proud to be a part of and involved with.

Notes
1. Between 1946 and 1953, the Josiah Macy, Jr. Foundation sponsored a series of conferences aiming to bring together a diverse, interdisciplinary community of scholars and researchers who would join forces to lay the groundwork for the new science of cybernetics.

The Wisdom from the Fathers and Mothers of NLP and the International Code of Ethics of NLP

Andrea Frausin

People coming from different countries, with different walks of life, leaders in the field of Neuro Linguistic Programming (NLP) fully dedicated themselves for an intense 3 days in Alicante to discuss about the present and the future of the discipline.

Many NLP generations were present and a common sense of intent and direction personally increased the hope within myself of a better future for a so promising discipline.

NLP can make a giant leap in the human race in the near future, being of help for so many people in an international context (that will change dramatically due to technology progression and Artificial Intelligence development) and lead that change positively, with the wisdom of a strategic and systemic thinking.

Accredited sources are saying that about 50-80% of the jobs out there will be substituted and many many people will need to face important transitions and transformations in their lives. NLP can be a huge contribution to humanity in this changing environment, being so powerful in shaping people thinkings and behaviors for the better.

If we go to original NLP, the real purpose of NLP has always been to increase choices, to give people more freedom and to contribute to the people around in a positive way.

But where has this original spirit of NLP gone?

Good news from Alicante 2018: I was amazed how very-strong-ego people, leaders in their field, were able to cooperate playfully and with full intense participation openly discussing, sharing and actively working the future of our discipline with full commitment. Perhaps this original spirit is still here, and we have the opportunity to take it to next generations so that NLP can contribute massively for our communities and for the world at large.

Talking with different NLP leaders around the world, I realized that there are a lot of common issues. Paradoxically many of the people with whom I talked reported a sentence that is used different times to "label" NLP:

"NLP is manipulative"

And here manipulation is not intended as the etymology of the word, but in a strongly negative sense.

How is it possibile that a discipline so powerful that Gregory Bateson - one of the most important thinkers of last century - said that NLP can save the human race (by being able to change the way people think in a world in which there are so destructive weapons that only one "insane" can kill us all), how is it possibile that NLP which was born to increase choices is perceived in such a way?

During the 3 days, some needs seem to be the most agreed upon which are connected to the answer to the question above:

1) the necessity of a rigorous and respected code of ethics for NLPers internationally agreed upon, with some "body" with the consensus, the right, the credibility and the tools to verify this code is respected,
2) the importance to increase the credibility of NLP worldwide, through good communication (and marketing), strong researches

about the benefits and results of NLP in the different forms of application and shared minimum common standards for NLP training at different levels.

Starting from a shared definition of the field, which is still in the process of being given and agreed upon (and one key issue a special group of people in the Summit is taking care of).

The proposal for the international code of ethics in NLP, so important given the common perception of NLP being negatively manipulative, was to share and merge in a wise way the different codes of ethics coming from NLP associations in the world and coming from other professions, a sort of "modeling" of the best practice still in use.

While listening to these discussions I shared a simple idea with Frank Pucelik, the only co-creator of NLP present at the Summit and strongly supporting the international community of NLP with his wisdom.

I said: "Frank, why don't we use the 9 major beliefs of NLP and chunk them down as a reference point of the new to-be code of ethics for NLP at international level?"
Frank nodded with a big smile.

I have been certified as Trainer of NLP by all the three co-creators and I was surprised to know I didn't know the 9 major beliefs of the original NLP since I first learned them from Frank in Moscow in 2016 during a DST (Dissociated State Therapy) Practitioner.

We all know in NLP that beliefs are simply a human artifact and in their structure they are generalizations which can be useful in certain contexts and not useful in other contexts. More, in NLP we are very proud of the distinction between content and process: NLP is about

process and not content, something that distinguishes NLP from other disciplines.

At the same time, I think, we are all aware in NLP of the importance of having, as human beings, special beliefs which can support a positive and healthy living of individuals in different groups and in human societies on the planet (and which of course operate as "strategic lies" as many if not all NLP patterns from an epistemological point of view): and these are the 9 major beliefs, the coded wisdom of positively impactful people, the core and the heart of positive excellence.

In order to test the intuitive value of the 9 major beliefs I operated using the following strategy (which is one of my preferred strategies to test in the real world, the "strategic lies" other human beings call their "way of thinking" or, worse, "the truth"):

1) I begin congruently to "act as if" the new information is solid (in this case the nine major briefs are "the truth")
2) I behave congruently (in this case incorporating the 9 major beliefs at my best - easy in my case for the majority of them because I learned to think and behave in these ways during my 20+ years in NLP and luckily also before)
3) I notice the results of thinking/behaving in this way and/or the results of training people in thinking/behaving in this way

And I was astonished by the results in terms of positive change in many people of the use of the 9 major beliefs and their impact on the people around them.

According to Frank, who was there at the beginning of NLP, they represent the wisdom of a selection of the most positively successful people in the recent history, modeled by the original group of

developers of NLP (called Meta at that moment in time) back at the beginning of the '70s.

The same group of people who were forgotten for so many years since Frank Pucelik gave them the right credits in the book *Origins of NLP* (edited by John Grinder and Frank Pucelik):
Joyce Michelson, Trevelyan Houck, Marilyn Moskowitz, Jeff Paris, Lisa Chiara, Ilene McCloud, Ken Block, Terry Rooney, Jody Bruce, Bill Polansky, Devra Canter and one more person who prefers to stay anonymous.

People who worked experimenting, experiencing and testing the core skills of NLP/Meta for 20 to 40 hours a week for years! And that were never cited any place in seminars, books, etc.

People we all need to have respect for and show our gratitude for the work they did and which was shared by Frank, part of that group too, to Richard and John, for years considered the NLP co-creators or co-founders. Note: in *Origins of NLP* John Grinder recognized that the co-creators or co-founders of NLP were not 2 but 3 (in alphabetical order): Richard Bandler, John Grinder and Frank Pucelik. And Frank cited the names of the other first developers.

Well, these people together distilled "wisdom" with the 9 major beliefs.

Why 9? Because of the limitation of the conscious mind (the magic number 7 plus or minus 2 by George Miller), so for didactic purposes in order for us and our students to learn them quickly and to remember them.

It is clear from the NLP point of view that the 9 major beliefs are complex equivalences - i. e. "the relationship between a word or set of words and some experience which those words name" (from

Bandler, Grinder, Satir, *Changing with families*, 1976) - with the use of a special category of nouns called "nominalizations".

As any NLPer knows, nominalizations are nouns which were originally verbs (so processes) which were "freezed" into a noun. Normally when a human being hears a noun he/she treats the noun like an object (since in many language noun refers to an object) while nominalizations are verbs 'freezed' into nouns so nominalizations are not objects, are dynamic processes.

So it is important to remember to chunk the 9 major beliefs down to behavior (chunking down is the process to move from linguistic "vague" representations into linguistic or primary experience representations which are connected to senses, sensory base descriptions closer to actual experience), which is in my opinion an important task for the members of the NLP Leadership Summit to do together to come to a common understanding of the 9 major beliefs of NLP with the support of wisdom and direct experience of Frank Pucelik, who was there while NLP was created.

In the following I will enumerate and give a brief bullet-points description (from my notes from Frank's training) of the 9 major beliefs, one of the core skills of NLP, conscious the next strategic step is to chunk them down at behavior level.

Note that the 9 major beliefs have to be considered together, positive successful people have all 9 (this is why I chose to put them all and not only the major beliefs which seemed to be more interesting in terms of the code of ethics) and that there will be some overlapping between them when chunking them down.

Map - territory distinction
"The map is not the territory" Alfred Korzibsky;

- the representation of the world is not the world, what we perceive and what we think is just a map and the map can be useful or not (it is not true or false); we will never know what the territory (reality) is: in fact our senses are not giving enough information about "the world" and the way we process the (selected received) information alters those informations creating our own maps;
- every person has their own representation of the world, its own map: every person is unique.

Respect
- Virginia Satir said: "everybody has everything they need to be successful" and "if they are sitting in front of me they already proved to be successful";
- every behavior is functional sometimes and in some context;
- respect people behaviors: they are the best possibile choice at that moment in time available to them with their present map of the word.

Difference = beauty
- each person map of the world is different;
- normally sameness is considered "good" but it is with differences we can learn and grow;
- be excited by differences so you can understand much better other people (this does not mean you agree with them) and learn from differences;
- approach another person's map of the world with joy, curiosity and respect to learn differences, talents and strengths.

Communication = manipulation
- it is impossible to not communicate: all sensory interactions are manipulation in the sense they create a response;
- there are 4 possibile conditions of interactions: win-win, win-lose, lose-win, lose-lose;

- in win-win interactions we both get something of value so act win-win;
- "we are responsible for the results we create" or "the meaning of your communication is the response that you get".

Resistance = power
- There are 2 main instincts in human beings: 1) survival; 2) adaptation (learning).
- We as human beings are the finest learners on the planet; if someone is threatened (lack of rapport) you will find resistance (survival instinct); so if you find resistance, you reduce the threat so that the person can learn (second instinct) leading the person in a win-win relationship.
- Resistance is one of the best energy sources to facilitate the process of change when utilized properly.

50/50 rule
- At least 50% of the value of every interaction is not dependent on what you say but on who you are;
- at least 50% of your communication is non verbal.

Right to learn
- You are a learning machine; in order to learn and to be successful it is ok to "fail";
- there is no error, there is no mistake, there is only feedback from which you can learn

Your most important client
- You are your most important client so take care of yourself, enjoy yourself;
- practice what you preach.

Trust your unconscious
- It is key to be able to access your and other people unconscious;
- given the respect of all the other major beliefs, if for example you are trying to do something you think you can do but you are not sure or you don't know how to do, trust your unconscious.

We all know that "NLP is manipulation", better "NLP is professional manipulation", as Frank always says. It is a professional manipulation in a win-win frame in the direction of contributing to our social environments and to the world at large to change for the positive the life of so many people and to fulfill the commitment we have towards our species that was well represented by what Gregory Bateson said to Frank Pucelik and other top NLP guys at the beginning of NLP.

The world needs NLP, we can have a huge positive impact starting from our behaviors and our way of living our lives.

And the 9 major beliefs can be one of our strongest ally.

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PART TWO
GROUP
DISCUSSIONS

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The Spirit of Collaboration
And the NLP Leadership Summit

L. Michael Hall, Ph.D.

In my first NLP book, *The Spirit of NLP* (1996) the focus was on the spirit of curiosity, questioning, passion for excellence, mastering the basics, modeling, and so on. What was missing from it was the spirit of collaboration. Well, the book was about Bandler's 1989 Master Prac., so what can I say? Fast forward more than 25 years and what a contrast!

We actually began *the NLP Leadership Summit* for the express purpose of *collaborating*. Our original aim was for the leaders in the field of NLP to get together and talk. That's all. And that's what we did in 2012 and 2013, some 30-plus trainers got together during the ANLP Conference in London for half a day and talked. Then something magical happened. Out of that talking with each other about what we all have in common which was *wanting to see the field of NLP gain greater credibility and a more positive reputation*, we discovered that there was actually more uniting us than dividing us.

That was my hope from the time I entered NLP, the idea of collaboration has been my vision. Maybe it was that I entered into the field at a time when it was dividing into numerous camps. Later Shelley Rose Charvet and I took a step in that direction in 2010 when we created and edited a collaborated book, *Innovations in NLP* (2011). From that, Ian McDermott and I modeled collaboration in terms of leadership and wrote *The Collaborative Leader* (2016). So, seeing these ideas take form in the NLP Leadership Summit is truly a dream come true.

There's another amazing thing that we discovered with the first Summits. Those who came together were, for the most part, *action-biased leaders.* We didn't just talk, we got things done. And so, by the third Summit we had, surprisingly, co-created a website forecasting who we were as we gathered to *associate* and promote our vision of NLP. I attribute a lot of that to Shelley because as we talked using flip charts, identifying our values, our understanding of NLP, our common dreams and values — she asked who will complete each area and by what time? And within six weeks, all of us had completed what we said we would do. In terms of how most committees work— that was absolutely incredible.

Then there were both of our Three-Day Summits in Alicante Spain. In both events, 2016 and 2018, what really stood out for me— and I think everyone else— was *the spirit of collaboration.* Now I don't know if it was just because of the particular people who showed up and attended or if it was the structural processes we set up, or if it was just the spirit of the times (the zeitgeist), or all of the above, or something else — but what I think everyone experienced was truly a collaborative community of peer leaders.

How amazing is that given our 45-year history which has been so full of conflicts, divisions, and conflicting camps! Someone visiting the Summit from the 1980s or 1990s might be tempted to ask, "Now this is an NLP gathering, right? You are from the NLP movement that started with *The Structure of Magic,* right?"

Rather than the usual politics and egos, there was lots of comradery, lots of hugs, lots of words of appreciation. And when we engaged in the difficult conversations, while I anticipated conflict and strong disagreement, and while Heidi and I even set up a framing facilitation that would ameliorate any disruptive conflict to make it open and respectful, it was hardly needed. From what I could tell everyone was respectful, considerate, and patient in the conversations. That's truly the spirit of collaboration.

Perhaps in this we are truly recapturing the original spirit that started NLP. One of the myths that we have long lived with is that NLP was created and founded by two men, Richard Bandler and John Grinder. But that's really not true. It was created by *a community of people*— it was initiated by the Gestalt group that Frank Pucelik and Richard Bandler led and which evolved into a testing group that Richard and John designed and Frank facilitated. Then a second group arose of those practicing the patterns that were being discovered and who became the first NLP leaders. Given that NLP arose from those two communities of people all working together to co-create the models, patterns, and processes that we today call NLP— by capturing afresh that spirit of collaboration we will launch a second renewal. At least that's our hope.

Nor did the spirit of collaboration end when the Summit ended. Several committee were set up— Standards, International Body, Media Response, etc. which were designed to continue working together in a collaborative way.

All of this is new in our field and yet it perfectly fits with how the field began and with many of the principles and patterns that comprise NLP. Perhaps we have now moved beyond our adolescent years and are maturing as a people and as leaders. Perhaps we are now ready, as never before, to apply what we teach, coach, consult, train, write, and research to ourselves so that there is now a basic attitude of self-management and self-responsibility among us. If so, then imagine the effect if all 75 of us go out as *Ambassadors of the Vision— the dream of NLP's credibility in the world!* Let's make this collaborative spirit continue into the future.

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Imagine We Have an NLP Archive

Leo Angart

During the NLP Leadership Summit in Alicante 2018 many participants referred to the poor image NLP suffers at the present time. For example, the English Wikipedia page about NLP does not reflect what NLP actually is. I understand the reason might be some editors at Wikipedia who has a very low opinion of NLP.

However, if you read the same page in another language you get a completely different and more balanced impression of what NLP actually is. For example, the German, French and Spanish language Wikipedia articles about NLP are about three times longer and leave readers with a more positive impression of NLP.

Many professions or fields of study have established an archive containing articles defining their field. For example, there are at least a dozen different psychology archives covering specific aspects of psychology. Imagine if we had an archive of NLP containing articles that define what NLP is. A place where you can look up and read about some of the achievements of the NLP pioneers.

Over the years there have been various NLP publications. Notably the American Anchor Point, Rapport from the UK and NLP World published in Switzerland. However, none of these publications reached the quality of a professional journal.

If you take a look at the Archives of Scientific Psychology you will see a detailed document about how to submit articles for review and eventual publication complete with reviewer's comments.

Since psychology has been around a lot longer than NLP, there are of course a lot more articles and old publications available. Imagine in five or ten years if there is an NLP Archive full of in depth articles about the various ways NLP has contributed to the world. Written and presented in a way scientific journals are written. If such a source of information is available then the academic world might pay attention.

In depth articles of NLP achievement
For example, there are NLP people who have perfected how to enable alcoholics to get rid of their addiction and be able to subsequently enjoy an occasional drink at social gatherings. Others have tackled such difficult problems as depression. Or successfully coached athletes to reach the very top of their game.

Also, there are major new developments creating a whole new and expanded understanding of what is NLP. I am thinking of Lucas Derk's Social Panorama which takes NLP concepts and develops a whole new way of thinking about our relationships with others. Also, Michael Hall's Meta States which also opened up a whole new world. NLPt, or NLP Psychotherapy, how did it come about, what were the struggles and what are the successes. Who contributed to make this a reality? What is the future of NLPt?

I can imagine that it would be a lot of interest in reading articles detailing how these developments came about. For example, I have a collection of 20-year-old video recordings of Robert Dilts talking about what led to the development of his Neurological Logical Levels. This type of video material is invaluable to anyone interested in NLP. It does several useful things, first of all such recordings are the most direct way of knowing what the original developers were thinking. Secondly it sets the record straight about who did what.

Finally, there are also very interesting book ideas such as the "NLP University Story." How NLPU has contributed to the field of NLP.

Similarly, there is an interesting story to the told about "NLP Comprehensive" and their contribution. In the same way that Tad James, Anthony Robbins and Michael Hall have developed their own schools. Not forgetting the originators of NLP Richard Bandler and John Grinder who have their own stories to tell.

Next steps
First of all, to agree that this is a good idea. Secondly to set up the technical aspects, such as how articles should be formatted. Find reviewers to look at articles and comment. Where is the NLP Archive to be housed, both physically as well as digitally? Who will be the chief editor?

And finally, how is this to be financed? Do we charge for access? Do we charge for downloading articles like many other professional publications do?

What do you think?

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NLP at Parenting and Education

Rita Aleluia

How do we want a child to remember us?

How do we want to parent and educate to make the difference in this world?

I truly believe that peace starts at home, at each inner house, in each inner child. Family is a microcosm of the world so I also believe that there is no greater gift that we can give ourselves, our children and the Planet than committing to our own inner work. And I found that space and awareness also at this NLP Leadership Summit, my first one. It was so interesting to me, because I felt like a daughter embraced by a loving and united family.

During these days, we have made delicious reflections and we agree that NLP tools that we can transform in practices, it is a very good start by, through example, the community can leave a bigger legacy to all humanity. We saw that the world needs parenting growth and that the unconscious parents are, probably, the basis of all pain in the world. So, to focus at the 'parent – child' dynamic is to heal the Planet!

That's why NLP at Parenting and Education, it's about being awake and conscious of what's happening inside us and with us, as a mother, as a father, as a teacher.

How we can change, how we can grow and how we can use our power to transform, empower and create peace in our family's dynamic, forever in the world? Is it to feel that we are divine!

And why is it so important that we are conscious of the changes we need to make? Because it's the only way we can change and achieve the results we desire, in accordance with our "self", ours "self". The symmetry between the ego and the soul.

Parenting and Education with NLP, shows us that it's only when we compromise, when we put ourselves in the spotlight we are able to change and when we actually change, everything around us transforms itself. We communicate with an open heart, it's the basis of a profound connection with ourselves and consequently with our child.

We conclude that most people are born and raised in families that aren't able to see them as they real are. Families that weren't conscious and with the best of intentions, project themselves in their children. That wanted by all means that their children would fill the void, and unfulfilled dreams. All that made some of us renounce our true self, often in a desperate attempt to belong to and be accepted by that family, ending up creating a parallel identity.

An identity founded on beliefs that were instilled in us, an identity, most of the times supported in religious and cultural beliefs. Growing up, these children (now adults) still seek for external approval in everything they do. They live without authenticity, without spontaneity, without joy in a never-ending search for perfection, especially women who are mothers. When we find and honor our authentic self, then we are able to embrace our children's authenticity.

At this summit, we also saw that to take care of our emotional baggage is the first step to not putting that weight on our children shoulders. For instance, fear is part of the human condition. It's only natural to feel it and it's important that we acknowledge it, that we

thank its positive intention, that we embrace it. From that moment on we created space for compassion to grow. Fear is one of the biggest sources of transformation, it is a resource. And this reminds us of the five freedoms of Virginia Satir:

"The freedom to see and hear what is;
The freedom to say what you feel and think;
The freedom to feel what you actually feel;
The freedom to ask for what you want;
The freedom to take risks on your own behalf."

From the experience of all that already practice NLP Parenting, especially now, with the transition of the NLP 3rd Generation to the NLP 4th Generation, we learn to slow down, to listen deeply to our body, to trust in the innate rhythm of contraction and expansion and restore our own resiliency. We gain consciousness that we are our own healer.

We learn to live in the here and now, in the present moment. We go deeper inside ourselves and our relation with life changes! We are co-creating moment by moment, with our own energy! To be present it only means to be here and now, to our child. All of our being! Body, mind and soul. Wherever we are, we really are with our child, enjoying the happiness of him being who he is, exactly as he is! Live one moment at a time.

Another vital part of becoming our own healer is embracing the journey of re-parenting ourselves and to be available to look into the mirror our children offer to our own unmet needs and past wounds.

When we choose responsibility, coherence, acceptance, authenticity and creativity, when we look at our child with equal dignity, we are walking through NLP Parenting. When our ego doesn't subside our child's ego, when our presence doesn't take our child's presence, we

are also walking in NLP Parenting and creating peace on the Universe.

"The greatest gift I can give is to see, hear, understand, and touch another person." – Virginia Satir

We also distinguish that one of the major differences between NLP Parenting and Traditional Parenting is that the second, prevents the parents from connecting with their children. How?

For instance, when we are told that we are supposed to raise accordingly to this or that rule in order to achieve a specific outcome, when we feel that education follows stereotypes, that children must be successful (regardless the meaning each one gives it), they have to be happy (when we know it doesn't depends of us but on them)... Thus we're facing traditional parenting.

Unconsciously, parents that follow the traditional approach end up pressuring their children, to be what society has defined as right. And all children are thought, educated in the same way (even though every child is different and unique). Many parents believe and act as if their children needed fixing. When this "recipe" is rejected by the children, the parents panic, they're overcome by fear, because they believe in the myth that says they are the ones who must teach, educate and show the way to the children. They believe that as parents, they have always to be in control, not only of every situation but also of their children.

On the other hand, NLP at Parenting and Education investigates, deconstructs and works on the belief systems of the mother, the father, the teacher. What does each belief that we carry tells us? Is it really ours? Do we really believe it? What does each belief means to us as human beings? Many times, we face new situations that force us to completely step out of our comfort

zone, situations where are actual belief system doesn't work. It's when you stop and ask yourself: "who am I? ". If we're vigilant to the events that life offers us, we learn to thoroughly investigate our belief system and to adjust it every time is needed, accordingly to our values.

We agree that NLP Parenting and Education allows us to move accordingly to our intentions and our values. They're our lanterns.

This is a new paradigm at Parenting and Education. Children don't need boundaries in the sense they were used 15 years ago. They need parents and teachers that are relatively clear about what they want and don't want, what they (parents) like and don't like. We are talking about we being aware of our own personal boundaries. Of course our child will over step the boundaries, thousands of times, simply to get the experience of who is my mother, who is my father, who is my teacher, how are they different, how are they different from my grandmother…

Acting with responsibility, with the transforming energy of "yes", of presence. And next time we answer "no" to our child, we can ask ourselves: "Am I saying no because it's easier to me? Because it allows me to be in control and not be bother? What is my inner motivation? That no fit my ego or my child?"

We sense that our children came to awaken us, to teach us, to help us stay in the present moment!

They're the ones who invite us to stop, to breathe deeply. They're the ones who show us that we don't need to be heroines, or super heroes, that we don't need to have one million dollars.

Our children just need us to be with them, on each moment, connected by being and not having.

This is the path to excellence. We also are aware that our child needs a present human being, to seat on our lap, of time, tenderness, to know us and our stories. Our child needs a mother and a father that will   assume the responsibility (consciously) of their actions.

Vulnerability must also be highlighted. The traditional approach to parenting avoids vulnerability. But we already know that is through vulnerability that empathy is born. That we become human, that we communicate with and from the heart, that we make a connection, that we're kind. We want to create profound and lasting relationships with ourselves, with our children, with our community. For that to happen we have to expose ourselves, expose our humanity, our vulnerability.

So we experience that many parents and teachers tell that: "I've already tried all the methods I know of and my children/students still haven't changed their behavior"...

We believe that the purpose of every method is to make the child behave "nicely", that is to say, accordingly with what the parents believe to be "good" behavior, using manipulation. This way, the previous behavior is eradicated. When this happens, we're ignoring the need and the positive intention behind the behavior that seems inadequate. We're also acting against equal value and dignity. Consequently, we're disrespecting a human being just like yourself, with the same rights as we.

In NLP Parenting we use STRATEGIES!
Strategies allow rapport, connection, recognition of my space and the other's space to exist.

That active listening happens, that you'll see and feel according to each particular situation, in each actual moment. That everyone that makes part of the system, will be truly allowed to BE, without

judgments. The system runs smoothly and harmoniously. And only we and our family know what's best for us.

Strategies are behavioral patterns that can be modeled and replicated. In NLP, we have that example, a legacy that Todd Epstein and Robert Dilts modelled give us with Walt Disney's strategy. Can you feel now how powerful it is the effect of strategy?

Unconditional Love versus conditional Love

At this summit, we also distinguish the conditional love from unconditional love. When your child feels he has equal value, when his ideas, emotions and feelings, his needs and wishes, have equal value, when he feels he's respected, seen, listen and acknowledged – this is unconditional love. This child will feel empathy, confidence and security. He will learn that there is a difference between what he does and who he is. He feels loved regardless of good or bad behavior, if he has good or not so good results in different contexts of his life.

On the other hand, evaluation, compliments, prizes and rewards, threats, punishments are perceived by the child's unconscious as conditional love. They only love me if... When we say to our child that if he behaves, he may play on the PlayStation or if he doesn't eat all the soup, he'll be grounded, we're acting from conditional love. Children that live in an environment of conditional love become slaves of compliments, rewards and prizes. They believe that life is a competition, they always want to be the best and when they're not they suffer. They become more self-centered and focus a lot on the right and wrong.

In NLP Parenting we create fair and honorable conditions to everyone! Girls and boys, men and women, all have equal value and dignity! Our emotions, wishes, needs and opinions have the exact same value. No, we can't always do what we want, but we always

have the right to speak our minds. So, we can be aware of the adjectives you use to label girls and boys. Girls are much more than "pretty" and boys much more than "strong". Both can be sensitive and smart. Avoid expressions such as "boys don't cry" and "girls don't misbehave". We can tell them stories about strong and brave women and sensitive men. Show them the women who stand out in society throughout history: volunteers, authors, scientists, athletes, politicians...

We believe that by practicing NLP at Parenting and Education, in a few decades, men won't feel pressured to prove their masculinity and women will free themselves from submissiveness.

This is a slow process, it doesn't happen overnight. You plant the seed and take care of it with a lot of love, affection and patience. Than something new blooms and begins to bear fruits.

And how comforting it is, to know that we are working on it, in community, together and that "things are what they are" and that "everything is always fine".

I thank you all for all the wonderful days of introspection we had together and I am especially grateful to our dear Robert Dilts, my mentor and sponsor.

NLP in Education and Learning

Joanna Harper and Terry McClendon

Part One
Joanna Harper

Can we enrich learning and teaching experiences with NLP? Could it be that in the future NLP foundation skills will be taught to all new teachers during their teacher training? And reinforced and updated to all qualified teachers as part of their ongoing professional development programs?

Is this a vision that others share?

At the inspirational NLP Leadership Summit in January 2018 I was fortunate to connect with NLP Professionals who share my vision for NLP skills to be included in Education programs.

During conversations, both formal and informal, many ideas about the benefits and value of NLP in Education were shared and expressed.

Although the importance of NLP in Education was agreed upon by the majority of the NLP Leadership Summit group, opinions and visions ranged widely on what applications are relevant and how specifically NLP could be integrated.

My personal vision for NLP in Education is to include the Foundation skills of NLP in all new Teacher training courses. Others in the group expressed a vision for teaching NLP to parents and to children.   And

children, often Master Modellers themselves, can provide inspiration as to what skills would be appropriate to include in a learning setting.

A few days after returning from the Leadership Summit I flew to Africa to embark on a long planned second trip to train Teachers and Educators in NLP at a school in Mombasa, Kenya. My NLP support for this school is ongoing. Through online resources I am continuing to share with them NLP and Education related information. I'm currently focusing on enhancing the children's creative writing and communication skills with NLP.

The NLP in Education conversations have continued since I returned from both trips. Online and where possible in person. I have met with and spoken to Teachers, Head Teachers and NLP Professionals to explore the vision, share ideas, receive feedback and keep the conversation and momentum going.

In order to avoid repeating work that has been completed by others I am interested in establishing what has been done, when and by whom. Then aim to create a co-operative of interested people to take the next steps for NLP in Education and Learning.

To this end, I have been collating details from members of the Leadership Summit who have shared with me NLP in Education information, research and their opinions. In addition to this, I am documenting what has already been done in the wider NLP community both in the UK and internationally.

It has been expressed that in some countries it is not possible to integrate NLP in Education and Learning without being led by a Trained or Licensed Teacher in their state education system. I am mindful of this and aware this is a long-term project that will require a collaborative of interested qualified/Licensed Teachers, Educators and NLP Professionals.

It may be that others who share another vision for NLP in Education and Learning create working collaborations themselves and we can connect again at some point in the future.

There are challenges in getting NLP accepted as a valuable tool in the Education and Learning environments. For example, in some countries, including the UK, NLP has a perceived poor image. Also, some models from NLP have been integrated into various education courses without referencing the source as being from the field of NLP. This was a hot topic at the summit and other groups were formed to focus on these issues. Additionally, a meta-analysis of quality published research will provide evidence of the currently accepted positive impact that NLP can deliver.

As a field of NLP Professionals, we collectively have a lot of qualifications, skills, techniques and technology to create a positive change in Education and communicate this with decision makers in the Education 'world'.

Part 2: Reflections on NLP Strategies in Education
Terrence L McClendon, M.A.

The techniques and strategies of Neuro-Linguistic Programming (NLP) have a natural fit in educational settings. Key elements of NLP are effective communication and enhanced behavioral outcomes: elements that are at the core of teaching and learning. Proficiency in NLP techniques can be a valuable tool for teachers but NLP can also be in incorporated in other ways. One powerful approach is to integrate NLP strategies into the curriculum and delivery so that NLP becomes a back drop learning template. For example, today's multiple delivery styles - including traditional classroom instruction, videos, practical learning, demonstrations, group work - acknowledge students' different learning styles and, in many cases, mirrors NLP's early developmental work; work which modelled ways to maximize the learning outcomes for different people.

There are 6 fundamental categories of strategies in NLP - learning, motivating, believing, remembering, deciding and creating. Success in mastering these strategies, either directly or indirectly, is a key component for all learners in reaching their educational goals.

Strategies are founded on the T.O.T.E. Model[1] (**T**est-**O**perate-**T**est-**E**xit, a sequence based on computer modelling). This model is the basic design principle of every good strategy. In general, all strategies define an outcome (e.g. to visualise a word in order to spell it correctly), a sequence of activities to achieve that outcome (write down the word etc) and well-formed and ecological conditions (e.g. pictures, sounds, feeling and external checks). In my view, Robert Dilts (et al) provides the best and most comprehensive explanation of the parts and uses of strategies[2]. I recommend this book to any of my students who want a more in-depth understanding of strategies.

The Spelling Strategy, one of the Learning strategies, successfully helps (perceived) 'poor spellers' to improve their ability to spell. According to NLP, ability with spelling is not a function of some kind of "spelling gene," but is rather the result of the structure of the internal cognitive strategy one uses when one spells. Thus people who experience difficulty with spelling are not "stupid," "lazy" or "learning disabled," but are rather employing an inefficient or ineffective mental program.

Successful spellers typically visualize words while those who experience difficulty in spelling tend to use auditory cues - this can be a real trap in English as phonetics do not provide a reliable guide to spelling ('bear' versus 'bare', ' dear' versus 'deer' for examples). Throughout my career, I have successfully used the Spelling Strategy to help 'poor spellers' improve their ability to spell, including with young children. I used this strategy to help hundreds of children to overcome their difficulties with spelling[3]. This strategy can easily be embedded in teaching aids for instructors.

The Learning Strategy can also be adapted for other disciplines and subjects. I once worked with a young girl to help her with the learning her 'times tables' in mathematics. Unlike the Spelling strategy that typically deals with a single word at a time, the 'times tables' is more complex. I used a hypnotic trance to assist the girl to install each set of 'times tables'. I describe this strategy in more detail in 'Happy Parents Happy Kids'.

Increasingly, the value of NLP as a teaching aid is being recognized among educators. My most recent experience with this was the program I conducted in a South East Asian country a couple of years ago. This particular project was endorsed by the Minister of Education and was created in collaboration with 5 local universities and a local NLP consulting and training company. The attendees included lecturers, professors and faculty heads. Since my initial training with 50 attendees, more than 500 participants have completed the course.

The overarching objective for this project was to improve the performance scores of students. The vehicles for achieving this objective were NLP strategies and coaching skills. One of the things I enjoy about working with Asian cultures is the respect students have for their teachers. Knowledge is a gift and Asian students appreciate the presents they are given by their teachers. So the audience, all of whom volunteered to attend the course, was very receptive to the introduction of new concepts. One of the challenges for me was to moderate my language and teaching style to recognize the attendees' limited prior knowledge of specific NLP terms. Also, participants often needed special encouragement to participate in group exercises - a recognition that local cultural norms can differ from other cultures' degree of willingness to engage in such participation.

My business, and others who teach NLP, is centred around facilitating better communication and strategies to achieve defined

outcomes. We have been called trainers, gurus, teachers, coaches and leaders, among others. We can play with semantics and define the distinctions and skills sets of each of these labels, however the common threads are we communicate to others for the purpose of influence, conveying knowledge and skills to build capabilities in others.

As an industry, we have not been good at collecting evidence of our successes. We need to be more systematic in the collection and analysis of data to demonstrate the value of using NLP skills and techniques to improve outcomes. The education environment, where results are routinely captured, is a good place to start. Of course, this will require the cooperation of education authorities but it is opportunity for them to gain recognition of the impact of a good investment.

I was delighted when Joanna Harper asked me if I would co-write an article on NLP in Education for the next *Powered by NLP Book*. Writing this has re-ignited the memories of my initial light-bulb moment when I realized I wanted to work in a training environment to help bridge the communication divide. Although I didn't know it at the time, the inspiration for this came on the morning of May 10, 1967 in a rice paddy in Quang Nam Province, south of Da Nang Vietnam. I was just shot twice from a North Vietnamese 30 calibre machine gun and was experiencing a transition from this life to the other. Clearly I survived, with a message and an as yet undefined purpose or strategy for implementation. This purpose led me back to the South East Asian region, to reside in Australia and to acquire a set of resources and skills, which has enabled me to share information cross-culturally.

Notes

1. First formulated in *Plans and the Structure of Behavior*, 1960, George Miller, Eugene Galanter and Karl H. Pribram.

2. R Dilts, J Grinder, R Bandler, L Bandler, J DeLozier, 1980, 'Neuro-Linguistic Programming: The Study of the Structure of Subjective Experience, Volume 1, Meta Publications, Capitola CA
3. I describe one case in my book 'Happy Parents Happy Kids', 2007

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NLP in Business

Peter Freeth

I see many people talking about business applications of NLP – sales, influence, persuasion, marketing… rapport… the list gets shorter, the closer you get to the reality of business life. Contrary to the popular opinion of people who write about sales, the job of a salesperson mostly does not entail sitting in front of customers, negotiating deals. Most of their time is spent planning, creating account strategies, following up, testing and measuring, developing relationships and so on, and none of this is done with 'matching and mirroring' or 'setting outcome frames'.

Furthermore, the great majority of people in business today are not sales people. Most people are not even in customer facing positions. As organisations get bigger, more of their resources are dedicated to 'back end' operations; people who come to work every day and just want to do their jobs and go home again. People who benefit from their daily interactions with colleagues being a little easier, more effortless and less stressful.

Similarly, people who work on the therapeutic applications of NLP might talk about transformations and breakthroughs, but the reality is that people achieve long lasting change through counselling or therapy as a result of consistent, persistent, small steps forwards, not huge leaps.

However, the therapeutic applications of NLP might often overshadow the real value of NLP in Business, and that's what I want to explore, to inspire you to see business applications as equally valid, ethical and professional as any other.

Many NLP books are written for the big, theatrical changes in life. Gurus whip crowds into a frenzy of empowering your life, and skyrocketing your success, and earning millions while you sleep. These fantastical claims simply don't make any sense to the great majority of people who just want to go to work, earn a fair and honest living and have a nice time while they're doing it.

Most people want to be good at their jobs, to avoid office politics, to work in a supportive team, to have a supportive, encouraging manager, and to learn something new so that they can have a sense of self-development and growth.

The reality is that your life is not significantly improved by lurching from one transformation to another. Your quality of life will be significantly improved when you enjoy a little more success, a little more easily, with much less stress, every day.

Research has shown that stress can reduce your life span by up to 20 years[1], and working in a stressful environment is something that many people feel they have to do, every day. Other research has shown that interpersonal conflict at work reduces cognitive capacity and increases stress[2 & 3]. This affects not only their well-being, but also the well-being of their colleagues, family and friends. When you use your NLP skills to help people have more congruent goals, in better aligned working environments, with more enjoyable working relationships, you touch not only their lives but also all of the lives that they touch. You really make a measurable difference in the world.

Many people who attend Practitioner training are left wondering how to put all of the weird and wonderful techniques into practice. It just doesn't seem right to hypnotise people at work or wave your hands in strangers' faces while making wooshing noises, does it? As

for touching them on the leg whilst asking them to double their pleasure, there are laws against such things.

In learning to apply NLP professionally, we have to go full circle to NLP's roots. The therapists who Bandler, Grinder and their colleagues first modelled didn't use techniques at all; they were the pioneers of what we now call 'talking therapies'. To create NLP, the researchers turned the structure of those talking therapies into physical techniques so that students had an easy way to learn them. Each technique is actually a way to install a process and a method into the Practitioner student. Whilst you could continue to use the techniques that way, you don't need to. However, few students progress beyond that early stage. Most students, in my first-hand experience, tend to think that the way they're shown a technique is the only way to do it.

NLP, then, is a proven set of tools and techniques that improve your skills in important business areas such as goal setting and communication. But above all else, these are tools that don't work in isolation, they are tools that you must use with other people so that everyone benefits from the result. These tools only work within relationships, and you are fully responsible for the way that you manage your relationships, both professional and personal.

Herein lies NLP's real power in business; as a way to structure your communications so that you achieve results more effectively and efficiently, for the benefit of all involved. I don't mean the 'headline acts' of sales, negotiation, influence and so on, I mean ordinary, everyday interactions. The 'good mornings', and 'how's it goings', and the 'when can I have that reports'. Ordinary everyday stuff that most people take for granted.

As I look around the NLP training industry, I see a number of established and well-known training providers moving into

corporate consultancy under the guise of "organisational psychology" and other similar concepts. It strikes me that they've realised there is more money in corporate training than in their more therapeutically oriented, privately funded customers and now they're trying to make NLP credible in a business context. I think that they are missing the point: it already is.

I suppose my route into NLP has biased me towards its business applications. My first exposure was on an internal sales training course at a major telecoms company. The three-day course developed quite a following, fuelled by many intriguing stories, such as the sales team who used non-verbal rapport to influence their sales manager. During each weekly sales meeting, the manager intended to give the sales staff a hard time about their figures. At the end of the meeting he felt inexplicably good about not having done it. How could you resist finding out more about that?

From that moment on, I used what I knew about NLP on a day to day basis – in sales meetings, in team meetings and in just about every way you could imagine. I was lucky in being able to get the tools and techniques of NLP out of my system early on and instead concentrate on results. No-one cares about swishes or six step reframes – they just want whatever they want. I practised something different every day, and I wasn't afraid to get blank stares in return, because I wasn't afraid to experiment and learn.

I recently gave a presentation on NLP in Business at a local practice group, and afterwards, someone asked me, "How did you come up with all this stuff?" and the answer is simple; I wanted to understand more, I wasn't prepared to take things at face value, so I experimented, I deconstructed, I practiced.

I started with just a few simple ideas that I used regularly. At first, I paid attention to the language that my customers used and when I

wrote proposals for them, I used their sensory language. After job interviews, I also wrote follow-up letters in the sensory style of the interviewing manager, and they were always amazed and impressed. Of course, the fact that I bothered to write a follow-up letter was the most important thing. The language I used just made it more powerful. If you don't bother to get the basics right, no amount of NLP wizardry will help you.

I have come to think of NLP as an operating system. By itself it doesn't do anything useful. Only the applications you run on it are useful. Consequently, it's very difficult for companies like Microsoft to sell operating systems, so they partner with PC hardware manufacturers. Similarly, I have found that my NLP skills enable far more useful applications such as facilitation, conflict resolution and problem solving. These are good old-fashioned consultancy services that clients are happy to pay money for. Are clients happy to pay money for NLP? If a client asks for NLP by name, I know that I have to find out what's really going on.

When the time came for me to leave the telecoms industry and set up my own business, I knew that NLP would be a part of it as I saw the basic skills as being highly transferable and without a shelf life. Technical skills such as IT knowledge have a shelf life – if you don't keep up with the latest thing, your knowledge quickly becomes worthless. The great thing about NLP is that the core modelling toolkit means you can be constantly developing and refining new models of excellence to form the basis of your consultancy, training or coaching work.

For example, I worked with a number of sales people on the challenge of cold calling. I learned a huge amount from them, and that experience created a little niche for me for a while, and I ended up writing a series of articles for a recruitment magazine called "How to

love your sales calls". Similar things have happened with retail managers, future leaders, facilitators and more.

So, NLP is already credible and acceptable in business simply because business is about people. I often say that words like 'company' or 'organisation' are simply collective nouns for groups of people, acting for a common purpose. They're no different to any other people. If you want to apply NLP in business then realise that people are already communicating, relating, influencing and learning in businesses. Using NLP, you can make those natural processes even more effective.

I hear from a lot of people in companies who say "we don't use NLP, it doesn't work for us". Whilst HR managers may resist NLP because they only see the techniques, there's a revolution starting from within that promises to make NLP a mainstream business development toolkit.

At the moment, much of NLP is hidden inside other training courses, consultancy models and professional services. It doesn't really matter whether the customer knows there's NLP in there or not as long as they continue to get the professional service they want, the value they expect and the results they need. As I learned on my first customer service course, 20 years ago, "people don't care how much you know until they know how much you care".

I think that, in the past, people have tried to sell NLP without knowing what it does. Many coaches don't know how to sell coaching, so they offer free taster sessions. That's all changing now, because established professionals are learning about and applying NLP in the course of their work. Accountants, lawyers, sales people, IT directors and CEOs are learning about NLP because they want to be better at their jobs, not because they want to become coaches or hypnotherapists.

As a global professional community, it's our responsibility and our privilege to apply NLP in businesses to solve real business problems and help business people develop real, practical business skills. It's our responsibility to take the spirit of NLP and adapt it to our customer's needs, not just to take the techniques out of the Practitioner manual and hope for the best. It's our responsibility to honour NLP's spirit of curiosity and to use that as the basis for our professional development, not just to say "I know how to do NLP" because you can remember all seven steps of the six-step reframe.

NLP has the potential to offer a significant upgrade to the human operating system that powers businesses, maybe even the first since the industrial revolution. I believe that NLP offers us the chance to create a business infrastructure based on open communication, focussed results and truly meaningful relationships. With the power of NLP behind you, you have both the credibility and the proven potential to make a powerful difference in business. The rest is up to you.

Notes
1. Ahola et al (2012) Work-Related Exhaustion and Telomere Length: A Population-Based Study.
2. Inam Ul Haq (2011), The Impact of Interpersonal Conflict on Job Outcomes: Mediating Role of Perception of Organizational Politics. Procedia - Social and Behavioral Sciences 25
3. Doucet, Poitras, Chênevert, (2009) "The impacts of leadership on workplace conflicts", International Journal of Conflict Management, Vol. 20 Issue: 4

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Media Response Group Process

Ueli R. Frischknecht, Lisa de Rijk,
Shelle Rose Charvet (Chair) & Reb Veale

One of the key values that the Media Response Group shares is to keep a sense of levity and hence, when reading this article, please keep your eye out for the odd random joke ☺.

Background – The Reputation of NLP Affects All Practitioners of NLP

One of the things discussed at the Leadership Summit colloquium in Alicante in January 2016 was our frustration with occasional media or blog posts levelling unaddressed criticisms at NLP – it seemed almost as if no-one was sure who should / could 'defend NLP 's honour'. At that Summit gathering, a small but hardy sub-group came together to form the Leadership Summit Media Response Group to scope out how we could achieve balance in both investigating the truthfulness of such articles and potentially, seeking correction where this was appropriate.

> *'Before you criticize someone, you should walk a mile in their shoes.*
> *That way, when you criticize them, you're a mile away and you have their shoes'*

Together, we developed a process and went through a number of iterations and we wish to share it with you so that you are aware it exists and also by way of asking you all to help flag up any articles or media coverage that may bring the good name of NLP into disrepute. This may be in printed media such as newspapers or magazines, blogs or online articles, or in television or films.
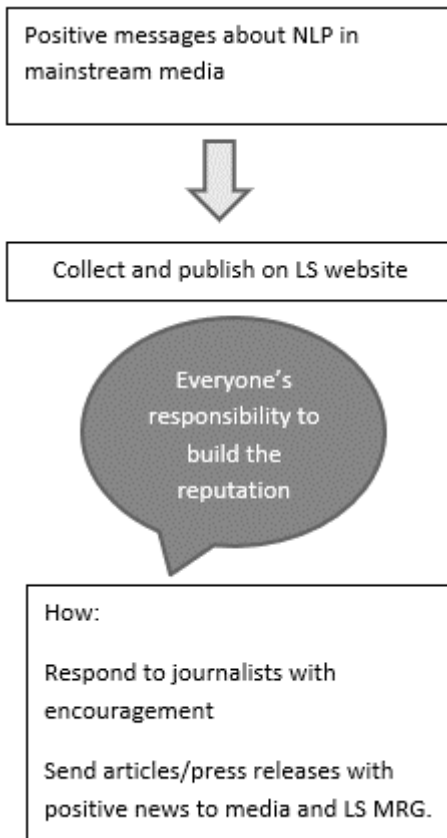
'If at first you don't succeed, skydiving is not for you'

We are all aware of some of the myths still associated with NLP that have not been tackled in years past and this group and process are part of our commitment to support the Leadership Summit aims to begin the process of ensuring that whilst all communication is subjective; we can at least move toward a certain degree of fact-checking in this era of 'fake news'.

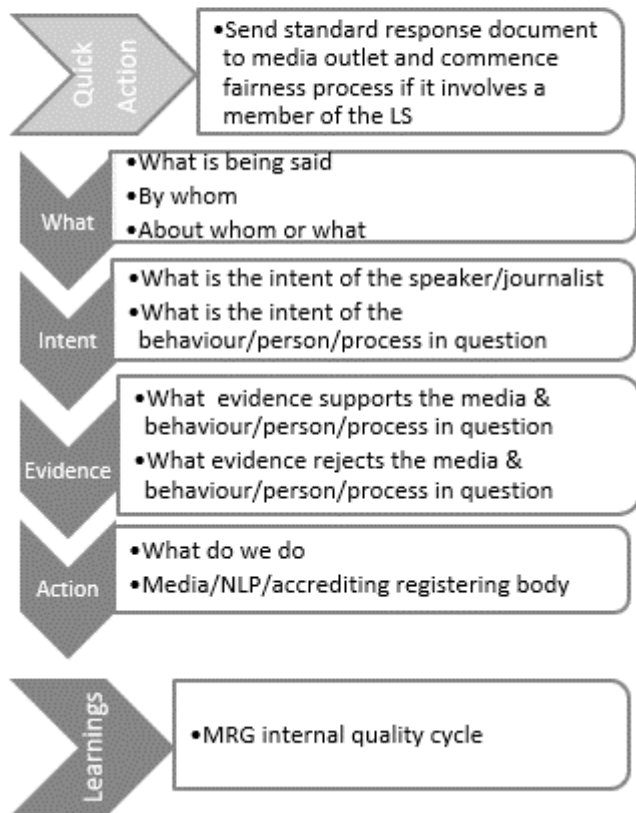*'The Past, Present and Future walk into a bar….it was tense'*

Process: Media Response Flowchart

```
┌─────────────────────────────────────┐
│ Positive messages about NLP in       │
│ mainstream media                     │
└─────────────────────────────────────┘
                  ⬇
┌─────────────────────────────────────┐
│ Collect and publish on LS website    │
└─────────────────────────────────────┘

         Everyone's
       responsibility to
          build the
          reputation

┌─────────────────────────────────────┐
│ How:                                 │
│                                      │
│ Respond to journalists with          │
│ encouragement                        │
│                                      │
│ Send articles/press releases with    │
│ positive news to media and LS MRG.   │
└─────────────────────────────────────┘
```

Negative messages about NLP in mainstream media

Media Response Group Task

Quick Action
- Send standard response document to media outlet and commence fairness process if it involves a member of the LS

What
- What is being said
- By whom
- About whom or what

Intent
- What is the intent of the speaker/journalist
- What is the intent of the behaviour/person/process in question

Evidence
- What evidence supports the media & behaviour/person/process in question
- What evidence rejects the media & behaviour/person/process in question

Action
- What do we do
- Media/NLP/accrediting registering body

Learnings
- MRG internal quality cycle

When: the aim is to commence the process above as fast as possible (*ideally within 24 to 48 hours where possible) upon being made aware of a piece 'of bad press' about NLP in the media.

Who: two or more members of the Media Response Group, with a relevant expert co-opted when appropriate and someone with additional language skills when necessary.

Call to Action

Here's what you can do!

1. **Set up a Google Alert** for NLP or 'neurolinguistic programming' in your country so that you will immediately get notice of NLP items in the news.

   How to set up Google Alerts

   It's very easy to create useful Google Alerts. Here's how it works:

   1. **Go to google.com/alerts**. Make sure you're logged in with the Google account you want to use.

   2. To change your settings, click **Show options**. You can change:

      1. How often you get notifications
      2. The types of sites you'll see
      3. Your language
      4. The part of the world you want info from
      5. How many results you want to see
      6. What accounts get the alert

   3. **Choose your keywords**. Try to make them unique. Brand names like Apple and Orange are just going to bring back 'noise'.

   4. **Select the frequency**. The choice here is really "real time or when I have time?" If you want to receive notifications in close to real time, select "as it happens."

5. **Choose your sources.** Google Alerts doesn't cover social media, but you can choose whether to track news, blogs, videos, or even books.

6. Click **Create Alert**. You'll get emails whenever we find matching search results.

2. **If you find an article disparaging NLP, let us know immediately!** We have created a quick response template to speak on behalf of the NLP community and increase the likelihood that our response will be published.

3. Then, when an item comes to your attention, **please read it thoroughly yourself**, decide if it requires a response and if so; please contact a member of this group clearly stating why you believe it requires the MRG to investigate and/or respond.

We can all support this group of rotating membership to stand up for the good name of NLP using Google Alerts. Some LS members have already been very helpful providing a (seemingly endless!) stream of articles mentioning NLP and whilst this is likely to very useful for the community's awareness; it is not this particular group's core purpose.

Bear in mind that sometimes, the appropriate response may simply be awareness-raising with the Leadership Summit and sometimes, just about being 'so noted'.

The man went into the bookstore and shyly shuffled up to the counter and asked the sales woman: "Can you direct me to the self-help department?" She looked up at him from over her glasses and replied: "Wouldn't that be defeating the point?"

Thank you all in advance for your contribution to 'cleaning up our act' and helping get the good news balance back for NLP.

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Email addresses of Media Response Group members are available to all Leadership Summit colleagues and for readers of this book, we encourage you to get involved via the http://nlpleadershipsummit.org/contact-us/ page.

In Service to the Community

Karen Moxom

As leaders, we are here to serve.

Service to the community takes on many forms…leading by example and walking our talk; supporting others to be the best they can be; honouring and shining a light on those who use their NLP to make a difference with others; acting in collaborative fellowship for something that is bigger than any of us…

NLP is what brings our community together – we all know that its power can change lives, transform relationships and careers and be THE difference that makes the difference.

It has always been our intention to serve the NLP community and support that community to be the best it can be…and very often, we do that quietly, behind the scenes, without drawing attention to ourselves or what we do!

This is because our Leadership model is very simple:
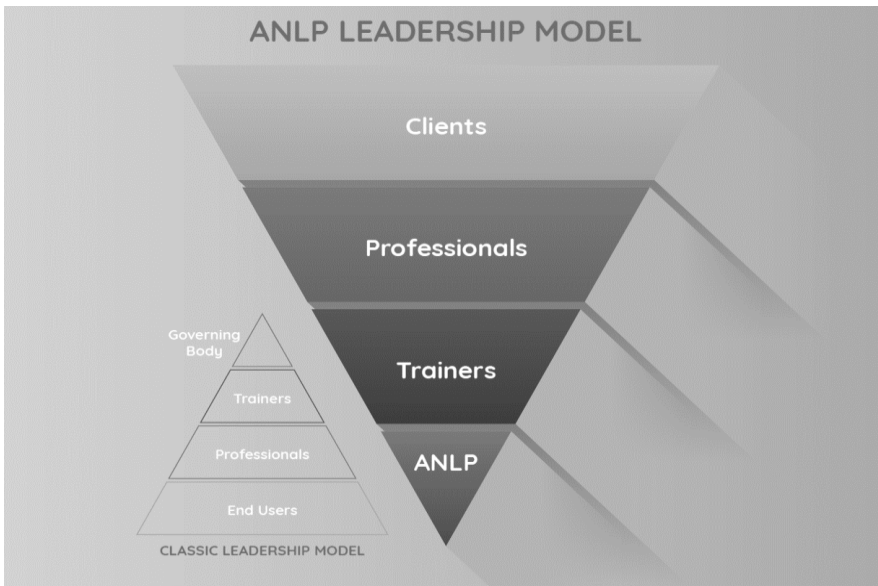
Every day, when I wake up, my two meditation questions are:
- How can I best serve today?
- What is mine to do today?

Over the years, the answers have come…and continue to do so!

As a social enterprise, our dream is to build a sustainable field of professional NLP practice for centred selves who want to make a difference in our society.

My drive and passion for serving the NLP Community comes from my belief that NLP can make a difference…and that difference is YOU.

This was my vision before Alicante 2018 and simply crystallised even more whilst we were at the Summit, especially when connecting with good people who share and support this vision.

Together, we will make it happen.

Big Picture Group

Frank Daniels

Report on the NLP Leadership Summit Day 3 afternoon process – a personal perspective of what happened and my experience in the Big Picture Group.

This final group discussion centred around the theme: *What conversations do we want to continue and committees do we want to have working together over the next 2 years?* There was a choice of various groups to join: International Board, NLP in Education, 4th Generation NLP, Research, Brand & Marketing and Technology.

During much of the summit I had been concerned that the various elements discussed, whether problems, visions or outcomes to address challenges, were disparate, were not connected to a unifying goal and the inter-relationships taken into account. So, at the start of the final process when Lisa insisted that 'Big Picture' be added as a topic group I was very pleased. Jeremy felt this addressed his passion for Professionalism and so we formed our own group which then became a sort of 'Super Group' with people from other groups joining temporarily. [Participants of the group: Lisa De Rijk, Jeremy Lazarus, Judith Lowe, Andy Coley, Jonathan Goldsmith, Kash Bhagwat-Brown, Rita Aleuia, Karin Pätze , Maria Mendes, Frank Daniels]

Led by Lisa's desire to bring somatic experience into play, the ten of us went out onto the hotel's chilly 'sun' terrace and through dynamic psycho-geography explored the interrelationship between our roles/passions/parts. [Psycho-geography: where one's inner world is externalised in the environment, as in Meta Mirror or classic Gestalt chair work.]

I believed that the goal of 'Ensuring the survival and promoting the growth and flourishing of *real* NLP' should be centre stage, so to speak. So I was physically positioned in the centre of our space. Lisa, embodying 'Ethics', felt moved to stand close behind me hands clasped over my chest. "How did I (as my Goal) now feel?" And then 'Friendship' (Judith) came in and that changed the dynamic and the psycho-geography – the distances and directions between the various elements. And so it continued with each of the additional parts. Jeremy as 'Professionalism' felt aligned. Jonathan's 'Emotional Branding' initially being behind then moving round to the front (lying horizontally like superman flying!) connecting future and past, Kash's 'Base Branding' providing a foundation, Andy's 'Curiosity' looking in from the outside, Rita's 'Parenting' and Maria's 'Expectations' held the space, and Karen's 'Emotion' helped to move the whole lot forward (literally) towards the future where there was a tree literally (a small rubber tree) and symbolically.

This diagram is a representation of our dynamic process:
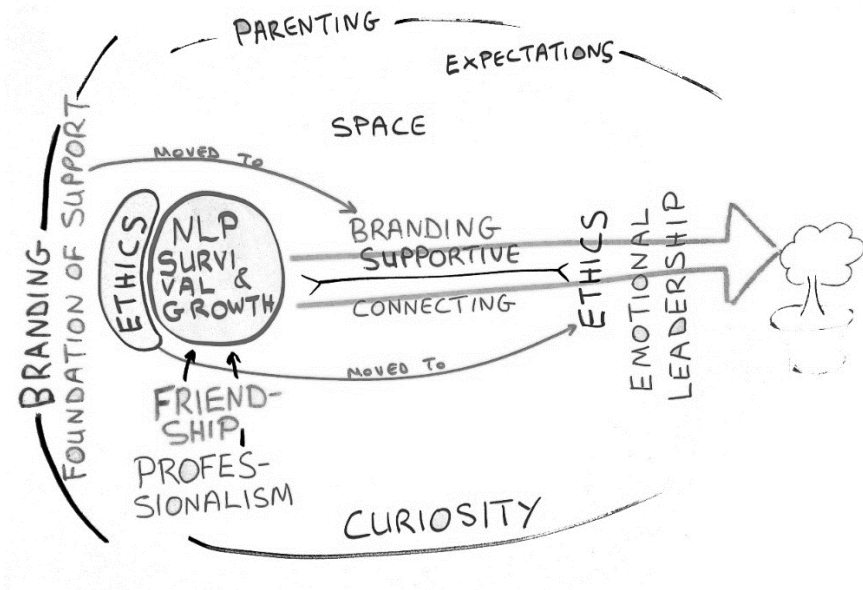
This (by Andy) shows what qualities the tree symbolised for us.
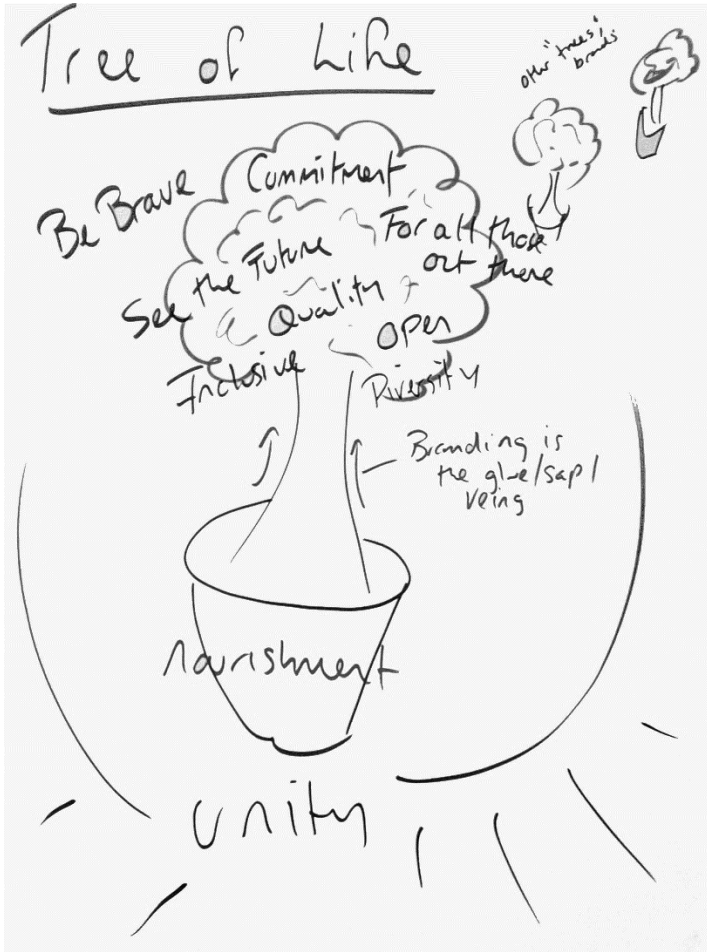
Back in the room most elements/people then went on to engage in other groups.

A conversation to continue(?): Is there a 'Big Picture'/vision/purpose that the Leadership Summit could agree to?

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NLP 4ᵗʰ Generation

Rachel Hott, PhD and Colette Normandeau

Day 3, January 14ᵗʰ, 2018, at the NLP Leadership Summit, and 17 of us were choosing to explore what is beyond this latest iteration called NLP. "What will the 4ᵗʰ generation bring," we pondered. Simultaneously, 62 other attendees were in groups discussing standards, marketing, branding, an international global body, technology, research and the big picture of what is NLP, and then there we were, saying, "What's next?"

Almost everyone I know owns a cell phone. However, not everyone has the same model, yet there are always newer models to purchase. What is the same and what is different about the next new device? Eventually most phones require updates in order to perform at their best. When we discussed what is next, this cell phone metaphor is introduced by Robert Dilts. He acted as co-facilitator for the group and in many ways Robert and his contributions to NLP would be an example of the earliest phone models that have now been updated, perhaps 47 times!

Through the initiative of Colette Normandeau (Canada) and her patterner Humphrey Conceicao (Singapore), a first NLP 4th generation research event to "Explore Source and beyond" took place in Bali in September 2017. The collective co-creation and collective modeling experiment involved passionate NLP master trainers, trainers and coach from 13 different countries. Robert and Deborah Bacon Dilts, Stephen Gilligan and Judith Delozier were mentors and sponsors of this first collective 4ᵗʰ generation co-creation event. As first findings have emerged from this occasion, a group of guardians involving Colette, Peter Wrycza PHD, expert modeler Olivier

Corchia and Chantal Collin NLP Trainer and coach (Quebec) are putting forth the grounds for the development of this 4th generation. Soon they will be opening to other experienced passionate NLP Master trainers and developers willing to contribute to this long-term research. A next collective modeling session is proposed for 2020. A web site (under construction) and Facebook page for this continued exploration of this 4th generation has been created. The website is NLP4thgeneration.com and the Facebook page is, NLP 4th Generation.

I was the reporter for this group. When we were selecting groups I could have gone anywhere, and my usual pattern would have been to go to something measurable like research, but I saw Robert and since I hadn't had a chance to be in a group with him during the conference I thought I might as well see what the NLP 4th Generation was all about. As I waked over to the group I made up that it was about helping the next generation enter into the NLP world, like a mentoring experience. I soon discovered that this was something more, something that is not easily explained, but I will go forward, with cell phone metaphor in hand, and do my best to explain what may be in store for the next iteration of NLP.

As we sat together, Robert explained his view of the 4 NLP iterations. The 1st generation was based on cognitive intelligence, it included concepts around mind, verbal and behavioral patterns, meta model, strategies, sub modalities and anchoring. The 2nd was on emotional and somatic intelligence which was dealing with health and beliefs and values. The 3rd was systemic and relational intelligence, involving work on the field between people and identity, purpose, alignment. Now the 4th generation, which is looking at something bigger and beyond ourselves a larger field, perhaps calling it Source and the development of a 'spiritual intelligence.'

Although modeling has been a foundational piece in the development all of the generations, the question now would be: "what do we model regarding this larger Source, this 'spiritual intelligence'?" If we were to model something closer to the subjective experience of consciousness then that may lead us to the next iteration. Brian Van der Horst, explained that these concepts have come up in Ken Wilbur's work around spiral dynamics as well as a similar concept in the Graves Model. Other people started mentioning Sheldrake and the concepts of the unified field. Then Robert introduced Gregory Bateson's influence regarding modeling and said, the question was to, "Focus our subjective experience in how to make it useful. How do we ultimately replicate the model?"

This statement led us to explore, what was emerging and what was emergent already in the NLP field. Something that had been emerging for Robert was 'conscious leadership,' and his work with entrepreneurs and has led him into this awareness that the leaders are seeing themselves as part of the whole. He expressed, that "It may be our task to make that awareness practical." These questions then arose, "How can NLP be the tool for spiritual gain for tomorrow and to be influential into the world and how do we create game changing in NLP while keeping what works and still go beyond?"

From these questions we came back to modeling and the bigger question of whom (or what) do we want to model? Some ideas emerged, communities, spirituality, systems, phenomena, collective fields and energy. These models may come from someone but we do not know if the language is yet developed. It may be coming from the "genius," Robert says, "which means that it is an emergence that comes out, but it also may be something channeled that is coming through or to." After 45 minutes exploration we concluded that the 4th generation can be the spiritual gain for NLP and be influential for the world by discovering how to connect to the bigger Source, the source of field and exploring new frontiers and new models for NLP.

It will be a wonderful ride and an exciting model. But remember some old phones are still useful so hold onto the NLP basics too.

(After note: At the end of the session I reported our group discussion to the larger group. I spoke somewhere between marketing and standards, and thought to myself, I really should be speaking at the end because our group was about what is beyond, however, I didn't, I spoke in the middle, and perhaps that is exactly where 4th generation will be, because the intention is to keep the best of NLP and then to go beyond, so somewhere in the middle, integrating all of the iterations and then going out to consciousness seems just right).

4th Generation participants:
Rachel Hott, Reporter
Robert Dilts, Co-Facilitator
Colette Normandeau Co-Facilitator
Rita Aleluia
Kris Halbom
Robbie Steinhouse
Marcel Genestar
Gilberto C. Cury
Leo Angart
Peter Freeth
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Dreams of a bright future for NLP: Finding a Path toward a new Era of NLP Training

Ueli R. Frischknecht

At the NLP Leadership Summit in Alicante 2018 a majority of the leaders present verbalized the desire/wish for a credible, ethical and quality field for NLP. Some who were present expressed their concerns about the standards of the NLP trainings deteriorating (faster, cheaper, distance learning replacing face-to-face). A quote by Bert Feustl that stuck to my memory: "If we want NLP to be highly recognised again we ought to go to the opposite direction: Make trainings more challenging, demanding and not easy to complete. This will heighten esteem and reputation."

The discussion panel group 'International Body' unanimously voted for the proposition that the Leadership Summit shall start the process for creating a Global International Body.

In my understanding this will be like a farmer planting trees for the next generations. She puts the seeds into the soil, cultivates, nurses and cares well for the seedlings. Takes care of the young trees and the job will be passed on over the generations. And - depending on the kind of tree - maybe within 50 to 100 years the true benefits can be earned. Sitting and meeting in the shade, listening to the birds and the wind rustling the leaves, enjoying healthy micro climate. - But what will it take to plant and cultivate, to find this path toward a new era of NLP training? Let me share some of my ideas.

Diversity

Some of us view NLP as a profession – while others consider it primarily as a philosophy, an art, a methodology of process awareness, or a set of pragmatic tools. For those who view it primarily as a profession (coaching, therapy), the necessity for agreed upon standards are very different than for those who train NLP as a methodology of process awareness and understanding that will enable a person to use various tools in their given field of work or to "simply" enrich personal lives. ("Use of the tools within the context you are competent.")

Acceptance

I presume that any attempts toward new worldwide standards can succeed only if the number of institutes participating is significant. We therefore need to have enough support by the NLP training community (60%, 80%, 90%?) so that any new standards are perceived as decisive steps forward and will be adopted by the vast majority of leading training institutes.

A Framework toward new Training Designations

There is an incredible variety of differing NLP trainings currently being offered - yet the majority of training programs still use the original training level designations: 'Practitioner', 'Master' and 'Trainer'. It will not come as a surprise, that almost without exception NLP teaching professionals are convinced that their unique blend of training conveys the 'pure' teaching which therefore justifies the use of the original designations for the respective training. This diversity is to be expected as cultures and languages shape how NLP is practiced and how it is being taught. As a result, if the goal is to arrive at a unified standard that is accepted worldwide, I suggest that we may have to re-evaluate and possibly even replace those original designations altogether.

As it is essential to incorporate as many of the existing NLP training institutes as possible into a new global standard, one important initial step is to agree on a common framework that allows one to define and evaluate the currently existing trainings. Anneke Durlinger, Netherlands (NLP-LS member) has set up a comparison grid that provides a useful framework for classifying trainings. Once this framework is agreed upon, creating a new set of attractive designations for the approaches to training will motivate NLP training institutes to overhaul and to let go of the by now outdated original training designations. Finding and agreeing on acceptable and somewhat sexy designations that appeal to the imagination of the public and that fully represent the vast variety of approaches to NLP training will require a major creative effort – and it will by no means be easy!

In order to find designations that are acceptable to all NLP teaching professionals, all major players need to be invited to actively participate and share their ideas in a collective effort in order that all concerns are addressed. Finally, once the new designations are agreed upon they will have to be communicated in a consistent and unified fashion to the public at large.

Trust and Commitment
A final step of the process would consist of a written commitment whereby all the participating training institutes will express their firm commitment to the proposed changes by signing a collective letter of intent to start using the newly designed labels after an agreed upon deadline. This obviously requires a high level of mutual trust – as such an agreement cannot be enforced. I envision that the process itself will be the crucible that will generate the trust and commitment among the member institutes to follow through on this transformative path.

Participation and Integration

The entire process must ensure that participants regardless of language skills, personal traits and cultural traits are fully participating in an inclusive process which should bring out the best of what the NLP has to offer! To be successful everybody needs to get on board and no one can be left out! This obviously requires an attitude of respect for differing opinions and needs. It will require patient dialogues, discussions, always assuming positive intents with the goal to find solutions that are acceptable to all. In short: living diversity management at its best! This process will be a challenge, an adventure, a true learning experience that will demonstrate what living embodiment of NLP is capable of!

Only the future will tell whether the NLP training community is willing to embark upon this evolutionary journey – it would indicate that the NLP community continues to be the dynamic living force it was 40+ years ago when it first emerged!

PART THREE
RAISING THE STANDARDS: RESEARCHING & ASSESSING NLP

The Elder Columns, Part 2
Using Expert Validation to Define the Boundaries of NLP

Jaap Hollander, Lucas Derks, Bruce Grimley and Lisa de Rijk

The Story So Far

In the first part of the Elder Columns (Hollander et al, 2016) we offered a series of arguments in favour of expert validation (in the form of voting) to define NLP. Our reasoning went as follows:

1. There has been no central authority regulating NLP, and no shared definition of NLP, since 1980, when John Grinder and Richard Bandler broke up their partnership.

2. Today there are hundreds of different principles, models, formats and techniques that are claimed to be NLP.

3. In the last 30 years, NLP has expanded beyond a single expert's definition, no matter how revered the expert or how extensive the definition.

4. Defining NLP is crucial for
   - Recognition of NLP
   - Development of new formats and models
   - Scientific research
   - Teaching standards
   - Branding of NLP services.

5. Neither accepting a single definition offered by one NLP expert, nor combining several definitions, nor subdividing NLP into narrower categories like 'Core NLP' or 'Incorporated in NLP' results in a clear and shared definition of NLP.

6. A novel idea is to determine the boundaries of NLP by *voting*.

7. Defining NLP by voting has three major advantages:
    1. It circumvents the obstacles mentioned above.
    2. It falls within the tradition of expert validation in psychological testing.
    3. It harnesses collective intelligence (the 'wisdom of crowds').

8. In the NLP Leadership Summit, we have a group with over a hundred members, each of whom is an NLP trainer or author with a minimum of 15 years of experience. The availability of this group makes voting a viable option.

9. The authors devised a program named 'The Elder Columns', which entailed:
    I.   Formulating a long list of potential NLP elements
    II. Formulating a set of categories these elements could be placed in.
        1. Devising an on-line registration system for voting on which elements belong in which category.
        + (plus)   This is NLP
        0 (zero)   I don't know / I'm not sure
        - (minus)   This is not NLP
    III. Inviting Summit members - and possibly, at a later date, other NLP trainers with the same teaching experience - to vote on each element of the list.
    IV. Calculating the resulting 'score' for each element.
    V.   Publishing the scores in a list called 'The Elder Columns'.

VI. Devising an on-line system for both adding and evaluating - by voting - new potential NLP elements.

The First List

In 2016 we constructed a first list. We started with the International Association for Neuro Linguistic Programming standards, as displayed on their website. To this we added other NLP elements found on other websites describing NLP training courses as well as the practitioners and masters programs taught by IEP (1984-2016). We then looked at any lists we could find on the web. Finally, we added elements from the Encyclopaedia of NLP (Dilts and Delozier, 2000) that we thought central to NLP.

Omitted from this first list were any elements that we found either
• Highly specific, like the 'Threshold reversal pattern'.
• Internationally unfamiliar, like the 'I wonder how strategy'.
• Explicitly attributed to something else than NLP, like Bandler's 'Design Human Engineering'.

This resulted in a list of 78 elements. We then invited all Summit Members to *add* elements to this list.

The Voting List

Quite a few Summit members responded to the first list. We looked carefully at their responses and we changed the list wherever appropriate. This led to a great many corrections and additions.

Appendix A shows who responded, what their contributions were and how their contributions influenced the list. This resulted in a second list, which we called 'The Voting List'.

Please note, that the discussion in Appendix A also contains several ideas about possible future projects for the Leadership Summit originating from comments on the first list

We were grateful to receive these comments. since they enabled us to specify, complete and more clearly structure the list. We believe we ended up with a much better list, which is already showing signs of the 'wisdom of crowds'. We carefully documented all the changes and additions, to provide future generations with the opportunity to make different choices.

We originally subdivided the voting list into six categories, later adding a seventh one ('Distinctions').

1A. Premises about Experience
1B. Premises about Communication and Change

2A. Distinctions
2B. Attitude
2C. Model of Change

3A. Skills
3B. Techniques

This roughly translates into axioms, method and technology:

1. *Axioms*
    A. *Premises about experience*
       Axioms we accept as true without proof about human experience.
    B. *Premises about communication and change*
       Axioms we accept about communication and change.
2. *Method*
    A. *Distinctions*
       What we choose to observe

B. *Attitude*
General attitudes and emotional states we work from when communicating and promoting change.
C. *Change Model*
General rules we adhere to and global maps of communication and change we use.
3. *Technology*
A. *Skills*
Capabilities we need to bring axioma and method into practice and effectively work with techniques.
B. *Techniques*
Step by step procedures we use to achieve specific results.

The Next Step in the Elder Columns Process
The next step will be to have as many Summit members as possible vote on the list and study and interpret the results.

Powered by NLP2!

The Elder Columns, Part 3
The Results of the Survey
Preliminary Findings

Jaap Hollander, Lucas Derks, Bruce Grimley and Lisa de Rijk

Taraaah! here is the answer to 'What is NLP?'
Maybe not the final, everlasting answer, but certainly the most authoritative answer so far.
In the Elder Columns Part 1 and Part 2 we described the arguments for defining NLP through voting in the Leadership Summit group and the meticulous construction of 'The List' (the questionnaire) they would vote on. You will find the history of the list in these two articles: The Elder Columns Part 1 (Describing our justification for the voting process) The Elder Columns Part 2 (Discussing the many contributions from the LS community and how they influenced the list).

The panel
The panel we ended up with had a remarkable level of NLP-expertise
All Leadership Summit members were invited to vote and 59 of them did. Together they represent a remarkable amount of NLP-expertise. Between them, they have taught NLP for *1363 years* and they have written *231 books* on NLP. To our knowledge, never in the history of NLP have groups of this size, with this amount of NLP-expertise been asked to say what is NLP is and what is not.

The Delphi Method

We were surprised to find out that we had actually been working according to the Delphi method.

As it turns out, we have been using the Delphi Method, which has these characteristics:

1. It uses a group of participants (known as 'panellists') specially selected for their particular expertise on a topic.
2. It is often conducted across a series of two or more sequential questionnaires known as 'rounds'. It employs an initial 'idea generation' stage, in which panelists are asked to identify the range of salient issues.
3. It collates ideas from Round 1 to construct the survey instrument distributed in subsequent rounds.
4. It has an evaluation phase (third or further rounds) where panelists are provided with the panel's responses and asked to re-evaluate their original responses.
5. It is interested in the formation or exploration of consensus, often defined as the number of panelists agreeing with each other on questionnaire items.
6. It is particularly useful in areas of limited research, since survey instruments and ideas are generated from a knowledgeable participant pool and it is suited to explore areas where controversy, debate or a lack of clarity exist.

As you can see from our earlier two articles, except for item 4, our process has adhered completely to the Delphi method.

Calculation
How did we calculate the results?

In our calculation, we simply used 70% yes-responses ("This is part of NLP") as a cutoff point (green). Within this area, we distinguished 90% and up (yellow).

So the 2018 NLP Leadership Summit answer to 'What is NLP' is the elements coloured yellow and green in the list below.

We also calculated another list where the number of no-votes ("This is not part of NLP") was *subtracted* from the number of yes-votes ("This is part of NLP"). If we used a 85% cut off with this formula, we were left mostly with NLP as it was in 1980.

The List

Here are the results

The table below shows the results. The yellow and green items together may be considered to be NLP. Or to put it more precisely: they are NLP, as envisioned in 2018 by a group of almost 60 people with more than 1000 years of NLP teaching experience between them, having written more than 200 books on NLP.

Legend

90 - 100% yes	=	
70 - 90% yes	=	
50 - 70% yes	=	
10 - 40% yes	=	
0 - 10% yes	=	

Category 1A - Premises about Experience	
The map is not the territory.	100
Life and mind are systemic processes.	90
Experience can be reduced to sensory elements (VAKOG).	88
Structure is more important than content.	92

The mind is a feed-forward system that predicts the future.	66
Category 1B - Premises about Communication and Change	
The meaning of communication is the response elicited.	98
People have the resources for the changes they desire.	97
The system with the greatest flexibility survives.	88
If what you are doing does not work, it is useful to do something else.	97
Resistance is a signal of insufficient rapport.	86
There is no failure, only feedback.	98
All behaviour has a positive intention.	97
People make the best choices available to them.	98
If one can do it, others can learn to do it.	97
Submodalities determine the effect of an experience.	97
Category 2A – Distinctions	
Sensory Modalities	100
Submodalities	100
Association versus Dissociation	100
Focus Outside versus Focus Inside	95
Analog versus Digital	93

Presupposition versus Explicit Statement versus Implication	78
Sensory experience versus Categorisation (Complex Equivalence)	90
Elements of the Structure of Subjective Experience	97
Neuro-Logical Levels	85
Meta Programs	92
Separating versus Joining	46
Graves Drives	3
Core States	68
Meta States	69
Category 2B – Attitude	
Sponsoring Attitude	61
Modelling Orientation	97
COACH State	44
Category 2C - Model of Change	
TOTE Model for Goal Directed Change	98
Well-Formed Outcomes	100
Utilization	97
SCORE Model for Choosing or Designing Interventions	83
Category 3A – Skills	

Anchoring	98
As-if Frame	100
Calibrating Internal States and Processes	100
Clean Language	32
Double Induction	59
Ecological check	98
Eye Accessing Cues, Detecting and Working with	100
LAB Profile	63
Leading, verbal and nonverbal	95
Meta Model Questions	100
Milton Model Language Patterns	100
MindSonar MetaProfile Analysis	24
Modelling	100
Rapport (Mirroring/Pacing)	100
Stacking Realities	83
Strategies	100
Time Lines, Working with	98
Verbal Reframing	100
Category 3B – Techniques	
Criteria for NLP Techniques	76
Aligning Neuro-Logical Levels Format	85
Aligning Perceptual Positions	92
Auditory Tempo Shift to change strong feelings	80

Six Step Reframing	100
Social Panorama Techniques	36
Spinning Feelings to change strong feelings	54
Swish Pattern	98
Symbolic Modelling	42
Timeline Reframing Format	80
Transforming Negative Self-Talk Protocol	64
Trauma Process using V-K Dissociation	98
V-K Squash	95
Wholeness Process	37

Use feedback scientifically through questionnaires and polls!

Prof. Dr. Claudia Wilimzig, Prof. Dr. Nandana Nielsen, Virginie Vernois, Prof. Dr. Christian Hanisch, Evgeny Zolotarev, Prof. Dr. Karl Nielsen, Leo Angart, Philippe Vernois, Viacheslav Balyberdin

We write here about:
1. The general importance of feedback
2. Questionnaires for NLP Master Trainers regarding the expectations and realized benefits of their seminar participants
3. Doctoral Candidates use the poll from the NLP Leadership Summit regarding: "What is NLP?" for further research

We recommend: **Use scientific feedback methods to capture, present and communicate your successes in a structured and evidence-based way.**

The whole meeting of the NLP Leadership Summit in Alicante was a great feedback process where highly experienced leaders of the NLP field listened to each other and thus learned from each other. Feedback is strongly connected to the whole concept of NLP. So we think that using a questionnaire and a poll for feedback fits pretty well to the NLP approach.

During the NLP Leadership Summit and the day after, Christian, Philippe, Virginie, Karl and Leo worked in Alicante on the development of a feedback questionnaire for scientifically researching the expectations and benefits of seminar participants regarding NLP seminars. We dreamed about what we could write on our websites as scientifically researched benefits of our trainings. We asked each other what our participants keep telling us about how our trainings supported them to realize their goals and to enjoy life. We had so many inspiring examples from our daily experience. Wouldn't it be wonderful to document this scientifically through a proper feedback process using questionnaires? You will find the fruits of our work in part 2. Virginie and Philippe from France will write their dissertation about these questionnaires at the Universidad Central Nicaragua (UCN) that offers at their Psychology Faculty Psychology with a focus in NLP.

Two other Doctoral Candidates of the UCN, Evgeny (Eugen) and Viacheslav (Slava) from Russia, use the poll about "What is NLP?", that was conducted by the members of the NLP Leadership Summit, as a basis for researching this topic more deeply by asking the NLP Master Trainers from the International Association of NLP Institutes and including the perspective of the more than 3400 members of this association from 63 countries.

They describe their approach in part 3 of this contribution.

1. The general importance of feedback

"I didn't know what I had said before I heard the response of my communication partner."

<div align="right">Paul Watzlawick</div>

Everybody constantly receives feedback. Almost every response is feedback, be it verbal or nonverbal. It is not possible not to communicate (the famous psychologist Paul Watzlawick). It is also not possible not to receive feedback – every act of communication includes feedback - but a lot of people do not want to perceive feedback and do not value it. Or they simply ignore it and refuse to think about it. Feedback is a good and important method to get to know oneself. To get to learn yourself you 'only' have to listen to feedback – and modern-day psychology provides a lot of tools for integrating the perception of feedback into professional as well as private life. In ancient times people went to the desert or into other places of solitude to get to know themselves and to gain new insights. There are easier ways and ways more practical to integrate into everyday life to develop yourself.

Due to its strong orientation towards individual development of oneself, client's feedback has always played an important role in NLP. It is important not to see one's own opinion and concepts how life should be as 'given' but to constantly question them. NLP professionals consider feedback as a chance to consider whether 'what they think' and 'what they want to communicate' is understood by the receiver the same way. The development of perception is one of the pillars of NLP. This provides a professional tool to understand whether there is a discrepancy between the intention of the practitioner/trainer and the reception of the recipient and to enable him to act upon it.

Milton Erickson said something along the gist of "There are no errors, only feedback". This is one of the presuppositions of NLP. One should be careful how to interpret this quote. If 'error' is perceived as a lack or failure, then this pattern of interpretation is unproductive.

There are a few rules regarding feedback one should implement and see as given. Feedback should be perceived as constructive and one should concentrate on this aspect of the feedback given. As already said there always is feedback implemented in every conversation which you should regard from your educated level of perception and if applicable analyze using scientific methods. You should make room for integrating analysis of feedback into your practice. Feedback should be received as descriptive rather than judging! Feedback should be perceived as criticizing behavior not the person himself.

Several fields should seriously consider feedback – but to an astonishing and alarming degree they actually don't. One important field is psychotherapy. A large number of psychotherapists don't believe in systematically analyzing their interventions with feedback – one argument being that one-to-one interactions are so individual and so unique that studies leading to so-called evidence-based psychotherapy are not possible. First of all, feedback should not be equalized with large-scale standardized studies. Feedback and its scientific analysis and evaluation is possible even for individual set-ups. Second, negative attitudes have to do more with a disregard for the value of feedback. Alarmingly, especially in psychotherapy once one establishes feedback one often finds out that the outcome is not what the therapists wants it to be and what he thinks to be natural and self-evident. Researchers like Scott Miller (www.scottdmiller.com_) have made it their mission to establish a new spirit of integrating feedback into the development of psychotherapy. Our questionnaires about the benefits of NLP

(chapter 2) and "What is NLP?" (chapter 3) highly support this scientific approach for NLP.

2. Questionnaires for NLP Master Trainers regarding the expectations and realized benefits of their seminar participants

These questionnaires are designed through expert opinion in order to give you profound feedback at the beginning about the expectations of your participants and at the end about the results of your training. To use such a feedback instrument is highly professional. For your participants at the beginning, it opens the door to additional expectations and it sends the messages that your trainings have a huge impact for great professional and life benefits and that they are scientifically designed and controlled. This adds value to your training and you can use it for your marketing.
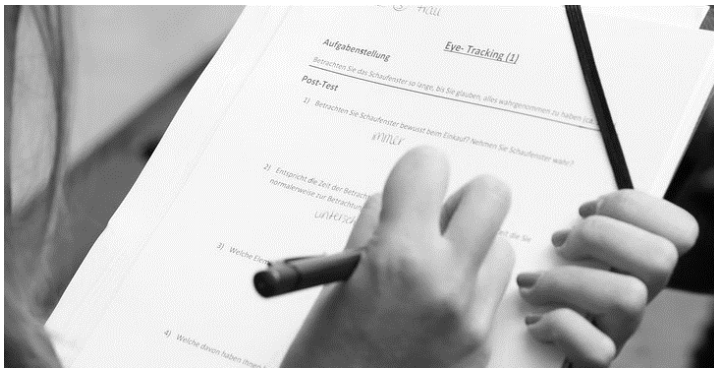
The scientific design of the following questionnaires is based on expert opinion. They were developed in several steps. The main step was in Alicante on the day after the NLP Leadership Summit.

1. A commission of 12 IN and ICI Master Trainer discussed many years questionnaires that other scientists used for researching the benefits of trainings.

2. Claudia and Karl from this commission met for 4 days in December 2017 in Berlin for the first draft of a questionnaire for measuring the benefits of NLP trainings on the background of the work of the commission and that Claudia was exploring websites for the claims of positive effects of NLP trainings.

3. In Alicante Karl interviewed on January 15th 2018, 4 highly experienced experts of NLP trainings (Virginie, Christian, Leo, Philippe) for several hours regarding their hypothesizes about the benefits of the results of NLP trainings and how these hypothesizes could be expressed in easy to understand questions.

4. On January 19th 2018 the 4 experts from Alicante plus 10 more highly experienced experts in the field were asked about their feedback regarding the questionnaire that we developed on the basis of the data from Alicante.

5. On the basis of this feedback this questionnaire was further developed and given back to the 14 experts for confirmation on January 20th 2018.

6. On January 24th 2018 the IN sent the further developed questionnaire to 166 highly qualified experts (the seal entitled Master Trainer in IN ICI WHO) and asked them to do as much pre-testing as possible

7. In February 2018 we received from 10 Master Trainers feedback and from 2 Master Trainers filled out questionnaires. With this feedback we further improved the questionnaire.

8. Now we are still in the pre-test phase for the rest of 2018. In 2019 we plan to use the feedback from expected more than 1.000 questionnaires for designing a version that includes only the highest voted questions. With this version we will highly recommend to all our IN ICI WHO Master Trainers to use it. constantly.
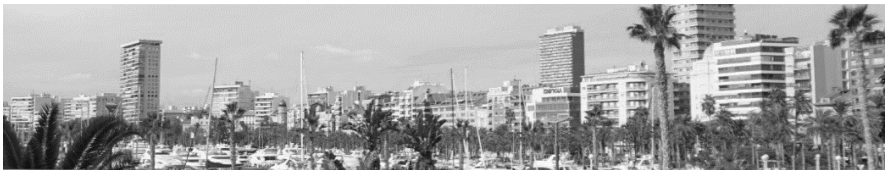
Besides the version for IN ICI WHO members we have developed the following version that can be used from other associations as well. They are online here:

www.in-ici.net/PDFs/open-Questionnaire-Page-for-Mastertrainer.pdf

www.in-ici.net/PDFs/open-Questionnaire-Expectations-Beginn-of-Training.pdf

www.in-ici.net/PDFs/open-Questionnaire-Benefits-End-of-Training.pdf

3. Doctoral Candidates use the poll from the NLP Leadership Summit regarding: "What is NLP?" for further research.
Designing the online form of the poll, considerations for the selection of elements of the voting list, engaging unconscious motivation of the respondents

The subject of part 3 of this article are the issues relevant to the creation of the online questionnaire which would allow to resolve

different classes of problems relevant to NLP (including curricula determination) by a process of voting.

This questionnaire could be applied to the task of determining which technique is NLP. In order to do so, we should formulate the voting alternative. One of such alternative is "X is a part of NLP" or "X is not a part of NLP", where X is an NLP technique.

For the purpose of further argument, it is reasonable to bear in mind two categories of respondents: expert-level NLP leaders (which we will call respondents A) and regular NLP users (respondents B). Brief overview of main issues of questionnaire design and development process follows.

3.1 Objectiveness of online research
From a researcher's point of view the question of objectiveness of gathered data must be considered first.

Firstly, will the unconscious be engaged in the answers of respondents? Will the respondents be motivated to answer fully and honestly, not just formally?

Secondly, from analyzing and developing the NLP concept of "signal systems" it could be deduced that there is no such thing as binary "yes or no" signal system. There are always at least four gradations of signals: "yes", "yes (with internal meaning of "no")", "no (with internal meaning of "yes")", "no". There is always a number of techniques with respect to which a particular expert is fully congruent, whether he/she thinks that it is part of NLP or not. But there is always a number of techniques with respect to which the same expert is ambivalent. In any context where there is such kind of ambivalence with respect to complex decisions, signals "yes (with internal meaning of "no")" and "no (with internal meaning of "yes")" appear. Therefore, there is a need to take into account conscious and unconscious evaluations, motivation and emotions, etc.

Thirdly, the question of objectiveness of online research is a big question for social sciences, and thus should be addressed properly.

From the point of view of the field of NLP, that question could be addressed in the following way: objective answers are received when rational decision-making process of experts' minds are supported by the rapport with their unconscious.

While in online survey it is technically impossible to utilize most conventional rapport-building and unconscious motivation methods, there is still a place for some of the classical ways to establish rapport with the unconscious.

Let us consider some of them.

3.1.1. Literalism of the first code of NLP

As it is known from NLP literature, the unconscious perceives and expresses verbal content in a literal manner. For example, as is written in one of the first NLP books, "The Structure of Magic":

> *Most people, in describing their experiences, even in casual conversation, are quite literal.*
>
> (Bandler & Grinder, 1976, p. 11)

One of the examples of literalness is NLP "quotes pattern". As J. Grinder describes it:

> *People have almost no consciousness of any meta-levels if you distract them with content. Once at a conference I talked to a large group of psychologists who were pretty stuffy and asked a lot of dumb questions. I told them about quotes as a pattern. Then I said for example—I even told them what I was doing—Milton Erickson once told me a story about a time he stayed at a turkey farm, and the turkeys made a lot of noise and kept him awake at night. He didn't know what to do. So finally one night he walked outside—and I faced all those*

> *psychologists out there—and he realized he was surrounded by*
> *turkeys, hundreds of turkeys everywhere. Turkeys here, and turkeys*
> *there, and turkeys all over the place. And he looked at them and he*
> *said "You turkeys!"*
> *There were a couple of people there who knew what I was doing and*
> *they absolutely cracked up.*
>
> <div align="right">(Bandler & Grinder, 1979, p. 62)</div>

Authors hope that the readers understand in which sense this quote is to be taken — as a regulatory "stop-anchor" for optimization of important discussions over complex topics.

That tradition of literalism is in congruence with Erickson's approach to communication:

> *The literalness of the trance state causes the patient to have a new*
> *pattern of listening. He listens to the words in the trance state rather*
> *than to the ideas.*
>
> <div align="right">(Erickson & Rossi, 1973, p. 1)</div>

Trance phenomena won't be observed in online questionnaire, but literalness of the unconscious perception necessarily will be present in every case. On a conscious level, especially for respondents A, voting elements of different logical types like "Life and mind are systemic process" or "Submodalities" literally make sense without any additional specification — and for respondents B it is necessary to specify what it literally means, and ensure that each respondent actually votes for the same thing (same class of underlying VAKOG).

Simply saying, a literal and specific description of what is what should necessarily be attached to the voting list, in order to maintain rapport with the unconscious, which processes information in a literal and specific manner. Specific application of the idea of literalism to the survey is the way in which techniques should be described, which follows.

3.1.2. Literal-systemic reference sources of technique description

In the subtitle it is argued that in the questionnaire, each technique should have hyperlink to online or other (e.g. literary) source of its literal-systemic description.

Brilliant examples of such descriptions are to be found in the trinity of first code NLP books, "Frogs into Princes" (Bandler & Grinder, 1979), "Trance-formations" (Grinder & Bandler, 1981) and "Reframing" (Bandler & Grinder, 1982). Editors of these books were S. & C. Andreas, and their books are following the same structure as well, e.g. "Change your mind—and keep the change" (S. Andreas & Andreas, 1987) and "Heart of the mind" (C. Andreas & Andreas, 1989).

So, in the aforementioned sources NLP techniques are described using the following three required elements:

1. Elaborate preamble — "presupposition vortex".
   a) First general/overview demonstration of a technique with minimal comments. There is nothing to be added to that item.
   b) The complex of concepts which gradually concentrates into a number of ideas which create anticipation of a technique.
   c) In case of a complex technique, presupposition vortex, which leads to it, consists of descriptions of simpler techniques which are a part of technique in question. E.g. six-step reframing in "Frogs into Princes" is described lastly, but each previous technique in the book serves as a premise for the main technique.
2. Step-by-step algorithm.
   In the texts of source books, step-by-step plans of each technique correspond to this item.
3. Three levels of variation of technique application.

a) Descriptions of how a technique could be applied to different people, in a form of answers to students' questions.
b) Discussions of a differential diversity of experiences with the technique in training group.
c) Extended discussion on technique variations drawing from a broad therapy content (experience of other therapists, life cases, etc.), technique variations, modifications and derivations.

There are several lists of NLP techniques available in the NLP community. One example of an elaborate list of NLP techniques available in the NLP literature is the article "Techniques" from R. Dilts' "Encyclopedia of Systemic NLP…" (Dilts & DeLozier, 2000, pp. 1396–1398). 31 techniques are listed. (Authors express their gratitude for this valuable comment to A. Durlinger.)

From the technical standpoint, there is a task of development of the user interface, whether to include all three content elements of each technique in the voting list itself or just have a hyperlink to complete descriptions (or just refer to the name of a source book)? One way is to present a name of a technique and steps (i.e. an algorithm) embedded into the list and have other two elements (demonstration in two contexts and manual for dealing with obstacles) hyperlinked. Another alternative would be to include demonstrations (in form of text or multimedia format) into the list itself: the content of such elements (explanation, steps, demonstrations) can be minimized to a clickable text to be unfolded after clicking it without the need to proceed to another web page.

3.2. Subjective choice for alternatives to support motivation

Let us consider a typical online survey. One thing to notice is that an introduction to the survey (instructions and main survey question) and survey elements (in our case, NLP techniques) are literally separated by some amount of space. Hence, there is a difference between what the researcher meant (and expressed in his or her

instructions and introduction) and what the respondents would mean when they put their own check mark at the position which they selected.

Simply saying, respondents imply their own meaning when they put their mark, which may or may not correspond to what the researcher meant. Check marks are not just marks, they are, strictly speaking, non-verbal expressions of a respondent's mind with a particular subjective individual meaning attached to them. In order to increase precision of the gathered data, let us consider the following idea of increasing subjective freedom of choice.

Base alternative of the survey is "This is a part of NLP vs. This is not a part of NLP". I.e., respondents will look through the list of techniques marking them with one part of alternative ("X is part of NLP") or another ("X is not part of NLP").

While this strictness eases the data analysis, it doesn't help to increase resources of respondents' motivation and trustworthiness of their answers. As Oxford Internet Institute research tells, *"where a physically present interviewer could gently motivate somebody to continue filling out a survey, this is much harder to do online"* (Wiersma, 2013, pp. 5–6).

In order to increase unconscious motivation and precision of the answers, it is necessary to give another dimension of subjective choice to the participants. The general idea of that maneuver comes from the Ericksonian approach:

> *I give him a feeling of choice even though I'm determining it*
> (Erickson & Havens, 1996, p. 110)

So, each respondent should be able to actually select one's own variation of the base alternative ("X is a part of NLP vs. X is not a part of NLP").

Possible dimensions for such alternative are the following:
- There is a set of basic psychological referential alternatives, namely: "yes or no", "like or dislike", "significant or insignificant", "important or not important". These minimal set of alternatives covers conscious and subconscious (left- and right-hemisphere) modes of reference.
- There is a set of content alternatives: NLP definition, NLP development, NLP education, NLP therapy, NLP applications.
- There is a set of respondents' positions of reference: I, you, he/she, them, etc.

So, possible alternatives could be yielded by combining the dimensions above, e.g.:
- This technique is a part of NLP from my perspective vs. This technique part of NLP from someone else's perspective.
- I like that technique vs. I dislike that technique.
- This technique is significant for NLP trainings vs. This technique is significant for NLP development.
- etc.

For an online survey full list of theoretically possible alternatives should be reduced to practical list of 5±2 alternatives.

So, a respondent will be able to select literal wording of the alternative which he or she would like to use to evaluate a list of techniques.

Then there are additional options of survey design fine-tuning. Should respondents be allowed to evaluate only a number of techniques (which is selected by themselves), or be instructed to evaluate the whole list? Should they be allowed to change subjective alternative in the course of the survey (i.e. to evaluate each technique with a separate alternative), or be instructed to go with one selected alternative for every selected technique?

Another user interface question is the following: in order to reduce clutter each technique should be shown at separate page. That would allow more information to be displayed. But, at the same time, a list of all techniques (or ones which are pre-selected by a respondent) should be readily available (ideally, constantly present before a respondent's eyes) in order to serve as a subconscious anchor to produce integral (internally congruent) results/answers for each technique.

3.3. Formal model of choice between alternatives

Every form of such kind of research is revolving around the concept of alternatives (two polarities of reference according to which content is evaluated), and it is necessary to mention that the specific NLP model could be proposed, which allows deep study of such processes and their content.

There is a wide array of scientific premises to such model, including the studies of H. Bergson (Bergson, 2001) on the choice process, A. Maslow's works on motivation (Maslow, 1943), modern-day L. Vygotsky's school of psychology with a concept of functional levels of "dynamic regulatory systems (DRS)" (Kornilova, 2005).

From the practical standpoint, there is the NLP technique "Shifting the criteria of importance" (S. Andreas & Andreas, 1987, pp. 61–86), which outlines the process of eliciting a "hierarchy of criteria" for some daily problem (e.g. "to wash dishes vs. not to wash dishes").

Belongs to NLP/doesn't belong to NLP* (two variations)

A. Please select some element of NLP — for which you think that it belongs to NLP and you know that some another expert(s) think that it doesn't belong to NLP

1) Look at it from your point of view. What makes your think that it belongs to NLP? *(VAKOGAd1 + Value1)*

2) Look at it from other person (people)'s perspective. What makes them think that it doesn't belong to NLP? *(VAKOGAd2 + Value2)*

3) ...and so on

B. Please select some element of NLP — for which you yourself are not sure, whether it belongs to NLP or not

1) Look at it as if it belongs to NLP. What makes you think that it belongs to NLP? *(VAKOGAd1 + Value1)*

2) Look at it as if it doesn't belong to NLP. What makes you think that it doesn't belong to NLP? *(VAKOGAd2 + Value2)*

3) ...and so on

N	Belongs to NLP <> doesn't belong	VAKOGAd	Value
5	Belongs	What VAK causes to think that it belongs to NLP?	What's your end value?
4	Doesn't belong	What VAK causes to think that it doesn't belong to NLP?	What's your end value?
3	Belongs	What VAK causes to think that it belongs to NLP?	What's your end value?
2	Doesn't belong	What VAK causes to think that it doesn't belong to NLP?	What's your end value?
1	Belongs	What VAK causes to think that it belongs to NLP?	What's your end value?

* Additional questionnaire variant: belongs to specific certified training level

Fig.1. Value hierarchy interview plan for "X belongs to NLP vs. X doesn't belong to NLP" alternative
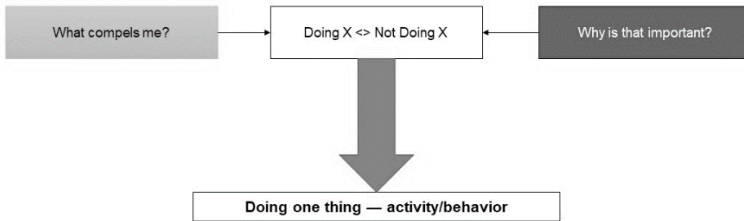
Dual regulation of behavior

Fig. 2. Dual regulation of behavior (VAKOG and value) in the Value Hierarchy model

Analyzing the theoretical background and further developing practical methods we could hypothesize that "hierarchies of criteria", "dynamic regulatory systems", and "value hierarchies" are different facets of the same underlying psychological processes, which regulate any "evaluation", "motivation" and "decision-making", be it pragmatic behavioral choice between washing or not washing

dishes, or some complex ethical or cognitive evaluation like Shakespearean "to be or not to be".

Thus, we could propose a survey for the main research question "What techniques are part of NLP" based on the Value Hierarchy model, according to the sensory experience and internal values of the respondents. We could only briefly summarize (Fig. 1) the "matrix" (array of interview questions — for one example alternative of "X belongs to NLP vs. X doesn't belong to NLP") for this kind of research here, as full description is out of scope of this article. Fig.2 depicts the main idea/principle of an individual functional level of value hierarchy — dual regulation of activity.

An online survey which would follow such plan requires complex design and development.

3.4. Additional applications for online questionnaire

The overview above pointed out the general issues which should be resolved during the process of development of the online questionnaire in order for it to be used to determine answers to general NLP questions, e.g. which technique is part of NLP and which is not. It is worth noting that this question is not the single one which could be formulated for an online survey. Very brief overview of additional applications of the survey follows.

3.4.1. Length and content of NLP training seminars

Currently, length and content of NLP training seminars for several NLP associations — including and not limited to NLP IN (International Association of NLP Institutes (IN), 2017), IA NLP (International Association For Neuro-Linguistic Programming, 2017), INLPTA (International NLP Trainers Association, 2005) — is determined by guidelines which include recommended total length of specific qualification levels and recommended content & skills which an NLP specialist of a particular level must have attained.

It would be interesting, in order to harmonize standards across the global NLP community and have a deeper understanding of optimal curricula length and content, to investigate what technique (from the same list as from the main question of this article, "what is part of NLP") requires what educational time. Where educational time may include not only face-to-face trainings, but self-education (in a form of online & book reading) and self-training (in contexts of one's daily life or self-organized supervised groups). Such research, to our knowledge, has not been done yet, and not only it can create common ground for different associations to base their standards on, but will also allow well-grounded recommendations for "blended learning" (partly online/remote) NLP education programs.

Blended and online education, no doubt, is one of the leading trends of modern-day education in general, but in the field of NLP education that topic raises, due to the known objective and subjective reasons, controversy and is debatable.

3.4.2. Embedded discussion platform

In order to gather opinions of both groups of respondents, A and B, it would be beneficial to not only receive feedback by conventional means (e.g. emails sent directly to the authors), but to be able to discuss content of the list, including the suggestions for new list elements or for improvement (i.e. adding or referencing elements of techniques which are required for complete description - according to the previous sections of this article).

For such discussions to be convenient, from a technical standpoint, a transparent authorization mechanism should be developed — to allow respondents who were invited to participate in the survey by their associations and who are at the same time logged in into their associations' websites to be able to seamlessly log in to the discussion platform.

3.5. Summary of chapter 3

Issues which are relevant to the creation of an online platform, which would allow to solve several classes of problems important for modern NLP, have been overviewed in this article. The list of three required elements ("presupposition vortex", step-by-step plan, technique variations) which are used to introduce and describe techniques in recognized first code NLP books is provided.

The question of selecting alternatives for the questionnaire is formulated, several options are considered, and the formal model for choice process (including cognitive choice) is introduced briefly.

Additional applications of online survey, such as gathering data for harmonization of NLP educational programs are outlined.

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Evaluating Students
Learning and Skill in NLP:
An Exploration of Current Practice

Melody Cheal & Reb Veale

Introduction

In Powered by NLP (volume 1) Lisa de Rijk and I (Melody), began a modelling project of Cognitive Behaviour Therapy, (CBT) and Transactional Analysis, (TA). We were specifically modelling what both of these fields had done to establish their credibility in the wider community and academically. One way that both these fields have done this is by establishing a consistent way of evaluating students and awarding certifications.

In NLP there is a vast range of evaluation methods and little to no consistency. The awarding of certifications is equally diverse. Some NLP providers undertake little or no evaluation while others have rigorous evaluation processes.

The purpose of this chapter is to provide a "map" detailing many of the evaluation methods currently used globally by NLP Institutes with some discussion of the benefits and drawbacks of each.

Whilst some may understand 'evaluation' to be 'the process of judging something's quality, importance, or value' (Cambridge dictionary) and hence, largely about measuring and number-crunching; in their book on educational evaluation, Gitlin and Smyth (1989) highlight the word's Latin origins meaning 'to strengthen or

empower', which we will seek to demonstrate is also an essential aspect in evaluating students' learning in NLP.

Ultimately, what is our purpose for evaluating in this context? Of course, there are multiple, overlapping purposes. We wish to assure a standard of competence for those wishing to work with members of the public – safety and responsibility are an integral aspect of the ethical practice of NLP for which the Leadership Summit stands. We also see evaluation as part of the ongoing integration and learning process; there is no 'sell by' date on reflective practice. Evaluation is an opportunity for all those engaged to discover strengths and identify weaknesses for action; feedback is most empowering when based on fair evaluation.   Rogers and Smith (2006) stated that evaluation is either about *proving* something is working or needed or *improving* practice.

It could be argued that before we can agree consistent methods of evaluation we need to, as a field, agree what quantifiable competencies this evaluation is measuring. While this is a valid point it is not covered by this chapter and may well be useful as a topic in a future volume in this series.

Theoretical Considerations

The problem that evaluation is designed to resolve may largely be perceived as a contributory factor in NLP's current poor reputation, or the (unfair) accusation of being a pseudoscience. In the past, some trainers of NLP may not have attended to rigour or standards in the students, which has sadly led to a 'pay – attend – certificate' mentality.

Hence, we see evaluation as a means to discussing standards for the benefit of all engaged in using the technology of NLP and moreover, those likely to be receiving support using it.   The concept of

benchmarking a level of competence as acceptable is one that, when put into practice, will lead to the professionalization of our field.

Note that here, we are not suggesting a new hierarchy of 'levels' or titles within NLP, merely that we understand what 'safety to practice' looks like as an NLP Practitioner, for example and move towards shared quality assurance methods.

Typical principles that underpin evaluation of learning activity in NLP training are that the evaluation method can be seen to measure or assess that which is sets out to (e.g. does it 'do what it says it does on the tin'), that we can differentiate between levels of performance using behavioural indicators (i.e. to be as subjectively objective as possible, whilst being human), that assessment is ongoing, deliberate, meaningful, transparent and timely and also that it is improvement-oriented.

One methodology commonly used in evaluating training effectiveness in the corporate sector is Donald Kirkpatrick's 4 Levels model (or his son Jim Kirkpatrick's updated model more recently).
1) Participants' reaction (often referred to as the 'happy sheets' at the end of a training)
2) Participants' learning (knowledge, skill and attitude)
3) Changes in behaviour and on-the-job performance
4) Return on investment (ROI) and improved operational performance

The limitations of this form of evaluation activity is that it seeks to constrain knowledge, behavioural, and attitudinal aspects of personal growth into measurable numerics and thus, can feel somewhat limited in its fit and ultimate value. This is a topic that Leadership Summit member, L Michael Hall addressed in his book 'Benchmarking Intangibles' (2011). In the past, whilst some NLP trainers have used only (Level 1) questionnaires to evaluate how

satisfied participants are at the end of the programme, we found this to be very much less common amongst the Leadership Summit members consulted. We will discuss further, more complex ways of evaluating in the next section, but for now, some of the *criteria* that were identified that we may seek to evaluate include (and are not limited to):-

Attitude	Progress	Effort
Outcomes	Ecology & Ethics	Skill
Understanding	Congruency	Flexibility
Integration of Presuppositions	Awareness of Impact	Rapport
State Control	Response to Feedback	Calibration

Gane et al (2018), suggest that in the realms of science education assessments need to allow students the opportunity "to demonstrate evidence of multidimensional science proficiency". In particular this relates to the integrated use of conceptual knowledge and scientific practices. It could be argued that there is a parallel in the assessment of NLP in that students are expected to move beyond conceptual knowledge to practical application.

Because it is not possible to really know what a student knows assessment is about generalising what students know and can do from their performance on a series of tasks including both written and practical (Pellegrino et al 2001). If the student has the required knowledge, skills and abilities this will be reflected in their performance on said tasks. Pellegrino et al (2001) have developed a model called the assessment triangle that provides three vertices:

Cognition, Observation and Interpretation. This model provides a useful foundation to consider the evaluation of NLP students.
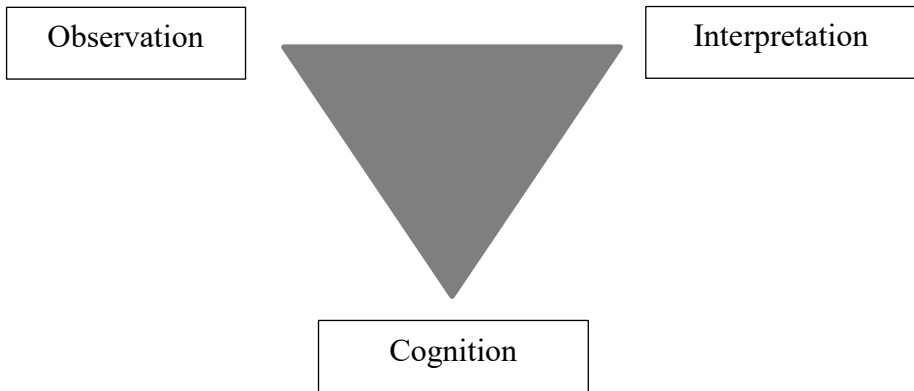
```
┌─────────────────┐          ┌─────────────────┐
│   Observation   │          │  Interpretation │
└─────────────────┘          └─────────────────┘
```



```
        ┌─────────────────┐
        │    Cognition    │
        └─────────────────┘
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Figure 1: The Assessment Triangle. Adapted from "Knowing what students know: The science and design of educational assessment" by J. Pellegrino, N. Chudowsky, & R. Glaser (Eds.) 2001, Washington DC: National Academies Press, p.44

Cognition is related to the student's ability, knowledge and skill to articulate and engage in appropriate reasoning and discourse of the subject. Observation provides the opportunity for the assessor to see the student in action demonstrating knowledge in action. Finally, Interpretation features the student's response to the knowledge, skills and ability articulated in the Cognition vertex.

The alignment of these three vertices provides a framework for assessment and evaluation that could be adapted and applied to NLP.

This model may provide the NLP community a good starting point to begin to create a consistent set of evaluation and assessment tools for each level of NLP learning. Potentially this chapter could continue

the conversation that began at the NLP Leadership Summit in January 2018 moving us toward a shared map and greater consistency in evaluation methods

Types of evaluation

In our summit discussion, there was a range of perspectives and preferences, likely relating to our differing learning styles and values. What we did agree upon was that ongoing evaluation via multiple channels was preferable, rather than simply relying on one model, one time.

Before considering what methodology is used in assessment and evaluation it is worth considering some bigger perspective factors.
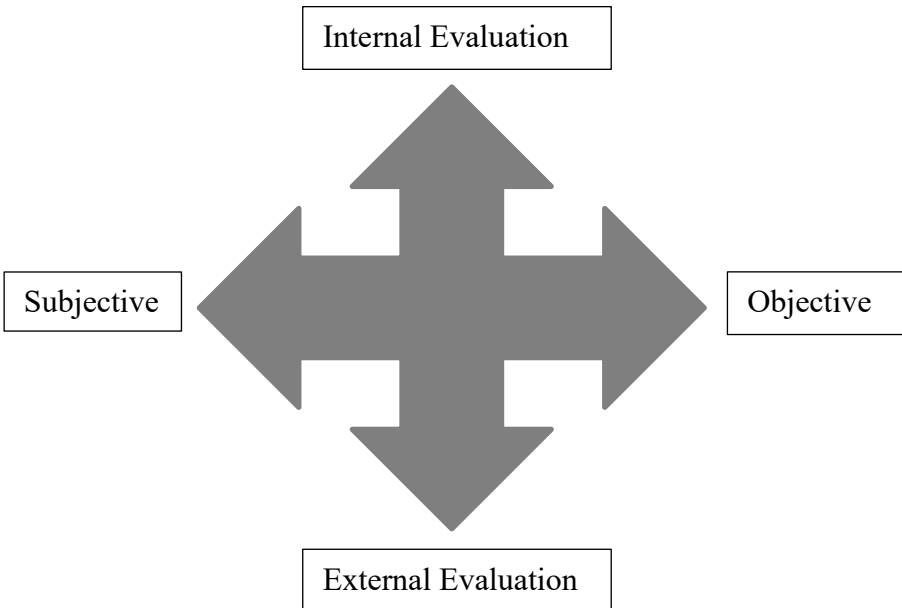
Internal Evaluation

Subjective

Objective

External Evaluation

Figure 2: A matrix to consider evaluation of NLP students.

NLP has been described as the "study of subjective behaviour", does this mean that evaluation and assessment is also necessarily subjective? Within the field there are NLP Trainers working with either subjective measures, objective measures or a mixture. It will not be the scope of this chapter to explore this aspect of the process merely to comment.

In many NLP Institutes evaluation and assessment is conducted by the NLP Trainers delivering the training. This internal evaluation has the advantage of convenience and is relatively easy to monitor. The drawbacks can include a risk of bias and a lack of objectivity. External evaluation or verification introduces an extra layer of complexity and may have a cost implication. Having said that the use of external assessors or verifiers may be a necessary step if NLP is to improve its credibility in the wider community and academically. Using a peer NLP Trainer to come and assess students 'blind' also helps guard against trainer familiarity / scotomas and will be a useful source of feedback afterwards about any themes emerging.

The importance of a mixture of practical versus theoretical evaluation was acknowledged within the work group. After all it is possible for a student to be able to produce excellent theoretical papers and still be unable to work with a client effectively and vice versa. This makes creating a process of evaluation that accounts for differing strengths essential.

- **During Training Courses** – observation of practice with one-to-one feedback given in time for the participant to incorporate and develop (using Ken Blanchard's 'catch them doing something right' principle). This feedback is designed to motivate, encourage and support learning and is seldom used to determine a "pass" or "fail". Often experienced assistants or NLP Trainers in training deliver this feedback on behalf of the course NLP Trainers while in other schools this feedback is only ever delivered by the primary NLP Trainer.

- **Written Tests**
  - o <u>Open book versus closed book</u> – of course, there are pros and cons of each, with some adult learners still operating with unresourceful 'school' anchors in closed book situations. Open book leaning is generally used to consolidate learning and teach students how to find information in their manuals. Closed book tests are more valuable from an evaluation perspective in that there is a measure of what information has been internalised and retained by the student. Such results can also easily be used to form the basis of statistical analysis and benchmarking.
  - o <u>Multiple Choice</u> – while the answer is in the question, this method of evaluation does provide clear evidence of the student's knowledge base provided enough questions are used and the correct answer is not always glaringly obvious. Statistical analysis and benchmarking can easily be applied to multiple choice question formats.
  - o <u>Short answer tests</u> – this kind of test, when closed book, really starts to pull the learning from the student's memory and so is a good measure of knowledge retention.
  - o <u>Essay style tests</u> – will suit the more academically minded student but may be less useful for assessing students who are not used to academic study. It could be argued that both short answer and essay style tests are just a test of memory rather than a test of competence. Many main stream education providers are moving away from this type of testing for this very reason.
  - o <u>Written Essay</u> (e.g. as for a degree) – particularly as evidence of integration in practice, as in a case study report post-course, for example. More about case

studies later in this chapter. When the written essay option is applied students will undertake detailed self-directed study in order to research the information needed in order to answer the essay question. This more qualitative form of assessment moves beyond a test of memory and encourages students to critically evaluate methods, processes and topics in a way that will have value for the field of NLP. The field could be further enhanced if outlets can be provided to publish student essays.

- **Assessed Practical Session**
  - <u>With other students as client</u> – the risks are that students can lapse into the dreaded 'role play', particularly if they have to 'make up' something for the practitioner to work with. Where well framed assessed practical sessions with other students can provide a useful way to evaluate how well students are able to apply the learning. It could be argued that the student is unlikely to be particularly challenged by such sessions however at the NLP Practitioner level the measurement of competencies can still take place. One of the advantages of this approach is to avoid the challenge of providing enough "clients" for the practical assessment.
  - <u>Role Play using actors</u> –. Actors with very clear briefs act out an issue as client with an NLP Practitioner (also an actor). Students observing identify what is being presented and how it should be handled. An interesting option that many of us may use in the corporate setting already. This method does provide a somewhat objective measure of student's abilities to calibrate and assess a client however it can be costly.
  - A less costly version involves briefing a student to act as the "client" 'act' out a problem using specific meta

model violations and eye accessing cues / predicates. E.g. "I have someone at work who is always nasty to me and either they leave, or I do…" Other students then analyse and identify linguistic patterns, eye accessing patterns etc. In this way a relatively low-cost assessment centre is created provided there is an expert assessor ensuring that the notes match the performance.

- o <u>Clinical session</u> - With members of the public as clients
    - ▪ Directly supervised – on an assessment and integration module, each practitioner brings a 'body' (in practice, a neighbour, friend, consenting family member) with them with a real thing they wish to address or explore, who is then allocated to a different student practitioner they do not know. This adds reality and the need for basic rapport-building, consultation skills and the flexibility to use an appropriate approach / technique(s) with the 'guinea pig', rather than the student's 'favourite' technique.
    - ▪ Video session (ensuring that all permissions have been appropriately gained relating to data protection and confidentiality in advance). – the assessment of a video a full session provides the opportunity for a full evaluation of skill. There are some draw backs with such evaluation, for example the student may video a number of sessions and submit the "best" example. This may mean the evaluators are not getting a true exemplar of the students work. Issues of video/ sound quality, positioning of camera and other technical factors may also obscure evaluation.

- One-way mirror sessions (with appropriate permissions and disclosures) – in other psychology modalities students and qualified therapists may work in a room with a one way mirror. The student can be assessed in real time working with the client. This type of set up may not currently be available to anyone in the NLP field and may bear consideration.

- **Learning logs** – this method of self-evaluation has been popular in education for some time. When effective, the student evaluates their own progress when working with clients by noting what they learned, what they did well and what they would do differently. This is usually in shorter form than a full case study. Learning logs can also be used for students to record self-directed learning such as reading, watching demonstration videos or listening to audio recordings. When effective, the student records particular learning points and how they have applied the knowledge to their own practice
- **Case Studies** – in some ways a case study may be the most effective way of collecting written evidence from the student with regard to application of therapeutic or coaching processes. A good case study will follow a well-defined frame providing context, content, outcomes and learning. The learning will include critically evaluation of own approach and skills plus action points for future development and refinement.
- **Project** – Application of NLP – this provides a way to evaluate student's written application outside of therapy or coaching, for example business skills application. It will be similar to a case study in many regards and could be applied to self.
- **Supervision** – (present cases) – this part of assessment may not involve evaluation as such but still be an important part

of assessment. Students present cases either in one to ones with a supervisor or in a supervision group. They receive feedback, support and encouragement designed to consolidate learning and strengthen professional practice.

- **Document evidence** – this may involve the creation of a portfolio to demonstrate accredited prior learning and self-directed study. There are likely to be many different formats used within the NLP community.

- **Modelling Project** – both carrying it out and presenting it back to the group or trainer. It could be argued that modelling is the foundation of NLP and so should be the main assessment process and evaluation should be based on a student's ability to model excellence. Yet around the world many schools spend little or no time on modelling and instead focus on the techniques identified by the originators of NLP in their early modelling projects of Erickson, Satyr and Perls. There are also many forms of modelling so there could be a value in expanding how modelling can be used to evaluate students and which frames and types of modelling would be most appropriate.

- **Tasking** – this can be used where a student has not reached the required standard in one or several of the above. The form the tasking takes will depend on what additional evidence is needed for assessment and evaluation.

There are many other evaluation methods not included here that might be worthy of further investigation. Firstly, the practice of testing student pre and post training. This provides a baseline of what is already known before training that can be compared to post course learning. Thus a measure of what value the training as provided.

Secondly the use of electronic assessment or computer assisted assessment (Simmonds 2003). The benefits in terms of speed of response and time savings need to be weighed against the lack of responsiveness the approach offers.

Thirdly the use of assessment centres could be considered for assessing students more thoroughly for practical application. Well designed and staffed assessment centres offer a strong evaluation process however they are costly and require a lot of logistical organising.

We are sure there are many other evaluation methods we have not yet considered and so invite you, the reader to let us know of other tools already in use for evaluating NLP Training.

Conclusion

The purpose of evaluation, as Everitt *et al* (1992: 129) is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of 'good' rather than 'correct' practice.

In addition to the manifold purposes for evaluating students' learning in NLP, one observation that I (Reb) have made in my own trainings is that, when I am able to reflect on and discern a pattern of skill, knowledge or attitudinal gaps in my own students (or indeed, a strength), it can highlight a learning for me in order to hone further my own training materials, my teaching style, methods, or perhaps even my student intake process. After all, if I do not walk the talk of 'continual learning and improvement; who am I to preach it?!

The discussion at the Leadership Summit colloquium in Alicante 2018 highlighted that there is a broad range of evaluation and assessment practices currently even within our group, but the consensus was that 'wisdom comes from multiple perspectives' (Heraclitus) and that, ultimately, using more than one form of evaluation is in the interest of students, trainers, standards within NLP itself and the general public alike.

The key part of evaluation may be how we frame the questions we wish to ask, and the information we want to collect, such that the answers provide us with the *indicators* of change. (Schön 1983).

The Leadership Summit has begun the process of collating different examples of evaluation practice and assessment methodology and in the future, we aim to work towards a shared, open access repository that all NLP trainers and participants alike can use for increasing transparency and standards of evaluation in NLP training.

Thanks and acknowledgements

To those colleagues (both Leadership Summit and otherwise) who generously provided us with inputs, comments, offers of support, examples of evaluation and student assessment proforma and methods…our gratitude and admiration. Through writing this topic up, we discovered that there is already much for the world of NLP to be proud of and much still to learn and share with each other. We see this pursuit as adding positively to the external perception of NLP as a substantive field worthy of study and also as a fundamental part of how we wish NLP to continue to develop. This is merely a stake in the ground, a starting point. We continue to learn.

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NLP-Trainer in the Spotlight.

Anneke Durlinger

Talking about the quality of NLP-(master)practitioner's training is implicitly addressing the quality of the NLP-trainer. The quality of the NLP-trainer (and finally of the NLP teaching trainer) is a crucial factor for practitioners and master-practitioners in successfully learning NLP[1].

"Knowing how to fish" versus "catching fishes". Where lies the emphasis?
In the Netherlands there is a difference amongst NLP-institutes. A number of them have in the foreground the training of the NLP practitioners in skillfully applying NLP and within the immediate background the inevitable secondary gain in working on your own personal/professional issues. So basically, the emphasis is on the NLP-practitioners are being "taught how to fish" and in this process they, being a client in the course of the training, also personally "catch some fishes". This is how it should be (at least in my model of the world being a Fellow Member Trainer IA-NLP and master trainer IN/ICI), because this influences the degree of autonomy from which people lead their lives and will continue to grow after the NLP training. And it does justice to the term *training*.

When someone has learned all the skills of the trade 'how to fish', it might be that during learning he/she has not caught so many fish really. Because catching fish is always depending on season, luck etc. However, the person will be able to go home and - because of his/her understanding of the trade - will be able to adept his skills to the requirements of the rivers and seas of the area he/she is working in.

This is different from when the emphasis lies on working on personal and professional issues and using NLP to get immediate personal results. In that case the acquisition of skills for expertly applying the methods and structures of NLP comes in the second place. The goal is to get as many fish as possible. This might result in an immediate high level of satisfaction, but not necessarily in a long lasting high level of competence. This tendency to focus on results might also be accompanied by more emphasis on content instead of form and process. Maybe even on consulting/giving (sound) advice instead of facilitating and empowering the client through his/her own resources.

I question whether this last focus deserves the label 'training'. Maybe experiencing NLP is a more proper name. What I don't question, but instead certainly value is the experiencing of NLP as a client. This is a very important part of the training, through which your competences as a NLP-practitioner will be deepened and the core of NLP often better understood.

In my model of the world my responsibility as a NLP trainer is foremost to provide good education and training. If I do that personal results will automatically and inevitably follow. Because high level satisfaction is caused by high level nlp-education, through demonstrations, explanation, reflection, exercise and feedback.

Three dimensions of successful NLP trainership.

1. *Professional alignment*
   Professional alignment is the combination of living your purpose, your mission with craftsmanship.
   This means you are in a flow, you make an impact. To realize this, it is important - in addition to attain profound competence - to also transform your limiting beliefs into empowering beliefs, in order to congruently show your knowledge and skills.

I find the logical levels (as presented by Robert Dilts) and the different tools addressing these levels extremely useful.

Operating from the NLP-presupposition allows you to be a work in progress and as such a role-model for your practitioners.

2. *Group dynamics*

Especially in a trainer's training it is important to learn how to facilitate the group.

- How to be a living example of the sponsor attitude and operating from the NLP presuppositions.
- How to use NLP in order to establish group rapport
- How to stimulate ownership and elicit individual potentials in the group.
- How to address the different learning styles and metaprograms in a way that people understand differences and learn from those differences at the same time.

In his book 'The training secrets of NLP' Richard Bolstad addresses:

- Rapport
- Attitude
- Motivation
- Metaphors
- Anchoring
- Questions
- Respect
- Clear content
- Use of voice
- Use of language
- Future pacing
- Use sensory systems
- Attention for ecology

3. *NLP-skills and techniques*

   This is the third dimension. In order to teach these skills and techniques three (sub)dimensions are important

   a. Understanding
   b. Preparation
   c. Execution

   Ad a. Understanding

   Excellence requires more than competence

   To be thorough you need to be skillful on different levels:

   - Cognitive understanding
   - Emotional understanding
   - Behavioral understanding
   - Somatic understanding
   - Intuitive understanding

   Ad b. Preparation

   As a trainer you need to have meta consciousness about the different skills and techniques:

   - Goal of the exercise
   - Values involved
   - Framing
   - Exercise it self
   - Competences required
   - Reflection and feedback

   Ad c. Execution

   The execution in a training involves:

   - Explanation of the why (essence), what (elements and the relationship) and the how (the applications)
   - Demonstration
   - Questions, reflection and feedback
   - Practicing by the participants, followed by reflection and feedback.

   Beyond the competence of learning the procedure lies why you do the things you do? You need to calibrate and understand if and where it went wrong.

Ecology

Ecological sound approaches and solutions are to me the most valuable fundament of practicing and teaching/training NLP. This attitude elicits the desire to go for win-win-win-situations, taking in account the underlying values.

If 'practice what you preach' is the standard and consecutively doing the best you can (at that precise moment) than the consequence will be being a good (your best) role model in using NLP in an ethical way.

To that end NLP provides us with the TOTE and in this respect also with the NLP presuppositions. In interacting with a group, the following sequence of the NLP presuppositions is useful.

- The meaning of my communication is the result is get.
- No failure only feedback.
- I have resources for positive change.
And if I can't get access to them, there is always:
- What another person can, I can learn (time frame not given!).

Orchestrating criticism and pragmatically evaluating conflicting beliefs are useful strategies/methods to create a richer map of the world in the group.

What do I want to see as a result of my training in the performance of the (master)-practitioners?

In the above I have already described what would be, again in my model of the world, focal points in the trainer's training.

What do I aim for in training (master-)practitioners? I limit myself in this article to addressing the categories. Competence requires behavioral descriptions. So, I am aware of the necessity of behavioral descriptions and provide these in the training.

The categories being:
1. Sponsoring attitude based on presuppositions
2. Respectful relationships through establishing and maintaining rapport
3. Directing towards the goal, desired state
4. Focus on subjective experience
5. Technical skillfulness

The results of the assessment of (master)practitioners in relationship to the above is at the same time an assessment for the trainer. It gives you feedback for the next training, where there is room/necessity for improvement.

Taking feedback, being in a developing loop is important for the (master)practitioner and certainly also for the (design of the) training and thus for the trainer.

This might very well be the most important success factor.

Different NLP-associations, different NLP-institutes, different standards
The spotlight is set on the NLP-trainer in the above. Nothing is said about the standards of a (master) practitioners training regarding curricula, face to face training, duration of the training, assessment. And *all* of these aspects are important.

There are different NLP-associations holding different standards. Just like there are different standards for (master-)practitioners trainings, there appeared to be different standards for trainers or master trainers.

The outcome of any standard should be development of skills and capabilities (competencies / qualitative measures). This also requires a number of days and hours (quantitative measures) by a standard.

Quoting from a IA-NLP forum discussion:

> "Most of the requirements in a curriculum are *quantitative* requirements. It is obvious that quantitative requirements do not completely guarantee achievement of the training goals at competency level or all educational goals.
>
> The problem with *qualitative* requirements lies in the fact that standards may be interpreted differently though, and may depend on various facets that are difficult to control: various biases may play into the education, such as cultural factors, interpersonal dynamics between trainers and students, gender and sex - or even the immediate natural environment where a training is being conducted that may affect how students' performance (on quality level) is being viewed.
>
> It is for these reasons that the IANLP has decided almost 40 years ago to embrace *quantitative requirements* – however imperfect they may be. Quantitative requirements also have the advantage in that they provide an equal playing field for all, thereby avoiding various conflicts as all are treated equally."

If we are clear on the standards of the trainers and they have been well trained and assessed this will have an immediate impact on the quality of training practitioners and master practitioners.

How to apply the TOTE on these processes is another matter, that will require attention. Signing an ethical code is not enough. Certifying a NLP-institute is not the same as certifying a NLP-trainer. How to design the assessment of compliance with the set standards and how to actually assess takes time to organize and implement.
I would like to hear your opinion on that.

Notes

1. In one of the subgroups of the NLP-leadership summit 2018 (consisting of John McWhirter, Marianne Cagnon, Anneke Meijer, Reb Veale and myself, Anneke Durlinger) we decided to take this as our focal point. I was inspired by the discussions in this group to write this article, as well as by my regular corresponding with Ueli Frischknecht through email concerning this topic.

Technology, Standards and the Best of all Worlds

Dianne Lowther

On the final day in Alicante I joined a small group discussion about technology as it relates to NLP Training. Our group included Shelle Rose Charvet, Heid Heron, Robbie Steinhouse and me. There were other simultaneous groups discussing standards, the possibility of a new, global association, research and various other important issues.

Technology is simultaneously a boon and bugbear for many NLP Trainers. In the 21 years since I started my NLP Training business, advances in technology have enabled me to reach different people with on-line marketing and to engage with potential customers through electronic means. Without that technology I would probably never have accumulated a mailing list of people who are literally scattered all over the world.

Through technology we can have business relationships with people on other continents. We can take on coaching clients we might never meet in person and we can collaborate with colleagues on the other side of the world.

Shelle pointed out that technology provides most people with a first point of access when they look to learn something new. It's inspired many of us to produce easy-to-Google video and audio programmes to offer a taste of our training style, to support our face-to-face training, to build anticipation and to create a library of reference material for our students.

Some NLP Trainers have gone further and put an entire training on-line.

And this is where technology becomes a bugbear. If someone offers an on-line training programme called 'NLP Practitioner' and charges £10.99 for it, and I'm offering a 20-day, classroom-based programme called 'NLP Practitioner' priced at approximately £5000, it's not surprising that potential clients get confused.

It's not surprising either, that the qualification 'NLP Practitioner' doesn't command much respect in the world at large and it's not surprising that some among our number feel a great deal of antipathy towards the purveyors of low-cost on-line 'NLP Practitioner' programmes.

I'm reminded of an experience early in my corporate career:

I was UK Training Manager for Interflora, (the 'florists' telegraph delivery service'!) in the early 90's. Email was just starting to feature in large organisations and the World-Wide Web had not yet been invented. Paying for goods or services by credit card over the phone was not widespread.

Interflora made money from customers who visited their local florist's shop and placed an order to be delivered by another florist based near the home of the recipient. There were 3000 member shops in the UK and whilst some accepted more orders because they were in busy city-centre locations and other delivered more because they were the only member for miles around their town, on the whole everyone gained from the system.

In the 4 years in which I worked for Interflora, the company was approached by several large organisations: The Post Office, Marks and Spencer, Sainsbury's and Esso. All of these organisations wanted to become Interflora order-taking points. All were refused. They were refused because the elected members who ran the organisation

did not want to lose 'their' customers to big stores, filling stations and Post Offices. They wanted the customers to visit their shops.

The problem was, the customers didn't want to have to go to a florist's shop to order their flowers. They wanted to do it somewhere more convenient that they would visit for other reasons. But Interflora said 'no' and thousands of orders went to other, rival, delivery services because the large organisations agreed contracts elsewhere.

The essence of successful marketing is to meet customers' needs and wants. Clearly Interflora did not achieve that, but the experience stuck with me. That refusal to see a bigger picture, the refusal to take the customer's point of view and the turning away of several opportunities to grow the business really shocked me.

So when I look at the £10.99 on-line NLP Practitioner training I can't allow myself to simply mutter, 'it shouldn't be allowed'. I have to acknowledge the fact that there is demand for on-line NLP training. That the people with whom I want to share this fantastic thing we call NLP, might have ideas other than joining me in a nice hotel for 20 days in a five-month period. That they just might want to engage with me on-line. After all, some of them have been watching my video blogs for years now.

In our small group, we started to discuss how to deliver NLP training on-line without compromising our own values. There were several key areas:

The value of face-to-face training in groups
For most members of the NLPLS, face-to-face group training is the heart of our businesses. We know the magic that happens when a group comes together and people breathe the same air. We understand how to create a journey that each person travels in their

own way but in company with the others. We believe in the value of real human interaction.

And yet, many of us use webinars, Skype, YouTube and a host of other virtual media to connect with our students before, during and after group training sessions. Some of us – specifically Heidi, but I'm sure she's not alone – use more advanced technology to conduct group sessions on-line where participants can interact with each other as well as the host. We're already doing this, but we're not calling it Practitioner training and we're not counting it as part of the minimum 'taught hours' for a Practitioner programme.

Standards

As I said, there was a separate group discussing standards, but if I was to offer an on-line NLP training programme and also assessment and certification, I'd need some very clear standards. This is probably the most important aspect of creating credible on-line training – how do we assess people and against what standards?

My belief is that clear, agreed standards and clear descriptions of evidence required are the key to credible standards in any area. (During my time at Interflora I got involved in the development of the standards for the National Vocational Qualifications in Floristry)

If we can agree the standards and evidence which describe the skills of an NLP Practitioner then it seems reasonable that we can certify a person who demonstrates those standards, *regardless of how they gained the skills or how long it took.* Doesn't it?

The problem with on-line programmes therefore is not their inability to train people, it's our inability to assess people on-line. We discussed the viability of splitting assessment into 'theory' and 'practice', in a similar way to the UK driving test. Clearly, 'theory' is easier to assess on-line.

Feedback

In most group training programmes, feedback from the trainer, their assistants and other participants is often a key element in the learning. A self-directed, virtual, on-line programme clearly does not offer those in-the-moment opportunities to receive feedback and to act on it during the same activity. But does it have to? We all have skills we've learned in different contexts. Isn't it more important that the individual learns in a way that works for them? If someone knows that feedback is a key part of their learning, they probably will choose a learning method that provides it.

Time

The debate about time becomes almost irrelevant when put in the context of clear, evidence-based standards. Unless we're saying you can only qualify as a Practitioner if you learn the required skills in precisely x days. I'm fairly sure none of us are saying that.

However, we do know, that fewer and fewer people feel able to devote the time away from home to participate in long training programmes. People have busy lives and an ever-reducing attention span. Short, focused modules are the norm in most on-line programmes. Shelle tells us her new programmes offer about 15 minutes per day. Every day for six months.

So time is important in many ways, but perhaps not in the way we used to think.

To sum up, I came away from our discussion with the conviction that if customers want NLP Programmes on-line it's a good idea to offer some. I see that certification is more difficult, but not impossible and the key to making on-line training a credible part of our offering is in clear, evidence-based standards.

...but there was something more:

I had a thought. A fleeting glimpse of something that I can't forget. A moment of inspiration that I'm not sure what to do with except share it with you:

Imagine an NLP Practitioner programme, delivered by you, in the ways you can do best. Maybe some of it is delivered face-to-face in a group, some of it is delivered on-line, some of it focuses on books, audio programmes, videos and quizzes. People register locally, with you.

Imagine your students also having access to a whole world of material created by members of the NLPLS. As well as attending your classes, suppose you could give people the chance to watch a video of Frank talking about the beginnings of NLP or participate in a webinar with Robert about Neurological levels? Michael explaining the Meta Model or Shelle introducing the idea of Rapport?

...and because we're a global network, there might be opportunities to learn parts of NLP in multiple languages, for those whose everyday life happens in multiple languages.

...because we all know the value of multiple perspectives, there could be many different trainers' input on a given subject. As many as your students wanted.

Yes, I know you can go on YouTube and get videos of any and all of us holding forth on numerous aspects of NLP. Some people do. But what if we had a more interactive offer as well? What if we had a curated selection of the best each member of the NLPLS can offer? Accessible only to us and to our students. Delivered on-line.

Added to your own fantastic NLP training programmes, wouldn't that be the best of all worlds?

Looking forward to the next summit while looking back at my life as a NLPer

Jane Turner

While attending the NLP Leadership Summit in January 2018, I was struck by the unity and the diversity in our community, both of which so necessary for growth.

Appreciating the opportunity to share reflections on "life as a NLPer" in Powered by NLP – volume 2, I decided to propose a short piece about what brought me into NLP and has kept me there for over 35 years.

NLP came to me via an unusual route. Having taken up studies in clinical psychology at the university in Paris in 1981, I was not particularly surprised when a fellow student asked if I could bring back a book when I went to the states for Christmas break. The title: *Frogs into Princes* by Bandler and Grinder. Passing into the lecture hall I noticed the invited lecturer, a famous and innovative social psychologist, Anne Ancelin-Schutzenberger, who spoke on her experience working with several pioneers in psychotherapy – Jacob Moreno, Carl Rogers, among others- ending her talk with the comment that "Some young fellows in the US – Grindler and Bander, something like that..." were interested in language and its impact on resistance in psychotherapy. Strange coincidence. There must be an echo in here.

I did find the book and read it over summer vacation. The 6-step Reframe was a revelation. I knew I talked to myself of course, but I'm fairly certain I hadn't been listening very well! I was hooked. If there

was a way to help people help themselves and no longer need my help, I wanted to learn it.

In 1990 several years and many, many trainings later, I participated in founding the French association for people certified in NLP (NLPNL). Our concern, no doubt shared by practitioners in other countries, was to create a common frame-work in which to teach and encourage the practice of NLP. Ethics, a sufficiently shared language for "speaking NLP", training standards… these themes were central to our meetings.

Looking back, the 1980's were a fruitful period for the development and extension of NLP. We NLPers seem to have gone through specific, predictable phases concerning our discoveries and distinctions. I remember well when sub-modalities were a major focal point, followed by beliefs and meta-programs. The starting point was the same in all cases: we accepted readily enough that we could observe the phenomena through which to infer the "existence" of these distinctions, but probably did not believe we could and certainly did not yet know how to change them. We could observe but were unable to impact initially what we observed – at least not consciously and at will.

Many moments in Alicante reminded me of discussions begun then which remain altogether alive and well today. The quest (and question) of "What is NLP?" and what it isn't, took me back to days gone by, all the while forcefully bringing me back to the present and a recent exchange about standards. What should be taught in the different levels of training in NLP? What is necessary and sufficient? Should material from other approaches (Transactional Analysis, Enneagram, for example) not considered as having been modeled for what was to become NLP, be accepted in an NLP course? There are, here in France certifying courses where trainers teach material taken from other models simply, it would seem, because they are familiar

with these models and not because the material has any relationship to NLP.

If familiarity breeds contempt, we should perhaps be contemptuous of familiarity. The items listed by the elders to answer the question "What is NLP" do reflect what trainers are familiar with, and possibly choose to teach or ignore.

Listening to exchanges and comments, I was reminded how over the years training standards have evolved to sequence the history of NLP developments. Eye-movements, predicates, the meta-model and so on are taught at first often making it difficult for participants to apprehend NLP overall as a coherent system. The Master Practitioner level standards usually take the same tack, ending curiously enough with some notions of modelling – hopefully providing a new base from which the newly certified Master-Practitioner will continue learning and integrating although this does not always seem to be the case.

The curriculum for trainings has changed considerably since I began learning NLP. I have no regrets about no longer spending several days on different forms of rapport, but I would like trainers to encourage and facilitate a more radical and extensive understanding of the meta-model. I also believe that modeling generally does not get its due. Modelling is about discovering what is there and how that works together as a whole, not about necessarily making changes.

I did find in Alicante what I was hoping to experience: my fellow NLPers applying NLP daily with a willingness to share openly, exchange points of view respectfully, get involved and make space for all sorts of differences in an honest and authentic way. I'll be looking forward to the next summit as an opportunity to carry this work further.

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APPENDIX 1:
Researching NLP and NLPt

With thanks to Dr. Peter Schuetz for compiling the list below (which is presented at www.nlpt.at/r1). Please note that the website is constantly updated and the research referenced below is current to April 2018.

Peter is both a government certified teaching psychotherapist for neuro-linguistic psychotherapy and a law court accredited sworn expert ('Gerichtssachverständiger') for coaching, supervision & NLP.

In addition, in terms of NLP standards, his webpage: www.icpnlp.org, highlights the wide range of quality in NLP trainings.

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The Authors

(In alphabetical order)

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Rita Aleluia

Rita Aleluia, NLP Global Trainer & Consultant, author, coach, speaker, Conscious Systems® founder, developer of NLP & Generative Parenting.

Rita has a background of 16 years in Journalism. Graduated in Communication Science, is fascinated by the way we talk to ourselves and to others and the power of a conscious communication to change the world into a better place to live. After writing her first book "Mothers of the World" - Parenting and Education with NLP (born from her experience of modeling exceptional mothers all over the world and her own experience as a mother) a result of her endeavors, she became the first Conscious Leadership Coach in Portugal and founded the Conscious Systems®. Now, she is making the bridge between families, companies and corporations by using NLP, Success Factor Modeling and Generative Coaching.
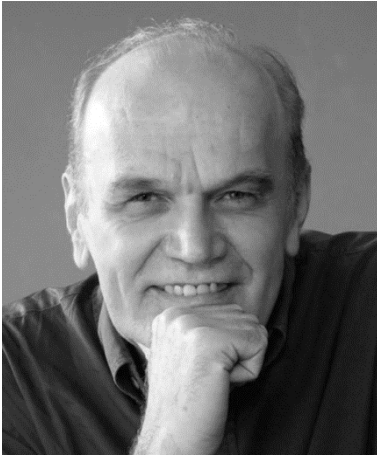
Leo Angart

Leo Angart started his NLP and Hypnosis career in 1991. Over the years he has trained with many of the NLP greats.

Founder of NLP Asia Ltd. in Hong Kong. Offered the first NLP Practitioner and Master Practitioner program in Hong Kong.

His modelling project, started in 1991, about how to restore one's eyesight naturally, now presented world-wide to full houses. The work is using NLP tools in order to encourage belief change through the participants own sensory experience of actually seeing better. Seeing is believing they say.

Leo has also authored best-selling books:
- "Improve your eyesight naturally," (now available in 10 languages)
- "Read again without glasses."
- "Magic eyes vision training for children."

His website: http://www.vision-training.com

Andrea Frausin

Andrea Frausin operates as a performance and behavioral specialist since 1997 and he has a Master's degree in economics and a Master's degree in psychology and different international certifications and accreditations. Andrea is an international trainer and coach, a licensed psychologist in Italy, a university visiting professor, and an author. He is also one of the few NLP Trainers in the world certified by all the three NLP co-founders (Bandler, Grinder and Pucelik). In 2017 Andrea has been certified as NLP Master Trainer by Frank Pucelik and Meta International, in the first group of Master Trainers ever certified by Meta.

In the last years Andrea trained and coached more than four thousand people and his work has been appreciated by different excellence companies, both multinationals and small businesses.
His services are performed in English or Italian.

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Laureli Blyth

Laureli is Founder and Director of Research and Training at the Australasian Institute of Neuro Linguistic Programming in Sydney Australia. With 30 years in the field of NLP she is well-known and respected International Trainer of NLP, Psychotherapist and Clinical Hypnotherapist. Laureli has several published books her latest co-authored with Dr Heidi Heron '30 Days to NLP'. Originally from Colorado in the USA, Laureli now resides in Sydney Australia.

Joe Cheal

Joe is an NLP Master Trainer who enjoys learning new things… by exploring diverse fields of science, linguistics, philosophy and psychology and then integrating these 'learnings'. He is author of "Solving Impossible Problems", "Who Stole My Pie?" and co-author of "The Relationship Dance", "The Model Presenter" and "The Little Book of Persuasion". He is also the creator and editor of the ANLP Journal: Acuity.

Through his consultancy, Imaginarium Learning & Development, he has focused his training, coaching and consultancy experience into the business environment, inspiring others to achieve outstanding results. Since 1993, he has worked with a broad range of organisational cultures, helping 1000s of people revolutionise the way they work with others.

He also holds an MSc in Organisational Development and Neuro Linguistic Technologies and a degree in Philosophy and Psychology.

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Melody Cheal

Melody is an NLP Master Trainer, Hypnosis Trainer and has a Master's Degree in Applied Positive Psychology, a degree in Psychology and a diploma in Psychotherapy. She is also a qualified as both a Myers Briggs practitioner and EI practitioner.

She also runs Association for Coaching accredited courses from Award through to Diploma and is currently involved in running one day Master Classes for the AC in Positive Psychology with NLP.

Her personal focus is humanistic and she enjoys helping students and clients find their authentic self. Her new book, Becoming Happy is designed to provide simple easy to follow steps to enable even more people to become the best version of themselves. She is also co-author of "The Relationship Dance", "The Model Presenter" and "The Little Book of Persuasion".

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Frank Daniels

Frank Daniels, UK based INLPTA NLP Trainer, has been training NLP since 1992. He runs full-length NLP courses and a variety of shorter courses on topics such as Coaching, Ericksonian Hypnosis, the LAB Profile and Master Your Life, all "with Heart, Wisdom & Integrity". Frank is also a UKCP registered NLPt Psychotherapist, Hypnotherapist, Coach and LAB Profile Trainer/Consultant.

Lisa de Rijk

Lisa de Rijk is Managing Director of Awaken Consulting & Training Services Ltd, and also of Awaken School, a United Kingdom Council for Psychotherapy (UKCP) accredited NLPt psychotherapy training organisation.

Author of *Neurolinguistic Psychotherapy: A Postmodern Perspective; The Role of Brief Therapies in Attachment Disorder*; and *NLP Principles in Practice,* and lead editor for *The Clinical Effectiveness of Neurolinguistic Programming.*

As a former nurse and NHS manager in the UK, Lisa has a MSc in Advanced Clinical Practice exploring NLPt and is currently completing her PhD in Psychology at Surrey University. Consultant to a diverse range of organisations, Lisa has a track record of working in the public, private and third sector as a Trainer, Coach, Change Management Consultant and Supervisor.

Lisa has served as Chair and Vice Chair of UKCP and is advisor to Association of NLP.

Lucas Derks

Lucas is a social psychologist, scientific member of the board of SOMPS since 2012, fellow member of The International Laboratory for Mental Space Research since 2003, member of the NVNLP, UN and IANLP, and a certified NLP trainer.

He was born 1950 in Oosterbeek, the Netherlands. He studied art school and psychology. He was researching visitor behaviour in museums and the practical use of imagination techniques. He is mainly working as a trainer for psychotherapist, trainers, mediators, conflict coaches, managers and dentists. He developed the `social panorama model' as a tool to analyse and improve human relations.

Anneke Durlinger

She started her own business Tjoys training, coaching and consulting in 1995, Trust, Connect, Enrich.

She is a Fellow Member Trainer IA-NLP and conducts the IA-NLP trainers training in the Netherlands (20 days, 10 evenings)

Works as a NLP-trainer from 1995 a.o. for the IEP-institute in the Netherlands: practitioners, masters (partially), metaprogramms, nlp for trainers (3 days), beliefs in teams, introduction NLP, roles in facilitation in light of the logical levels.

Has trained in Bulgaria (practitioners), Uganda (peace promotors), Malaysia (EMR, on metaprogramms) and Santa Cruz as a guest faculty member at NLPU.

Co-author of the book Voorbij je eigen wijze (Dutch), which is translated in English Mastering communication with metaprogramms as well as in Chinese Mandarin.

Author of the Manual for trainers, steps for enrichment (only available in Dutch).

I am Fascinated on how to apply NLP on group dynamics: taking care of the bigger whole by attending to the smallest detail.

I am dedicated to improving the world, by improving myself and facilitating others to do so.

Peter Freeth

Peter Freeth has been learning, developing and training NLP for over 25 years and is regarded as an innovator in the field and an expert in the professional applications of NLP in business. Peter is one of only 6 SNLP licenced Master Trainers in the world and as the author of 12 books related to NLP and business runs both bespoke corporate workshops and SNLP licensed NLP Practitioner, Master Practitioner and Trainer training around the world.

Peter's website for NLP content and training can be found at www.nenlp.com

Ueli R. Frischknecht

born 1955; Study of accounting and management. 1980 foundation of own company in the field of controlling, organization, auditing, supervision and coaching.

Extensive personal studies in humanistic psychology, meditation, spirituality, bioenergetics, neuro-linguistic programming, primal work and tantra.

Since 1989 co-owner and teachingtrainer of NLP Academy Switzerland (www.nlp.ch).

1998 - 2007 boardmember of CHNLP Swiss Association for Neuro-Linguistic Programming (today: www.swissnlp.ch). 1997 - 2001 member of standard committee DVNLP German Association for NLP (www.dvnlp.de). Since 2000 secretary general IANLP International Association for NLP (www.ia-nlp.org).

NLP teaching trainer MBR NLP-Academy Switzerland; Fellow Member Trainer IANLP, USA; Associate Trainer International NLP und Society of NLP, USA; Teaching trainer DVNLP; Master in advanced studies Supervision and Coaching; Swiss diploma in adult education; Swiss diploma in Supervision, Coaching and Organisational Consulting (Member www.bso.ch).

Bruce Grimley

Bruce is a chartered, (BPS) and registered, (HCPC) psychologist who has had an interest in NLP since the early 1990's. His PhD research, (UCN), explored the question, "What is NLP?" and is one of the few doctoral dissertations naming Neuro-Linguistic Programming in both the title and abstract. Bruce is retired, however has an interest in seeing a greater presence of NLP within influential academic journals. He can be found at www.achieving-lives.co.uk.

L. Michael Hall

L. Michael Hall, Ph.D. began working to *model human potentials and excellence* and since 1990 has engaged in more than 17 Modeling Projects: Resilience (1994), Wealth Creation (1996), Sales (1997), Women in Leadership (1997), Business Acumen (1997), Coaching (2001), Self-Actualization (2003), Benchmarking (2005), Collaborative Leadership (2013), etc. These projects have sought to identify the structure, then create patterns for transferring and replicating the prescribed expertise.

With the explorations into Self-Actualization within the field of Coaching, Dr. Hall became an expert in Maslow's original works, in the structure of Self-Actualization Psychology, and the role of this psychology as the Psychology of Coaching. Discovering the death of the first Human Potential Movement and the reasons for its demise in 1985, Michael launched a new Human Potential Movement in 2007 within the Neuro-Semantics Community. To date, Dr. Hall has published three books on Self-Actualization: *Unleashed*, *Self-Actualization Psychology*, and *Unleashing Leadership*.

Michael earned a masters degree in biblical language and literature, a second masters in Clinical Counseling, and a Ph.D. in Cognitive Psychology. He has studied many psychologies, and took training in NLP with Richard Bandler, writing several books for him, and then publishing over 40 books in the field of NLP. Michael is a visionary leader, he co-founded Neuro-Semantics (1996) and the Meta-Coaching System (with Michelle Duval, 2001). Michael began writing the curriculum for Meta-Coaching in a series of books, there are 9 books in the series.

Christian Hanisch

Prof. Dr. Christian Hanisch from Germany is Profesor Asociado at the International School of Psychology, Universidad Central de Nicaragua: www.ucn.edu.ni/posgrados/international-school-of-psychology

He is a philosophical and integral thinking person. He was born in 1960 as the son of a principal and a writer. At first he turned to the technique and the craft. Curiosity has always linked his thoughts and actions. He decided to always learn practice first and then the according theory. So he first learned the craft of the electrician. After that, he took his high school diploma and studied electrical engineering and computer science.

After graduation, he joined the sales group business. There he developed a name as Salesman, Trainer, Coach, Keynote-Speaker, Consultant, Negotiator and Mediator.

Besides, he also learned about the downside of business: Burnout. Thereupon he learned the healing profession in the field of psychotherapy and investigated connections of psychosomatics. After completing the practice of psychotherapy, he studied psychology up to his doctorate. His special theme was the linking of psychotherapy, neuropsychology. The psychosomatic diseases and their solutions are treated holistically.

A graduate engineer wants to know not only the theory, but also master the practice. That is his motto. Make other people successful and become successful yourself. Science and practice!

Christian Hanisch is Head of the European Business Ecademy www.European-Business-Ecademy.de and the Emotion Science Institute www.emotionSync®.de. Here he gives extensive training on these topics. He also works as a coach, trainer, consultant, speaker, and therapist for psychotherapy.

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Joanna Harper

Joanna Harper is an NLP, Integral Eye Movement Therapy and Clinical Hypnotherapy Trainer. A Trainer member of the Association for NLP (ANLP), the Association for IEMT and Accredited by the General Hypnotherapy Standards Council.

As a highly skilled therapist Joanna often helps children, young people and adults overcome and make peace with challenging past experiences, to help them reach their true potential.

Joanna's training courses are aimed to develop confident, competent NLP practitioners who are client focused and have a range of NLP skills to use for both their personal development and for their clients.

Joanna has made two trips to the school in Africa with a third planned. She facilitates on going online support to assist the teachers to access NLP in Education skills. The focus is to develop the Curriculum and target areas where the most challenges are experienced. Also to help the children develop independent thinking and learning strategies, self confidence, a sense of self worth and so much more.

With a "Prevention is better than cure" attitude Joanna believes that teaching NLP foundation skills to Teachers, children and young people is one way to reach those who will benefit from it. Not just in Africa.

Joanna can be found at:
www.integratetraining.co.uk

Heidi Heron

Heidi has been involved with the technology of NLP for most of her life and is a Master Trainer of NLP and Doctor of Psychology. She has obtained her Doctorate in Psychology; Masters in Adult Education and Bachelor Degrees in Psychology and Communication. Heidi has a background in Corporate Human Resources Management and Personal Development. Heidi has been working in the field of Human Development since 1992. Currently, Heidi holds the role of Chairperson for the Australian Board of NLP. Heidi is the co-author of the book *30 Days to NLP.*

Jaap Hollander

Psychologist, NLP Trainer, Provocative Trainer, MindSonar founder

Jaap is co-owner of the Institute for Eclectic Psychology, IEP, together with Anneke Meijer. The IEP is Holland's oldest NLP institute (12.000+ people trained).

He authored eleven books, like 'Essentials of NLP' (with Lucas Derks), 'Provocative Coaching' (English) and 'Trance and Magic' (modelling trance rituals in Brazil). He was on the Dutch Quote top 500 business advisors list for as long as it existed.

Jaap studied with the founder of provocative therapy, Frank Farrelly, for more than 25 years. He developed a system (the 'Farrelly Factors') for teaching provocative coaching thoroughly and systematically.

He co-created the 'Nano Tech Power Deck' a card game that claims to be 'NLP in a box'. Try it.

He founded 'MindSonar', an online system measuring meta programs and Graves drives, being used worldwide.

Rachel Hott

Dr. Rachel B. Hott, who holds a Ph. D. in clinical psychology is a certified master practitioner and trainer of Neuro-Linguistic Programming and co-director and co-founder of The NLP Center of New York. She is a NYS licensed clinical psychologist and holds a master degree in Dance/Movement Therapy. She is also a hypnotherapist certified by the National Board of Certified Clinical Hypnotherapists (NBCCH). Rachel has been a course leader for American Management Association and a private consultant for executives. She has been trained by Jack Canfield to facilitate self-esteem trainings. Her specialization areas include: Performance anxiety, Sexuality, Life Transitions, Addictions and Healthy Lifestyles including weight control, sleep and exercise. Rachel is also authorized and endorsed by NLP Comprehensive to conduct Core Transformation© workshops. Rachel had written numerous articles for Anchor Point magazine. Rachel is sought after as a presenter on NLP and Communication. She and Steven Leeds, are co-authors of the book, NLP: A Changing Perspective.

Judith Lowe

Judith Lowe is an NLP trainer based in London with PPD Learning. She is currently focussing her work on innovations in post-practitioner development and in more advanced and applied levels of NLP training.

Her Masterclasses, CPD, Leadership Development, Trainer Training, Coaching and Modelling with NLP courses are all aimed at helping people who are already using NLP professionally and personally to deepen and expand their NLP skills and approaches.

'Passion in Action - Social Change with NLP' is an ongoing international programme created with NLP co-developer Judith DeLozier to support people who want to make a positive difference in the world through community leadership and contribution. Website; www.judithlowe.com

Publications; The PPD Learning NLP Practice Group Book - with forewords by Robert Dilts and Judith DeLozier

Dianne Lowther

Dianne has a Batchelor's Degree in Psychology and has been involved in Learning and Development most of her working life. She founded Brilliant Minds in 1997, shortly after achieving her NLP Trainer Certification. Brilliant Minds offers leadership and engagement strategies to business leaders in technical environments, meaning that Dianne spends a lot of time teaching NLP to IT Professionals. She has also worked extensively with Police Officers and organisations in the Finance sector. Dianne is a Master Trainer of NLP and LAB Profile Master Consultant/Trainer. She is the author of 'NLP for Work; A Practical Guide' published by Icon Books.

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Terrence McClendon
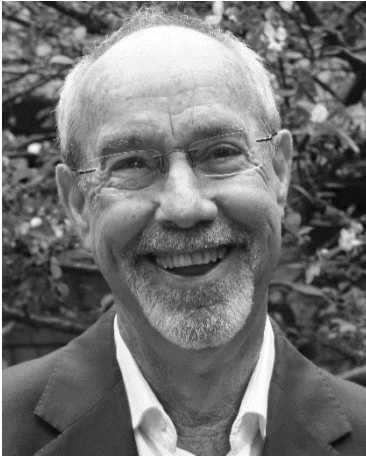
Terrence McClendon was born in the San Francisco Bay Area in California USA. He spent four years in the United States Marine Corps, serving 13 months in Vietnam as a platoon radio operator. He obtained a Bachelor of Arts (Psychology) degree from The University of California Santa Cruz and then attended Graduate School at The University of Santa Clara, where he received a Masters Degree in Counseling Psychology.

He spent his early professional career in California as a Marriage Family and Child Counselor. He is a Registered Psychologist and a Registered Clinical Hypnotherapist in Australia. For the past 40 years Terry has travelled the world teaching and training in interpersonal communications for corporations and conducting public training seminars.

Terry is author of "The Wild Days NLP 1972 to 1981", "Happy Parents Happy Kids" and a contributor to "The Origins of NLP". He has also developed a personality assessment tool, LifeSet, which measures NLP Meta Programs.

Terry now lives in Northern California near an oceanside village with his wife Paula who shares his passions for the outdoor environment and traveling.

Karl Nielsen

Prof. Dr. Karl Nielsen from Germany is the Dean of the International School of Psychology, Universidad Central de Nicaragua: www.ucn.edu.ni/posgrados/international-school-of-psychology

Karl developed with his wife Nandana Nielsen there a distant learning Psychology study program (MA, Dr./PhD) with focuses in NLP, Coaching, Business, Psychotherapy and Health. It is especially designed for highly experienced leaders of NLP or Coaching Institutes. Famous NLP experts like Prof. Dr. Christian Hanisch, Dr. Bruce Grimley and Dr. Lucas Derks did their PhD there. You may find their dissertations here: www.ucn.edu.ni/posgrados/international-school-of-psychology/more-about-the-isp

Karl is President of the International Association of NLP Institutes (IN): www.nlp-institutes.net and Board member of the International Association of Coaching Institutes (ICI): www.coaching-institutes.net and of the World Hypnosis Organization (WHO): www.world-hypnosis.org with over 3.400 members in 63 countries.

Karl is Chair of the German Umbrella Association for Psychotherapy (DVP): https://dvp-ev.de and holds the "World Certificate for Psychotherapy" from the World Council for Psychotherapy: www.worldpsyche.org/wcpc_holders

Karl is cofounder of NLPsy (Neuro Linguistic Psychology) and NLPhil (Neuro Linguistic Philosophy). In the last edition of "Powered by NLP" he wrote about NLPsy and NLPphil on page 63 to 71: http://nlpleadershipsummit.org/spain-2018

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Jane Turner

Jane Turner received her clinical psychology degree from the French University Paris 7 in 1986 by writing a paper on the use of the NLP Double Dissociation technique in trauma treatment.

A certified NLP trainer since 1988, she co-founded the training organization Le DÔJÔ in Paris in 1990. Trainer, coach, psychotherapist and hypnotherapist, she works with adults individually and in groups.

One of the first NLP trainers in France she helped found the French Association for NLP in 1990. Recognized as a pioneer in Ericksonian hypnosis, she is past President of the French Society of Hypnosis (SFH).

Author/co-author of several books in French on NLP, Time Line and Coaching including : *Nouveau Dico PNL*; *9 bonne façons de construire sa vie adulte*; *Réorganisez votre vie avec la Ligne du Temps* (The New NLP Dictionary – prefaced by Robert Dilts; 9 good ways to construct your adult life; Reorganize your life with Time Line).
She also holds an MA in French Literature from Indiana University.

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Reb Veale

Reb Veale is an INLPTA Master Trainer and member of ANLP and Regional Ambassador for Gloucestershire. She is an *m*BIT Trainer and one of the first *m*BIT Master Coaches to be certified. As a business psychologist, Reb works in leadership development, the impact of coaching on individuals and organisational culture and runs public NLP and *m*BIT trainings globally. She has also co-authored a range of coaching and development products that are currently supporting customers in 38 countries.

Most likely to say: "so what?!" Least likely to say: "whatever!"

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Philippe Vernois

Philippe Vernois from France and his wife Virginie Vernois are both founders of **Psynapse** training center created 2007.

He values excellence in every domain that concerns NLP, Coaching, Hypnosis and brief therapy.

Philippe is a master trainer in NLP, Hypnosis, Coaching, and Sophrology. He loves to apply NLP strategies in various aspects of life by modelling.

As Doctoral Candidate at the International School of Psychology, Universidad Central de Nicaragua: www.ucn.edu.ni/posgrados/international-school-of-psychology he scientifically researches the benefits of Psynapse trainings.

Psynapse, with at least 3000 trainees each year, 30 trainers in more than 15 destinations in French speaking countries, also connects people and increases professional wellbeing through NLP, Coaching and hypnosis practice.

Philippe is actively involved with federations such as NGH, IN, ICI or WHO, being representatives in France and working with the French government and professional unions in order to develop recognition and standards of the profession.

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Virginie Vernois from France and her husband Philippe Vernois are both founders of **Psynapse** training center created 2007.

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Virginie is a master trainer in NLP, Hypnosis, Coaching, and Yoga. She is always seeking for innovation and latest discoveries in hypnosis and NLP fields whilst also developing herself, new techniques and scripts.

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Viacheslav (Slava) Balyberdin

Viacheslav is an NLP Master (IN) and a Doctorate Candidate at the International School of Psychology, Universidad Central de Nicaragua.

He is one of the leading members of a Russian NLP modeling community and nowadays his subject of research is 6-step Reframing, its philosophy and practice in human development, autotechniques and various multi-step reframing forms based on Claire Graves' levels of existence.

As an MA's in Linguistics, Viacheslav's field of interests also includes research of literalism in communication and as a tool for translating ideas into the language of the subconscious (including translation of psychology books).

He utilizes his models and techniques in his counseling and translator's work.

Viacheslav is open to feedback and discussion at RightingTheModeling@gmail.com

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Nandana developed with her husband Karl Nielsen there a distant learning Psychology study program (MA, Dr./PhD) with focuses in NLP, Coaching, Business, Psychotherapy and Health. It is especially designed for highly experienced leaders of NLP or Coaching Institutes. Famous NLP experts like Prof. Dr. Christian Hanisch, Dr. Bruce Grimley and Dr. Lucas Derks did their PhD there. You may find their dissertations here: www.ucn.edu.ni/posgrados/international-school-of-psychology/more-about-the-isp

Nandana holds the "World Certificate for Psychotherapy" from the World Council for Psychotherapy: www.worldpsyche.org/wcpc_holders

Nandana is President of the International Association of Coaching Institutes (ICI): www.coaching-institutes.net and Board member of the International Association of NLP Institutes (IN): www.nlp-institutes.net and the International Association of Hypnosis Institutes WHO): www.world-hypnosis.org with over 3.400 members in 63 countries.

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Claudia Wilimzig

Prof. Dr. Claudia Wilimzig from Germany is Profesor Asociado at the International School of Psychology, Universidad Central de Nicaragua: www.ucn.edu.ni/posgrados/international-school-of-psychology

She got her Ph.D. in Psychology at the Institute for Neuroinformatics, Ruhr-University of Bochum, Germany, and holds Postdocs in Biology, California Institute of Technology, Pasadena, California, USA, and Psychology, Vanderbilt University, Nashville, Tennessee, USA.

She is also "NLP Practicioner, IN", emotion*Sync*® Coach, Systemic Coach and Psychological Advisor.
Besides helping other people her passions are publishing scientific articles and books.

One of her research topics are the questionnaires that are discussed in this article.

Evgeny (Eugen) Zolotarev

Evgeny Zolotarev is a psychologist (PGDip Clin. Psych.)

Evgeny is a NLP Master (IN); Doctorate Candidate at the International School of Psychology, Universidad Central de Nicaragua: His research topic are the questionnaires that are discussed in this article.

He is modeler, coder and designer of Value Hierarchies, Multi-Step Reframing and Uptime NLP models.

He is a personal and professional development counselor;
— tech lead, software architect and business analyst with experience in fields of e-learning, e-commerce, financial sector and others;
— has an MSc. equivalent degree in Math (Dipl. Math.);
— a teacher and a methodologist (PGDip Teacher of Pro. Ed. / PGDip Methodologist of Pro. Ed.) of professional education courses, including online courses.

Evgeny is open to feedback and discussion at RightingTheModeling@gmail.com

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