

POWERED BY NLP! 3



Breaking Waves, Turning Tides

*From the NLP Leadership Summit
January 2020*

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BY NLP!**

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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 180 people (listed on the website).

*For more information, go to the website
www.nlpleadershipsommit.org*

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The Secret Society

Nick LeForce

Aren't we tellers of tales
and weavers of wonder?

Aren't we heroes
of our own hearts
and seekers of our
soul's true expression?

If this being human
is anything less
than magical,
then we have not yet
stepped through the door
to our life.

In the working together
and weaving together
of our willing hearts,
we create a global body
that can inspire spirits
around the world.

Let us make this
sacred meeting ground
into an invitation for anyone
with eyes to see and
ears to hear to join
the secret society
of the heart.

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Foreword

Joe Cheal

Welcome...

Welcome to 'Powered by NLP 3', the third volume of notes and output from the NLP Leadership Summit meeting in Alicante 2020.

This third large 'colloquium' for the Leadership Summit (aside from the annual meetings at the International NLP Conference in London) took place in January 2020. (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 79 NLP 'elders' from around the world to meet and take time to discuss and work through some of the things that mattered to them (and to the NLP communities they come from).



Picture: Manuel Pereira

Folks in attendance were:

Rita Aleluia

Madeleine Allen

Birgit Bader

Laureli Blyth

Ludger Bruening

Portugal

United Kingdom

Germany

Australia

Germany

Joe Cheal	UK
Andy Coley	United Kingdom
Gilberto Cury	Brazil
Angélique de Graaff	Netherlands
Lisa de Rijk	United Kingdom
Douglas de Souza	United Kingdom
Lucas Derks	Netherlands
Robert Dilts	United States
Anneke Durlinger	Netherlands
Karen Falconer	United Kingdom
Kash Falconer	United Kingdom
Bert Feustel	Germany
Paul Flier	Netherlands
Nick Fragkias	Greece
Andrea Frausin	Italy
Ueli R. Frischknecht	Switzerland
Mayte Galiana Perez	Spain
Marcel Genestar Antúnez	Spain
Ronit Goldberg	Israel
L. Michael Hall	US
Kris Hallbom	USA
Tim Hallbom	USA
Christian Hanisch	Germany
Robert Harrison	USA
Heidi Heron	Australia
Terry Hickey	United States
Jaap Hollander	Netherlands
Rachel Hott	United States
Noella Jansen	Spain
Tam Johnston	United Kingdom
Enrique Jurado Fernandez	Spain
Nada Kaiser	Croatia
Caroline Kamps	Netherlands
Rob Kamps	Netherlands
Maria Kanderaki	Greece
Cornelia Labandowksy	Germany

Stephan Landsiedel	Deutschland
Jeremy Lazarus	UK
Nick LeForce	USA
Henrie Lidiard	UK
Isabelle Loire	France
Judith Lowe	UK
Dianne Lowther	UK
Jairo Mancilha	Brazil
Anneke Meijer	Netherlands
Jean Luc Monsempes	France
Aliyah Mohyeddin	Pakistan
David Murphy	Mexico
Lisa Newman	USA
Karl Nielsen	Germany
Nandana Neilsen	Germany
Colette Normandeau	Canada
Tony Nutley	UK
Helen Oakwater	UK
Phil Parker	United Kingdom
Karin Pätze	Germany
Manuel Pereira	Switzerland
Andrei Pligin	Russia
Julian Russel	UK
Omar Salom	Mexico-Colombia
Peter Schutz	Austria
Slavica Squire	Serbia
Josep Soler	Spain
Robbie Steinhouse	UK
Oleg Vakulin	Russia
Brian Van der Horst	France
Roxane Vezina	Canada
Andrea Villamizar	Spain
Milan Vukasinovic	Serbia
Judith Warmerdam	Netherlands
Ron Windauer	Österreich
Luzia Wittmann	Portugal
Catalin Zaharia	Romania

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My Group Experience

The Leadership Summit can be a serious matter at times... but for me, the most important thing the feeling of friendship and community in the room. Robert Dilts spoke of a 'fellowship' and to add to that, I also like the word 'companionship'. A companion is someone you 'break bread' with (from the Latin 'with bread') and there were plenty of opportunities to join other members for breakfast, lunch or evening meals. There is something rather warming in getting to know people whilst dining!

And in that spirit of community, there was a generous sharing of ideas around the room. No-one seemed 'territorial' about their knowledge and experience. The success of the individual was in the success of the group.

I enjoyed the juxtaposition of wisdom and childlikeness... a desire to share and also to learn... to be in wonderment about our colleagues' stories and adventures. There was indeed a child-likeness in the room... and an occasional moment child-ishness too (though maybe that was just me... I'm not sure how, but the term 'colloquium' turned into 'cloakroom' at one stage and I confess to giggling along with someone like a pair of six-year-olds about that... and they know who they are!)

Indeed, it was serious at times, but there was also plenty of laughter (enough anyway to keep me entertained anyway). I adored the fact that different people seemed to get very excited about very different things. Even though not every topic grabbed me, I did find myself engaged by the *passion* that others had for their favoured projects.

As ever, I look forward to the next one in 2022...

About the Book

Following on from Powered by NLP volumes one and two, it seemed both natural and obvious to continue keeping the record; it is a tangible output from the meetings and indeed, I am beginning to see the books as a series of NLP historical documents... a period of time when the elders came together and began to forge a 'grand unified field of NLP'!

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 have organised the book into five key areas:

- 1) *Surfing Waves of Invention and Intention*
- 2) *Charting Quality Courses*
- 3) *Navigating Open Spaces*
- 4) *Swimming Healthy Waters*
- 5) *Sailing Ships That Voyage Home*

As you read through the book... enjoy the Spirit of Alicante 2020!

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Introduction: *As Our Leadership Keeps Evolving*

L. Michael Hall

In **The NLP Leadership Summit**, an association of *leaders*, the emphasis is on *leaders*. It is not the NLP Trainers Summit, that would be too narrow. That's because there are many leadership roles, and one can *lead* the minds and hearts of people, and positively influence them in ways other than training. Leaders include those who do research, write articles and books, organize Associations, host Conferences, lecture at Universities, hold practice groups, etc. *Leaders* are those people who win the minds and hearts of people in such a way that brings out the best in them.

It is also a Summit, not a conference, not a training, not a workshop. It is *an associating* of those who have been positively influencing the field of NLP, contributing to NLP's credibility, positive public image, and quality. The emphasis is upon the present tense verb of actually talking, connecting, relating — *associating*. It is not upon building an organization. While that is one of our long term goals, if that happens, it is the result of a specific initiative. The big reason for associating is because the future of the field of NLP is in our hands. What we *do* today, and how we *do* things, will determine the results we get tomorrow.

This leading and associating is new and evolving. While the two original founders did not stay in the NLP community and provide *leadership*, leadership did emerge even in the first decade as the first Associations arose. This exploded in the 1980s and into the 1990s as NLP went worldwide. Yet with that arose the first "leadership problems" in that there were many communities of NLP in many places, but *no unifying leadership*. Many attempts were made to create an over-arching International Association, but all failed. They failed

for a variety of reasons— egos were in the way, too much political maneuvering, too much infighting and competition, too much scarcity and not enough abundance.

In 1997 the Visionary Leadership Project, organized by several of the first generation NLP leaders, provided the first glimpses of the possibility of the field coming together. Nearly 200 trainers gathered in Santa Cruz California to envision a collaborative leadership. The Millennial Project (2000) was another attempt, the 40th Anniversary of NLP (2015) was another.

Strange enough, how the NLP Leadership Summit arose and then slowly evolved to become an international *associating* of leaders emerged in a much less dramatic and less intentional way. It emerged as one of the founders (Frank Pucelik) and a second generation trainer (myself) made a call for those “elders of the NLP tribe” (20 years experience) to gather *just to talk*. Many of us were already present at the ANLP Conference in London and had been for years and years. I thought, “Why not take advantage of that fact? We’re already here, together, why not see if we can sit down with each other and talk?” So we did.

We gathered each year starting in 2012 with no other purpose than talking, getting more deeply acquainted, finding out what each one is doing, sharing our hopes, our dreams about what could be. By going first and leading the way of collaborating and finding out that we could sit and talk without killing each other(!), a level of fellowship began developing, of being able to apply the NLP Communication Model to ourselves by starting with rapport and respect. In 2013 when we shared our “dreams for NLP,” we discovered that we all had very similar dreams—

- Create more credibility for the NLP field.
- Upgrade the public image of NLP so it becomes positive and attractive.
- Help the public recognize quality NLP from those who downgrade the quality.

- Collaborate more so that we are all more informed about what's going on in the field.

Discovering that led us to do our first collaborative project— we created the website, www.nlpleaderships summit.org. Strange enough we found that 38 of us could agree upon a basic definition and understanding of NLP, its values, etc. and that became the content of the website. As our co-leadership kept evolving and more people joining, we established a process for being a member of the Summit and set those out on the website (that's when we lowered it to 15 years). We established several committees— an ethics committee, a media response committee, etc. And again, we discovered that we could actually work together in the context of *just associating*.

By 2015 there was a growing hunger and desire to meet for more than 3 or 4 hours at the Conference and so we planned our first 3-day colloquium which took place in January 2016 in Alicante Spain. Ending that first colloquium, the shared conviction was that it was not only highly successful, but it was an expression of *leaders leading and associating and caring and growing ...* and we had to keep this going. 2018 was the second 3-day Summit, 2020 the third one.

At the Summit in 2018 there was an almost unanimous agreement that we should move forward in thinking about creating a Global Body. A Global Body committee was set up and met by zoom and by email exchanges as the core members communicated throughout the two years. Then in 2020 we engaged in another 5 hours of conversations at the Summit and designed the process and some of the structural elements which would make up an eventual Global Body. As noted elsewhere in this book, four phrases were set forth, the first phase completed at the Jan. 2020 Summit, and the next three to take place before the 2022 Summit.

The Personal Nature of Leadership

Prior to the 20th century, what people called “leadership” was based on the military model of “Command and Control.” That began to shift mid-century as new understandings of leadership arose. True leadership began to be understood as a process rather than a status or position of authority. A true leader *leads* which implies that others are *willingly and intentionally following*. That makes leadership inherently *relational* and *conversational*. We lead by example, by modeling, by relating, and through conversations that win minds and hearts. Bossing by telling, commanding, ordering, threatening is easy. Any dictator can do that! Leading by *being*, caring, communicating, listening, etc. is hard by comparison.

What I looked for at the 2020 Leadership Summit were these latter leadership skills in the leaders who were present— *being*, caring, listening, learning from each other, fellowshiping, etc. That is true and authentic leadership. And it was abundantly present in the people who gathered. And it is the kind and quality of leadership that will change the future for NLP.

At the 2020 Summit I shared a poem from George Bernard Shaw a 20th century intellectual and artist. The poem is as brilliant as it is blunt and brutal. And yet there is a deep beauty within it. It contrasts *joy* with misery as it holds up a mighty purpose— life, privilege, community, work, burning brightly, and baths these ideas in some marvelous metaphors. The word “leadership” does not occur in these five lines— but the idea is there. It is powerfully present.

- 1) This is the true joy in *life*, being used for a purpose you recognized as a mighty one; the being a force of nature.
- 2) Instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.
- 3) I am of the opinion that my *life* belongs to the whole community, and as long as I live it is my privilege to do for it whatever I can.

- 4) I want to be *thoroughly used up* when I die, because for the harder I work the more I *live*. I rejoice in *life* for its own sake.
- 5) *Life* for me is no 'brief candle.' It is a splendid torch which I'm holding for this moment, and I want to make it *burn as brightly* as possible before handing it on to the next generation.

Source: Dedicatory Letter, Shaw, G.B. (1980), *Man and Superman*, Penguin, Harmondsworth.

What is leadership? It is joyfully living a mighty purpose that enriches a community— a purpose that you view as a privilege. I believe that those of us in the NLP Leadership Summit *enjoy* doing what we are doing— teaching, training, presenting NLP. It is not work, it is “the true *joy* of life.” I believe we feel it is “a purpose ... a mighty one.” One that can change the world and make it a better place. We also share the idea that our lives belong to the whole community and that we are holding forth a splendid torch ... to be passed on to the next generation. That's true leadership.

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PART ONE

SURFING WAVES OF INVENTION AND INTENTION

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NLP Leadership Summit: Memoir of a Newbie

Aliyah Mohyeddin

I attend the NLP Leadership Summit in 2020 for the first time – I was the proverbial newbie! Since coming home after the long weekend, I've been ruminating about what were the key elements and takeaways for me; and to be sure, there were many. So, figuring out the key ones has been a challenge.

I am one of the leading and probably best-known NLP trainers in Pakistan (I promise it's said without arrogance). To be sure, I've worked hard at it and am seeing the results of that hard work.

So for me, the first impression of being at the LS was a feeling of have summited a mountain and from there becoming aware of an entire mountain range with so many larger and different mountain peaks. The NLP Leadership Summit opened my eyes to new possibilities and broadened my horizons. Not least, for all the meaningful connections, relationships and opportunities for collaborative work that were forged. – and there have been many of those as well.

For me, the most inspiring and interesting aspect, was to see the exciting innovations being applied to NLP and how NLP tools are being used for new models to deal with challenges such as PTSD etc.

Being able to engage in interesting conversations and sometimes contentious dialogues with a mutual understanding of respect and the greater purpose and outcome agreed on. There are many pathways up a mountain, we might not always agree on the path, but

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the journey is one that we are all on. How do we maintain and strengthen the standards and ethical guidelines within this field. How do we enable the sustainable growth well into the future and beyond our lifetimes? The connecting of the original creators of NLP with the future generations, and new communities and regions that NLP expands into.

So how have I incorporated the knowledge I've brought back with me. We have created a schedule of trainings, inviting experts I met at the Leadership Summit. We are also developing a grassroots program to enhance the lives of the economically challenged and vulnerable communities in Pakistan. Ideas that have come into fruition from the conversations and advice generously given at The Summit.

What's also interesting for me is that NLP is an amorphous method. It is living, breathing, growing and developing right in front of us and through each of our innovation and thought that we contribute to this amazing modality.

My intention is to be a proactive and productive member of this community and to contribute my own innovations and ideas to the sustainable and ecological development and growth of this amazing industry.

An Intention that Brings us Closer: Constructing Bridges

Rita Aleluia

It was a blessing to have had the privilege of participating for the second time in a row in the NLP Leadership Summit. Thanks to the generosity and sponsorship of our dear Robert Dilts, I again had space to model and research purposes, beliefs, values of many of those who are the difference that make the difference in this field, and who actually work, being an example, to create a world where everyone wishes to belong. And I did it based on one of my intentions, which is to practice Generative Parenting more and more. An educational, disruptive proposal, which I started to create in 2010 and is already present in hundreds of families worldwide. A message of generosity, love and hope, based on conscious, unconditional love, that love we offer to the other without being concerned with that the other will do with it. And it starts with each one of us. As Master Eckhart told us: "If you love yourself, you love everybody else as you do yourself. As long as you love another person less than you love yourself, you will not really succeed in loving yourself."

Three days of experiencing the power of so many intentions, those that bring us closer to each other and to something greater, that allows us to construct bridges instead walls. I felt that we are part of an extended global generative family. In my case, daughter and stepdaughter of many adoptive parents. Of those who practice and know the transformational power of welcoming, integrating, transcending emotions and challenging moments, knowing that they are part of the journey, in a demanding field. It is the practice of saying yes to the feelings, even when you say no to the behavior.

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Because we also know that we are not our behaviors, and they are always communicating something.

The leaders (parents of this family) also know that the need for control, something that so many defend tooth and nail, arises only from fear, on the survival side of the ego, and it has a positive intention. Harmony emerges from integration. Chaos and rigidity arise when integration is blocked. So, in the community, it is possible to overcome this vulnerability (which makes us human) and develop aesthetically harmonious strategies to meet the positive intention, far from control mechanisms disguised as demand and rigor (whatever that means). A community that asks questions that bring us closer to the meaning and to our neighbor.

‘Breaking waves, Turning Tides’ is an invitation to open the windows of our heart and soul to the practice of a systemic, generative NLP that walks as a community. We definitely go further when we go together. As Thich Nhat Hanh told us, “The Next Buddha May Be A Sangha” in *Inquiring Mind*: “The Buddha, Shakyamuni, our teacher, predicted that the next Buddha would be Maitreya, the Buddha of love.... It is possible that the next Buddha will not take the form of an individual. The next Buddha may take the form of a community, a community practicing understanding and loving kindness, a community practicing mindful living. And the practice can be carried out as a group, as a city, as a nation.” This is what I believe!

2020 was the year in which I listened to more sharing and I had the chance to share as well, regarding the creation of spaces for action and also for contemplation that awakens hope. As the Portuguese historian José Mattoso said, “as long as there are human beings devoted to it, with their heart and soul, we can look fearlessly into the future.”

It was also the year that I felt the most recognition among members. For a child, a teenager or an adult, it is extremely powerful to hear someone say: "I see you. I get you. I understand. I see why you feel this way." That is the kind of empathy that disarms and empowers us. Days of deep connection, which can be shown by the warm welcome to the youngest in the field, like me (that I joined the Response Media group), and where the most experienced leaders offer attention, they respect us enough to listen to us, they open the space and value our contribution to problem solving, and they communicate to us that they are on our side, whether they like the way we are acting or not. And science already demonstrates what NLP is saying for the last 40 years, that where attention goes, neural firing flows, and neural connection grows. The physical architecture of the brain changes according to where we direct our attention and what we practice doing. These days of reflection requires an attunement to the self that is supportive and kind, mindful, not a judgmental stance of interrogation and derogation. Reflection is a compassionate state of presence and mind. Since we are the youngest, a kind of adolescents in this field, it is important to bear in mind that the changes during adolescence are not something to just get through, they are qualities we actually need to hold on to in order to live a full and meaningful life in adulthood. It is also interesting from the perspective that the roots of security and resilience are to be found in the sense of being understood by and having the sense of existing in the heart and mind of a loving, caring, attuned and self-processed other, another with a mind and heart of her own.

And Generative Parenting can fully identify with this, through its manifesto to the family. After all, "The family is the great human cause." It was precisely the essence of this manifesto that I have worked along these days, in my muscles, my soul and my heart, with this NLP Leadership family, with NLPers of so many nationalities, who are also mothers, fathers, teachers, educators... And, of course, this is a topic that cuts across everything in life.

Talking about Generative Parenting is necessarily talking about conscious and generative families. I believe the family is the great human cause, whatever kind of family it is. We are all the fruit of a family, so it is something that cuts across the whole of humanity. Forget the term 'traditional family', it is another myth. No family is such a thing. Although they may seem similar, they are all different. Each family creates and lives its own story according to what makes the most sense to them. And what makes the most sense is often inherited from previous generations. Psychology has already shown that we carry seven generations on our shoulders. Therefore, if we inherit beliefs and values that do not serve us and we perpetuate them unconsciously, we are necessarily undermining the following seven generations. This is food for thought. In Tolstoy's novel, 'Anna Karenina', we can read that "all happy families are alike, each unhappy family is unhappy in its own way." It deserves reflection, as well as this urgent call to live the family, that place of vulnerability, of matches and mismatches of souls, where the shadow and light of each member are seen and heard. Family is not a perfect place, thankfully. It is, in the words of the mother of family systemic therapy, Virginia Satir, the microcosm of society.

In the proposal of Generative Parenting, there is hope. Everyone can be who they actually were born to be. Each generative family is called to live its treasure. Each generative family has its own vocation. Each generative family is a compass for a life full of love, hospitality and hope, with clear, well-defined intentions. My personal and professional experience tells me that the parent-child relationship can be the most generative and spiritual of all. It is not a coincidence that I share that the best personal development I know is this, besides volunteering. It is in the (generative) family that we find freedom and a safe place to be better persons. For each fall, there is a hug coming. For each achievement, another hug. For each "failure" (feedback), another hug. It is where we experience equal value and dignity,

authenticity, the practice of responsibility and respect. Inclusion is a flag that flies alongside congruence. Difficulties are seen as opportunities for common growth, creating space for creativity to play its part and dazzle everyone with something never experienced before. In a generative family, love is a conscious invitation, without effort or attachment, without guilt or criticism, with curiosity, in proximity. It is the experience of unconditional love. In a generative family, the unifying force lies in the unwavering trust of affective bonds, those that welcome, integrate and transcend the unique gift of oneself, placing themselves, as a family, at the service of something greater, for the common good – not rationally, but intentionally and generously, with humility. Generative families believe in relationships of love, of presence with quality, relationships that expand, they do not believe in relationships of power and manipulation. These families also believe that these are decisive steps towards a generative change, for building our humanity and a better world.

And you, how do you live your family?

What legacy do you want to pass on to the following generations?

And I leave a question for the most experienced leaders at the NLP Leadership Summit: When we, the current young leaders, ‘adolescents’, have as many years and experience walking in the profession as you do now, what do you expect us to say that it was the most important thing we learned with and from you?

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A Recommended Way Forward: Inventing It as We Go

L. Michael Hall

As the NLP Leadership Summit, we have been and continue to *invent* lots of things as we go. The Summit itself is our mutual invention—an invention that occurred out of a felt need and it continues to be an experience that we are co-creating. Part of that ongoing *inventing* will be the various initiatives that members will want to explore. Of those, a central initiative that is now occurring is that of the Global Body initiative.

The Global Body initiative is an *exploratory process*— it was established at the 2018 Summit to explore, invent, and/or create the possibility of a Global Body representing the field of NLP. At first most thought that it would be a governing board type of organization. We soon came to realize that the only way it would work would require that it *not* be a governing board. Instead of having individual members, it would be an umbrella of NLP Associations. Only Associations would be “members.” Therefore governance would remain at the Association level and not at the Global Body level.

While we really do not know *what* we will eventually create, we do know that until today, *nothing that we have attempted has worked to bring us together so we can operate as a single global community*. So trying to repeat what has not worked is obviously not the way to go. We know so much about what doesn't work. What we don't know is what will. That's why we have to experiment, try things, and explore possibilities as social scientists.

We also know that trying to build it in a complete or perfect form is doom to be self-defeating. So, starting where we are now means starting where we are (the Associations) in terms of standards, values, ethics, structures, etc. That will allow us to begin to plot a pathway to where we want to go. The challenge in this is that it will strike many as starting at a lower beginning point than we would prefer. What we are doing is starting *somewhere*. This is not compromising, it is realistically accepting where we are—and starting there so that over time *we can move forward*.

Then, starting where we are, enables us to forecast a pathway for raising the standards, and co-creating a vision about higher quality NLP than what is occurring now. In terms of co-inventing things as we go along, what could defeat us is a “fixed mindset” attitude rather than a “growth mindset” attitude. The idea that “things have to be my way or I’m not participating” is what has defeated us time and time again in the past. To move forward we need a new attitude, “It is not everything that I want, but it is a beginning. It is a place from which we can start and develop.”

This future forecasting can enable us to be more accepting and tolerant of current things. By projecting future upgrades gives us the sense that where we are today is *just the beginning*, not the ending. It elicits from all of us the next step of improvement and then the next.

Project to Collate and Curate knowledge

Dianne Lowther

Background

At the LS meeting in January 2020 during the Open Space session I hosted a discussion group under the headline “How do you teach...?” Those of us who were present enjoyed a wide-ranging discussion about methods for framing, teaching and practicing several subjects. In fact, four of us had already been out to lunch together and started the conversation. As well as talking about how to deliver the information, we also shared exercises that we use and gave permission for others to use the ideas discussed.

The main topics we talked about teaching were the Meta Model, Reframing and Modelling.

It was a hugely enjoyable session (and lunch!). It was also the first time, in an ‘official’ session of the Leadership summit, that I’d been able to ‘talk NLP’ instead of talking about leadership, standards, the future of NLP and all the other myriad topics that have concerned us. This may also have been the first time that members of the Leadership Summit felt safe to exchange ideas on how to teach NLP. There was no danger of anyone judging anyone else or their expertise.

I became aware (again) of the extent of knowledge, experience and creativity in the Leadership Summit, and the ways we can all be a resource for each other, if we are willing.

...and then it occurred to me:

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If we were willing to also share this expertise with the wider community of NLP trainers, we might be able to raise standards of NLP training without ever establishing global standards.

Encouraged by others who had been in the discussion, I put the following proposal to members of the Leadership Summit. Firstly, in person to the 70-something members who were in Alicante and secondly by email to the entire membership.

Proposal

I would like to compile the combined expertise of the LS members on "How do you teach the Meta Model?" I chose the Meta model because, well, it's where it all started.

My intention is to create a book and a series of podcasts, possibly also some videos. Joe Cheal has kindly offered to help with editing the book, drawing on his experience with 'Powered by NLP'. I will seek the help of the studio that does my own audio-visual material for the podcasts.

I'm thinking the Leadership Summit could sell the book and podcasts to raise funds for some of our projects.

If it goes well, other topics could be given the same treatment.

At the time of writing I have received contributions from:

Michael Hall

Robert Dilts

Phil Parker

And the promise of contributions from:

Maria Kanderaki

Marcel Genestar Antúnez

Rachel Holt

Joe Cheal

So there is room for more!

My tentative time-scale for this is to collect contributions between up to the end of June 2020, with a view to organising the material during July and August and then starting to record the material for the podcasts from September onwards.

A few days before I wrote my proposal to the entire Leadership Summit, I saw a post on Facebook a few days ago. It read:

'Every time an old person dies it is like a library burning down'

This seems particularly poignant now, as we're all in lockdown to slow the spread of the corona virus. Many of us know people who have lost loved ones, even if we've been fortunate that our own families are safe.

It is my profound hope that all the members of the LS will be with us for many years to come. While we can, let's write the stories and make sure that our wealth of knowledge outlives us.

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Reflections

Terry Hickey

The three days I spent with NLP leaders from around the world were transformational and inspiring. I knew several over the years, some by reputation and reading, and now have many new friends. There is something magical that happens when a group of committed leaders, who collectively believe they can make a difference in the world, focus on creating change. One area that was a focus was climate change. Rather than calling the issue a problem per se the focus was on climate improvement. Who would not want the climate to improve? Here in the US there is so much wasted effort in fighting about how much is man-caused etc. The issue of climate improvement helps avoid the argument.

I did love speaking Spanish and some Brazilian Portuguese as conversing in more than one language I find conducive to thinking differently. Also, the cultural environment had an impact. Spain is a slower-paced country than the US and with a focus on connection and interaction. Eating is a pleasure because you enjoy the company you are with and savor the food as part of the experience, no eating in cars or 1/2 hour lunch breaks taken at one's desk. To me, it is an example of living on a different map and having a different experience. I thought of the experience as The NLP territory where there was a conscious intent to be guided by the NLP presuppositions.

What so impacted on me was the group's willingness to have disagreements and discussions about some challenging issues. I saw

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how a group could agree to disagree by adopting a desire to be curious and presuppose positive intentions.

I assumed the position of the observer on more than one occasion. I grew up in a multinational mining community in Peru, so I remember what it is like to have several cultural maps operating in the broader environment. The NLP community made a welcoming space for these different cultural maps.

Three significant discussions impacted me. I followed the debate about the length of training required for certification because I have strong opinions about that issue. I realize part of my views were formed because my original training was conducted in a three and a half week format by Richard Bandler, and my Master tract was also a month in length. Heidi's ideas opened my thinking about the period of training, and I have evolved my thinking about how to conduct training for certification. I have taught at the graduate level and have been exposed to adult learning theories I just had not thought to apply them to NLP training. Go figure.

I enjoyed and learned from discussions about how to weave research into our NLP territory. I remember Richard's disdain for some of psychology's insistence on the role of research. I see it as a failure to pace the academic community. I am glad to see an emphasis on high-quality research. I paid attention to the presentation on using An NLP phobia process because I was in The US Army during the Vietnam war, so I have a calling to work with Military vets. I have followed up on the presentation and enrolled in the project.

I have reflected on my experience and know that the field of NLP is well-represented worldwide and I know I am connected with a larger community that is looking out for not only our field but the health of the world.

PART TWO

CHARTING QUALITY COURSES

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Reflections: The Future of NLP?

Joe Cheal

At one point during a break, I was asked if I would be videoed answering a couple of questions. Of course! Anything to be the star on camera!

The first question was about my views on the future of NLP... in a couple of soundbite sentences. And? I blanked! My mind went in fifteen different directions at once...

For the future of NLP, I am hopeful in some respects, less hopeful in other respects... and a bit ambivalent in yet more respects! I eventually waffle-answered in a skirting round it/British politician kind of manner.

The question threw me because I didn't want to come across as 'negative'... and yet, I fear that if the field of NLP isn't pulled together and held to higher standards, it will either dilute itself to a homeopathic remedy, lose any credibility it might have had and/or be drowned out by the many other emerging psychological models. It would be a shame if this were to happen.

Why would I be ambivalent? Perhaps because NLP is not my core business. It is something I am involved in and something I refer to. Something I have learnt from and something I teach about... but if it disappeared (as many other schools of psychology have), I have no doubt that many of the models and techniques would provide the nutrients and foundations for greener fields.

However, I *do* have hope for NLP, in part for seeing it being embraced across the globe... new nations being exposed to the marvels of what

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NLP can do and be. But my greatest hope is in the fact that there is a thriving Leadership Summit; folks from around the world who care enough to want to make NLP a staple diet for the hungry generations to come.

Are we all at sea... are we in uncharted waters... or is this the next wave in the shifting tides of NLP? Will we surf the waves or sink?

Of course, it is up to each and every one of us to keep the wind in our sails...

"Bring me that horizon!"

Captain Jack Sparrow

NLP v Quality NLP: the case for having standards (and discussing the elephant in the room)

Jeremy Lazarus

Background (before the 2020 Summit)

I first attended an NLP Leadership Summit in 2018. Before starting my coaching and NLP journey in 1999, I spent nearly 20 years as a finance professional (I'm a qualified accountant and corporate treasurer). During that time, and subsequently, I had seen the benefits to the public and to the accountants themselves of having high and enforced standards of training and practice. Whether people like accountants or not, they feel assured that their accountant will give them high quality advice and will act in the best interests of their clients. In the rare occasions where accountants do not meet the required professional standards, there are consequences for the accountant, and usually some form of redress for the client.

During the first two and a half days in the 2018 Summit, I listened to lots of well-intended statements, ideas and conversations about the future of NLP, and also some comments about the problems of NLP (one person referred to it as being a 'toxic' brand, and there were several comments made about some bad publicity NLP had received in the Press and other public media.

But one key problem was not discussed. I took my courage in my hands, asked for the microphone, stood up and said, "**NLP does not work!**", looking people like Robert Dilts and Frank Pucelik in the eye as I said it. There was a deep silence, and then I added, "**Quality NLP does work, Quality NLP works brilliantly**". I went on to offer my

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opinion that the biggest problem that the NLP field faces is that, apart from maybe up to five million who have studied NLP, 7.6 billion people cannot tell the difference between NLP and Quality NLP. (I referred to a 25 hour, on-line only NLP Practitioner course that had over 7,000 registrations, several hundred coming in the few days leading up to the 2018 Summit). This is also the biggest opportunity for the NLP field.

Lots of conversation followed, and the idea of creating a Global Body of NLP to help promote and publicise high standards of NLP Training and NLP Practice was discussed. Heidi Heron, Michael Hall and myself agreed to take this forward, with encouragement from many of the Summit attendees. In summary, apart from one conference call and a few emails, nothing much happened regarding the Global Body up to 2020.

The 2020 Summit: A conversation about standards

One of the many group discussions centred around the topic of 'standards'. A group of around 20 people discussed this on Friday 10th January for around two hours, and three main topics were discussed:

- Why have standards, i.e. what are the benefits of having standards?
- What is to be covered by standards?
- Next steps?

The key points of discussions were fed into the Global Body group discussion, which lasted for much of the 2020 Summit.

Why have standards?

Various reasons and points were discussed about the need for / benefits of having standards. Here are some of the main ones:

- It was felt that the NLP world sees the issue of standards from its own perspective (Perceptual Position 1). It is essential to do Positions 2 and 3, i.e. our clients and the 7,700,000,000 people in the world who have heard little or nothing about NLP, and/or who want to learn NLP or use and NLP Practitioner but are confused by the myriad of NLP options available, or may be put off by the lack of commonly-accepted standards. By 2020, the on-line NLP Practitioner course referred to earlier had over 80,000 registrations. This severely damages 'reputable' NLP, and confuses / puts off prospective clients and course delegates.
- *Credibility*. High standards, plus having codes of conduct, help create a credible field.
- *Consistency*, so that people know they will be receiving quality training and quality NLP Practitioner work.
- *Professionalism*; all professions, whether business-related (e.g. accountancy law, surveying), health related (e.g. medicine, physiotherapy, psychotherapy etc) or trade related (e.g. plumbers, electricians) benefit both the public and the professionals. The public feel re-assured, and the professionals get more business / charge more.
- *To support the Global Body of NLP*. Having standards is one of the foundations of the Global Body, as it is with any other professional or trade organisation.
- *To provide leadership to the field*. As a Leadership Summit, we need to lead! The whole question of standards has been one of the 'elephants in the NLP room' for many years. By having the potentially difficult conversations to create at least a framework for standards the can apply globally is one way to help provide the leadership required.
- *Compare and choose NLP trainings*. Having clear standards of quality NLP training can help the 7,700,000,000 people on the planet compare trainings and choose whether to attend one meeting the Global Body's standards.

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- *To enhance and protect the NLP brand and know-how.* The points above will help achieve this.
- *To bring the field closer together, have cross-fertilisation of ideas.* This will help the NLP field develop further.

Key issues to be addressed regarding standards

It was acknowledged that the whole issue of NLP standards has been a source of much debate and disagreement for many years. It was strongly felt that:

- there needs to be a reasonably high level of minimum standards, and that we don't have low minimal standards.
- All NLP Bodies and training schools would be entitled to exceed the minimum level if they wish.

The key areas to be addressed by standards are as follows (more detail and numbers were provided by the subsequent discussions with the Global Body group).

- Number of hours / days
- The minimum proportion of compulsory classroom time, recognising that the use of blended learning (video, audio etc) is used in the field of education.
- En bloc or in modules
- If modules, how much time between modules
- Course content; what are core topics to be covered, which topics are optional
- Competencies required at different levels (Diploma/Foundation, Practitioner, Master Practitioner, Trainer, Master Trainer), i.e. skills, knowledge required.
- How to assess / measure competencies at the different levels.
- Should there be different / additional requirements for different specialisms., such as business, health, education, psychotherapy, sport.

- How to ensure that schools maintain standards, and what are the consequences for breach of standards

Some possible next steps

The group discussed some possible next steps, recognising that some of the ideas are not mutually exclusive.

- Model other professional bodies. Why re-invent the wheel, and we can't model, who can! There are numerous other bodies ranging from coaching / counselling / psychotherapy (relatively similar fields to NLP) through to accountancy / law / medicine.
- Use standards approved by Universities in the UK or other countries respected for high academic standards. There have been Post-graduate NLP-based courses in the UK since 2000, and probably in other countries too.
- Set up a small working group (3-6 people) to research and make recommendations.
- Ask the existing NLP Bodies to meet and agree standards
- Survey NLP schools and Bodies to find common ground.

Summary and conclusions

The whole issue of standards is clearly an emotive and complex issue. As NLP leaders, with our (supposed) skills, if we cannot compromise and agree, who can? The solutions need not be perfect, and it may be helpful to have interim or transitional arrangements to achieve a longer-term consensus. The NLP field is looking to us for leadership, and 7,700,000,000 people in the world will benefit from us reaching agreement and working together. If we truly believe that NLP is a source of good in the world and that people will benefit from NLP, then we owe it to them to take this forward and leave a great legacy.

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The Myth of Quality without Quantity: The Role of Quantitative Measures in International Educational Standards

Ueli R. Frischknecht

While attending the NLP Leadership Summit in Alicante 2020 it occurred to me that quite a few of my colleagues do not consider quantitative measures to be important elements of NLP training standards.

In the course of my 20 years as Secretary General of the IANLP International Association for Neuro-Linguistic Programming, I have learned to appreciate 'quantity' as a measurable parameter for standards. I would like to share some of my reasoning why there can be no widely accepted training standards without defining quantity as well. More specifically, definitions regarding the duration of training (days/hours) are an important parameter within any given educational standard that I will discuss as well.

Agreed: quantity by itself does not necessarily correlate with quality! That goes without saying. What strikes me, however, is that by implication there often follows the logical fallacy that quantity of training hours has absolutely nothing to do with quality! Statements like "It's about quality, not quantity!" throw out the baby with the water in my opinion.

There Is no Quality Without Quantity

There are a number of organizations, associations, and other bodies dedicated to teaching and certifying individuals in the practice of NLP and they have all set up their own training standards that reflect

how they believe NLP should be taught and eventually be practiced. For those interested to learn more on the respective differences, the work of Anneke Durlinger and Luzia Wittman which was presented at the last two NLP-LS meetings is highly recommended.

Most training standards consists of a matrix that include the following dimensions:

- (a) A set of Graduation Skills (output orientation) that spell out in detail areas that need to be mastered with a 'capacity to act' and/or 'knowledge retrieval'. Less frequently, value based 'attitudes' (be true to your values and the values of the trade) are also assessed.
- (b) Training contents, methodology and didactics
- (c) Assessment Criteria
- (d) Prerequisites for admission to the training
- (e) Prerequisites for the teaching faculty
- (f) Requirements regarding infrastructure of training facilities
- (g) Duration of training (days / hours; in-class / out of class)

Whereas (a) to (f) usually consist of a mix of qualitative and quantitative definitions, (g) forms a purely quantitative definition.

For instance, if one takes a closer look at the qualitative final competencies 'Graduation Skills' (item (a)), one finds that most often they also include some elements of quantity as well. Example: A qualitative final competence such as 'The ability to use questions as defined in the meta-model of language' always implicitly or explicitly include one or more quantifiable elements as well: 'Candidate should be able to demonstrate the competence repeatedly' or 'There should be at least 5 different meta model question demonstrated', or similar additional assessment criteria.

In my opinion, a valid standard always specifies a mix of all these elements. Some elements carry more weight in the overall assessment of students than others. Of course, the different weight assigned to the various elements is based on the culture and the values of the standard-setting organization.

All standards are based on compromises regarding to the training time and financial resources available and the extent to which additional training would provide substantial gains in skills or be economically feasible. If there were no such limits, one could imagine a training standard requiring 1000 hours of training and 7 years of supervision – akin to Psychoanalysis in the 1950s and 1960s! Simply adding requirements may at best just lead to only marginal, incremental improvements of skills, hence all training associations will take that in consideration when defining standards. However, most of us would also agree that the opposite scenario, namely should a self-appointed magician promise to teach all the skills and knowledge of all NLP trainers before him/her within a 3 hour ‘super-intensive NLP Master training’, most of us would not take that offer seriously!

Subsequently, when a standard-setting organization decides to include definitions regarding "(g) duration (days/hours)" in its standards, this is always a statement about the values, the culture, and the vision of the respective organization.

Standards are a Reflection of Values

Training standards do reflect the values of the standard-setting organization and/or a particular professional field. There is a value judgment behind every single element of a training standard. The following are some of the key values conveyed by regulations regarding the duration of training:

Measurability, Stability, Monitoring

Duration (days / hours) is a variable that can be measured easily and does provide an element for straightforward external verification (customers, competitors, state, standard-setting organization). Hence, one needs to wonder about the reason for the frequent opposition to time requirements for training. Possibly, values like measurability, stability, and monitoring may be viewed to be in conflict with values such as freedom, flexibility, creativity and self-determination - and the (sometimes inflated) self-esteem of trainers somehow assuming that they alone can accomplish more in less time than others.

Clarity, Respectability, Recognition

Since quantitative regulations can be measured easily, they tend to bring clarity to the market which over time leads to higher status and recognition by the public, the professional field and to regulating and governmental agencies involved.

Fairness, Trust, Collegiality, Belonging, Inclusion

In my experience, an association only becomes strong (both internally and externally) when members feel a sense of belonging. This requires being appreciated and respected by peers and supported in their efforts while being embedded in a communal network. Fairness and trust play a key role and depend on the perception by its members that rules and regulations are clearly communicated and implemented in the same impartial fashion.

Quantitative rules are ideally suited for this purpose. Because they are easy to measure, they can be stated clearly when marketing which then can be checked by colleagues within a network which creates a level playing field to all.

Quantitative rules are not perceived to be subject to individual personal bias and preferences and are therefore accepted to be fair to the vast majorities of parties involved.

Quality is an Outcome of Culture

The analysis of international training standards and the defined measures that usually include competence assessment, i.e. "What skills students should have and be able to demonstrate at the end of their training?", leads to the conclusion that quality concepts are always influenced by the culture in which training is embedded. Precisely because quality definitions are 'soft'.

If, for example, an NLP training standard states that the students "at the end of the training should be able to create good rapport with different people", then the assessment of the achievement of this competence always takes place in the eyes of the assessor and the surrounding system. Depending on the language and culture, the way rapport is assessed varies considerable depending on the cultural background of the person doing the observation. In interpersonal and especially intercultural communication, processes are alive, are often shaped uniquely by the respective interlocutors participating in an interaction which then contributes to a diversity of interactions that opens doors to new ways of being in the world. This ensuing complexity must be allowed and cannot be given justice by enforcing some rigid measures of quality.

This is not to say that qualitative standards are not useful and important because they cannot be measured precisely. Quite the opposite. My point is that qualitative standards are inherently 'soft' and therefore quite open to personal bias. Hence, quantitative, measurable standards are a welcome additional element for assessing overall quality.

Quality has different perspectives

Quality from the teacher's perspective

From a teacher's perspective, quality in education will be measured primarily by the quality of the output by students: What competences will the students have acquired? When we train people to become coaches and teachers, these target competencies include attitudes that are often difficult to discern. In contrast, behaviors can be more easily observed and acquired knowledge can be tested by requiring recall easily as well.

Quality from the Perspective of the Standard-setting Organization

A standard-setting organization considers quality on a somewhat broader scale. Of course, the output quality of the students is an important focus. However, elements such as 'reputation of the method and the network that promotes it', 'empirical validation', 'maintenance of the network', and similar aspects are also included in considerations of the overall quality. From this perspective, quantitative quality characteristics may well be rated more prominently by an organization in contrast than when considered by individual trainers.

The Myth of Accelerated Training

The definition of standards regarding the duration of training seems often to be a dividing line between standard setting organizations and between individual NLP teaching trainers as well.

An often-heard argument goes like "We do accelerated training that's why we get higher quality within lesser days." I suggest that within a network of professionals we need to assume that each of us offers high quality training. Any other attitude eventually, by implications

suggests differences in hierarchy as it implies that "I am better than you", or "our training method is superior to yours". This leads to a lack of respect and mistrust among colleagues and will eventually deteriorate the network and the quality of the product as well, both within the professional community and subsequently in the perception of the market and the public at large.

Agreed upon minimum standards regarding the duration of training prevent such a deteriorating development. In essence such standards do help to establish the perception of fairness and trust within the network.

I hope that I have been able to dismantle the argument that an organization does not care about quality because its standards do contain quantitative regulations regarding the duration of training. In fact, quite the opposite is the case!

And I hope readers will appreciate the reasons why I continue to advocate that quality in the field of NLP training can only be maintained when defining quantitative standards as well!

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The State of NLP Research through the Lens of the Leadership Summit

Lisa de Rijk & Phil Parker

There was considerable interest in discovering the state of published research and future directions for research in NLP from the summit attendees, along with a recognition that research may have an important role in resolving some of the credibility issues faced by NLP. This interest resulted in a number of research focused discussions throughout the summit.

A self-selected group joined together to look at some of the outcomes, interests and concerns about NLP and Research. Participants of the group included academic researchers with PhDs, clinicians who are familiar with the use of research and evidence-based practice, NLP trainers with limited experience or involvement in research, and NLP trainers with no experience in research.

What research exists and how do we find out about it?

Questions were raised as to what published research into NLP was available. Although there are a number of websites already acting as portals into existing research papers that either directly or indirectly support the use of NLP, these are not centralised and at times appear to be in competition with each other. This suggested that more could be done to centralise the various databases of research and find better ways to inform the leadership and practitioners about its scope and location. This would assist those within the NLP field find out more about existing and supportive research.

The discussion also considered the need to be less self-referencing and develop research conversations outside of the NLP community.

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Some academic NLP trainers have already seen their research published in peer reviewed main stream journals, and support would be required to enable more research to be published.

Directions for research?

Interest in various areas was expressed by the group members: this included considering less complex areas to research rather than the use of NLP in physical or mental health, such as education.

Although Randomised Control Trials (RCT) are considered to be the gold standard for clinical research, NLP as a model of subjective encounter and experience does not naturally lend itself towards this more scientifically rigorous way of measuring outcomes. The group recognised that the RCT approach can work where protocol driven interventions can be objectively measured, such as the series of clinical trials in the USA and the RCT in Belfast, UK. These are extremely costly and do not always sit well with the notion that the client has their own model of the world and that all interactions are subjective and experiential.

Other different research models and methodologies were discussed and the group considered how more objective measurements (such as monitoring heart rate variability) to demonstrate change could be used. The use of self-report scales are accepted methods by which data can be gathered, and although useful they have been criticised for their potential to produce subjective data.

Research is important

Research is tough and out of our comfort zone (even the academics in the group agreed with this).

It was noted again that research is a key determinant of the credibility of NLP and the only way to address the issues with NLP being labelled a pseudoscience. However, although its importance was

recognised, the researchers and non-researchers in the group expressed how tough research was to do and how it wasn't their key skill set, or what had driven them to work in NLP. This raised questions as, since research is seen as being so important, how the membership can support, develop and share the research burden

So, what next?

We need to find experts whose procedures or concepts either support or are the same as NLP techniques and concepts. Lisa de Rijk has already published this in her book *NLP Principles in Practice*. However, this book was published in 2010 and requires updating.

We have also seen another book edited by Lisa de Rijk (Wake), Frank Bourke and Rick Gray published in 2012 and accepted by a mainstream academic publishing house for their mental health series, *The Clinical Effectiveness of NLP*'. This book provides a scientific perspective and significant evidence base for the clinical use of NLP. A second edition of this is planned for this next year.

There was some discussion about the NLP Research conference that was launched at Surrey University in 2008. It ran for a number of years and was supported by an NLP Research Journal. A number of papers were published and there was healthy dialogue between those more academically inclined NLPers and those interested in furthering research through their training and coaching practices. The group discussed whether there was merit in relaunching an NLP research conference.

Baby steps towards making research more achievable and accessible. The group agreed on some actions that would enable links to be made between the more academically minded NLPers and those who want to develop a research minded approach to their NLP activity. It was proposed that we publish on the LS website a list of those working in NLP with PhDs. These Academic Doctors have all had research published which then makes it easier to publish subsequent articles.

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Any person on the LS NLP PhD list would be willing to support the development of research through co-authoring and peer reviewing future papers.

There has been a long history of Dr Sally Vanson supporting, enabling and championing an academic approach to NLP through her Master's Degree in Coaching. This was initially run through Portsmouth University, then moved to Kingston then Derby University. This Master's degree is now being resurrected through a partnering relationship between Dr Sally Vanson and Douglas de Souza. It was also discussed whether the research dissertations from the previous MAs could be collated and made accessible.

Research design can be challenging and expensive. The group need to focus on the simplest and most achievable research rather than the ethical challenges and processes that are required for health-related research. Phil Parker, Lisa de Rijk and Henrie Lidiard will make contact with the LS to see how wants help and support with their research.

The wealth of existing NLP research needs to be centralised. It is proposed that we utilise the LS website to link across to all other NLP research databases, to provide a central resource. Additionally, we would propose that the NLP Research Journal is resurrected.

Wikipedia has not been a friend to NLP. For many years a stalwart group of NLPers have been working behind the scenes on Wikipedia to try to counter David Snowden's monopolisation of that page. It is proposed that Catalin Zaharia make contact with David Snowden to see if this issue can be resolved once and for all.

The lack of transparency about NLP research and some of the challenges that PhDs in the group have had in getting through their PhD was discussed. There is negative publication bias. We either

accept it and continue to hide that what we are evidencing is NLP, or we face into it and produce sound credible research that is well written and can stand the scrutiny of a peer review process.

There is some interest on current NLP thinking on representation systems. Catalin Zaharia is interested in pursuing this discussion and will carry this forward elsewhere.

There was feedback to the group along with an identification of the most current PhD, academic and research endeavours. Phil Parker had been awarded his PhD in the Psychology of health for his research in an NLP based approach for addiction, is now employed lecturing on NLP on a coaching and counselling BSc (Hons) at London Met Uni and had had 3 papers published and 4 in review on studies involving NLP. Lisa de Rijk has been appointed Visiting Research Fellow at Kings College London, and is the NLP clinical lead for the RCT comparing the NLP Trauma Protocol with Trauma Focussed CBT. Other PhDs are Bruce Grimley who is doing a sterling job taking NLP research into the British Psychological Society. Peter Schutz and Catalin Zaharia are continuing to develop their clinical research using NLP in psychotherapy through the EANLPt. Lucas Derks has produced a number of papers supporting his approach to working with depression.

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Evidence – the Central European Model

Peter Schuetz

NLP is a wonderful and highly successful model to productively work with people in the contexts of leadership, coaching, mediation, self-experience, education and psychotherapy.

Unfortunately, a lot of energy - primarily in the Anglo-American market- has gone into marketing and sales of naive and short time NLP courses with little depth.

Another line has been followed in central Europe (Vienna, later on also Romania and Croatia) since 1985, where 37 day professional practitioner curricula have established a high quality normality (level 4 and 5 www.icpnlp.org).

Flying, Jiu-jitsu, orthopedic surgery, cryptography, law, Master electricians, fire brigade captain, pharmacy and many other professional fields have established their credibility through genuine processes in checking, competence, licensing of trainers and training institutions, ethics and disciplinary procedures and very often scientific qualifications. The current jungle of self-referential NLP is mostly far or very far away from these procedures. Practitioner of medicine is a qualified physician or specialist; Practitioner of law is a good lawyer or barrister. Are most NLP Practitioners currently on a similar level?

Productive inclusion of the peer groups, structured video-feedback; training with 4-5 different qualified trainers (m/f) and a clear checklist has moved the operational competence check to a new and clear

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level. Since 1997 this has transformed the training quality and credibility and can be modelled.

This is the instruction for professional NLP practitioners for graduation:

In addition to successfully participating 90% of the 37 days, please submit a competence video in outcome coaching. One of the parts for a positive graduation (green diploma) is the competence video. For this please videotape an NLP coaching session and document it. Kindly observe our recommendations for video-technique and handling a professional NLP coaching conversation with:

- Our outcome model (handout: professional outcome coaching)
- With a client/business colleagues (no NLP course participants or persons who are familiar with NLP, no close friends or family members)
- Simple issues fitting for coaching/counseling (no difficult clinical diagnosis)

This task has goals on several levels:

1. To supply you in your NLP training - independent from your daily mood - with a pretty much objective feedback on your level of training & competence (quality as B).
2. To get you in intensive contact with yourself plus your outside perception as coach.
3. To familiarize you as a coach/leader familiar with video-technology and the advantages of this medium for working with people in coaching, mediation & leadership talks.
4. To enable us to correctly assess both your current status of training as well as the aspiration level of your peer-group.

(Quality als C or Meta-B - the quality of the peer group members, they can be regarded as C or Meta B)

Please look at the recording by using the checklist, first yourself, with the client, then with the peer-group, to ensure that your work is on professional practitioner level. If not please ask your PG (peer-group) for feedback on what is still missing and produce a better-quality video, till it does fulfill the criteria on a good level. (Our experience since 1997 show that on average four videos are submitted to the peer-group, till the quality is satisfactory.) Learning of professional outcome work does take time

Then let your peer-group certify (at least three signatures) that they hold your work as ok to be on a professional practitioner level. Please send a copy of the videos (plus a copy of the SCORE Protocol and the Ok feedback from the peer-group) to our designated auditor on a fitting medium (SD card or USB-Stick). Please keep the original video!

- Video 8, Hi 8, VHS VHSc will not be audited and mailed back.
- The date goes along with the schedule of the course, so that after your written feedback you still have sufficient time to integrate this for further learning and your graduation

After the third submitted video we will charge another € 85 (as outlined in the training contract). We wish you lots of success!

Video-technology and applications

The positive intentions of these requirements are to enable the auditing of your work within the available time frame in good video quality.

Noncompliance to these standards may lead to your video being sent back and not rated as not possible to audit.

1. Please produce a safety copy for yourself. Material given to carrier companies have been known to get damaged in the mail or lost.
2. Please make sure that you have a very good light and sound situation. Kindly do a video and sound check before you meet your client.
3. Please use the mike that is built in your video-camera and check at the sound. Otherwise use an external-tested mike.
4. Direct the camera to fix focus, so that both your face and your client's face are taped.

Client Coach

camera

5. Please provide a trace- paper for the SD card or stick, that lists the date, your name, code of your course and the length of the film. E.g. course code: Miller Franz 20 Min.
6. The positive vetting of your work done by the peer group also has to list names and signatures of all PG members who agreed that the work is fitting to the standards
7. Please add this paper to the envelope and send it together with the score protocol to the auditor. Keep copies for yourself

Competence video-outcome work/ SCORE-Protocol

For the competence video documentation based on NLP professional outcome work and its evaluation from the peer-group. As a basis

please use the 10-page manual: "Professional Outcome coaching from our professional NLP training"

Timeframe: 20-30 minutes. Please document the relevant topics of the SCORE by using A's quotes and add the SCORE to the protocol.

Please design a well-thought suggestion for Intervention and explain the reasoning behind it, so that we can better understand your logic & perception of reality. As a maximum, we will evaluate the first 30 minutes of the recording. If you also have recorded a possible warm-up, please document the real start (minute) of the coaching session on the accompanying documentation for the SD card/USB Stick.

While in most cases it is possible to do a good NLP coaching session within 20-30 minutes, it is not so important that the conversation ends with a good solution.

We primarily look for a clean process. Based on what we deem to be good verbal & nonverbal rapport. It is important to establish precise goal state & behavior plus the ecology, using rep-systems, the positive intentions of current present state & behavior and the intention to deal with that constructively along the criteria checklist.

Also, it is important for us to see and hear how you handle the nonverbal dimensions of your intervention (speed & tonality, body posture).

The SCORE-Protocol on the next page can be used for documenting the conversation and for a thorough analysis of the competence video in the peer group.

The SCORE-concept describes those five areas that have to be checked in professional-outcome work to enable development & change.

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- Symptom: The problem or complaints of the client.
Questions on present behavior, present state, prognosis of present behavior.
- Cause: What enables and supports the problem?
Questions on the positive intent, blocks to reaching the goal, prices.
- Outcome: What the client wants-internally and/or externally.
Questions on goal state & action, meta-goal, first step.
- Resources: What the client needs.
Questions on inner and external resources.
- Effects: The consequences of the goal.
Questions on Meta goal & systemic ecology (biological, emotional, social, economic, legal).

SCORE-Protocol for a competence video-outcome

Intervention submitted by:

NLP&NLPt-Professional Practitioner-Kurs OEXNN

[Our courses have numbers - OE is for Austria, then the year, then a letter A-E]

Client:

Date: Length:

Topic (10-15 Words):

SYMPTOM

- Present state /Problem
- Present behavior /VAKOG
- Prognosis of present behaviors

CAUSE

- Problem-Trigger
- The positive intentions of the present behavior/ and or its handling

- Price(s)

OUTCOME

- Goal state / behavior
- Most relevant description
- Goal / Behavior VAKOG
- Meta-goal
- Future Pace/first step

RESOURCES

- That are available
- That are needed
- From where?

EFFECTS

- Desired
- Non intended
- Handling of those effects

INTERVENTIONS :

- Reasoning for those interventions

This protocol contains the relevant quotes from the client (A) regarding the SCORE parts.

Date: Name & Signature of the members of the peer-group.

Competence video outcome work / Criteria checklist

The following criteria have to be fulfilled to submit a competence video outcome work for evaluation at Professional Practitioner-Level (Level 4 www.icpnlp.org)

1. The wish of the client does get checked along the clear criteria of the outcome frame; positive, specific with sensory specific evidence, contextualized, under the own influence and described /shown as action.
2. The present state and present behavior as well as the good intentions are worked our precisely.
3. The 'prices' that have to be paid for reaching the goal are clearly defined ... and it will be clearly established which prices will have to be payed and how much the client is ready to pay the prices Including all the consequences.
4. The systemic ecology (intended and unintended effects) are checked in detail including all relevant consequences.
5. Resources are precisely defined and potentially regarded as new / additional (sub) goals.
6. Simple interventions to strengthen resources are done as much as possible within the context of the conversation.
7. An adequate future pace, both content-focused and kinesthetically is performed.
8. During the whole conversation rapport is well expressed, both through body posture, voice, movement analogies, adequate use of sensory specific words, matching and repeating the words of the client and Pacing the Language of the client towards nonverbal accessing cues.
9. With Pacing/Leading, possibly verbal/nonverbal anchoring the client is supported in a useful state and led out of unproductive/ repetitive States.

10. The coach primarily uses open questions to gain information.
11. Limited distortions, deletions and generalisations of the client are productively challenged with the Metamodel and adequately transformed.
12. The coach stays in a good state during the whole conversation.
13. The approach of the coach with the client is adequate to the topic/goal of the client (congruence of content and relationship).
14. Changes /adaptions of the goal that develop along the coaching again are checked with the outcome model.
15. The recommendation for NLP Intervention is adequate, ecologically grounded and compatible with the world of the client.

The competence video outcome work primarily is used to show your methodical skills and knowledge therefore it is checked with that focus

Criteria for returning the competence video without being rated

It is feasible that your client might regard the conversation as pleasant and helpful. However, the video will be sent back if:

- The client does not have a goal but only wants to chat or brag (no task).
- You accept a goal, that contains meta model violations or negations
- You accept a goal that is not formulated as a future inner or external behavior regarding a current not acceptable interior or external behavior within a precise context

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- You accept a goal, that fully or partly is outside of your client's influence
- You first formulate the goal yourself and then let the client confirm it
- You go on with the outcome coaching although the above criteria are ignored
- You do not use the words of the client, but you use your own words
- You do not find/work out the positive intentions of the current behavior or state and or you accept the position, that there is no positive intent
- You break the rapport by frequently interrupting the client or interrogating your client repeatedly or too early
- The accompanying paper is not filled out as required, the assessment of the peer-group and the SCORE protocol is not done correctly
- The feedback of your peer-group (at least 3 persons) on the competence video is not a clear and unambiguous yes
- Video and Audio quality does not permit a realistic assessment.

Feedback from the peer group regarding the competence video coaching for its member x y (course nr A XN)

[Name of the person who did the video-coaching and his course number]

The accompanying competence video documentation fulfills the required criteria. We hold it to be good example for professional ATC practitioner Level.

(Please note the minute of the first time when a criterion is shown)

The agenda of the client is worked through precisely following the outcome frame (positive, sensory, specific, in context, under the client's own influence and stated as action.

o no / o yes. Min: Quote:

Present state and present behavior are clearly worked out.

o no / o yes. Min: Quote:

The positive intentions of positive state /behavior are clearly defined.

o no / o yes. Min: Quote:

The prices that have to be paid, the willingness to pay them and the consequences to pay them have been clearly worked out.

o no / o yes. Min: Quote:

The systemic ecology (effects) is thoroughly checked in relevant details.

o no / o yes. Min: Quote:

The resources are clearly worked out and potentially defined as (new) sub-goals. As far as possible within an outcome coaching conversation, simple interventions (e.g. anchors, rep systems, parts work, pattern questions, submodalities) are used to support or strengthen resources.

o no / o yes. Min: Quote:

A complete future pace both verbally and kinesthetically is performed

o no / o yes. Min: Quote:

During the whole process, rapport is established by repetition of the client's words, through voice, body posture, movement analogies, pacing of the client's words and utilising of the nonverbal accessing cues

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o no / o yes. Min: Quote:

Pacing and leading plus occasional verbal and nonverbal anchors by the coach support the client in a useful state. The coach helps the client to get out of unproductive or repetitive states.

o no / o yes. Min: Quote:

Back to Foundations for the Future of NLP

Andrea Frausin

"Retroflexion! Retroflexion!!!" the sound of the voice of Fritz Perls, father of Gestalt therapy, was resounding in the room.

The psychologists present were looking astonished.

"You can feel it here!" continued Perls indicating with his hand a point close to the solar plexus.

Psychologists looked at each other not understanding words and gestures of their "master" trying to explain how he was doing his excellent work with clients.

"Retroflexion!"

NLP Leadership Summit 2020 in Alicante has been a very special opportunity for more than 70 leaders of the field to talk together for the development of NLP. There have been a lot of conversations (at times heated conversations) and we were able to define specific action plans in different important areas among which: NLP Global Body, researches, standards, media response... and also the fundamental climate crisis challenge.

Amazing that about 48 years from the beginning of Meta (renamed NLP from about the middle of the '70ies) a group of leaders decided to go ahead to do the necessary (and challenging) steps for the foundation of a NLP Global Body, a "home for the associations of NLP" in the world, with the intention to raise the credibility of NLP

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worldwide, sharing researches and developing new ones, supporting best practice exchange and setting better standards for the trainings, something that has been a dream for many, many NLPers since the beginning of NLP.

Many things still need to get done but the ball is moving forward.

Having the opportunity to listen to many different NLP Trainers in the world coming from different backgrounds and NLP schools in the last years, I noticed a tendency, i.e. in many speeches supposedly speeches based on NLP, there is a overabundant use of unspecified language (specifically unspecified nouns, verbs, adjectives) and less and less sensory based information.

We all know as NLPers the importance of hypnotic language to facilitate change in the audience at the same time I personally participated to speeches in which there was no one specified noun nor one specified verb during all the presentation. And maybe worst, also in cases in which there were wide audiences of NLPers, very few people realized that and almost no-one asked for sensory based information, asking for example specification questions we should all know as NLPers.

What is happening in the NLP field?

One of the most important things that distinguishes NLP from other disciplines is the ability to "chunk down" information to sensory level descriptions so that the tacit knowledge by the model modelled becomes explicit knowledge which can be learned from other people interested to have more choices to deliver excellence.

And to be learnable the explicit knowledge, when describe in language (and not for example through demonstrations), has to be

described in sensory based language, to avoid misunderstanding, hallucinations and interpretations by the listeners.

One Master at work and the Meta kids

As we all know in the field of NLP one of the models modelled by the first group of researchers was Fritz Perls. Originally, in 1972 Grinder modelled Bandler e Pucelik performing Gestalt interventions with the intention to come out with a description of what they were doing, so that their excellence could be at disposal of other people interested in learning Gestalt interventions.

Perls at that moment in time was dead, so there was no possibility to model him directly.

The Meta kids, the original group of reaserches cited in Origins of NLP by NLP co-founder Frank Pucelik, studied for hours and hours and hours Fritz Perls videos to "capture" his excellence with clients.

Fritz seemed not to be conscious of his unconscious abilities to work with clients. In one of the videos studied by Meta kids, Mr. Perls tried to describe his excellence to psychologists assisting at his intervention.

Perls' description was:

"Retroflexion! Retroflexion!!!"

and

"You can feel it here!" indicating with his hand a point close to the solar plexus.

"Retroflexion", in linguistic terms a nominalization - a verb frozen into a noun, a dynamic process labelled by a noun -, does not describe specifically what Perls was doing nor the other sentence ("you can

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feel it here"), indicating that Perls was probably using some kinesthetics to make some unconscious decisions.

The task of the Meta kids was different: to describe a model in sensory based language so that other people interested in getting good results with clients can use.

We all are aware of the different models of modelling inside the NLP world.

What follows is a description of what I had the opportunity to hear again and again from Frank Pucelik during his trainings which gives us a very good example of some of the activities done by Meta kids at the beginning of NLP.

Meta was the name used before the renaming of the discipline, in the middle of 70ies, with the label "Neuro Linguistic Programming" (NLP).

The modelling of Perls was not an easy task according to Frank. Meta kids were looking at systematic observations (both in visual and auditory input channels) of the client by Perls, possible thinking processes by Perls (inferred from his observable behaviours) and specific actions/behaviours following critical observations and thinking processes.

One of the difficulties came out by the strategy frequently used by Perls: after watching hours and hours of videos they recognized that Perls used a strategy which can be described as a "thresholder". Perls, as I will describe in the example below, was using mainly kinesthetics for some strategic decisions during interventions and he took action only after a number of times his kinesthetics showed up in his neurophysiology, specifically when the intensity of his kinaesthetic feeling overcame the "threshold".

So it was not easy to find out the critical observations as the observation happened a certain number of times before Perls took action on it.

Now let's go to behaviours, too many nominalizations and unspecified words in what I am writing until now.

In a video, used by Meta kids for modelling Perls, at a certain moment, after Fritz talked with the client for a certain amount of time, the "master" says to the client what follows, pointing with his finger to the classic empty chair of Gestalt:

"Put your mother into the chair and tell her how much you hate that"

What???

Mother???

Hate???

Where do these words came out from Perls?

Yes, from his mouth for sure. But what did Perls observe and listen, which kind of internal processes did he do to say *"Put your mother into the chair and tell her how much you hate that"???*

Not useful, as I said before, Perls description of his unconscious processes or, if you prefer, of his tacit knowledge when the psychologists present to the intervention asked Perls something like: how did you do that?

"Retroflexion! Retroflexion!!!"

"You can feel it here!"

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After hours and hours of watching and re-watching the video of Perls Meta kids figured out a way to describe in a useful way the process used by Perls, real gold for people interested in learning how to generate change.

In this specific intervention, Perls seemed able to recognize unconsciously a linguistic structure that is called "reversed reference". During the initial talking with Perls, the client said "*the world hates me*".

This structure is called reversed reference because the referential indexes are reversed: the subject (the human being in the sentence) is the object and the object (the world) is the subject.

If we switch the referential indexes, we get this sentence: "I hate the world".

More Fritz noticed (again unconsciously) what in NLP we call an analogue marking with a very specific tone of voice associated to a negative calibration (anger) when the client was referring to his mum or talking about his mum.

Observing carefully Perls' non-verbals (more specifically the movements of his shoulders and chest), Meta kids noticed that Perls moved his shoulders/chest in a specific way each time he saw and listened to the client using a very specific tone of voice associated to what we call in NLP a "negative calibration" (anger, this time recognizable by specific facial expressions in client face) when the client was referring to his mum or talking about his mum.

Perls did it several times (and this was not easy to understand by Meta kids as described above) without doing any action.

At a certain moment Fritz said to the client:

"Put your mother into a chair and say how much you hate her"
for the surprise of the psychologists present.

And when the psychologists asked Perls why he choose to say "Put your mother into a chair and say how much you hate her" he answered: "retroflexion" and "you can feel it here".

The psychologists looked astonished, and couldn't understand both Perls nominalization ("retroflexion") nor kinesthetic representation ("you can feel it here"): they couldn't understand a word which represents, as we know from NLP, a process frozen into a noun, and they didn't get much information from Fritz's feeling (they didn't have a kinaesthetic representation as described by their master since they did not have his experience).

So no sensory description of critical observations and hearings from Fritz and what and how to do what he was doing.

The Meta guys recognized the structure of what Perls was doing more specifically:

- he heard the reversed reference from the client;
- he reversed the referential indexes in the reversed reference;
- he observed (and unconsciously recognized via kinesthetics, described by him as "you can feel it here") negative calibrations and substituted the person towards whom the calibrations were demonstrated instead of "the world".

Talking in less technical terms:

Perls heard the client saying "the world hates me" but the world (nominalization) cannot hate anyone. Reversing subject and object the sentence becomes: "I hate the world". Then the question is: who do you hate?

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The answer is coming from non-verbals of the client: in this case the negative calibrations (anger evident in the mimic of the client) when referring to his mother. So put "mother" (coming from unconscious responses from the client clear to a careful observer in his non-verbal communication) instead of "world" and you have:

"I hate my mother"

Now using Gestalt technique of the empty chair, it can become clear why Perls asked the client what follows:

"Put your mother into a chair and say how much you hate her"

(Thank-you Frank Pucelik for sharing again and again this example in different contexts).

Perls was not able to describe this process in a sensory way as we did thanks to the "Meta kids". He described the process with a nominalization and with a kinesthetic feeling. But in this way his students were not able to replicate his behaviours.

For him it was (as for most of the models of excellence) tacit knowledge or, if you prefer, an unconscious excellence.

NLP can be also described as the coding of tacit knowledge into explicit knowledge, and this explicit knowledge when it is explicit through language needs to be described in sensory based language to reduce/avoid distortions.

The coding of Perls' tacit knowledge from the Meta kids made a real difference: now we know what to listen and to observe (where to put our and our client's attention) and what to do in a very precise, step by step and specific way.

"Chunking down to behaviours"

"Retroflexion" all over the place

Well, in recent times I noticed less and less appreciation from many NLPers in the world of the importance of "chunking things down", and the use of Milton model patterns (with overuse of nominalizations) to describe supposedly NLP patterns is a risk for our loved field (yes, another nominalization!).

It seems that many NLPers are going back to Perls and describing what should be processes with nominalizations again.

Is some sort of "NLP", although in my opinion it is not appropriate to call that NLP, going back to 1971-1972?

A proposal for the future of NLP

So what I propose is: back to the basics, back to fundamentals. Using the meta model questions or equivalent strategies (as for example Frank Farrelly provocations) when a person is describing what she or he is calling an NLP pattern is vital for the discipline as it was intended.

Evolution of a discipline is not destroying its fundamentals. If you do that, better if you call it with another name since it is not NLP.

I hope to hear in the near future more and more participants asking specification questions to the NLP trainers in the world so that these trainers can be able to translate their language and chunk it down to sensory experience, "chunking down" one of the beautiful gifts from our fathers and mothers of NLP.

- 1) Which specification questions Andrea?
- 2) Asking how specifically?

That's right, these kinds of questions!

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And we have the meta model to answer question 1 and for example the mirroring strategies to build rapport for question 2: in fact, rapport is very important when you want to get good answer from your questions.

My hope for the future is to have more and more trainers being able not only to chunk up information and use Milton model patterns in their communication but also to chunk them down, above all when they are describing processes, models, patterns that are supposed to be NLP patterns.

And more and more participants asking specification questions to the trainers when they say they are describing NLP patterns.

So "CHUNK IT DOWN PLEASE" for the future of NLP!

Modeling How to Save a Profession from Negative Press

L. Michael Hall

Suppose that we want to *redeem NLP from the negative press* that has arisen in many places about it. Suppose we want to turn public opinion around about what NLP is and what it offers. How would we go about this? What, if anything, could we do?

This is actually one of the driving forces that brought the *NLP Leadership Summit* into existence. We began from the felt need to raise the credibility, quality, and public image of NLP. With people mis-using NLP, manipulating people with it, over-promising about what they could not possibly deliver, mis-representing what NLP is and what it stands for, etc., many of us want to do something to counter-act all of that negative press. With Wikipedia mis-representing NLP, trainers diminishing the quality of NLP by doing three-day practitioner trainings, others using it for sexual seduction, etc., we know we have to do something.

Surprisingly, redeeming a profession from negative press has already occurred! And it was one of our exemplars who did it. Nearly a hundred years ago, **Milton H. Erickson** faced almost the very same thing that we're facing today. When he began studying hypnosis under Clark Hull in the early 1920s, hypnosis had a horrible public image. It was in public disrepute as it was dominated by "quacks, stage hypnotists, charlatans who brag about being the world's fastest hypnotist." (1980, *Innovative Psychotherapy*, Vol. IV, p. 226). Hypnosis was viewed as mystical, as a part of mysticism, as mind-control, and

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generally as hocus-pocus. It was denounced as a hoax and Erickson noted that there were “fraudulent books on ‘do-it-yourself-hypnosis.’” (Vol. IV, p. 264).

Fast forward to the 1950s, and Erickson along with a few others (David Cheek), had brought medical hypnosis from disrepute to public respect. In those years he taught thousands of medical doctors and dentists how to use hypnosis to manage pain, anxiety, and fears. *By the 1960s he had brought about a whole new attitude toward hypnosis for professionals.* This did not eliminate all charlatans or negative press about hypnosis. But it did establish *the Ericksonian Institute of Hypnosis* as a professional body holding the highest standards for teaching and promoting hypnosis.

Isn't that something! Later when the NLP founders modeled how Erickson did hypnosis and the structure of that subjective experience, they actually missed another area of modeling. Above and beyond *what* he did with medical hypnosis was what he did culturally and politically. What if they had asked, *How did Erickson bring about that degree of cultural change?* How did he raise the public awareness of hypnosis? How did he move the field of hypnosis from being run by quacks and manipulators to hypnosis being a legitimate process for professionals? He built credibility via research, by modeling respectful use of hypnosis, by cultivating relationships, by operating from abundance, and communicating with ruthless honesty. Ernest Rossi had his own belief about how Erickson did it, thinking it went to the content of the kind of hypnosis that Erickson promoted.

“His successful rejuvenation of the entire field may be attributed to his development of the non-authoritarian, indirect approaches to suggestion wherein subjects learn how to experience hypnotic phenomena and how to utilize their own potentials to solve problems in their own way.” (*Hypnotic Alteration of Sensory, Perceptual and Psychophysiological Processes*, Vol. II, Collected Papers, p. xi)

1) *Erickson engaged in and encouraged academic research.*

He devoted much of his medical practice to “experimental hypnosis.” He wrote a great many research papers on “experimental hypnosis.” Today these have been collected in the four-volume series of *The Collected Papers of Milton H. Erickson*. Additionally, he submitted papers to various publications: *Psychoanalytic Quarterly*, *Journal of General Psychology*, *Psychosomatic Medicine*, *Journal of Clinical and Experimental Hypnosis*, *Journal of Experimental Psychology*, *British Journal of Medical Psychology*, etc.

2) *Erickson modeled respectful and honorable use of hypnosis.*

Throughout the years, from the 1920 through the 1970s, Erickson personally demonstrated hypnotic processes, techniques, and phenomena. He made himself vulnerable to their doubts and questions. He often demonstrated before unreceptive audiences who were absolutely averse to hypnosis (see Vol. IV, pp. 516-524). He also applied hypnosis to himself and functioned as a wounded healer. Rossi noted this repeated this in *Healing in Hypnosis* (1983).

3) *He cultivated relationships that created a community.*

Erickson collaborated with writing papers with many people. He collaborated with Bateson and the Mental Research Institute about the double-bind theory. From that he developed the binding and double-binding as hypnotic processes. He collaborated with Aldous Huxley about his hypnotic states of “deep reflection” (*Patterns Vol. I*, pp. 60-126). Later he mentored Ernest Rossi and many others.

4) *He operated from a sense of abundance.*

He openly shared what he did and how he did. When asked by the NLP founders to study how he did hypnosis, he readily

and openly worked with them. That led to the two volumes, *Patterns of the Hypnotic Techniques*. Erickson obviously did not operate from scarcity or feared losing his intellectual property. How different things would be today if Bandler and Grinder had modeled Erickson himself, his beliefs and attitudes about creating and leading a community.

5) *Erickson openly identified where hypnosis did not work.*

He frequently wrote about “failures,” case studies where the hypnotic process did not work and/or where it only minimally worked. You can find numerous papers on this in the volumes of *Collected Papers of Milton H. Erickson* (see Vol. IV, pp. 134, 139).

Concluding Insights

It is possible to rejuvenate a field! It is possible to move public opinion from negative images about a field to an opinion of respect and honor. It has happened. Erickson along with others did it. And today we can do it — if we share that vision and work together collaboratively. Imagine then a future where we have lifted up the public image of NLP and have created a respected and professional community of people teaching and using NLP. How awesome would that be?

It can be done because we even have a great model of how it has happened. All we need to replicate that is the determination to collaborate to make it happen.

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PART THREE

NAVIGATING OPEN SPACES

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A Couple of Personal Reflections

Judith Lowe

Join us!

I have written in the two previous volumes 1 and 2, about the history, the friendliness, and the sincerity of the NLP Leadership Summit group, of the pleasure that we take in each other's company, and of the intelligent, relational and values-led approach we have to our many lively and enriching conversations. It's such an important and unique group - and we are gaining in numbers, in friendship, in impact, and in strength of purpose.

(Meeting in Alicante for those of us from London in January is also something of a treat in itself – sunshine, seaside, lunches outdoors under a blue sky!)

When NLP as a brand and as a field suffers so much from distorted perceptions, as typified by the appalling locked Wikipedia entry, it's a joy and a morale boost to spend time with such an educated, ethical and delightful bunch of professional people all wanting to offer their best research, training, coaching and ideas to the world.

So if you are reading this as a current leader in the field and wondering if you would like to join us – please do, you're welcome.

The Open Space day

I like Open Space type approaches in principle as they are structured to encourage the kind of conversations in a group, on topics that are

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on people's minds, but which may not find the 'air time' in other formats. It's a democratising and freed-up process in which anyone/everyone can choose and lead the content of a session, and also choose where and with whom they spend their time and energy. I like the idea that even if you decide to take a walk along the beach on your own, that you are still connected into the bigger group process and purpose.

It was great to have some space to talk about the climate crisis, and how we might contribute as NLP-trained experts across a range of issues. We had a very engaging, well-attended and passionate discussion. As NLPers we can help our communities and our world in so many ways. We are trained in such a broad range of approaches and skills that we can share.

I attended at least five or six of the meetings and enjoyed them all – some well-attended, some with only a dedicated handful of us. The themes were both global and technical – for example I also really enjoyed the meeting about the current state of eye-accessing cues research and how we might progress it. The whole day was so skilfully and enthusiastically facilitated by Ueli and Manuel who kept us on track and helped us make it a success.

So using Open Space methodology gave us a wonderful middle day and enriched the group relationships, confidence, vibe, and the many projects we are working on.

Days 1 and 3 were also pretty wonderful...! Hopefully others are writing here about what we talked about and what we decided, in what was an extremely creative and inspiring summit.

I hope, in the light of the current pandemic, we can eventually meet together again, and work further to strengthen the contribution of the field of systemic NLP in solving our many acute global crises.

The House of Open Spaces: A Visit with a Guest

Ludger Bruening

“Open Space” is a format used to organize a free, but structured exchange in large groups. Participants can propose topics. These get collected and prioritized and finally you get a pool of issues people want to discuss about at different places at the same time or later during the day. The participants are completely free to join the different discussion groups, to stay there, to change to another one, or to take time for themselves to reflect, to communicate with others or to relax. Everybody is considered to be present and important. Even those, who are not present. They may share their feelings later or prepare new ideas. Thus, the hosts of the discussion groups will summarize results, but no votes will be taken by the plenum - at least not, as long as not really everybody is present.

This was the discussion format chosen for the second day of this year’s NLP Leadership Summit (LS), which took place January 10-12, 2020 in Alicante (Spain). Ueli Frischknecht guided through the day in his humorous and inspiring way and helped the crowd to organize the day by finding times and places for their discussions. 30 different issues were proposed and decided on. Ueli named the final self-created agenda “The House of Open Space“. To me, as a guest, this term became a metaphor for what the LS is, or can be, all about: a house of open spaces in many ways.

A House of Open Arms

Everybody, who is interested in future developments of NLP and its communities is welcome, whether a trainer, coach, therapist, author, editor or researcher. It's about sharing experiences, exchanging points of view, and opening up new perspectives. To make a common ground more probable, the prerequisite is that you have been active in the field of NLP for at least 15 years and that you agree to the LS goals and values. However, if you do not fulfil the standard yet, or you are not sure what to think of the come-together, you can participate with the recommendation of a sponsor. Heidi Heron and Michael Hall organized this year's event and made sure to integrate the different groups of participants at the beginning, by showing hands at different background questions or by giving you the chance to present yourself – a good starting point not only for those who attended for the first time: during the last 8 years LS grew from 27 to 150 members. About half of them attended this meeting and welcomed nearly 20 guests.

A House of Open Discussions

Actually, you could have named the whole event an open space. When Michael Hall and Frank Pucelik developed the idea of a LS nearly 10 years ago, the concern was the missing of leadership in the field of NLP – and the experience of other attempts that did not last long. The challenge was to bring people together who want to offer some orientation to this very diverse field that NLP has become worldwide. A short overview of this diversity gives the 2 hours YouTube-video of Lucas Derks: "Points of View in the World of NLP".

Getting to know each other, appreciating and exchanging these points of view is a continued challenge and chance. The LS meets aside of the ANLP conferences in London each year for some hours. It met now for the third time for a come-together of three days. This event is not regarded as a conference. It doesn't consist of a series of lectures or presentations. It is a colloquium or in Michael Hall's words: „Its about conversations we have.“ Topics like standards, ethics, or a global body of all NLP associations were discussed in staying or changing groups on all three days, other issues like research, healthy thinking or spirituality, to name just a few, on at least two days, sometimes by changing the name of the discussion group.

A House of Open Questions

When you start a discussion, one of the best aspects is that it takes place, that people change positions of perception and enrich each other by understanding their common and different ideas. From an outside point of view, the LS was a pre-structured, self-organizing and continuing process which started before the open space day and continued afterwards as it started before this year's event and will continue. It's an ongoing process. This is how it started and what it wants to be. It might give the stimulus for the founding of other forms of organization, like a global body as an umbrella organization for all NLP associations of the world, establishing standards and giving credibility to NLP education, but LS itself doesn't want to become another association. It's a meeting platform for highly motivated discussions.

The conversations inside reflect the wingspan of discussions within the global NLP communities, its concerns and fields of interest and use. What can be regarded as NLP? How is research doing? What about new fields? Do they enrich the house or do they block the

hallway? It is a more generation house, were many professional, cultural and NLP families live together: the first (behavioural) generation, the second (somatic-emotional) generation, the third (systemic) generation, - and a fourth (spiritual) one is on its way. Inspired by Robert Dilts, Colette Normandeu and her group already did modelling with healers in Bali. The first results on spiritual transformational experiences and spiritual intelligence will be published this year. Additionally, Karin Pätze discussed with her group attempts of explaining shamanic and medial experiences with NLP.

Spirituality might become a roof of the House of NLP or an extension to the existing three generation house. The different biological and developmental generations of NLP have to find ways how to appreciate each other and how to live together. And they have to decide what furniture they want in the house. What do they want to have renovated, what do they want to add, and what do they want to be put aside on the attic? What distinguishes the energy-oriented approach of emotionSync, Christian Hanisch presented, from EMDR and EMI – and can it be considered an NLP format? Are other traditional NLP elements like PRS, anchoring, eye accessing cues or strategies still up to date or are specifications necessary? And what about role models and the history of NLP? Do some paintings need new frames or places? Michael Hall just published “NLP Secrets. Untold Stories” and Bert Feustel and Catalin Zaharia hosted discussions on specifying NLP elements in question and on preferred representative systems, particularly.

A House of Open Shelves

Besides the furniture, it might be helpful to have rooms with special functions making the living within this house more comfortable and the exchange with neighbourhoods easier. Since it is a house of open

spaces, plenty of room is available for a comprehensive library of all the research done on NLP, for collections of best practice in training, coaching or marketing, and for videos showing how to do it. These are just some of the options, which have been discussed.

It is a house of open contributions, and they started already: a first publication on best practise examples in teaching the Meta Modell will be published soon. Revenues will be used to realize other projects, like the “Global Body”.

A House of Open Invitations

There is plenty of space inside and around. Rooms can be attached or other houses can be constructed aside. One of these might be the “Global Body” mentioned above: an umbrella organization for all NLP associations in the world which share common standards. The standards are best discussed and agreed on by the associations themselves, but LS can invite them to a meeting, maybe aside of its next larger come-together in 2022. Possible guidelines have been developed. The hope is to create a common framework, standard and notable logo, to ensure quality and regain credibility where it has been lost – and that associations and institutes overcome their rivalries and find new respectful ways to communicate and to present themselves as members of qualified NLP organizations to the outside world.

To some people, this might sound very idealistic. And there was the question whether there aren't secret chambers in this house of so many open spaces. One well-known, “unknown” person gave it a humorous twist, or maybe he was serious, when he reported from the secret committee. He pointed out, it is so secret, even its members don't know, they are members of it, and where and when they meet. For sure, at secret spaces. Maybe right now, right there, where you are. Nobody knows, what they discuss. But at some times, there were

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rumours, it might be about the "Global Body" or the attempt to get finally appreciated by the established scientific world. Some heard a secret whispering of "too late". But nobody knows for sure. And isn't it, that some of the most astounding findings and developments have been realized by those who simply didn't know that they were impossible to be achieved?

A House of Open Chances

Some outcomes are very predictable, like in NLP formats. In other contexts, you may just have to try. Bringing all NLP associations together is one chance, giving a stimulus to organize NLP associations in countries or regions where there are none, is another one. The participants of this LS meeting came from many corners of this world, from Australia and Brazil, from Israel and Romania, from Russia and the USA or Canada – and maybe people from the UK would say: from London, from England and from Scotland. But these are just a few places, they came from. In total 26 nations were present. This was quite a lot. Consider the efforts it took to come! But, of course, other nations were missing. And the missing of a larger diversity of participants was felt as well, and the need to give space to possible future leaders in the field. Committees were formed to become more integrative, to reach out to minorities or representatives from continents not present, to make the house more "colourful" while another one discussed the chance to find rooms for "future leaders."

A House of Open Windows

The House of Open Spaces is cantered on NLP. It takes responsibilities and offers leadership which has been missed a long time. But it is not lost in itself. The basic question, once asked by

Robert Dilts, is still, what is NLP good for, if not to make this world a better place. Thus, LS is making its knowledge available and helping where help is needed. And the windows of the house of open spaces are wide open to the concerns of the world outside. Tim Hallbom addressed the climate crisis. Others, like Stephan Landsiedel joined the effort with similar initiatives and founded a special committee to explore what can be done.

A House of Open Hearts

As you can see, there have been many open hearts in the various rooms of this house of open spaces. This is not the first global or visionary house of NLP which has been planned. What is different, are the foundations. They made it last until today and give hope for its future sustainability. It is built on relationships rather than egos, on enjoying exchange rather than competition, on taking responsibility for future developments, knowing the obstacles on the way, and the chances to come. Robert Dilts shared his detailed insights to what is necessary that companionships can last a long time and at the end of three days of engaged discussions the participants formed a large circle and shared their individual intentions, what they plan to do until the next LS.

This was my visit at the House of Open Spaces. An open space starts, when it starts, and it's over, when it's over. My impression: this one has just been the tenth meeting, of many to come.

Before you continue reading or fly to new pages, maybe you want to have a look at some photos giving you an idea what was going on inside:

- 1) Heidi Heron and Michael Hall guiding the colloquium.
- 2) Tim Hallbom asking for supporters to take action against the climate crisis.

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3-6) Ueli Frischknecht explaining the open space format on day 2.

7-8) Discussion groups of different topics.

9) Michael Hall wrapping up results of the Global Body committee.

10) Heidi Heron and Michael Hall presenting the idea of an umbrella organization.

11) Robert Dilts speaking on “fellowships” (which also became “companionships”).

Dealing with Challenging Participants

Joe Cheal

During the open-space day, feeling in a cheeky mood, I placed a card on the wall:

*'As an NLP Trainer, how do you deal with "difficult" course participants?
(A Light Hearted Group)'*

The 'word "difficult" was meant to be provocative, particularly to NLP trainers... and most folk that turned up declared (in some form or another) that there were no difficult students... merely poor teachers.

My motive was simple... I wanted to hear stories of weird behaviours people had experienced from students while running trainings (and then how they dealt with it). I wanted to enjoy the process and be able to have a laugh, not at specific people, but at the joyful strangeness of human beings! Fortunately for me, the group delivered. About 12 folks gathered round the table (some joining later) for 45 minutes.

We had one piece of flip paper on the table and we jotted down some of the challenges we might face and some of the NLP approaches we might use.

Examples of challengers (written mainly in the spirit of light-heartedness)

- Hecklers
- Mean SOBs!
- Psychotic megalomaniacs?

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- Sarcasm
- Know it all
- On drugs
- 'Woo-woos'
- Won't take feedback
- Unethical
- Devil's advocate
- Lost student

Stories emerged, including:

- Someone insisting on watching a football match on their phone during sessions
- A percentage of a group (from a different culture) turning on the trainer ('how dare you be so positive!')
- A person feigning coma during trance and later claiming to be psychic (telling other students that someone they knew would soon die)
- Someone refusing to take any feedback

Approaches for dealing with challenging individuals and groups

As an overview, I was struck by three themes in the approaches (some of which overlapped):

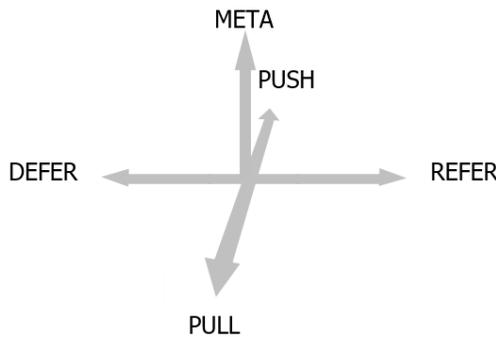
- Spiritual approach (a loving approach, holding a positive regard)
- Systems approach (e.g. family dynamics... if we deal with the person too soon/late, we may lose others too)
- Using humour (a distractor approach whilst maintaining rapport with the group and where possible, the challenging person)

And please note that this is not an exhaustive list, it is simply a reflection of some of the ideas we discussed.

- 1) Hold a positive internal representation of the individuals. It could be argued that *our ability to help someone will be limited by our own internal representations of that person* – if we think of them as broken/difficult, we put a boundary on how we might help them).
- 2) Preframe challenges by giving guidelines/ground-rules (e.g. ground-rules on using their phones, letting people know that the course will involve feedback – and perhaps equip them how to handle feedback effectively) and using metaphors/stories to ‘inoculate’ against poor behaviour (e.g. tales about stubborn delegates).
- 3) Reframe difficult to ‘interesting’.
- 4) Reframe a difficult person to a ‘person in difficulty’ (you are more likely to want to help a person in difficulty than a difficult person... but what if they are one and the same thing... a complex equivalence as it were!)
- 5) Consider presuppositions: e.g. no failure, only feedback and behaviour driven by positive intention.
- 6) Develop strategies e.g.
 - Come-back lines (dealing with hecklers like a comedian would). Use humour but build rapport with the group first.
 - Dissociate from the challenge (i.e. don’t take it personally, unless it is personal... but then don’t take it personally!)
 - Utilisation (don’t criticize - utilise).
 - Inclusion (can you bring them back in and/or win them over?)
 - Assess: Does it disturb others or just me?

- Apply to self: In what way am I difficult (e.g. as the trainer – might I be inviting the ‘drama’?)
- 7) Modelling e.g. ‘Directions of Movement’. I shared a model that Melody and I developed some years ago, based on ‘directions of movement’ that a trainer/presenter can go when dealing with questions and challenges. We (Melody Cheal and I) wrote it up fully in ‘The Model Presenter’ but I thought it might be interesting to share it here to!

Imagine a joystick that moves forwards/backwards/left/right. These are four directions we can utilise... push/pull/defer/refer. We can also add a fifth direction from above, i.e. ‘meta’. Of course, there is a sixth option... do nothing!

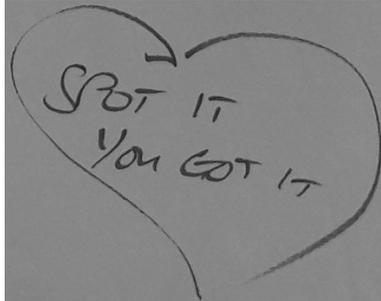


Push:	Give an answer or an instruction. Tell the person something. Set a new ground-rule.
Pull:	Ask a question to the challenger or to the group.
Defer:	Put it to one side, say you'll come back to that point later, or discuss it at a break time.

Refer:	Refer to someone or something, e.g. the law, reference books, the ground rules, an author, an expert or something the challenger said.
Meta:	Comment on the question or the situation, e.g. "okay, so this question is an example of..." or "so that comment is a wonderful example of a generalisation..."

"Afterwords"

Later, someone wrote this on our flip chart:



Not sure what it meant, but here it is anyway!

And someone else wrote: "Even Jesus lost 1 out of 12".

Because, sometimes a person might leave your course
(or, if they choose to be an ongoing disruption,
we might choose to ask them to leave).

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NLP & Shamanism are Magical

Karin Pätze

In the open space process, on the second day, one of the topics we discussed were: "How NLP and shamanism are related to each other".

It was really interesting to realize, that all the NLP trainers at this open-space table have knowledge about shamanism or use some rituals of shamanism. So we discussed first: "What do NLP and shamanism have in common?"

All participants agreed, that in NLP and Shamanism, we have to be connected with our intuition and the wisdom and knowledge of our heart. It is the basic if we want to accompany the client in his map of the world.

The idea of accompanying a client instead of advising him is another important point we all agreed to. In both (NLP and shamanism) it is important to pick up the change willing person in his map of the world and accompany him to the next step of his changing process. Therefore we, as trainers, healers, coaches or shamans we always ask for permission. On the other side, the client has to ask for help or support. So both sides have an agreement to respect each other.

NLP and shamanism know the effect of anchoring and both are setting and solving anchors in their working sessions.

And what are our deepest anchors, our believes. In shamanism believes are often called contracts. Some contracts we have with our family, some we choose by ourselves, because we think they are

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important for our life and others we have deep in our subconscious. These are core beliefs or core contracts. NLP and shamanism find it important to change negative beliefs or contracts, in the conscious and subconscious, and to create new, positive beliefs in the present. Both use the model of the timeline for changing processes in behavior, beliefs or identity.

And both create changing processes in trance.

As well as in shamanism, in NLP the clients get tasks to do or to concentrate on, at home. These tasks can involve all 5 perceptions (VAKOG).

Also, the idea that people could be influenced by a trauma, that they had a short or long time ago is a map that NLP and shamanism have in common.

And one of the important items is: NLP and shamanism believe that a changing process could be short and is always possible.

So in the reflection, we said: "We are all trainer and shamans and our work is magical!"

NLP & Shamanism in common:

- Accompany instead of advising
- NLP & shamanism use intuition and the wisdom of the heart
- Asking for permission
- Respect for each other
- Share maps
- Beliefs are contracts
- Core beliefs are contracts you have completed with yourself
- The idea of having a timeline of one or more lives and that you can use your timeline for a changing process
- To set and to solve anchors on the timeline

- Change behavior or beliefs on the timeline
- Both working with trance
- Work with all perceptions
- Having a trauma
- Task for the client
- Short changing processes
- This list reflects only our open space session of 30 minutes ☺

Our next step in the discussion leads us to the different points of NLP and shamanism:

Working with NLP models/ techniques the client is always an active part of the process. S/he is involved by talking and thinking, for example, about old or new feelings or about new ideas. In shamanic rituals it could be that the coach, as a healer makes a journey for the client, meanwhile the client is quiet and inactive in the room or even outside the room. (for example: Healing journey, to get back a part of the client's soul that he lost in a trauma, in a former life)

Also there are a lot of rituals, for example sweat lodge or mind expanding drugs we do not use in NLP.

In NLP we are concentrated on the mind, therefore in shamanism the work with the physical body could also be a great part of the changing process.

To touch a person could also be a part of the process, meanwhile in the European countries to touch a person is not a necessary part of NLP Techniques.

In the last minutes that were left in our open space process, we talked about "Where do we use parts or rituals of shamanism in NLP?" One of the best-known rituals coming from shamanism is the fast phobia model. I myself know this technique as a shamanic ritual from the

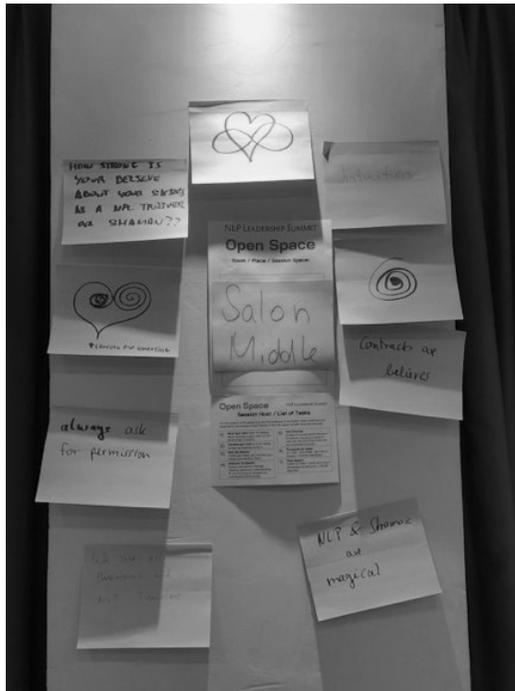
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Hawaiian shamanism, taught by Serge Kahili King (Book: Instant Healing).

Every NLP Practitioner knows and uses this NLP technique fast phobia, but often not knowing that it is also part of a shamanism ritual. Some breathing techniques we use in NLP are also rituals in shamanism for healing, concentration or meditation.

There would be a lot more to say, but our open space time finished, so in summary we said:

- NLP and Shamanism are magical!
- Intuition, emotional intelligence and spiritual intelligence are part of NLP and shamanism and very important to be used and this belief accompanies us to the spiritual world and work of the 4th generation NLP. But this will be another chapter we will have to open.



NLP Growth in the Mindfulness Area

Nandana Nielsen and Karl Nielsen

We think NLP has a huge potential for very much more growth and use in new areas. In this way Robert Dilts opened the doors e.g. with the Heroes Journey¹, Dr. Lucas Derks with Social Panorama², Prof. Dr. Christian Hanisch with EmotionSync³ and many other NLP Master Trainers have developed new NLP applications in new areas for the further growth of NLP.

In Alicante at the NLP Leadership Summit in January 2020 we discussed the further growth of NLP with many participants there and explained our contribution of applying NLP in the area of Mindfulness.

NLP has great tools to intensify the usual standard mindfulness training content. Mindfulness and NLP both deal with improving: health and enjoyment of life, understanding and listening to your body, inner peace of mind, to be connected with your true self, living from your source, to enjoy the advantages of being in the here and now, focusing your awareness on the present moment without judging, and to cope with stress in daily life.

The Demand for Mindfulness

Research on the effectiveness of mindfulness has been highly compelling⁴. There is a huge demand for mindfulness in schools, companies, and in all areas of life. NLP and mindfulness enrich each other. NLP connects stronger to its roots and core competencies by including Mindfulness and Mindfulness becomes much more

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intensive and effective with NLP. For this new approach of NLP based Mindfulness we founded on 11 December 2018 our new association: “Institutes for Mindfulness Evolving (In-Me)”⁵

The most famous Mindfulness training is the Mindfulness Based Stress Reduction (MBSR) from Jon Kabat-Zinn (1990). It is about mastering your thoughts and emotions. It uses Meditation and Yoga for improving health, happiness, success... The roots of MBSR are part of the wisdom of 2.500 years old Buddhism. MBSR trainings have significant effects on: Aging, Stress, Brain areas, Clinical Disorders, Eating & Obesity, Emotions, Immune System, Mental Health, Pain, Addiction, Pediatric Health, Work Health...

Mindfulness Based Cognitive Therapy (MBCT) started in 2000 and built on MBSR from Kabat-Zinn. It is a revolution in Behavioral Therapy.

The Mindfulness in Schools Program (MiSP) started in 2009 and built on MBSR. There are already 3.000+ trained teachers worldwide⁶. In England, in 370 schools, Mindfulness is now a subject like mathematics or history.

Google started Mindfulness Trainings in 2007 through “Search Inside Yourself” (SIY). They have already trained 50.000+ people in 150+ cities in 50+ countries. In one edition of their book for this training they write in the subtitle: “The Unexpected Path to achieving Success, Happiness (and World Peace)”.

An NLP Approach

Our new approach of “NLP based Mindfulness” builds on MBSR and adds the expertise of NLP (IN) and Coaching (ICI) for more intensity, fun, and joy with e.g.: NLP Milton Modell (hypnosis), NLP Submodalities (VAK), NLP 1.2.3. Position (dissociation), Mindful Coaching (how to find solutions), Historic dimension (Prof. Clare

Graves), Heroes Journey in the way Robert Dilts introduced this in NLP and Coaching.

Our aims with our new NLP based Mindfulness programs are typical for Mindfulness trainings:

- Development of inner freedom and happiness
- Awareness of thoughts, feelings, perceptions and behavior
- Dealing positively with ANTs (Automatic Negative Thoughts)
- Treating yourself and others with loving awareness
- Being in contact with your heart
- Friendship between conscious and unconscious
- Mindfulness for feeling calm, achieving divine flow, feeling compassion, increasing peak performance, decreasing pain.

We use every day in our NLP based Mindfulness trainings:

- relevant guided trance phantasy journeys
- refreshing yoga style body exercises
- mindfulness listening to each other in the group without judging
- Gratefulness/Forgivingness/Empathy... exercises
- meditative breathing exercises

To elaborate, we have proposed five levels of Mindfulness/NLP training:

- Our first level, “Mindfulness Intensive, In-Me”, has at least 30 hours in at least 4 days plus 8 weeks homework of about 1 hour. This is orientated on the Classic MBSR Eight-Week Program where the group meets for 2,5 hours every week for 8 weeks and on one day for 6 hours and everybody has for every day homework for about 30 to 60 minutes. We add to

the standard content of breathing, yoga, guided phantasy and meditation in the first day the smart NLP goals technique for exploring the outcome benefits for this training, in the second day the rich wisdom of NLP body language for exploring what the body wants to tell each participant, in the third day the fundamental NLP Meta Model for dealing with ANTs (Automatic Negative Thoughts) and in the fourth day the highly effective NLP New Behavior Generator for stabilizing the new designed everyday practice for the optimal outcome. It is Mindfulness intensified through NLP goals, NLP body language, NLP Meta Model and NLP New Behavior Generator.

- Our second level, "Mindfulness Practitioner, In-Me", consists of at least 90 hours in 12 days (60 hrs./8 days + the entrance qualification "Mindfulness Intensive, In-Me"). It is advanced Mindfulness, intensified by the Human Development Stages (HDS) of growing intelligence referring to Prof. Dr. Clare Graves. The Intelligence areas of the first 7 stages are: 1 Body, 2 Spiritual, 3 Emotional, 4 Rational, 5 Creative, 6 Social, 7 Mindful. For us this is as well part of NLP, for the International Association of NLP Institutes has the developmental system of Prof. Dr. Clare Graves in its curriculum for "NLP Trainer, IN". This second level includes as well the standard Mindfulness content of breathing, yoga, guided phantasy and meditation.
- Our third level, "Mindfulness Master, In-Me", consists of 180 hours in 24 days (90 hrs./12 days + the entrance qualification "Mindfulness Practitioner, In-Me"). It is advanced Mindfulness, intensified by the Hero's Journey: 1 Call, 2 Refusal, 3 Crossing, 4 Guardians, 5 Demons, 6 Inner Self, 7 Transformation, 8 Home. This third level includes as well the standard Mindfulness content of breathing, yoga, guided phantasy and meditation.

- Our fourth level, "Mindfulness Coach, In-Me", consists of at least 210 hours in 28 days (120 hrs./16 days + the entrance qualification "Mindfulness Practitioner, In-Me"). It is about how to coach with Mindfulness.
- Our fifth level, "Mindfulness Trainer, In-Me", consists of at least 430 hours in 58 days (130 hrs./18 days + the entrance qualifications "Mindfulness Master, In-Me" and "Mindfulness Coach, In-Me"). A 130 hours in 18 days "NLP Trainer, IN" training can be accepted as comparable to a "Mindfulness Trainer, In-Me" training. It is about how to teach Mindfulness.

We think the world needs more mindfulness in the way people treat themselves and others, for more harmony, peace, and mutual understanding.

Integrating NLP in Mindfulness has as well the potential to open new doors for NLP in business and in education.

Recommended Reading

- Jon Kabat-Zinn (1990) Full Catastrophe Living: How to cope with stress, pain and illness using mindfulness meditation
- Chade-Meng Tan (2012) Search Inside Yourself: The unexpected path to achieving success, happiness and world peace

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- 6) <https://mindfulnessinschools.org>

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A Reflection

Karen and Kash Falconer

We have been a part of many, many teams...sports, business, families and friends...all of them constitute “teams” in our map of the world. We have played a part in all of them from small to large even if we were silent at various times! ...And we have also had various roles in the teams ranging from villain or agent provocateur to arbitrator, pacifier or leader and everything in between.

wet is with this experience, knowledge and these feelings that we have reflected on the Summit in Alicante...

The Summit in 2018 was...interesting...

in 2018, we both had conscious bias that we were aware of before and during our attendance...and we had unconscious bias that we became after the event. we felt a certain unease and apprehension from others (not all!) and perhaps even a lack of direction, a lack of belonging and perhaps even mistrust of motives...

When the time came to travel to the 2020 Summit, we felt concerned and uneasy and also excited to be in Spain and make some new friends...a real mixture of emotions.

The first session dispersed many of those less than positive feelings. Some familiar faces, smiling and welcoming, some names-to-faces, also smiling and welcoming and a number of new faces...grinning, eager and welcoming...a great start! The intentions for the 2 days were explained and the teams moved into discussion groups fluidly and we sensed a new energy and a new sense of togetherness...

Ueli Fricksnecht framed it perfectly for us... Butterflies and Bees... The butterfly explanation was: "Even if you're in your hotel room or on the beach, you're still part of the team or discussion...you can join when you like and leave when you like...you have permission..." The bee could flit from discussion-to-discussion, taking nectar when it needed (listening) and then moving on... The bee could also move between groups and might take some perspectives and learnings from one group to another (as the bee would cross-pollenate the plants it alighted on...).

So our days were taken up with movement and constant flow and no Fear Of Missing Out (FOMO) because we had permission to not be physically present if we chose to and still remain an integral part of the group! The evenings were filled with good company and focused discussions with whoever was part of the group or with a group that we had chosen to be with. We listened, we learned, we extended our maps and ourselves and we forged new friendships and stronger bonds and it felt right to be there...

There were still areas of contention and disagreement...and we felt that most of it was handled with dignity and respect. Being with a group full of successful, strong and perceptive people, it was natural to hold opinions and hold to maps, values and beliefs...and as we are shown in our NLP training, we can have different opinions from others and we can respect their map of the world, extend our own and hold our boundaries where we choose to.

It was the energy that we felt that was different...or was it us that was different? The discussion topics we were involved with were diverse...Ethical practice, Climate Crisis, Global Body, NLP in Business, Research in NLP, the NLP Conference...and whilst there were strong opinions, the intentions were positive even if our position in relation to those intentions was different or unaligned.

So, the bees and the butterflies fluttered and flitted and we found those people of like-mind and common purpose to connect with. Planning, advice, guidance, revelation, understanding, clarity, harmony, intuition, negotiation, visualisation, realisation...and even more! People gave when asked to give, listened when asked to listen and a strong bond of truly collaborative alliances were forged from which, we believe, will come progress for our field, our business and even greater understanding of our common direction and goals. An impressive result when we were initially apprehensive of the whole event!

Heraclitus (c535 BC – c475 BC) is credited with saying “No-one ever steps in the same river twice, for it is not the same river and they are not the same person...”. In this sense, although we went to the Summit for the second time, it was not the same Summit...and we were not the same people...

Many things about us had changed and the Summit was attended by people who had also changed in the two years since they last attended...how could it possibly be the same Summit?

We feel that our outcomes of this Summit will be positive and fruitful. We know we gained a great deal of new knowledge and that we strengthened connections and we are grateful to all those who gave us something of themselves... we hope that we, as bees and butterflies, also made a contribution to the knowledge of others. We know that we gained insight and learning... and we hope that the team bonds that formed each day and each minute will continue to develop, grow or condense as necessary and continue to have a positive energy to take out into the world where we are.

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With Love from the River!

Nick LeForce

If our hearts were not bottomless, how could we ever hold the river of love. If our spirits were not light, how could we ever see the grace in our faults. For we will trample over each other in our blind pursuit of desire or in the foolish march of our lives.

Only sacred space can hold these threads together or heal the rift in our failure of worldly love. But what we can do with a purity of intent, if we put our willing hearts together, is nothing less than astonishing.

I, for one, want to be the part of something beautiful; and if we stumble and fall in the growing of our wings, it is only because we are human and we are still learning how to see each other across the great divide.

This much I know for sure, the river is wide enough and great enough to carry us all to some destination we have yet to conceive and that will lift us all beyond our wildest imagination.

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PART FOUR

SWIMMING HEALTHY WATERS

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Reflections: Healthy Thinking

Rachel Hott

Day 1 January 10, 2020.

(Day 2 there was a second Healthy Thinking group discussion)

Jaap Hollander facilitated this topic, I, Rachel Hott, recorded and Robbie Steinhouse was time keeper. The participants were (or at least signed the list), Tam Johnson, Anneke Meyer, Noella Janen, Helen Oakwater, Ueli Frischkenecht, Ludger Brumming, Catalin Z, Brigit Bades, Isabelle Loire and Jean-Luc Ronsempes.

As we sat together Jaap identified this group as in the process of "Action Research." He asked someone to video (with permission of the group) and we began the discussion of what is a good mindset, what and how do you know that you are a healthy thinker. As we went around the table most of us shared a strategy of how we created healthy thinking either for ourselves or others.

A consistent theme was that reframing was used for any issue. Many examples were about physical symptoms and how to maintain healthy thinking when dealing with an illness. As the group discussed ways, they have reframed their symptoms. Most people reframed the symptom as a "friend," "signal," "a metaphor," or "some form of message." After it was reframed there was often some form of acceptance and many times the symptom was alleviated.

Another theme that developed was about getting rapport with one's mind and body, and have a relationship with the symptom, whether it would be loving, symbolic or even have a stoic attitude. The essence was to develop rapport with the symptom and then maintain a positive relationship.

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Several people spoke of their own strategies to shift into healthy thinking. I shared that “shifting,” is something I think a lot about when I working with physical pain. I explained that in order to “shift,” I ask myself what is the sensation of comfort, i.e. soft, flowing, open, and then I remind myself that if I feel physical discomfort I can easily and effortlessly shift to those more pleasant sensations.

Other people shared their strategies which often overlapped with the use of metaphor and reframing. Several people shared their own health issues and how they found the communication between their mind and body to be the most important. Someone said (maybe Jean Luc), “change your thinking, change your body.”

The healthy thinking group was supportive of this idea as we agreed that in the NLP community we are exploring and trusting that the openness to exploration which includes meta commenting towards the symptom and then achieving healthy thinking was a very important way to maintain a positive mindset.

I did not attend Day 2, because I was in my “healthy thinking,” and went to another group. I look forward to finding out what more the “Action Research,” group discovered.

Depression: Wake Up from the Disease Paradigm

Lucas Derks

"Then my depression presents itself before I open my eyes, with powerless grief."

Many people know exactly what made them depressed. For example, they lost their child or loved one, or were maltreated, convicted, fired, or lost their vitality, fertility, beauty, identity, creed, mother country or wealth. Or, because in every nature documentary, on the TV news or in the newspaper, they see the earth being destroyed, and therefore they know that they are suffering from an *eco-depression*. Many others don't know. They find everything pointless, too cumbersome, know no joy, neglect themselves and are considering suicide. As a result, they lose their friends and become isolated. When these people see their family doctor or psychiatrist, the search for a customized cocktail of pills begins, because they fit exactly into the *depression-is-a-disease model*.

The main government- and pharma-sponsored depression research focuses on depression as a *physical or brain disease*. This is the vision in which medical science feels most at home and where it can apply its high-tech. From this perspective, these researchers accordingly find affirmative data. Hence, fMRI scans, for example, reveal that certain parts of the brain are less active in depressed patients. Researchers then conclude that it is an *activation disorder* and that the brain must be stimulated electrically (tACS, transcranial Alternating Current Stimulation). Or one measures a decrease or increase of certain enzymes, hormones or neurotransmitters in depressive brains; therefore, these substances must be boosted or inhibited. Or

one sees a similarity with the erythrocyte sedimentation rate in case of infections. So it seems to be an *inflammatory disease* and anti-inflammatory drugs are tried. Because people with depression, on average, eat more unhealthily and exercise less than so-called healthy people, they should be brought to better nutrition and exercise. From the *disease paradigm* one comes to more surprising remedies: from sleep deprivation, giving party drugs (ketamine) and ritual drugs (Ayasca) to electroshocks (ECS). The confusing thing here is that most treatments have a certain degree of positive effect, which is why people like to believe that they are on the right track with the *disease model*. However, definitive evidence is still lacking, so every study ends with the conclusion that more research is urgently needed, because depression threatens to become an epidemic.

In the 1980s, NLPers noticed that their depressed clients mainly displayed K(kinaesthetic) and AD(auditory digital) eye access signals and only few Vc (visual construct) signals. And they also used heavy, dark, static and wearisome metaphors for their current condition: "In the dark I try to crawl up with leaden legs out of an ever-deepening pit". In the same way as Solution Focused Therapists and other cognitive therapists (CBT, REBT, ACT and schema therapy), NLPers found that depressed people often hold pessimistic and impotent beliefs and often repeat them with their inner voices. And that they have lost their sunny future: on their future timeline nothing attractive is waiting for them. Psychotherapy that focuses on negative cognitions and the construction of a future perspective, often has a fairly positive effect, though it often seems that something essential is forgotten after all. But what can that be?

Well, three times in my life I was 'lucky' to be depressed without knowing the cause. Besides, I am also versed in NLP. This allowed me to analyze my depressive experience. For example, during my second depression I had the strong sense, that I could look at the most beautiful landscapes without experiencing a feeling of joy or beauty. However, I was also able to model how my depressions passed.

Twice they dissolved, after I had opened myself completely (before going to sleep) to what was wrong with me. To my unconscious I repeatedly said at the pace of my breathing, "What's wrong? Let it come..." Both times, answers came a shortly after promptly to me in the form of voices that spoke clear, unequivocal messages: "Stop doing... all the time. Start doing ... much more." After accepting, converting and implementing these insights, my mood changed radically.

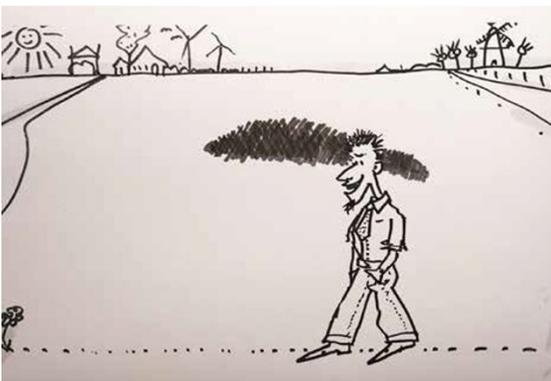
That second time I was camping all by myself in the Pyrenees. When I had allowed the answers to penetrate deep down in me, a feeling of pain in my bowels turned into an almost euphoric experience. You could rightly call it a spiritual experience. Subsequently I experienced with unprecedented clarity the shades of colour in the environment in the here and now. In both cases I was able to convert the answers that emerged from my inner self into different behaviour, after which the depressions were over. I felt like a feather in the sun again.

At the beginning of my third depression, which lasted at least three years, I had been working on the subject of *mental space* for quite some time. So, when one day I was waking up very gradually, but in a sad mood, I had the presence of mind to explore my mental space. And yes, there it was! I stumbled upon a dark cloud that undoubtedly was related to my depressive feelings, and that floated half a meter to the right of my head.

In my mind I now hear medically trained voices questioning the seriousness of my depressions: 'If they pass so easily, they weren't real depressions.' For a serious, clinical depression, is a brain disease. Actually, the only remedies for it are heavy antidepressants or electroshock. However, hearing critical voices is much more indicative of schizophrenia! Have you considered Truxal, Fluanxol or Anatensol?'

You will always see that, when you are struggling with a certain theme (such as depression), a client with similar complaints turns up on your doorstep. And after that, a few more, i.e. study material enough. If you believe in something, you will always find it,' my inner skeptics immediately shouted, 'self-fulfilling prophecy!' So, it was with suspicion that I discovered that my depression clients all had dark things in their mental space. Dark clouds, veils, walls, beams, stones and creatures. Things that often obscured their view of the future and took the colour out of their lives. Things that weighed heavily and that they strenuously dragged along with them. Dark things that, with the disappearance of the depression, also seemed to disappear. With the right combination of steps this disappearing trick succeeded more and more often.

Particularly in Germany I heard that as a non-medical practitioner you are not allowed to treat depression, because depression there has the status of a *brain disease*. So, treating depression as a non-medical practitioner is *unauthorized practice of medicine*. Could it be that in Germany solving my own depression was already illegal? But, of course, everyone is allowed to ask people about the experience of their complaints: What is your depression strategy? What is the positive intention? And of course, is there anything dark somewhere? It seems that people in Mental Health Services often keep asking until they get to, for example, page 168 of the DSM-5: *Persistent Depressive Disorder*.



Another problem with the diagnosis of depression is that it is based on a list of symptoms, which, however, are not at all exclusive to this one clinical picture. The same symptoms occur with other problems,

and also with discomforts that do have a clear physiological origin (such as hormonal fluctuations). This is called *endogenous depression* in contrast to *psychogenic depression*. But body and mind are, as NLP-people assume, a cybernetic unit, so this distinction is not always so exclusive. So, I was wondering whether those dark areas in mental space could provide more decisive information? Do *psychogenic depressions* have dark elements while *endogenous depressions* don't? That calls for research! Besides my experience with myself, colleagues and clients, I noticed that everyone who talked about his/her depression on TV or elsewhere in the media, was always talking about dark, gloomy, black and tired. Was I so biased that I saw black everywhere? And had I become blind to bright, sunny and colourful depressions?

From my own depression experiences, my observations as a therapist and from literature, it was beyond a shadow of doubt to me that people, without realizing it, can think away unsolvable, unmanageable things, *repress* them. And that when you have been doing something like that for a long time, it can lead to depression, because the process of suppressing certain thoughts exhausts the (frontal) brain, with nightly brooding, irritation, memory problems and concentration disturbances as immediate consequences.

In the behavioural therapy of the 60s and in what therapies emerged afterwards, the concept of repression is usually lacking. This was due to a kind of censorship, a consequence of the broad criticism of Sigmund Freud's psychoanalysis, in which repression was very important. Only after Jerome Singer reinstated repression in the 1990s did academic psychologists no longer have to repress repression. Apart from academic psychology, many psychotherapists have always worked with it. In classical NLP literature the concept of repression does not occur. All the same, this 'thinking away' seems to be a reality and an important cause of depressive complaints.

After diligent experimentation, I came to the preliminary conclusion that the observed dark areas in mental space, such as my own dark cloud, are a side effect of active repression.

For the NLP practice this means:

1. When clients complain about sad feelings, sleep problems, waking up listlessly, lack of concentration, no interest in fun things, lack of energy, weight loss or increase, inability to make plans, coupled with attempts to cheer up or tranquillize oneself through drugs or alcohol, we conclude 'depression', just like most social workers do.
2. When the client is able to indicate why, i.e. what the cause is, we can immediately consider trauma treatment, working with guilt, shame, or mourning or helping to create a better future perspective. Because every form of depression lacks a bright future. Often the personal timeline is very short, blocked, crooked or black. In practice, methods such as NLP, Cognitive Behavioural Therapy, Acceptance and Commitment Therapy and Solution Focused Therapy can help.
3. However, when the client is unable to indicate a cause, the steps described below may be useful. Actually, it is an Old School NLP approach, which starts with the New School exploration of mental space.

Working with depression without a known cause

Most people who have ever repressed something have not done so in one fell swoop, but the process has proceeded gradually. They have repeatedly come up against a life problem they can't manage and subsequently got stuck on it every time. One can think of problems such as finding out that because of your dyslexia you can never do the work you actually want to do (being a novelist). Or you discover that acne has permanently destroyed your facial skin (you can't be a photo model). At the age of sixteen you become pregnant and you see your whole future disappear behind a fat belly (you won't be a

professor of archaeology). Your parents get divorced, no matter what you try to keep them together (you have failed as a child).

In short, it can be anything, but the biggest common denominator is that you believe you can't change anything, and usually you also believe that no one in the world can. Maybe the best advice you get is: learn to live with it. Then you're going to try to accept it and efface the problematic stuff from your mind. After a while this goes automatically: you've successfully repressed your problem. Anything that reminds you of it becomes a *trigger* to spark off the repression mechanism. As a result, you're not consciously paying attention to it anymore, you're not aware of it anymore; but also, you don't remember it anymore.

Stealthily the symptoms of depression begin to appear in your life. First a little, later more, and then as a matter of course: you get used to it and you count on it. And it can very well be that you don't see the connection with where it comes from, thanks to a perfect repression.

After that it's just a matter of time. Then, usually on an evil day, which is actually a very good day, you conclude that something is wrong with you. But what? Some people take a few years to get help. And then it depends on whether the caregiver uses the "depression is a physical disease, a brain disease" model or on the other hand believes in black clouds and does the following:

1. Ask the client to evoke his/her sadness.
2. Have the client indicate where in his/her mental space there are dark areas associated with this sadness.
3. Suggest that the sun shines on the dark areas (like on the beach).
4. Suggest shifting the dark areas to the center of attention (50cm in front of the eyes).
5. When the client indicates that the dark areas have become 50% lighter and smaller, it is time for the next question: What have you ever given up in your life because you discovered that you

would never reach, learn, be, get, or experience it? Or what valuable things have you ever lost? What important value or conviction have you ever been compelled to let go of? So, what is it that hides behind the dark areas?

6. Help the client determine the age at which this abandonment happened in his life.
7. Help the client translate the answer to point 5 (the thing that was given up) into an ability that would have made the lack of the answer to point 5 manageable. What should someone be able to do in order to deal with this?
8. Because the life themes that cause people to become depressed are often very difficult to deal with, we must also give unrealistic, superhuman abilities a chance (e.g. "to let go of everything", "to forgive myself and everyone", "universal love", "to be there completely"). In this context, we must also consider spiritual resources. Find these by asking for them: What was the most beautiful experience of your life? And then: What was the emotional quality in that most beautiful experience that made it so special? Next, the client evokes a very intense example of this, which can then be used as a resource against depression.
9. Usually, as soon as the client has described the necessary ability, we look for a role model that has this skill and uses it effectively. Again, we are particularly open to superhuman, supernatural, spiritual beings.
10. As soon as a model example has been found, the client will visualize it in detail, until a very good and clear image of this ability is created.
11. The client then changes the role model into himself and now visualizes himself as someone who has the ability.
12. When the client sees himself performing the ability satisfactorily (dissociated), he can take the image of himself and step into it and feel what it is like to be able to use the ability (associated).

13. Then the client visualizes his/her younger self, prior to the age of point 6.
14. The client mentally transfers the ability to his/her younger self.
15. The client steps into his/her younger self and experiences having the ability as his/her younger self.
16. The client, being associated in his/her younger self, steps into the age before the age of point 6, perhaps on the timeline (lifeline).
17. The client grows up again in his/her imagination and uses the newly acquired skill wherever it was needed.
18. As soon as the client has arrived back in himself/herself, in the here and now, we can test the effect. To do this, we ask the client to evoke once more his/her sad, depressive feeling. We can also ask where the dark areas are now. We use this feedback when searching for other resources.
19. When testing the ecology, the main question is whether the client can actually live without depression.

Conclusion

Change personal history on the timeline, in combination with the new behaviour generator, helps to activate the missing abilities and retroactively implement them in a person's life. This is Old School for most NLPers and they can work with it flexibly. Therefore, the novelty of the approach described above is only the search for dark areas in mental space. In addition, changing the sub-modalities of the dark areas is the method that provides access to the repressed and abandoned stuff. Question 5 is the key to being able to identify the missing abilities. The recurrent observation while using this method is that once the abilities are implemented in life, the feelings of depression lose their effect.

Clients are often no longer able to recall the feelings in all their former intensity and usually only report small remains of the dark areas. The NLP-people who use this method report so much success that it

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seemed worthwhile to start a study into its effectiveness, scope and applicability. Should this approach ever get into the mainstream mental health care, we might witness that the model of depression as a disease is transformed into 'intrusions of the dark type into mental space'.

Psychoneuroimmunology

Robert Dilts

Psychoneuroimmunology is an evolving field which explores how our *psychological condition* and *neurological processes* effect the functioning of our *immune systems*. The basic premise of psychoneuroimmunology is that psychological factors influence the functioning of various aspects of our nervous systems, which in turn affect our immune systems to some degree.

Psychological factors → *Neurological responses* → *Immunological consequences*

Since its beginnings in the early 1980s, the field of psychoneuroimmunology has produced a number of breakthroughs in our understanding of how the brain and the immune system interact. Stress and emotional responses, for instance, have long been known to change chemical levels in the bloodstream that effect the functioning of the immune system. But immune cells have also been shown to respond directly to the same chemicals our brain and nerve cells use to communicate with each other.

An increasing number of physiological findings support the concept of a direct relationship between central nervous system reactions and immune system response (Ballieux, 1988). There is a well-documented relationship between the endocrine system (hormone producing glands) and the immune system. Cortical steroids (a group of hormones), for instance, have been used to suppress the immune system response after the transplantation of new organs or tissues. It has now been shown that lymphocytes (white blood cells) carry molecular structures on the outside of the cell that serve as receptors for cortical steroids. Furthermore, it has been shown that

hormones produced in the brain, the so-called endorphins, influence the production of anti-bodies. A second way in which the central nervous system influences the immune response is through the peripheral nervous system. Recently discovered anatomical connections show how this system innervates the lymphoid glands and other structures in the body where lymphoid cells are produced and developed.

According to the findings from the field of psychoneuroimmunology, the pathway between “mind” and “body” can be conceptualized as a five-step process:

- 1) Perception of an external situation or stimulus (e.g., a stressful event).
- 2) Autonomous nervous system reaction.
- 3) Biochemical and physiological changes.
- 4) Immune system reaction.
- 5) Health consequences.

As an example, in experiments where animals are subjected to stressful situations (for instance unavoidable electrical shock or disturbance of the night/day rhythm) the animals show a suppression of their immune responses. Interestingly, however, animal researchers report that stressful situations that seem to involve an element of ‘newness’ or ‘excitement’ may actually enhance the immune response. This raises an important issue relating to strategies for coping with stressful situations. How can one psychologically frame, evaluate and respond to stressful situations, for instance, in such a way that they generate minimal or even beneficial autonomic and immune reactions?

The notion of psychoneuroimmunology proposes that psychological techniques can be used to directly stimulate and influence immune responses. It has been shown that with hypnosis, a purely

psychological intervention, the immune system can be influenced (Hall, 1983). Through hypnosis, allergic responses and the Mantoux reaction may be inhibited, while dermatological conditions may be dramatically improved.

Other research has shown that immune reactions can even be conditioned in guinea pigs using a procedure similar to that which Pavlov used in his experiments with his dogs (Russell, Dark, et al, 1984). The researchers put the smell of peppermint into the guinea pigs' cages and then injected them with a substance that would naturally produce an active immune reaction. After repeating this five times over a short period of time, the researcher put the peppermint smell in the cage but did not inject the noxious substance. When they checked the blood of the guinea pigs, however, they found that their immune systems were responding in the same manner as if they had been injected.

In another study (Gorczyński, 1983), mice were given several skin grafts from other mice, and their immune reactions to the grafts were measured. Then the mice were given a "sham" graft in that they were prepared for grafting surgery, but no operation was actually performed. When their immune systems were tested, it was discovered that the mice were producing the same immune reaction to their own skin that they had shown in response to foreign skin grafted from other mice.

Other studies (Ader & Cohen, 1981) demonstrated that rats could be conditioned to suppress immune responses. In a study that was initially intended to be a simple discrimination experiment, rats were given a red colored, sweet flavored water. Initially, the water was tainted with a substance that made the rats ill by suppressing their immune responses. The researchers measured how long it took the rats to figure out that their illness was being caused by what was in the water, and cease to drink it. The researchers then stopped tainting the water and measured how long it took the rats to determine the

water was again safe to drink. At a certain point in the study, the researchers noticed that many of the rats were dying at a very early age, even though they were drinking water that was perfectly safe. When they measured the immune system functioning of the rats, however, they discovered that it was dramatically suppressed, especially after the rats drank the water. Through the process of conditioning, they were suppressing their own immune responses, to the point of their own destruction.

It has also been documented that human patients with multiple personalities will have allergic responses in one personality and not in another. An even more dramatic example is that of a woman, admitted to a hospital for diabetes, who “baffled her physicians by showing no symptoms of the disorder at times when one personality, who was not diabetic, was dominant. . . .” (Goleman, 1985).

It appears that, in the same way that we learn and acquire emotional responses, our bodies learn and acquire immune responses. The fact that such deadly illnesses as small pox and polio have been virtually wiped off the face of the earth is a testament to the fact that our immune systems can learn. A conclusion of the studies cited above is that psychological factors do play an important role in the functioning of our immune system and its ability to acquire new responses, and therefore in addressing illness and in the maintenance of health and vitality. The placebo effect is probably the most widespread example of this. Placebos work by building a positive psychological “response expectancy” which can, in turn, affect immune reactions.

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Using NLP and Psychoneuroimmunology to Boost Immune Response

Robert Dilts

NLP has developed a number of techniques based on the discoveries of psychoneuroimmunology. The Allergy Process I developed, for example, uses the psychological process of disassociation and finding counter-examples to help shift the reaction of the autonomic nervous system to stimuli which usually trigger an allergic reaction. This results in the reconditioning of the immune response to the allergen.

NLP has developed a number of methods, such as the use of visualization, submodalities, and verbal affirmations for healing, that help to establish a positive 'response expectancy', which can influence immune functioning. NLP techniques such as Futurepacing, the New Behavior Generator, the Submodality Swish, Logical Level Alignment, and the Belief Installation Procedure are different techniques which help to increase outcome expectancy, and condition appropriate immune system reactions. All of these formats operate by helping people to build a richer, multi-sensory mental map of future actions and desired states.

Other NLP techniques help people to change limiting beliefs and expectations that can suppress the immune system by creating states of stress or by producing "negative response expectancy" (similar to the rats that drank the red colored, sweet flavored water). Techniques such as Conflict Integration, Reimprinting, the Belief Change Cycle, Belief Outframing and Sleight of Mouth are all examples of processes

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which can influence immune system functioning by altering or updating beliefs.

Here is a basic process for using NLP to bolster your immune response.

NLP Immune System Boosting Technique

1. Enter into a **dissociated state** in which you are observing yourself as you are now.

“Lean back comfortably and tilt your head and eyes upward. Imagine yourself floating back above yourself and looking down on yourself as if you were in the projection booth of a movie theater looking at yourself sitting in the audience.”

2. Establish your **desired state**.

On the movie screen in front of you, see yourself being the “vital and healthy you” with the resources to move through any health challenges. Visualize the “vital and healthy you” responding appropriately and resourcefully in key contexts and situations that you may encounter in the coming hours, days and months.

3. Identify and anchor for **reference experiences for a strong immune system** such as:

- a. Times when you healed quickly and easily from a cut, injury, illness or infection.
- b. Times when you avoided getting an illness or infection that others had around you.
- c. Times when you felt vital and healthy for an extended period.
- d. Things that may be “toxic” to others but that do not bother you (e.g., perfumes, gasoline, cigarette smoke, etc.)

Put yourself into each of these reference experiences – see what you saw, hear what you heard and especially feel what you felt. What were the key inner experiences and sensations associated with the sense of being vital, healthy and having a strong immune system?

Decide which anchor or association you want to use to remind you of those reference experiences—either a mental picture, a word, a gesture or an object.

Put yourself again into the resourceful reference experience. When the feeling is strong, connect it to your anchor (recall the mental picture or word, make the gesture or hold the object).

The more you repeat the use of this anchor, the more automatically you'll experience the resources you've associated with it.

4. Mentally rehearse the experience of having a bolstered immune system.

Using your anchor, visualize again the “vital and healthy you” responding appropriately and resourcefully in the key contexts and situations that you may encounter in the coming hours, days and months. Put yourself into the picture and live what you have visualized, seeing what you see, hearing what you hear and feeling what you feel. Memorize the sensations of having a bolstered immune system and being the “vital and healthy you.”

Repeat this process until you feel that is automatic and “in your muscle.” It is a powerful way to create a resourceful response expectancy that can improve your health and potentially save your life.

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PART FIVE

SAILING SHIPS THAT VOYAGE HOME

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Taking the Fellowship of Elders Back Home

Robert Dilts and Ian McDermott

A major goal for the third day of the 2020 NLP Leadership Summit was “taking the Fellowship of Elders back home.” This meant reflecting on such questions as:

- *What do you see as the next things for us to do to take NLP to the next level? What will this entail? What ideas do you have for doing this?*
- *What difference will this NLP Leadership Summit make for you back home? What can we do to make it more transformative?*
- *What additional ideas do you have for continuing the spirit of fellowship during the time prior to us meeting again?*

Given the work that we (Ian and Robert) have been doing on Intentional Fellowship for the past decade, we wanted to support Leadership Summit members to explore these questions (especially the last one) by sharing some of the principles and practices that we have developed for fostering the spirit of fellowship.

We have been creating together for over 25 years. While we have created public programs and run them together sometimes, much of our work goes on behind the scenes. And it is behind the scenes that we have developed a way of working which is personally rewarding, spiritually uplifting and commercially profitable. It is based upon a unique form of collaborative conversation as a fundamental foundation for life and professional success. We call this way of working and interacting “intentional fellowship.” It’s sufficiently

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important to us that, travel and training permitting, we speak most weeks and have done so for years.

Our concept of fellowship is that it is a type of generative collaboration that comes from sharing a higher purpose that simultaneously enriches us as individuals. One prototypic example of this is Tolkien's *The Fellowship of the Ring*, in which an unlikely group of quite diverse individuals undertake a complex and dangerous journey together in order to save the "free races of Middle Earth." Though they are in some ways natural adversaries, their common higher purpose unites them and inspires them to remarkable actions and achievements beyond their previous capabilities. Working together in fellowship, they are able to accomplish things that would have been impossible for any of them to do as individuals.

Fellowship, then, is about helping each other reach a higher purpose by joining with and supporting each other through a number of (generally unpredictable) life situations and challenges. Fellowship is a journey together in service of something beyond ourselves that simultaneously enriches us as individuals. Fellowship provides an "energy rich" relationship that takes us to a game changing level of productive interaction and self-evolution, bringing out the best version of ourselves.

What is Intentional Fellowship?

In contrast with the Fellowship of the Ring, where the individuals are brought together by circumstances beyond their control or design, we believe the process and benefits of fellowship are too important to be a function of mere happenstance. *Intentionality* means being proactive and clear about what matters to us. Constantly clarifying our values and committing to realizing them is the basis of our fellowship.

Intentional Fellowship is the product of a particular mindset and a desire to create something meaningful with others in service of a higher purpose. It is a mindset that can unite people from completely different backgrounds and skill-sets. Some key characteristics of this mindset include:

- 1) Proactivity
- 2) Accountability
- 3) Ability to meet and accept challenges and to face the unknown.
- 4) Being open to invite and work with the contributions of others.

While adopting this mindset often leads to the successful accomplishment of goals, this outer success is always a consequence of a deepening quality of relationship and an inner journey of personal evolution. Some of the key performance indicators of intentional fellowship include being:

- In deep resonance with one another regarding what is most important to you.
- Productive and innovative.
- Evolving and growing – and you know it.
- Rigorous and generous of spirit.
- Energized and enlivened.

Intentionality, then, means being proactive and clear about what matters to us. This involves making sure that, whatever we do, we can answer the following four questions:

“What are we really about and what matters to us?”

“How can we deliver practical benefits that people can use and profit from?”

“How can this ensure they will want to support our vision and what we’re doing?”

“How can we grow through this journey together?”

The Five Disciplines of Intentional Fellowship

Being intentional also means being disciplined about bringing our intention into action. As part of modeling our own intentional fellowship practice, we (Ian and Robert) have identified five key *disciplines of intentional fellowship*:

1. **Connection** – *Making Time*: We speak most weeks and find the ongoing engagement essential to our generativity.
2. **Disclosure** – *Telling the Truth*: We are honest and upfront about what we think and what we feel.
3. **Inclusion** – *Accepting What Is*: There are good days and bad days. We incorporate whatever is happening as a relevant part of our conversation.
4. **Accountability** – *Following Through*: We make what we discuss and decide a priority and put it into action.
5. **Aliveness** – *Living Our Values*: Our conversations are always an expression of who we are and what matters to us.

As part of the concluding afternoon at the Alicante NLP Leadership Summit, we invited participants to break into groups to discuss how we could implement these disciplines to “continue the spirit of fellowship during the time prior to us meeting again.” In particular, we invited people to explore how to preserve and nurture, throughout the next two years, the spirit and energy of fellowship that emerged naturally during our “in person” time together in Alicante. This included the exploration of how the spirit of fellowship could be brought more into in our virtual interactions as well.

One suggestion that emerged was to pick other Leadership Summit group members and be in touch with them for purely relational, as opposed to task oriented, purposes. That is, contacting one another simply to check in and be curious about how we are doing. This seems like an important conversation to continue.

As a means of providing follow up and support for Leadership Summit members to bring more of the spirit of fellowship into our future interactions, we (Ian and Robert) have set up a website: <http://www.intentionalfellowship.com>. We have also been considering starting an Intentional Fellowship MasterMind group. People who are interested can let us know at: hello@intentionalfellowship.com.

Another possibility is we make a special version of our Online Fellowship Program (see <http://www.thefellowshipprogramme.com>) available for Leadership Summit members. Again, please let us know if you are interested at: hello@intentionalfellowship.com.

In Fellowship,

Robert and Ian

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The Ocean Edge

Nick LeForce

In the morning hours,
somewhere between
sunrise and moonset,
while the mind is still
open to wander and
the day still bristles
with possibilities

if you take a moment,
there, on the ocean edge
of your becoming,
to pause and ponder
the miracle of your life,

you will feel a great blessing
wash over your broken heart
and this blessing has
only one tiny requirement:

that you carry it forward
with your own cobbled grace
into each new breaking wave
on the shore.

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The Authors

(In alphabetical order)

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Rita Aleluia



NLP Master Trainer, author and international speaker. Rita is the NLP & Generative Parenting creator. Born in Portugal is married and mother of two gurus. Rita believes that our children are our best teachers and that they are always point us where we can grow.

She has a Communication Science degree and was a journalist for 16 years. For the last 10 years, Rita is studying, investigating and developing new family and parents' strategies, defending the human rights, promoting equality, dignity, inclusion, self-responsibility, congruence and authenticity, creating a global community of generative parents and families. Rita is the ambassador of ANLP for Portugal, NLP University affiliated, and she won the 2019 NLP Award, in Education.

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Ludger Bruening



Dr. Ludger Bruening is a management trainer and business coach, author and lecturer for coaching and self-coaching.

Since 1987, he is working in different fields of adult education. He worked with participants from all levels of hierarchy and all industries. In 2012, he founded Dr. Ludger Brüning Training & Coaching, offering in-house seminars, one-on-one trainings and coaching for executives and professionals in the fields of

communication, leadership skills, personal development and intercultural competence.

He is an examiner at the Academic Evaluation Center (German Embassy Beijing/Shanghai) and a member of the German Forum for value orientation in further education.

Dr. Brüning is a member of the Advisory Board of the European Coaching Association (ECA). He served on the Advisory Boards of the German Association of NLP (DVNLP) and the European Association of NLP (EANLP), as a Vice President of ECA and as a member of the Executive Board of DVNLP.

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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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.

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Robert Dilts



Robert Dilts has a global reputation as a developer, author, coach, trainer and consultant in the fields of Neuro-Linguistic Programming (NLP) and Success Factor Modeling (SFM) and is co-founder of NLP University in Santa Cruz, California. He is also co-founder (with Dr. Stephen Gilligan) of the International Association for Generative Change (IAGC).

Robert worked closely with NLP co-founders John Grinder and Richard Bandler at the time of its creation and also studied personally with *Milton H. Erickson, M.D.*, and *Gregory Bateson*. Robert pioneered the applications of NLP to education, creativity, health, leadership, belief systems and the development of what has become known as “Third Generation NLP”.

Robert has authored more than twenty-five books on a variety of topics relating to personal and professional development including *Changing Belief Systems with NLP*, *Tools of the Spirit*, *From Coach to Awakener*, *NLP II: The Next Generation*, *Sleight of Mouth* and *The Hero’s Journey: A Voyage of Self Discovery* (with Dr. Stephen Gilligan).

Karen & Kash Falconer



Karen Falconer is CEO of ANLP International CIC and the NLP International Conference Ltd. and author of *The NLP Professional*. Karen is a founder member of the

International NLP Research Committee and a member of the NLP Press Editorial Board.

Kash Falconer is Head of Strategy for ANLP International CIC and the NLP International Conference Ltd.

Karen and Kash meet with NLP Trainers and Practitioners regularly to learn from the best and to also ensure that ANLP continues to seek the opinions of the Members to develop and create unity in the NLP Community.

They are embarking on new initiatives to raise the profile of NLP in the wider world by increasing awareness of the benefits NLP can have. As the custodians of the NLP International Conference and NLP Awards, ANLP is putting NLP in the spotlight and showing the world all the good that is possible with NLP.

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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.

More info: www.andreafrausin.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).

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L. Michael Hall

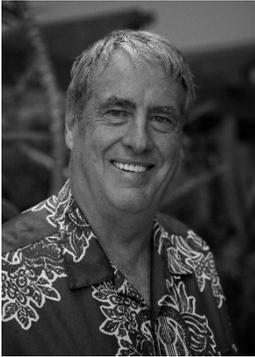


L. Michael Hall, Ph.D. began working to *model human potentials and excellence* and since 1990 has engaged in more than 17 Modeling Projects: Resilience (1994), Wealth Creation (1996), Sales (1997), Women in Leadership (1997), Business Acumen (1997), Coaching (2001), Self-Actualization (2003), Benchmarking (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.

Terry Hickey



Terry Hickey, M.S., is a Certified NLP Professional Coach, Business Trainer, Consultant, and Speaker, a Certified Master Practitioner of Neuro-Linguistic Programming (NLP) and the co-owner of NLP Advantage Group.

Originator of the Belief Breakthrough Method™, Terry specializes in teaching coaches, entrepreneurs, and leaders how to rapidly resolve limiting beliefs about wealth and success. He also provides peak performance seminars and teaches the mental game to highly competitive English- and Spanish-speaking athletes from a wide variety of sports.

Terry grew up as an American in a multi-cultural mining community in Peru. He has translated the richness of those diverse, multi-cultural experiences into respecting and working with another person's map of the world.

He uses a distinctive model of coaching honed through meeting the demands of high-level coaches and entrepreneurs—integrating his extensive clinical training and hypnosis background, his 20 years' experience in Neuro-Linguistic Programming and study with a Peruvian shaman—to help you powerfully launch into the future you want

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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*.

Jeremy Lazarus



Jeremy Lazarus is an Accredited Master Executive Coach, a Certified Master Trainer of NLP and a former finance director and corporate treasurer. He specialises in the use of NLP in business, sport and coaching, and helping leaders to assess and develop their leadership skills. His coach training is accredited by Association for Coaching and ILM. He is a coaching assessor for the AC, and the author of four best-selling books. His clients include blue chips, SMEs, several NHS trusts, charities and elite athletes, including the Great Britain pistol shooting team and Premier League footballers.

Prior to transitioning to the world of coaching and NLP in 1999, he had 18 years' experience as a senior finance professional and management consultant.

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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 Bachelor'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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Aliyah Mohyeddin



Aliyah Mohyeddin is an NLP Trainer, a Leadership coach and a conflict resolution mediator. She is the founder of Dynamic Communications Consulting, which is the leading company in Pakistan for delivering NLP trainings & other professional development trainings and coaching. She is also the Ambassador for ANLP in Pakistan.

Aliyah was trained in NLP and as a coach in Australia, a decade ago, before she moved back to Pakistan in 2017. Her dream had always been to introduce her NLP trainings to Pakistan. Today NLP has become synonymous with personal and professional development in Pakistan.

Aliyah's goal and mission is to have Pakistan emerge as a leader and centre of excellence and innovation for the future generations of NLP and Coaching, to maintain and ensure professional standards and ethical practices and to continue to enable the sustainable growth of this budding industry in Pakistan.

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, Mindfulness 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 , the World Hypnosis Organization (WHO): www.world-hypnosis.org , the World Systemic Constellation Organization (WSCO) <https://wSCO.online> , and the Institutes for Mindfulness Evolving (In-Me) <https://in-me.world> with all in all over 6.500 members in 82 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).

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

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Karin Pätze



Karin Pätze started as an NLP Trainer in 1998. She is a member in IN and ÖDVNLP. She is also a Master Coach (ICI), a Hypnosis coach (WHO) and has a certification as an ISO 17024 trainer / referent. She is author of various articles and spoken short stories (you tube e.g.: flash of ideas), with NLP knowledge for everyone and she has written NLP fairy tales for children.

Since the year 2000 she has trained NLP courses and knowledge in different companies, specifically leadership training and development.

She is specialized in body language and how believes and body language are connected. In these coaching processes she also integrated her horses.

She lives the spiritual NLP of the 4th generation.

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Phil Parker



PhD, DO, Dip E Hyp P NLP, Certified Master Trainer of NLP

Dr. Phil Parker is a lecturer, clinician and innovator in the field of personal development. He is an osteopath, psychotherapist, NLP master trainer and gained his PhD in the Psychology of Health researching into a new approach for addictions. He also designed Lightning Process® seminars, which have transformed the lives of tens of thousands of those with chronic health issues around the world. He is principal of the Phil Parker Training Institute and lectures at London Metropolitan University where he researches and designs programmes, and trains students.

He has worked with performers at the highest level, including Premiership footballers, European Tour golfers, the British Olympic medical team and was the performance psychologist for Ed Stafford's successful Guinness World Record attempt to walk the Amazon. His has authored a number of papers and four books on coaching and health, which have been translated into a range of languages.

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