

POWERED BY NLP!



Reflections and Future Developments of NLP

*From The NLP Leadership Summit
January 2016*

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Foreword

Joe Cheal

Imagine...

*Imagine twenty-nine NLP 'elders' from across the world
coming together to talk...*

To talk about NLP and its future...

To talk about their hopes and visions as to what NLP can become...

To talk about what happens next.

Imagine no international borders.

Imagine helpfulness instead of hierarchy,

*Imagine playfulness instead of posturing
and participation instead of positioning.*

Welcome to the 2016 Leadership Summit 'Colloquium'.

A Quick Background

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 (published on the website www.nlpleadershipsommit.org).

Soon, more elders were invited and the list from around the world currently adds up to about 130 people (listed on the website). The group have met again each year at the NLP Conference.

The meeting in January 2016 was a 'special' three day event for folks to meet and take more time to discuss and work through the things that mattered. This event became known as a 'colloquium' (an informal meeting for an exchange of views), where all individuals came to the room as equals.



Folks in attendance were:

Anneke Durlinger	Netherlands
Anneke Meijer	Netherlands
Brian van der Horst	France
Bruce Grimley	UK
Caitlin Zaharia	Romania
Fabiola Escobar	Chile

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Frank Pucelik	Ukraine
Gilles Roy	France
Hedi Roulin	Switzerland
Heidi Heron	Australia
Jaap Hollander	Netherlands
Joe Cheal	UK
John McWhirter	Scotland
John McLaughlan	UK
Judith Lowe	UK
Karen Maeger	UK
Karl Nielsen	Germany
Laureli Blyth	Australia
Lisa de Rijk	UK
Lucas Derks	Netherlands
Luzia Wittmann	Portugal
Melody Cheal	UK
Michael Hall	USA
Nandana Nielsen	Germany
Rachel Hott	USA
Reb Veale	UK
Shelle Rose Charvet	Canada
Steven Leeds	USA
Ueli R. Frischknecht	Switzerland

Why This Book?

From a personal perspective, as I sat listening to the experience, wisdom and collaboration in the room I thought: “Wow, if you could only bottle this and let the wider NLP community know the passion that these folk have for NLP, how powerful that could be.”

I loved the fact that although most of these folk had never met before, and came from vastly different schools of NLP from around the world, there was no need for ego, division or divisiveness. It was an honour to be there and to witness what human communication can truly be. Here I saw the NLP presuppositions in action.

If we can't 'bottle' it, we could at least record it in some way; even the essence of it. And hence the book idea was born, Powered by NLP!

Having been editor of Acuity (the ANLP Journal) for a few years, I knew a book could be created simply if enough people at the colloquium wanted to contribute. Seventeen participants (half the group) liked the idea of a publication and wanted to add something.

'Powered by NLP!' is a range of ideas from people in the group. Whilst all of the articles are inspired by discussions at the 'colloquium', you will find that some are more formal in their approach whilst others are more about personal reflections.

The content of this book is not meant to be the 'truth' but simply perspectives from different people. It is, perhaps, the start of a discussion: you might even discover different views and opinions expressed herein! 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).

This book is not about 'what the leadership summit says or thinks'. There is no 'gospel' here! The material comes from the individuals within the group; so let it provoke your own agreements, disagreements and ideas...

Introduction

L. Michael Hall

Forging a New Future for NLP

A truly *historical event* occurred January 8, 9 and 10 in the coastal city of Alicante Spain, on the Mediterranean Sea. It occurred when 33 top leaders in the field of NLP came together representing 13 countries and multiple languages for a conversation of a lifetime. Another ten were expected, but for family issues and other things at the last minute they were not able to come. These leaders typically were key leaders in various National Associations of NLP around the world— The Association of NLP of the UK, of Germany, of the Netherlands, Australia, Canada, etc. and we even had one of the original co-founders of NLP with us, Frank Pucelik from the Ukraine.

For three full days officially from 10 am to 7 pm, and many more hours at breakfast and in the pub, we had many of the conversations that the field has needed to have for the past 40 years. We actually began these four years ago when we began the half-day (4 hour) Summits in London prior to the NLP London Conference. We began those Summits to know each other and become acquainted with each other so that it began to build trust between us. And what we did there was taken to a much, much higher level in this three-day intensive. Several commented on the level of trust and sense of community that has emerged among us.

The Idea of a “Summit”

In the world of politics, when an issue or a problem arises in a country and it is too big, too overwhelming, too global a problem for the leaders of one country to solve, often an invitation will go

out to the leaders of half a dozen countries or a dozen or two dozen to come together to talk about it. They call that conversation, *a Summit*. The Summit has no power, no organization, no army, no budget, etc. It is just a meeting of leaders to put their heads together to talk about a shared problem or a shared challenge. Sometimes, however, out of such Summits, arise an Alliance that is empowered by all of the countries.

The *NLP Leadership Summit* is similar. The Summit, as such, has no “authority” to prescribe or control. It is a place, or perhaps more accurately *an experience*, wherein the top leaders come together to encounter a shared problem or challenge. That’s what we have done. And what has emerged, ever so slowly (well, for my tastes) is a growing sense of collaboration and willingness to take some effective actions to address the problems of “negative press,” misrepresentations, lack of an international unifying body, the “cowboys” giving NLP a bad name, etc.

One problem in the field of NLP has been the divisiveness—the separating into individualistic camps. This has led to the Elephant-in-the-room problem that every person new to NLP excitedly and surprisingly asks, “Do the leaders of NLP talk to each other?” “Do they get along?” “Why are there these divisions and camps?” “Why don’t the leaders apply NLP to themselves?” For years, many of us talked this way primarily with regard to Richard Bandler and John Grinder. Then we spoke about it regarding those who have been carrying the mantle of leadership after them.

The good news is that today we can say, “The top leaders of NLP are talking and attempting to work together.” “And they are also forging ahead looking for how we can co-create the kind of future for NLP that we all want— a future wherein the model/s of NLP are recognized, found credible, and is progressing in the world as it enables people to change their lives for the better and become their best selves.”

What we did during the Summit was experience *co-leadership*. That's not easy. I think it could be said that everyone of the leaders present is a person of strong opinions and a person who gets things done. They are not just talkers. They are there, in part, and self-funded themselves to come because they are successful in their own right in using NLP. Many (probably most) are or were trainers, entrepreneurs who run or had run Training Centers. Others are therapists, consultants, coaches, or researchers. And as the saying goes, leading a group of strong-willed people like that is "trying to herd cats."

In facilitating the group, Heidi Heron and myself, set up the processes so that everyone had a opportunity to be in front of the group and present what one of the three (or more) smaller groups had deliberated on. We also facilitated conversations within the larger group— and many times it became very animated. Yet, amazingly, we truly kept applying the NLP Communication Model to ourselves so the conversations were respectful and considerate even when the conversations became intense. I felt proud of the group and everyone in the group.

A Personal Reflection on the Summit

Rachel Hott, PhD

It was my first time attending an NLP Leadership summit. I only knew five people out of thirty, one being my husband/business partner, Steven Leeds. As I listened to the participants introduce themselves, all of whom had been involved in NLP for at least 15 years in the areas of training, research, writing and/or innovation, I was very impressed. I liked being part of an interesting and exciting group of NLPers who like me had made NLP their life.

Michael Hall and Heidi Heron, who organized the summit, seamlessly provided a unifying structure for the three days. Sitting in a circle we discussed varied topics related to NLP, its past, present and most importantly, its future. There were three tables for break out groups of ten. When breaking into these groups we had four designated roles: facilitator, scribe, timekeeper and speaker. We were also asked (jokingly?) to make sure each group had its own designated 'mis-matcher.' The discussions included, "What are the standards needed in an NLP Practitioner Training?," "What is happening with NLP research?," "Is NLP a profession?," "Are we conflict adverse?," "How do we incorporate technology into training and public relations?," "What are the foundations of NLP?," "What's new in NLP?," "What is our vision for the future of NLP?," and "What defines an NLP Leader?"

At the get go we reminded ourselves to demonstrate respect for each other, eliminate bad mouthing, not speak over each other and keep our comments brief. Everyone in the group remained respectful when disagreeing. Together we created the safe space we all wanted. While speaking over each other and going beyond our allotted time did occur (I was definitely one of the culprits).

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Fortunately our facilitators respectfully "reeled us in" when this happened.

What did I learn and what did I take away? I learned about the Nicaragua University, thanks to Karl and Nandana, that provides a PhD in psychology with an emphasis in NLP where students do not have to reside in Nicaragua to attend. I also found out about some offspring techniques, Mind Sonar, designed by Jaap Hollander and Social Panorama, designed by Lucas Derks. Each technique uses aspects of NLP and is being taught separately from a typical practitioner training. I learned that Catalan from Romania, who is the leader of the INLPT group has created an association for training psychotherapists in NLP in thirteen countries.

At times my new learning was on a smaller chunk size, during informal conversations. One discussion was about modeling and what modeling is and isn't. There was also considerable disagreement about the length of an NLP certification training and what specific curriculum "should," be included. I also found out that not all NLP trainings have the same curriculum. Some NLP trainings don't teach Milton Model and some include Meta Programs in their Practitioner curriculum while others include it in their Master Practitioner curriculum. I learned that some NLP trainers only do demonstrations without describing or discussing the techniques and instead just tell participants to do the exercise. We did not always arrive at a conclusion, but the interactions were lively and thought provoking.

The most spontaneous moments were also the most memorable for me. There are two that stand out for me. One occurred in a small group when I was the facilitator. Our group members were; myself, Melody, Shelly, Nadana, Heidi, Anneke M., Fabiola, Jaap, Ueli, and Judith. Our group was discussing how do we get other people to come to NLP trainings, or "How do we get people to play with us?"

Our first innovation was to leave the summit meeting room and go outside to the delightfully sunny weather and sit by the patio. After we began discussing how to "get people to play", an idea was generated that involved using ourselves to describe on a 'YouTube' style video why we found NLP useful. The excitement in our group was palpable. We began talking louder and faster, and I must admit my facilitation was not present as we got caught up in our creativity. We began to wonder what we would say. "Powered by NLP," was thrown about, and advice about identifying a problem and then a solution was suggested for the content, then the wind became fierce and we were blown back into the training room. Our timekeeper reminded us that we were getting close to the end. Some people had practiced a line or two of what would they say if they were to do this. I felt an impulse and thought, "why not do this now." I took out my smartphone, pressed the video button, looked at Melody, and she began the dialogue, and then I filmed the next person and then the next and ended with myself. At one moment we were speaking English and then German, then Dutch, Spanish, Swiss-German, and within 2 minutes and 18 seconds we had shot a video that we could share with the world to say, "Come play with us." It was our innovation, and I felt our creativity and proactivity flowing. We had worked together as a team and had a product to show. We then shared the video with the larger group. Everyone clapped and most were ready to get filmed too. Yes that was creativity. Subsequently I have shown this video to NLP students and they have liked it and felt like they too are part of something bigger than just their training program.

Another spontaneous and creative moment occurred in another group discussing "what is" and "what isn't" NLP. Our group members were myself, Melody, Catalan, Anneke M., Shelle, Brian, Joe and Laureli. My role was to be the speaker, the one who reports to the larger group. As the discussion began, Joe jumped up to get a flip chart, Melody grabbed her Post-its and within seconds, our

group listed most of the NLP concepts, techniques, foundations, theories and spinoffs. Earlier in the large group Anneke D. used the metaphor of a tree, so Lucas drew a tree on the flip chart and Joe put up the Post-its. Our discussion became loud and fast, and I felt caught up in the excitement. At one point I was excitedly talking with Shelle, while others were talking and Anneke M. had to get us to focus, because we were all speaking over each other with ideas. It was at that moment I realized that in order for me determine whether something was NLP I had to ask myself, "Do I have to know NLP to learn this?" This question then led us to several more questions. I don't remember who contributed, but at this point we were a group, collectively and collaboratively co-creating. So forgive me for not identifying who said what. Here are the other questions that we created to decide if something is or isn't NLP; "What do I think, (this was from Lucas), and I think it meant that we each will have our opinion no matter what. "Does the technique have pattern and distinctions from our foundation?", "Does it advance/enrich the NLP field?", "Does it in some way create an application or repurpose?", "Does the person creating this technique acknowledge NLP as part of its roots?" Our tree flip chart was full. We did not necessarily have a firm conclusion on what was or wasn't NLP, but we had a great visual aide, which we shared with the large group and that led to more collaborative discussion.

In sharing these two examples I am aware of my preference for proactivity, speed and energy. In both groups we became very animated and often speaking over each other because of our enthusiasm. With the help of the facilitators, we did create something concrete. I had a lot of fun and we were effective.

A pleasant surprise for me was meeting other NLP couples. Steven and I have been married and running our NLP Center for over 30 years, and we did not know these other couples, living parallel lives to ours. I met at least four other married couples who are working

as partners in NLP and that was very affirming. I also learned that the perception of New Yorkers or perhaps people from the United States is that we never take time for ourselves. Note to self, "stop writing and take a break nowwww."

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Building a Worldwide NLP Community



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Community, Collaboration & Connection

Dr. Heidi Heron PsyD

Community, collaboration and connection. These are three words I would use to explain my experience at the NLP Leaderships Summit in Spain. As an NLP trainer based in Australia, we sometimes get isolated in our cocoon of NLP. I am also the current Chairperson of the Australian Board of NLP – so there is somewhat of a community – but it really, is more of a group.

I have been attending the NLP Leadership Summit at the London conference since the group began in 2012. At those meetings we began to meet each other and form a group of like-minded individuals. Something that has often struck me as ‘universally interesting’ is that most of us in the room all have or have had the same job – teaching and sharing the skills of NLP with others. This job, as a trainer, educator, leader in a field such as NLP is an interesting one. We each wear many hats – from marketer, promoter, trainer, coach, therapist even cleaner; we each believe what we are doing is the best; we are each passionate about what we do – and we each have a passion for this thing we know of as NLP. During the 3 group meetings we had in London, we formed a group.

I was looking forward to spending 3 whole days with the leaders within this group – and in this case the ‘leaders’ means every single person involved. After all, we deemed the term “Leadership Summit” to simply mean people who are “leading others into NLP”. So, I was looking forward to continuing to meet this group of leaders. I actually took an active role inviting NLP leaders who were

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not yet a part of the group to be a part of the group, and a coordinating role to get the current members to come along.

The feedback was interesting. Most people thought it was a good idea, I received some feedback about it 'being tried before' and a couple of people who just wanted nothing to do with it.

In my mind it takes a very special kind of person to put aside their own mind, ego and personal agenda to attend a meeting like this one. A meeting of similar and different mindset. A meeting of peers and colleagues. A meeting without true form, leadership or design. A common theme that I found throughout the group is a desire to work together, share together and be a part of a larger collective whole for the greater good of the future of NLP, and not just for the individual.

My own passion lies within community. My values and beliefs lean toward living, working and sharing with others in a meaningful way. What I found over the three days were community, collaboration and connection.

Community – in my mind there has always been somewhat of a divide; and there still is. But the community that was developed during those three days, that began as a group formed during the London NLP Conference was outstanding. There was no disconnect from anyone. Ego and personal agendas were put aside and the desire to look at NLP as a greater whole was present. Sure – we had discussions and disagreements about standards, length of courses, who can and should be invited to the community; but a strong community can have these discussions without it breaking the community.

I was tremendously inspired by the work that people do – the experience people have and how they are using NLP in their own corners of the world.

When I came back to Australia I presented a short webinar to the Australian Board of NLP members about what happened – what was discussed and what came out of the three day. One question I was asked was “did anything happen?” And, I replied “Yes! We talked! And we talked, and we talked, and we talked!” This is something new. And we didn’t talk about ourselves personally within the group. Sure, we got to know each other – especially over a drink in the evening... but during the day, from 10am to 7pm – we talked about the next 40 years of NLP. And we talked a lot – in open discussions with community at mind.

We also **collaborated**. Working groups were created and are still in progress – working on actions within standards, research, promotion of NLP, credibility, - it is an interesting move forward into the next generations of NLP.

The collaboration didn’t just stop in the group. Teams of people are getting together outside of Spain to create new developments, work together on projects, write books, do research and continue the collaborative effort that was started very elegantly by the way the program was structured – to be able to share and grow upon the ideas that were discussed.

There was undoubtedly **connection** at the Leadership Summit. Connection of people, of minds, of ideas, of passion, of growth, of play, of desire. Some of those connections were very professional in nature and others were connections of kindred spirits that will go on for a lifetime. To be able to connect with our fellow NLP colleagues is important to me. It is so easy for any one of us to get isolated; not just those of us half a world away. It was a wonderful reminder that I am not alone – we are not alone. We have team. We have a passion. We have a purpose. We have a mission. And all of that is bigger than any one person, any one school, any one country...

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We have a community spirit, a collaborative effort and a connection with each other that is like no other. I am honored to see and be seen.

Conflict Resolution for Unprofessional Behavior

L. Michael Hall, PhD

We have agreed that we will deal with conflicts as they arise and to do so in a direct way so as to not avoid it, but address it in a calm and respectful way. We agree to see conflict as simply differences in perspectives and rather than blame or make the other wrong. We will seek first to understand and clarify.

Conflict Subjects: When there are behaviors in language and actions that violate —

- 1) Ethics: unethical behavior: hurting others, yelling and cursing at people in a training, criticizing and mocking someone not present, sexual misbehavior, mis-handling of money (not giving people products or services as paid for).
- 2) Professionalism: drunk or high when presenting, constant cursing, mis-representing self in advertisements.
- 3) Relationships: Infighting, backbiting, adopting a “holier than thou” attitude, saying or implying that we do NLP right, and others do not. Rejecting people simply because they disagree, acting as if one’s maps are real.
- 4) Competence: Poor quality of presentation: due to low level competence, or being in the wrong state.

Process:

- 1) *We will Communicate Directly and Openly.*

We will speak first to the person with whom we are in conflict with and not talk “bad” about someone to others. If we do so, it will be to get help in how we can be more resourceful in handling the conflict. We will *not* repeat negative or hurtful things about anyone else. If we do, we

will stop and apologize as we catch ourselves or as someone else catches us speaking ill of another. When we communicate our emotions, especially anger, frustration, stress, etc., we can make sure that both we and the other knows that emotions are just emotions and that we can express them so that the other doesn't take them as an attack.

2) *We will Manage our States as best we can.*

We will take ownership of our own thoughts and emotions without projecting them onto another. We will use "I" statements, rather than "You..." statements. We will deal with conflict or misunderstanding: from states of respect, calmness, honor, care, and rapport. We will listen to understand.

3) *We will first Gather High Quality Information.*

We will use the precision questions of the Meta-Model to ask good information gathering questions in order to understand with accuracy and specificity.

4) *We will Assume Responsibility for ourselves.*

When we see unprofessional behavior, unethical behavior, poor quality performances, etc., we will take responsibility to speak up as we can to try to influence in respectful ways. We will do so as an individual, not a representative of a group.

5) *We will use Mediation when necessary.*

When necessary, we will invite one or two others to serve as mediators in the conflict so that both sides will get a fair hearing and create a dialogue for understanding.

6) *We will use the Wisdom among us to help deal with conflicts.*

We will develop a group of "wise people" among us who we can make available to deal with a problem. "Who is the

right or best person to approach this person?" This will be a group of "blue hats" we can offer as a resource.

7) *We will seek to create win/win Resolutions.*

We will believe in the positive intention of people and seek to call that forth and then find ways to either: understand, be patient with and/or tolerate, each other.

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A Personal Reflection on the Summit

Judith Lowe

Associating with the Welders - Alicante 2016 Building Community and Collective Intelligence in the NLP Field

In the dark November London of 2012 our just-forming Leadership group voted to go away together for three days 'somewhere warm and sunny' in January 2016.

We wanted to spend more of the right kind of time getting to know each other better. We wanted to strengthen our connections and do a bit of loose hanging out. And we thought that this combination of a business agenda and an open social time could help the process of our deeper conversations about the status and the future of NLP which, as it turns out, it did.

In these earlier stages of our meetings there were various proposals to form our own (yet another!) professional association. However we decided to go for a more modest and yet more challenging goal which was to see if we could actually all get along with each other first. We wondered if we could indeed be role models for effective communication, as per our own marketing, by sitting together in the same room in a normal friendly way. So we de-nominalised the idea of 'association' and decided to find out if we could embody the process of '*associating*' instead.

In a field driven somewhat by differences of approach, proprietorial claims around content and certain types of status-mongering it was a pleasure to introduce ourselves anew, make a fresh start, and create the possibility for an NLP community of leaders and experts to form and grow.

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Although the term ‘wise elders’ was in the air it soon became apparent that no one was that keen. I think it was John Seymour who said he heard it as ‘*welders*’ and then someone else said the very thought ‘made him’ ill. Others asked key NLP questions like: “How do we know we’re wise?” “Is there any evidence for this?!” that were greeted with shared laughter and recognition. I think it is for the best that we haven’t saddled ourselves with this title and that there is hopefully no undue seriousness with which we take ourselves.

There is a serious project we have in hand however which is to find out if we can restore and positively re-establish the reputation and credibility of the work we do in NLP so that our unique contribution can be recognized, valued and supported by others in related professional fields.

I am making these comments about our process in order to share something of the essential aspects, in my perspective, of how we’ve laid the relational groundwork and set the emotional tone for these difficult conversations.

Long-term commitment to our work and to our colleagues

Leveraging collective intelligence approaches and collaborating generatively requires special kinds of interaction and preparation. Building trust and pleasure in each other’s company takes a certain kind of energy and focus albeit that in Alicante it’s happening rather easily at the bar or over breakfast or on a sunny walk along the beach.

I wonder if at least some of the conditions for this new kind of encounter with each other have been made possible by the longevity and structure of the annual London NLP conference that

has for over twenty five years brought together between forty and fifty speakers from all the different schools of NLP?

These working reunions have allowed us to develop strong personal and professional bonds. They have enabled a rich cross-pollination of our work and the dissemination of many new models, ideas, books and tools into the everyday practice of many trainers and NLP students. There's a real depth of connection over several generations, in NLP terms, that have created a kind of fertile, living entity of a community in the UK. The conference has provided the atmosphere for the kind of 'diversity, independence and decentralisation', as cited elsewhere in this book, which can harness so-called 'collective intelligence' and innovation. It's not accidental that the UK conference became the 'starter home' for our leadership group.

Of course there are other biases involved like speaking English as the original shared language of NLP. However as someone who has attended and presented over many years I can attest to the warmth and fun of the occasion and to the genuine interest and curiosity we have about each other's work. Seeing colleagues old and new contribute their latest ideas and models is fundamentally inspiring and enriching. As are the debriefs and general catch-up chats over tea and biscuits or more deeply later in the evenings at dinner together.

I know there are other conferences and international NLP schools where people can experience this rich encounter with other practices and developments in the field. I mention the London conference in order to bring to awareness those aspects of community, practice and basic friendship that the NLP field, in its more default commercial mode, does not always sponsor and which has to some extent led to the issues we are attempting to resolve and

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transform – uneven standards, examples of unethical practices, poor reputation etc.

I want to encourage more people in NLP to meet up across the party lines like this. I believe it would promote more of the kind of depth and range of work – of research and development - we are hoping to produce now and in the future. I think there are many ways to emerge from our silos and encounter each other in a sincere and productive way. I mention below a few simple ideas for encouraging these personal relationships at every level that can, over time, become a culture of interconnectedness that is a prerequisite to attempt this bigger project. There are some easy ways of naturally encountering the differences and similarities in the ‘maps’ of others and of enjoying the experience too.

Developing relationships in the training room

Firstly, although I think many of the online materials and books people have produced are excellent and a positive resource to the field, one of the aspects of NLP that I enjoy is that it offers a fundamentally interactive approach and happens in the ‘live’ encounter between coach and client, teacher and student, manager and team etc.

Learning in a group with a real live human teacher to demonstrate NLP processes with people you actually know and can talk to is essential in my view. You get to appreciate that NLP is not some abstract cognitive and instrumental process but that best practice comes from subtle embodied skills, emotional intelligence and working from first principles and core models. Calibration, rapport, behavioural flexibility and key types of modelling can be seen, heard and sensed in the living flesh. Also strong friendships and relationships are formed. People encounter each other across many kinds of professional backgrounds and personal circumstances and

discover for themselves about different 'maps' and communication styles.

This workshop-type learning group is of course part of NLP's DNA. The early research at UCSC was done in this highly interactive and evidence-based way. Ideas and tools were trialed and tested with volunteers and clients of many kinds. People can see, hear and sense if a change has 'worked'. Peer group learning is also effective and fun and promotes a culture of shared references and trust that can support and grow NLP as a field.

Promoting and supporting colleagues and the NLP field

So here are a few practical examples of how we can strengthen connections among us and support each other to grow and thrive as part of a field together. These are things I have done mainly because I enjoy meeting people and working with them, but also in my own small way to counteract positively the somewhat conflicted and competitive market-driven and ego-driven NLP field we have created and in its place promote more of a vision of belonging, community, innovation and service to the wider world.

- Sponsor trainers from other schools to teach as guests on your programmes.
- Co-train – providing a 'double description' of NLP for your students.
- Invite NLP colleagues as guests to your training events.
- Set up partnerships and co-sponsor events with NLP colleagues from other schools.
- Negotiate special prices on specific non-compete events to students from other schools.
- Grow and promote your own trainers with long-term support and opportunities, including training and publishing with them.

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- Record and share some of your materials and events.
- Run a practice group that is open and welcoming to all.
- Recommend and advertise non-compete NLP-based training from other trainers and companies.
- Recommend and distribute NLP books and materials from other sources than your own trainers and company.
- Invite and support assistants and coaches trained in other companies to join your teams.
- Present and contribute at different NLP practice groups in the country.
- Contribute to research.
- Contribute to applications of NLP that promote more socially aware and 'collective intelligence' type approaches.
- Encourage your students to experience 'multiple descriptions' of NLP.
- Avoid setting yourself or your version of NLP up as the only one true path.
- Promote national and international associations and any project that furthers our international strength, high standards and integrity as a field.

Welders all the way down

So these are a few of my personal thoughts for creating more of the 'collective intelligence' type, personal relationship-based conditions in which NLP can further thrive and develop; more conferences, more trainers working together, more practice groups, more hands-on, long-term sponsorship of new trainers, more modelling, more embodied skills. Plus of course more research and academically approved papers, clarity on standards, ethics, integrity etc.

I hope more welders will associate with us. Though most of the elements of NLP are now backed up by mainstream neuroscience, cognitive linguistics and applied psychology and are widely known

and used, we continue to have approaches for effective communication, learning and change that are precious and unique to offer. I believe we have some skills and tools and ways of thinking about problems that are essential to a liveable human future in a time of massive change, instability and injustice.

I enjoyed my little holiday in Spain with my lovely colleagues. It was heartening to be *grouping* and *friending* together and generally hanging out as planned. The sun shone and all was good. It would be a wonderful thing to restore the achievements and the potential of our field so that something of value can be passed on in a living heritage to future generations.

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NLP: Today & Tomorrow?



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How do we decide what is and is not “NLP”?

L. Michael Hall, PhD

Categories for thinking about what is and is not NLP, where something fits into the NLP field. When someone develops something new — First, we ask into which category does it fit. Then we ask: Does it advance the field? Does it fill a hole (a missing piece)?

NLP Core	NLP Based	NLP Incorporated
Content, Distinctions Process of discovering the structure of experience Methodology	Patterns Processes Attitude Techniques	Assumed and built into the models. How related?
Meta-Model Representation Systems Sub-Modal. Meta-Programs Strategies	Swish Circle of Excellence Phobia Cure Change Hist. Core Trans. Well Formed Outcomes Neuro-logical Levels Meta-States Social Panorama	TOTE “Parts”

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NLP Related	NLP Spin-off	Not NLP
Existed before 1970& continues after NLP	Uses some aspect of NLP; doesn't acknowledge	
Clean-Language (David Grove) Hero's Journey	EMDR, Shapiro	Huna Graves Values

The Elder Columns

Using Expert Validation to Define the Boundaries of NLP

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

Is it part of the Torah or merely a commentary?

What is NLP and what is not? Not a simple discussion

There has been no central authority regulating NLP since 1980, when John Grinder and Richard Bandler broke up their partnership (Time, 1988). This has left NLP practitioners free to develop NLP in whatever direction they liked. In our day and age, about 35 years later, there are hundreds of different models, formats and techniques that are claimed to be NLP. Which ones of them belong to NLP? And which ones don't? And does it matter? These questions often results in lengthy discussions, hardly ever reaching a shared conclusion. Charvet has called it 'A discussion of biblical proportions', likening it to '... trying to determine which texts are part of the Torah and which ones are merely commentaries' (2016).

What is NLP and what is not?' Many answers have been proposed. Bandler, for instance, has defined NLP as: '*What I f***ing say it is!*' (Bandler, 2011). Grinder has stressed that to be NLP, a format requires to be modelled in the appropriate manner (Bostic StClair & Grinder, 2001, Grinder, Pucelik & Bostic StClair, 2013). Dilts and DeLozier catalogued an impressive number of NLP formats in their 1662 page Encyclopedia of NLP (2000).

Several authors have commented on these attempts to define NLP's contours (Andreas, 2006, Hall, 2013, Derks, 2006 and 2013, Wake, Gray and Bourke, 2013, Grimley, 2015). Their comments

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

A pragmatic position holds that '*When it works it is NLP*' or that '*NLP ... explores how people ... attain what they want*' (Janes, 2013). But definitions like these won't get us out of the woods. If we accepted them, we would need to include even a five year long psychoanalysis as NLP, because sometimes it works. And we would have to wait for the effect after every single NLP-intervention to see if it works and therefore really was NLP...

'A key example of pseudoscience'

NLP has severe recognition problems

Why is defining the boundaries of NLP important in the first place? As we see it, there are five interests at stake here:

1. Recognition of NLP
2. Development of new NLP formats and models
3. Scientific research into NLP
4. Teaching standards for NLP
5. Branding of NLP services

Scientific criticism of NLP has been harsh. Wikipedia sums much of it up: 'Failed to show evidence of ... effectiveness as a therapeutic method', 'Has been used ... in education ... as a key example of pseudoscience', 'New age psycho-religion' and 'Narcissistic, self-centered and divorced from notions of moral responsibility' (about the presupposition that there is no failure, only feedback). Looking at evaluations like these, it is safe to say that NLP has severe recognition problems. Although these problems may be mitigated to some extent by the studies into VKD (Visual-Kinesthetic Dissociation, a.k.a. the Rewind Technique) being done at this moment (2016) by the NLP Research and Recognition Project. There has been a dramatically effective pilot study (Gray and Bourke, 2015) and a sizeable grant has been awarded for a larger study.

More generalised psychotherapy studies are being done by the European Association for NLPt. These controlled trials may result in the beginning of an evidence base for some clinical methods in NLP.

If we want recognition for the possibilities and effectiveness of NLP, we will need to define what it is precisely, that we want recognition *for*. If anybody can keep calling anything NLP, it is unlikely that the scientific opinion - and as an indirect effect, the opinion of much of society - will ever change. The same goes for further development, research, teaching and branding. If we want to develop new NLP formats, it is useful to describe their relationship to existing formats, so we need to know what the existing formats *are*. If we want to do research, we will have to define what it *is* that we are studying. Tosey and Mathison (2007) proposed, for instance, that NLP 'emerge from its self-referencing closet and position itself alongside'.... neuroscience and cognitive linguistics ... 'and embrace the fact that it can be evidenced through ... neuroscience'. If we want to evidence NLP', we will need to define what it is exactly, that we want to evidence. And in teaching NLP, we need standards as to *what* we are teaching. Different contents being taught under the NLP flag, result in confusion amongst trainees and potential trainees. And last but not least, when the public hires an NLP-practitioner, we need some consistency in what is being delivered. When consistency is lacking, NLP is weakened as a brand. Brands of soap, for instance, are cautious to always use the same formula. If different soap factories would use different ingredients and package them in the same wrapper, the public would no longer buy that brand of soap. They would never know what they would find inside the wrapper.

We conclude that, given these five interests, it is crucial for the future of NLP to clearly delineate what it is. The next question is: how do we do that?

Is a three wheeled car a motorcycle?

Defining criteria can be complicated, even for physical objects

The first solution that comes to mind, is to define criteria. If only we had a clear set of criteria, we could then look at any proposed NLP element and confidently determine whether or not it was NLP.

This is the way the law sets boundaries. In the Netherlands for instance, the law defines a car as a vehicle that has four wheels and an engine. If it has four wheels but no engine, it is not a car but a cart. If the vehicle has *two* wheels and an engine, it is not a car but a motorcycle. Clever manufacturers have produced three wheeled cars, which count as motorcycles and can be driven by people who have no license to drive a car but who do have a license to drive a motorcycle. This example shows that even in the area of tangible objects it can be difficult to formulate criteria for what something is.

If, however, we would consult a hundred automobile mechanics who have been in the car business for at least 15 years, the overwhelming majority of them would define the three wheeled vehicle as a car rather than a motorcycle. By the way, this is in fact our proposed solution for the boundary problem, but we will get to that later.

Is it accelerated learning or helping people get what they want?

Couldn't we use the definitions of NLP as criteria?

Can definitions of NLP provide us with boundary criteria? Let's have a look at four frequently cited NLP definitions:

1. NLP is the study of the structure of subjective experience (Dilts, 1980)
2. NLP is an accelerated learning strategy for the detection and utilisation of patterns in the world (Grinder in O'Connor, 2001)
3. NLP is an attitude and a methodology that leaves behind it a trail of techniques (Bandler in O'Connor, 2001).

4. NLP is a field that explores how people effectively attain what they want, ... attain ... the resources they need, and keep enhancing their ability to achieve their desired goals. (Jane, 2013).

When we look at these four definitions, it becomes apparent that, by themselves, each one is too general to define the boundaries of NLP. Let's take Dilts' definition for instance. We can say that NLP is the study of the structure of subjective experience, but to be NLP, something needs to be several other things as well. Advertising professionals for example, focus just as much on subjective experience as NLP-ers do. When they repeatedly show us a beautiful person in a certain car, they hope to anchor a physiological response to the image of that car. And this is something they did long before NLP existed. But this advertising tactic, even though it may be consistent with NLP, obviously is not part of NLP. We can say that NLP is the study of the structure of subjective experience, but we cannot turn that around. We cannot say that anything that studies the structure of subjective experience is NLP. An orange is a fruit, but not all fruits are oranges.

Something similar can be said about Bandler's definition that NLP is 'an attitude and methodology that leaves behind a trail of techniques'. If this were our only criterion, then something like book printing would be NLP par excellence. When it first started, book printing was a new attitude towards producing books. As a field it has been developing new techniques for centuries, ranging all the way from wooden block letters to digital imaging.

So how about combining different definitions?

Unfortunately, this does not solve the problem

What if we combined these four definitions? What if we said that element X was NLP when - and only when - all the criteria we can derive from those four definitions were met?

1. Model X uses the study of the structure of somebody's subjective experience in a specified manner, by changing a specific element of that structure (criterion derived from Dilts' definition).
2. It utilises a successful pattern that has been detected in the world (derived from Grinders definition).
3. It was developed from an attitude that produces techniques (from Bandler's definition).
4. It helps people attain what they want (from Jane's definition).

Using these four criteria in addition to each other certainly narrows it down. The number of phenomena that can be called NLP, now becomes much smaller. But even this combination is nowhere near water tight. Advertising is still a good candidate, according to this set of criteria. Or we could take improvised jazz music for instance; it fits all four criteria.

1. Improvised jazz music is based on the study of relationships between auditory impressions on the one hand and subjective kinaesthetic and visual experiences on the other hand. It aims to change people's subjective experiences by changing their auditory external input.
2. It utilises successful patterns (melodies and musical collaboration sequences) that can be detected in many places and times in the world.
3. It is characterised by a specific attitude towards music, that has produced many new instrumental and composition techniques.
4. It helps both the musicians and the audience to attain the musical enjoyment that they want.

And yet, most people would agree that improvised jazz music is not NLP.

Narrower categories

Can we solve the problem with categories like 'Core NLP' and 'Incorporated into NLP'?

So if we can't determine the boundaries of NLP with the authority argument ('It is NLP because I say it is'), if simple generalisations fall short ('When it works it is NLP'), if single definitions are not sufficient ('NLP is the study of the structure of subjective experience') and if even a combination of definitions doesn't hold water, how are we going to define the boundaries of NLP? One solution is to break up the single nominalisation 'NLP' into several sub-categories (Hall and Charvet, 2011). Rather than using 'NLP' as one broad category, we could define several narrower categories:

- *NLP Core*

This category contains elements like the meta model, reframing and parts.

- *Incorporated in NLP*

This would be a category with elements like the TOTE model, anchoring and goal orientation. These elements existed prior to the beginning of NLP and have been incorporated in NLP.

- *NLP Application*

This group would harbour combinations of core NLP elements. Change personal history would fit here, because it combines time lines, anchoring and resources. Other examples would be the circle of excellence (combining anchoring and resources) and six step reframing (combining parts and reframing).

- *NLP Related*

This category contains models and techniques that have some relationship with NLP but are not considered to be - or no longer considered to be - NLP, like symbolic modelling, EMDR and success factor modelling'. There are enough similarities to call

them related, and enough differences to distinguish them from direct NLP applications.

This subdivision makes it easier to give certain elements a place. On the other hand, it also poses new complications. Let us contrast, for instance, the parts model, modelled by Bandler and Grinder (1983) from Fritz Perls in the 1970's with the clean language model, modelled by Lawley and Tompkins (2003) from David Grove in the 1990's. The parts model is considered core NLP and the clean language model is considered NLP related. Why? Is it because one was modelled by Bandler and Grinder and the other by Lawley and Tompkins? If we limited NLP to patterns modelled by Bandler and Grinder, we would need to throw out hundreds of valued NLP elements developed by people like Dilts, Hall, or Bolstad. Or is it because the parts model was modelled in the 1970's and the clean language model in the 1990's? If we would recognise only models and techniques from before 1980, NLP could never develop beyond its first origins.

If we look at the distinction between core NLP and NLP applications, we run into similar classification problems. For instance, the parts model is considered core NLP and anchoring is 'incorporated in NLP'. But most elements in the core NLP list have a history that begins before NLP. The concept of parts existed long before NLP began, so shouldn't that be in the 'incorporated' category? Or take goal orientation. That existed long before NLP and is therefore in the 'incorporated' category. But on the other hand, in NLP goal orientation is combined with the structure of subjective experience and the well-formedness conditions. Does that not transform it into something new? When we combine eggs with butter and flour to bake a cake, we call it 'cake', not 'eggs plus some other things'. Shouldn't this combined structure of goal orientation plus the structure of subjective experience plus the well-formedness conditions therefore be in the core NLP list? Questions like 'Related how, precisely?' show that the subcategories are not as easy to define as we had hoped. We conclude that the subdivision,

although it somewhat mitigates our boundary problem, doesn't really solve it.

Enter the NLP Leadership Summit

Finally we have a group we can use as an expert panel to delineate NLP

We hope we have demonstrated that it is a daunting task to formulate criteria for what NLP is and what it is not. Derks (2016) has proposed a creative solution for this delineation impasse. What if, he wondered, we would *vote* on what is NLP? He proposed this novel solution in a meeting of the NLP Leadership Summit (2016). The Summit is a group that has over a hundred members, each of whom is an NLP trainer or author with a minimum of 15 years of experience. This means that - for the first time in the history of NLP - a group exists that consists of a large number of NLP-ers who are highly experienced. Also, they have been trained by a wide variety of NLP trainers and they work in many different countries, applying NLP in a broad range of different contexts. With a group like that, voting to delineate NLP becomes a viable solution, which it would not be for other NLP groups, for instance a national NLP association or an international group with fewer members, less rigorous membership criteria or less diverse training background.

The Elder Columns Program

A plan for delineating NLP through voting

Derks' proposal will hopefully result in what we have named the 'Elder Columns'. This is a listing of potential NLP elements that have been placed by the 'Elders' (NLP Leadership Summit members) through a simple voting process into one of three 'Columns' ('This is NLP', 'I don't know / I'm not sure' and 'This is not NLP').

Having been endorsed for this task by the Summit, Hollander, Derks, Grimley and de Rijk proceeded to undertake the following program:

1. Formulate a broad list of potential NLP elements
2. Formulate a set of NLP categories these elements can be placed in.
3. Devise an on line registration system for voting on which elements belong in which category.
4. Invite and stimulate Summit members to vote. Which may sometimes entail explaining what a certain proposed NLP element is.
5. Calculate the resulting 'score' for each element.
6. Publish the scores in a list called 'The Elder Columns'.
7. Devise an on line system for both adding and evaluating - by voting - new potential NLP elements.

More than 1500 years of NLP experience

Why voting is a good mechanism for delineating NLP

Why would this be a good idea? How can we justify voting as a mechanism for defining the boundaries of NLP? There are three justifications for the Elder Columns Program:

1. Obstacles in criteria formulation
2. Expert validation (psychological testing)
3. Collective intelligence

Obstacles

The first justification for our plan lies in the obstacles described thus far, which are by no means trivial. If we could easily define criteria for what NLP is, we would not need this discussion. Unfortunately, as we have indicated above, this looks like a dead end. It feels like defining the exact boundaries of a cloud of smoke. This justifies considering some other process of delineating NLP.

Expert validation

A procedure psychologists use to evaluate psychological tests

If we should adopt the voting mechanism, we would connect to what in psychological testing is called 'expert validation' or 'expert panel review'. This is one of the simplest methods in psychological test construction. It means that potential questions for a new test are discussed by a panel of experts. Do they believe that a given question adequately represents the concept it is supposed to measure? A set percentage of the experts, 75% for instance, needs to agree for the question to be included in the test. It is interesting to note that there are no strict criteria for the selection of the experts. The expert validation process is seen as a first step, presuming that the resulting psychological test will be evaluated later with other validation methods.

We propose that the membership of the NLP Leadership Summit is qualified - both in numbers (more than a hundred) and in experience (more than 15 years) - as an expert panel for the validation of NLP elements. Together they have more than 1500 years of experience teaching and/or writing about NLP. We understand that no expert panel, however carefully composed, will meet with the approval of every single person involved in NLP. But, strange as this may sound, this need not be an obstacle. At this juncture in the development of NLP it seems more important to have any expert panel at all than to eventually, after decades of discussion, have the perfect panel. The NLP Leadership Summit group is - as of 2016 - the largest, most experienced and most diverse group of experts available. And should other groups of comparable size and diversity and with comparable experience become available, they may be incorporated easily into the voting procedure we are about to describe.

The question that experts in a panel evaluating a psychological test ask themselves is: "Is this question an adequate expression of the

concept we want to measure?" Please note, that these experts use *their understanding* of the concept as a criterion. For the NLP expert panel, the question can be quite similar: "Is this element (skill, technique, format, model) an adequate expression of NLP as I understand it?"

Collective intelligence

Using the wisdom of crowds

Another phenomenon our voting procedure is linked to, is 'collective' or 'aggregate' intelligence. You may have heard of 'the wisdom of crowds' (Surowiecki, 2005). This refers to the fact that groups of people often arrive at decisions - and estimations - that are better than those that individuals would make.

A famous example is described by Francis Galton, titled 'Vox Populi' (the Voice of the People, 1907). 'In these democratic days', Galton says, 'any investigation in the trustworthiness and peculiarities of popular judgments is of interest. ... A weight-judging competition was carried out at the annual show of the West of England Fat Stock and Poultry Exhibition recently held at Plymouth. A fat ox having been selected, competitors bought stamped and numbered cards ... on which to inscribe ... estimates of what the ox would weigh after it had been slaughtered and dressed... Those who guessed most successfully received prizes. About 800 tickets were issued ... The middle most estimate was 1207 lb, and the weight of the dressed ox proved to be 1198 lb.'

Conditions

When are crowds wise, and when are they not?

Crowds are not always wiser than individuals. Surowiecki (2005) describes three conditions that are necessary to harness collective wisdom:

1. Diversity
2. Independence

3. Decentralisation

And then of course some mechanism is needed by which the judgements are aggregated, like the cards in Galtons example or a computer form in our times.

Diversity

Entertaining many different perspectives and having many different sources of information and background knowledge, contributes to the wisdom of a collective. Each voter should have their own special information, no matter how inaccurate or eccentric it may seem to others in the group.

Independence

Voters' opinions should not be determined directly by the group members around them. If individuals can make their decisions at the same time and blind to everyone else's votes, phenomena like group think and peer pressure are avoided. In fact, failures of crowd intelligence - like the failure of the US intelligence community to predict 9-11, might be attributed to a lack of this independence. When members of a crowd imitate each other or conform, the wisdom of the crowd is lost. Too much communication can make the group as a whole less intelligent.

Decentralisation

People are able to specialise and draw on local knowledge. Opinions are not dictated by a central authority.

If we look at the NLP Leadership Summit group through the filter of these three conditions, the group seems well poised for collective wisdom.

- The group is quite *diverse* in terms of professional background, location and NLP training.
- Eccentric points of view abound.
- NLP has been *decentralised* since 1980 when Grinder and Bandler broke up their partnership.

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- Web technology offers methods for *independent* voting that can be implemented relatively easily (by a proficient Word Press developer, for instance).

We conclude that the practice of expert validation in psychological testing as well as the information on collective intelligence, support the value of voting as a mechanism for defining the boundaries of NLP.

How precisely?

So what are we going to do, exactly, to erect the Elder columns?

Next question: voting, *how* precisely? We intend to implement the following procedure:

1. *First list*

We will start with an available list, like the one offered by the International Association for Neuro Linguistic Programming, and combine those elements with elements from other lists provided by NLP organisations NLP training institutes and national NLP associations. This way, we will produce a 'first' list of possible - and often quite likely - NLP elements.

2. *Second (extended) list*

We will then distribute this list amongst Summit members and anyone else who has ideas about what to include. This way we will produce the 'extended' list. We thought about annotating this list with links to web sites with information on the particular element. For now, we decided against this, given the idea that we want to gather independent opinions and the fact that anyone can look up a technique through Google. Before the voting starts, we will check this. When someone wants to add an element to the first list, we will ask them for a link to more information in English.

3. *Questionnaire*

We will then transform the extended list in a simple questionnaire, adding three categories (or 'columns', as the title of this article suggests).

A. This is NLP

B. I don't know / I'm not sure

C. This is not NLP

In the discussion above, we described several narrower categories: 'NLP Core', 'Incorporated in NLP', 'NLP Application' and 'NLP Related'. Why don't we use these distinctions in our questionnaire? We believe that these categories will complicate the matter. Questions like 'Incorporated *how* precisely?' and 'Related *how* precisely?', have not been answered yet. We have described our own difficulties deciding for instance what is 'core' and what is 'incorporated'. We believe many voters would have similar difficulties if we used these categories.

4. *Voting*

The next step - and probably the most challenging one - will be to stimulate as many as possible of the Summit members to vote on the list. We don't expect everybody to fill it out after we simply mail it to them once. We will employ any relational and marketing tactics at our disposal to get as many questionnaires filled out as we possibly can.

5. *Counting*

Finally we will count the votes, decide on a cut off percentage, and publish the 'Elder Columns', describing what is and what is not NLP. When we reach this stage, we will invite all Summit members to help distribute the Elder Columns as widely as possible.

6. *Later additions and new experts*

New additions to NLP may be added to the list and voted on separately. New experts, or groups of experts, fulfilling the NLP Leadership Summit criteria, may vote on the list later adding their votes to the count. The criteria for the selection of new experts are simple:

1. Having taught NLP practitioner trainings for at least 15 years, or alternatively, having written at least three books on NLP.
2. Being endorsed by at least two members of the expert group.

The first list

The list of NLP elements that we will start with

For the 'first list' we started with the International Association for Neuro Linguistic Programming standards, as displayed on their website. To this we added any other NLP elements we found on other websites and in our own practitioners and masters programs (IEP, 1984-2016). We looked at any lists we could find in the web. We noticed, that after the first three or four, the next lists didn't add many new elements. Finally we added any elements from the Encyclopaedia of NLP (Dilts and Delozier, 2000) that we thought relevant.

We left out any elements that we found either

- Highly specific, like the 'Threshold reversal pattern'
- Internationally unfamiliar, like the 'I wonder how strategy'
- Explicitly attributed to something else than NLP, like Bandler's 'Design human engineering' patterns.

This resulted in a list of 78 elements. Our aim was to provide experts with a list they might *add* elements to, in order to arrive at the second (extended) list that would then be voted on. We wanted the extended list to be as complete as possible. On the one hand there was no need to remove too many elements a priori, since any

element could, in a next phase, be ‘voted out’. On the other hand we expected the list to be evaluated more thoroughly if it had fewer items.

The First List of NLP elements
Building <i>rapport</i> through pacing, then using it for leading through verbal and non-verbal pacing
Recognising, matching and translating <i>representational systems</i> through <i>predicates</i> and non-verbal <i>accessing cues</i> like eye movements
Maintaining an <i>outcome orientation</i> (Setting and maintaining focus on a goal)
Checking <i>well-formedness conditions for outcomes</i> and helping to rephrase outcomes until they fulfil the conditions
Working from a <i>sponsoring</i> attitude (Accepting the other person's model of the world and visualising their potential)
Working from a <i>COACH state</i> (Centered, Open, Attentive, Connected and Holding)
Using the SCORE model to define problems and design interventions (Symptoms, Causes, Outcomes, Resources, Effects)
<i>Calibrating</i> internal states and processes (Focussing on sensory experience and recognising patterns)
Using <i>meta-model questions</i> to specify information and stimulate change

The First List of NLP elements
Using <i>Milton-model</i> language patterns to suggest beneficial processes
Using verbal <i>reframing</i> to give new meaning to experiences
Using verbal <i>sleight-of-mouth</i> patterns to give new meaning to experiences
Determining <i>the structure of subjective experience</i> (Context, external behaviour, internal processes, internal state, criteria and beliefs)
<i>Anchoring</i> with V, A and K anchors
Shifting consciousness between <i>external</i> and <i>internal focus</i>
Giving instructions for <i>dissociation</i> and <i>association</i>
Registering and responding to <i>incongruence</i>
Using <i>perceptual positions</i> (1st, 2nd, 3rd and - sometimes - 4th position)
Working with <i>submodalities</i>
Identifying <i>logical levels</i> of communication and change
Eliciting <i>resources</i> in general
Eliciting a resource through <i>reference experience</i>
Eliciting a resource through <i>communicating with the older self</i>
Eliciting a resource through a <i>role model</i>
Eliciting a resource through <i>physiology</i>

The First List of NLP elements
Working with <i>inner strategies</i> (Detecting, eliciting, utilising and installing of strategies)
Using <i>spatial sorting</i> (Placing states, beliefs, processes or parts in separate locations)
Working with <i>timelines</i> as a spatial sorting format
Working with <i>personal timelines</i> to identify and change the subjective experience time
Being aware of the <i>TOTE model</i> for goal directed change (Test - Operate - Test - Exit)
Working from the <i>presuppositions</i> of NLP
The map is not the territory
People have the resources for the change they desire
There is no failure, only feedback
Resistance is a signal of insufficient rapport (pacing).
The meaning of your communication is the response you get
All behaviour has a positive intention, was once the best available choice
If one can do it, others can learn to do it
Body and mind are an interconnected system
The element with the greatest flexibility

The First List of NLP elements	
	determines the direction of the system
Using the <i>circle of excellence</i> technique to build a multiple resource	
Using the <i>change personal history</i> technique to change a recurring problematic emotional state	
Using the <i>six step reframing</i> technique to change unwanted behavior	
Using the <i>collapse anchors</i> technique to change a problematic emotional state	
Using the <i>swish pattern</i> to change unproductive representations	
Using the <i>negotiating between parts</i> technique to solve an inner conflict	
Using the <i>Disney strategy</i> format for creative thinking and developing new behaviours	
Using the <i>Bateson strategy</i> format to map over a strategy from one context to the other	
Using the <i>trauma process</i> to overcome post-traumatic stress (a.k.a. the 'Rewind technique')	
Using the <i>compulsion blow out</i> format to help overcome compulsions	
Using <i>metaphor</i> to induce solution oriented unconscious processes	
Modelling exceptional abilities with the intent to teach the abilities to others	

The First List of NLP elements	
Working with <i>meta programs</i> (Identifying, matching and changing meta programs)	
Using the <i>core finding engine</i> to identify important limiting beliefs	
Using the <i>belief audit</i> to identify limiting beliefs (Is it possible, is impossible for me, do I deserve it)	
Using the <i>lifeline reframing</i> format to change limiting beliefs	
Using the <i>belief outframing</i> format to change limiting beliefs	
Using the <i>reimprinting</i> format to change limiting beliefs	
Using the <i>integrating conflicting beliefs</i> format to overcome conflicting beliefs	
Using the <i>forgiveness model</i> to help someone forgive	
Using the <i>allergy process</i> to help someone overcome a physical allergy	
Using the <i>aligning logical levels</i> format to foster congruence	
Using the <i>aligning perceptual positions</i> format to help someone take congruent perceptual positions	
Using the <i>generative NLP</i> format to enrich, strengthen and elaborate resources	
Using the <i>identity matrix</i> to sponsor and integrate different aspects of identity	

The First List of NLP elements	
Using the <i>resonance pattern</i> to activate and integrate inner mentors	
Using the <i>meta mirror</i> format to handle challenging relationships	
Using <i>symbolic modelling</i> to promote change through developing spontaneous metaphors	
Using the <i>core transformation</i> technique to help with change on an identity and spiritual level	
Detecting and utilising <i>meta-states</i> to solve emotional issues	
Working with <i>the social panorama</i> to solve social issues	
Working with <i>enneagram</i> distinctions to understand personality	
Working with <i>Graves drives</i> (spiral dynamics) to understand criteria	
Working with <i>family constellations</i> to transform systemic problems	
Working with the <i>wholeness process</i> to stimulate enlightenment	
Using <i>mBIT</i> (Multiple Brain Integration Techniques)	
Using <i>provocative coaching</i> (A combination of humor, warmth and challenges)	

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A Personal Reflection on the Summit

Luzia Wittmann

A Personal Reflection on the Summit

Luzia Wittmann

We are probably living one of the most important moments in the recent history of NLP. This group, the NLP Leadership Summit, composed by more than a hundred experienced NLP leaders, was created with the simple idea of sitting together and talking about NLP with respect to all different maps. As a consequence, new and helpful ideas are coming up and shaping a new reality for the NLP environment. It means a shift in the NLP peers' attitude and behaviour towards each other and towards the NLP field that will certainly influence the shape of the NLP development in the future.

The 2016 meeting in Alicante was my first experience with the group. It felt somehow as a relief, a healing sensation. Like in a big family, some secrets, behaviours, decisions and conflicts from the past generations pass through and can influence many generations, it seems that our NLP family has been carrying some beliefs and assumptions inherited from the past. Since 1980, when John Grinder and Richard Bandler decided to follow different paths the natural, consistent and central leadership of NLP was disrupted. Somehow a feeling of a certain incongruence seems to remain as an annoying little stone in the shoes of many professional NLP Trainers and developers. This incongruence was not reframed until now, and has influenced the whole community.

Nevertheless, it is amazing that despite the lack of a central organization and the fact that “NLP practitioners were free to develop NLP in whatever direction they like” (Jaap Hollander et al, in *The Elder Columns*) during about 35 years, NLP survived an expanded geographically, as well as in content. It diversified approaches and has influenced many other fields of knowledge. It seems clear to me that Practitioners from all over the world recognize each other’s NLP skill and identify a common practice, share the same presuppositions and attitude, know/apply at least the same core techniques or classical code.

So, why is the NLP leadership Summit so important for the NLP worldwide community?

From what I have lived, understood and felt in the Alicante meeting, I could list many benefits, beginning with (1) the exemplar attitude of many experienced NLP leaders with different approaches working together and actually using NLP to make it work; (2) to open this huge meta discussion on the state of art of NLP and its future; (3) to think about all NLP Practitioners, trainers, developers, researchers, coaches/therapists as a community in a positive way; (4) to actively co-operate to build it as an inclusive community; (5) to create and offer standards as guidelines for the minimum quality expected and agreed for an NLP course - Practitioner, Master Practitioner and Trainer Training: this standards should include content, length in days and hours, the trainer’s experience, number of participants, minimal age of participants, assessment methods and the skills the participants are expected to have integrated after each level; (6) to be a reference to the NLP community, mainly to new NLP trainers and Institutes and (7) to create an ethic code for NLPers.

After all, what really matters is the fact that NLP continues to spread very quickly all over the world and the same amazing results. I train mainly in Portugal, Brazil and some African

countries. The feedback from the participants of the Practitioner courses now is the same as when I did my Practitioner course for the first time. Going through a Practitioner training is a hallmark in my life. One thing was my life before NLP and another thing is it now that I have this knowledge and skills.

Many of them also want to embrace the NLP path professionally, as a coach, therapist or trainer. Very often, I hear comments like this: everybody should learn this. It should be part of the school programmes.

Besides all the benefits that NLP offers to overcome suffering and to create a meaningful and happier lives, NLP train people into a structure to think and understand phenomena in a functional, peaceful and loving way. It enables participants to go meta, amplify awareness, reframe, change emotions and act accordingly. It is a whole new paradigm in the individual's life management. By enabling one individual at a time to change from inside out, we, as trainers, feel that we are contributing to change humanity into a more understanding and peaceful community.

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The Leadership of NLP

Laureli Blyth

When I began using and practicing NLP techniques it helped me to structure my thinking and behaviours and enhanced my life. It opened my awareness to possibilities of what I wanted my life to be. It gave me the skills to be the 'creator of my future.'

I see the use of NLP in so many places, yet it is not always apparent nor given the credit it is due. Many use some of the applications or techniques in management, leadership training, negotiations, self - development, parenting, and more. But not everyone is aware of what they are using or doing is NLP, and in some cases it is even mis-represented.

One of the first questions I asked in my early days of NLP was: who holds this all together? Is there a worldwide organization somewhere? I was surprised that there was not one main body but hundreds of associations and societies. Many were private and could only be joined if you trained with a certain school or person. I believe most were set up as a way to formalize the structure of NLP and to have it as a recognized field with standards.

One of the reasons I was interested in being involved with the NLP Leadership Summit was to help build a sense of world-community. To be a part of a group where people cared about what it is, where it is going, how and what is taught and shared in the world.

Coming together as a group of NLP leaders we have the ability to bring a sense of unity to a far reaching field. We all agree that it is dynamic, powerful and life changing. As leaders we have the accumulated knowledge and resources to cultivate and nurture the field for the next generations of NLP students and recipients'. My dream is when people ask, who is at the helm, we can collectively

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say, “a team of elders (or as some say welders) who care and are together steering NLP into the future.”

A Personal Reflection on the Summit

Anneke Durlinger

Embracing diversity.

Certifying NLP practitioners, master practitioners and NLP trainers requires criteria/standards/curricula.

Many NLP-trainers in the world are involved and dedicated to setting standards for NLP training (practitioner, master practitioners and trainers). In the past, in different countries, independent NLP-associations were formed to develop curricula. Individual NLP-institutes could connect and commit themselves to the curricula by joining the NLP-association.

Over the years this has resulted in various associations in different countries and different set of standards/curricula in different languages (although mostly English).

An important dimension of the NLP leadership summit was and still is: instead of forming an association, we are here to associate, to connect and thus discovering commonalities as well as differences. One point I feel we all had/have in common is our dedication to NLP, because it enriched and enriches our lives and we are dedicated to facilitate others to this end.

One of the practical outcomes of the NLP leadership summit is that, over the coming year, we are going to generate an overview of all the standards/curricula set by the different associations.

Why is this important to me?

- It is important because this overview in and of itself will reflect our willingness to respect differences and also learn from them and be inspired by them.
- It will provide an overview to the next generation of NLP trainers, who want to engage themselves with an association, to check which standard complies with their own criteria and values.
- This overview will also offer transparency to all persons who want to follow a NLP training to get information about the different standards.

I feel with this step we honor Bateson who once said:

“Wisdom comes from sitting together discussing differences without the intent to change them.”

The Tree

Trusting the potential of another person doesn't seem to be an easy thing in daily practice. However, it does fit the NLP presuppositions such as 'people have resources for change' and 'what another person can do, I can learn' (a time frame is not included ☺).

So I suggest to my NLP practitioners to imagine winter, a tree without leaves. And I ask them “How obvious is it to you that in spring this tree will carry leaves and even in summer may provide fruit?” Or “how obvious is it to you that the seed of a sunflower, when put in the ground will produce a sunflower?”

I call this 'instant trust', an attitude we can easily elicit or have available in nature. So why not use it in relationship to the development of people? And look upon each other with 'instant trust' in one's own and others' potential, not knowing precisely what this potential might be. This fits the pragmatic usefulness, which to me is one of the key values and functions of NLP.

Nature provides us with great metaphors that can be used in NLP. And to me the tree is a great metaphor for NLP itself.

The roots of a tree are hidden under the ground. Whilst not visible, they are essential for the growth and the development of the tree. Those roots (to me) represent Frits Perls, Virginia Satir, Erickson and others whose expertise is modelled and thus made the tree grow.

The stem represents the core of NLP and allows us to model the excellence of human beings; the different applications are represented by the various branches of the tree and its leaves.

And then there is off spring, where through cross fertilization new life/new approaches are generated in a different form.

The richness of the tree, its systemic way of growing can be found in NLP.

Instead of distinguishing NLP and classifying it as first, second, third generation, old code, new code. I like to see it as a tree that grows and renews and feeds the world with e.g. oxygen, food and shelter which we need as human beings to live and develop ourselves and the world into an ecologically sound system.

All the people involved in NLP, the modellers in the first place, to me are the caretakers of that tree: they are the air, the sun, the rain, the soil, and so much more: the facilitators that open the gateway to grow.

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Why is NLP so important today?

The power and potential of NLP

Karl Nielsen

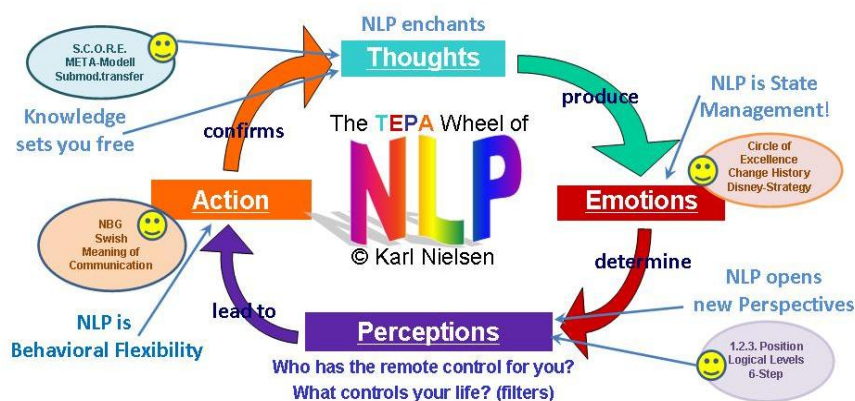
The human development of the last 200 years has now reached a point of risks and chances that we never had before in history. Today we have the ability to manipulate the genes of food, animals and humans (Human Genetic Engineering) and a development of Nuclear Weapons that can erase the whole life on earth (in 2016 the Doomsday Clock is 3 Minutes to Midnight). We are in the middle of the Second Machine Age Revolution (Erik Brynjolfsson & Andrew McAfee, 2014) where Machines are replacing Humans more and more (Industry 4.0 & Work 4.0).

Therefore communication about how more than 7 billion people can live together in peace on this planet, sharing all the resources fair and ethical, is crucial. Visions and values are crucial. Successful communication to understand each other and to find sustainable solutions is crucial.

Successful Communication has to do with emotional inner states of awareness and mindfulness. To manage such states and to communicate successfully can be learned through Neuro Linguistic Programming (NLP).

The “Wheel of NLP” shows in the following illustration how emotional inner states, as a basis for all kind of communication, are connected with thoughts, feelings, and perceptual filters.

NLP, the freedom in Thinking, Feeling, Perceiving and Behavior



Successful Communication depends on the accompanying thoughts, emotions, and perceptual filters. In order to communicate successfully you need to be aware and in control of your thoughts, emotions, and perceptual filters.

The development of our huge technical progress in the last 200 years has focused our attention strongly on outside factors. This was very helpful for all the benefits that technique brought us in the areas of health and survival. It allowed us to rise from under 1 billion people to more than 7 billion people. Never in history before lived more than 1 billion people. So the benefits are tremendous.

And now we need to develop the inner side of how to deal with thoughts, emotions, and perceptual filters as well, in order to manage the challenges and risks that technical progress has brought to humanity. This is crucial in order to live peacefully together on this planet, sharing all the resources fair and ethical. Planet earth has become a small village for us. Whatever happens anywhere on this planet has consequences anywhere else on this planet. So we need to communicate mindfully with each other to find peaceful, fair, and ethical solutions.

To manage the technical revolutions of the last 200 years took a lot of learning and best practice. To manage the inner states of the way we think, feel, and use perceptual filters needs a similar kind of attention, learning and best practice.

NLP has brought together the knowledge about best practice for successful communication from N: Neuro Science, L: Linguistic and P: Psychology (how our inner states are programmable). It can be used to learn how to manage negative inner belief systems (thoughts), destructive feelings (emotions) and misleading perceptual filters and how to develop healthful, caring, mindful thoughts, emotions and perceptual filters.

To manage such inner states successfully are the prerequisites for successful communication. And successful communication is the prerequisite for managing the challenges and risks the world faces today. That's why NLP is so important today for the future of humanity and for a peaceful, caring, mindful future world for our children.

The power and potential of NLP comes from modelling the communication competency of highly successful people and from effective knowledge of Neuro Science, Linguistic and Psychology. The above “**TEPA** Wheel of NLP” shows exemplary for each of these 4 areas a few typical NLP interventions that can easily be used for working with problems in this area. You can for example use the NLP interventions from the “Meta Model” to detect and change limiting beliefs (Thoughts), the “Circle of Excellence” to stabilize your emotional state (Emotions), the “1.2.3. Position” to change your point of view (Perception) and the “New Behavior Generator” to mentally practice future wanted performance (Action). The 12 NLP interventions in this graphic (marked with a smiley face) are part of the normal basic NLP training: “NLP Practitioner, IN”. **TEPA** means: **Thoughts** (beliefs) produce **Emotions** (feelings) that determine **Perceptual filters** that lead to **Action** that confirm **Thoughts**... This is a kind of wheel that can establish a success loop of joyful inner communication as well as a negative vicious circle

with tremendous consequences for all the actions taken on these grounds.

NLP is founded on communication Axioms. Here are 5 Axioms to illustrate the fundamental change of perspectives and successes in communication that are possible with using NLP. These 5 Axioms are from my point of view just the most basic ones. Different NLP Master Trainers use many more Axioms for successful communication. Most of these Axioms are well known in the areas of Psychology and Psychotherapy. NLP has the advantage that it uses these principles of communication as foundation for successful easy to use step by step NLP interventions.

The here chosen 5 NLP Axioms are:

1. **“The meaning of communication is the response you get.”**
When you communicate you have the intention to have an effect with your communication. If someone does not understand your language it makes sense to try another language. This includes the fundamental systemic NLP view, that you only know what you said when you see the response and that the other person defines what you said.
2. **“The Map is not the Territory.”** Everyone has his very individual subjective own way how he experiences his life in general and the sensory data that reaches his brain. There is no map that is objectively correct. People respond according to their subjective map of reality – not to the “objective” reality (whatever this could be). This includes that people generally operate more out of their “maps” than out of sensory experience.
3. **“There is no failure, only feedback (and responsibility).”** It is much easier to learn from the state of “feedback” than to learn from the emotional state of “failure”. NLP recommends to experiment with flexibility until you reach the feedback you are after. NLP does not claim with this axiom that there is no need for taking responsibility for

failures that harm others. This axiom only means to help people to look at failures in a way that helps them to overcome the challenge and to take responsible action.

4. **“Behind every behaviour there is a positive intention.”**
This is not regarded as the ultimate truth. It is the recommendation to handle behaviour in this way in order to reach goals successfully and to support effective communication. This includes that people make the best choice available to them at any given time and that every behaviour has a context.
5. **“Everything is connected to everything.”** If you change something somewhere it can have effects somewhere else. This is part of systemic thinking.

These axioms are not truths - just recommendations for successful communication. This is often misunderstood. Sophisticated NLP does e.g. not claim that there is in reality “no failure only feedback.” NLP only claims, that if you look at failure as feedback, then it is much easier to learn from your failure. NLP does insist that everybody is responsible for his failure, especially when they harm other persons. But instead of wasting time with feeling bad, NLP recommends to take action to solve problems.

So far NLP developed, in my view, in the following 5 waves:

1. **NLPure** is the 1st wave, the original NLP. I call it “NLPure”. It started 1972 with the main topic of “Success & Enthusiasm” through Richard Bandler and John Grinder. In the next step of NLPure Leslie Cameron-Bandler, Judith Delozier and Robert Dilts joint as co-developers. Anthony Robins developed a variation of motivation seminars all over the world with really very large groups.
2. **NLPt** is the 2nd wave, the application of NLP in the area of psychotherapy. It is in its mature form called Neuro Linguistic Psychotherapy: NLPt. NLP & Psychotherapy started in 1989 with the main topic of “Health & Joy of Living” through Robert Dilts

(“Beliefs – Pathway to Health & Well-Being”). The European Association of NLPt, the EANLPt, was founded 1995.

3. NLPeace is the 3rd wave, the application of NLP in the area of spirituality. It started in 1992 with the main topic of “Spirituality” through Robert Dilts. In the next step Richard Bolstad and Connirae Andreas made their contributions. And in 2014 the name NLPeace was used by the International Association of NLP Institutes IN. It is the main topic of on of the next NLP & Coaching World Congress of IN & ICI: www.in-ici.net/congress

4. NLPsy (NLPsy) is the 4th wave, with “Science & Research” of NLP. It is in its mature form called Neuro Linguistic Psychology: NLPsy (NLPsy). It started in 2006 with the Research & Recognition Project. In 2012 the name NLPsy was created on the 3rd NLP & Coaching World Congress of IN & ICI in Croatia by the International Association of NLP Institutes: www.NLP-Institutes.net

NLPsy has the highest qualification standard. A “NLPsy Master Trainer, IN” needs an academic Masters degree in Psychology, a qualification in Psychotherapy on the level of the World Council for Psychotherapy and in NLP a “NLP Master Trainer, IN” qualification. The effectiveness of NLPsy trainings is scientifically evaluated before and after each training.

5. NLPhil (NLPhil) could be the 5th wave. It was always there, but so far never a wave. Maybe it is just starting as the 5th wave of NLP. You can find my ideas about NLPhil on facebook: www.facebook.com/NLPhil

The 5 Waves of NLP, by Karl Nielsen

NLP in 5 Waves



5. Wave NLPPhil: Philosophy & Meaning of Life
2014 Karl Nielsen: IN & UCN

4. Wave NLPsy: Science & Research
2006 Research & Recognition Project, NLPt,
2012 IN & UCN: NLPsy = Neuro Linguistic Psychology



3. Wave NLPeace: Spirituality
1992 Robert Dilts, Richard Bolstad, Connirae Andreas

2. Wave NLPt: Health & Joy of Living
1989 Robert Dilts, 1995 NLPt = Neuro Linguistic Psychotherapy

1. Wave NLPure: Success & Enthusiasm
1972 Richard Bandler, John Grinder, Anthony Robins

NLP has the power and potential to support successful communication, if it is used with appropriate knowledge and ethics. The only solution for a peaceful world with wise decisions about how we all can live together happily lies in understanding how the human brain works and in communicating successfully with each other.

The chances for a peaceful beautiful world are gigantic if we manage to communicate meaningfully, understand each other and work together on the grounds of fair global mutual visions and values.

Regarding successful communication NLP has to offer so much. NLP has collected everything that works in the area of communication. This starts with how the abilities of highly successful people can be used by others (modelling), touches how to achieve freedom of thinking, feeling, perceiving and acting, and goes even right up to insights about how to create a happy and meaningful life.

In this sense the 3 letters of NLP mean:

Neuro has to do with the brain activities and how people structure their inner Map of Reality, what their dominant conscious and unconscious thoughts are, how they construct their beliefs, how their thoughts trigger much more their feelings (emotions) than the outside reality, how their thoughts determine what they perceive in the outside world and how their thoughts determine their behavior. In NLP seminars you can learn “Using Your Brain FOR A CHANGE” in the meaning of using it a) at all, b) consciously goal orientated for a change instead of just reacting, c) for thinking and living from the heart, and d) for knowing on a very deep level.

Linguistic has to do with all the conscious and unconscious details people express with every sentence they say and how they express their inner “Map of Reality” in the way they structure unconsciously their sentences. This reveals as well how they limit their flexibility to cope with challenging situations. Here you learn that in communication the structure of the chosen combination of words and the way how people say them contains the main message – not the content. Other people react stronger to how someone says things than to the content he says. In NLP seminars you can learn a) how to use language consciously in order to delete or change old and to establish new beliefs, b) how to use the way you say things so that this supports the content, and c) to use deliberately the area beyond words.

Programming has to do with habits and typical individual stimulus-response patterns. The brain is a huge collection of mainly unconscious stimulus-response patterns that have been built up through cultural influence, upbringing, advertising and individual learning processes. This individual collection is called “Map of Reality” in NLP. It means that what we think about the world around us and what we perceive in our outer world is mainly determined through our programmed thoughts. This includes that our emotions and reactions are far more determined through our programmed inner world (Map of Reality) than through the world

surrounding us. In NLP seminars you can learn a) how to program wanted future reactions for challenging situations, b) how to behave calm, conscious and centered instead of just reacting where this is better for you and others, and c) how to transform programming.

In this sense this article invites you to see the human development, our culture as world citizens and NLP as work in progress. It is an invitation to your rich inner world where you can learn to think and live from the heart, to know on a very deep level, to use deliberately the area beyond words, and to learn how to transform limiting programming. This all can contribute to: "Be the change you wish to see in the world." (Ghandi).

This can help you to:

**Be a present for other people,
be present in your life (mindful awareness),
be a present for yourself,
and represent all this in your communication.**

In this sense one of the next steps and waves of NLP could be Neuro Linguistic Philosophy. Therefore I invite you to discuss this on facebook: www.facebook.com/NLPhil

All for the future of humanity and for a peaceful, caring, mindful future world for today and for our children. NLP has focused on the methods for successful communication. Therefore it is so important today.

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A Personal Reflection on the Summit

Ueli R. Frischknecht

Mapping Diversity

Leaders from across the globe meeting for a three day colloquium. Coming from faraway places. Representing the world from Chile to Ukraine and from UK to Australia. Women and Men. Some (few) younger amongst the lot of us elders. A shared vision of bringing NLP to the world. Many common values. A great variety of beliefs of what is good and what not. A whole lot of amazing competencies. So many different models of how to bring NLP into the world. Big differences in the ways NLP is brought to the market in our day-to- day actions.

And every single one of us going strong with incredible passion and personal mission for the cause.

NLP is such a great model to deal with diversity. Whereas the gender model taught us to be aware that there are two kind of humans, men and women, diversity seems to fit much more with today's needs in communication. Not only has our understanding of gender/sex widened (transgender, bi-gender, pan-gender...), but diversity seems to cover NLP presuppositions such as "Every human being is unique and special" and/or "Behind every behavior is a positive intent." (or many others more) to a much finer degree too.

As you will know the diversity model does not teach us to compromise. It teaches us to accept diversity, looking for the positive intent behind behavior we do not understand. Finding ways to respectfully communicate our disagreement and listening to others doing so to us. Keeping the field open, exploring the map.

Living the four aspects of healthy systems dynamics that are (1) An **attitude** of respect and curiosity towards one's own identity, role and values as well as towards those of others; (2) Awareness of **reciprocity** of discrepancies and similarities; (3) Focusing **collective tasks** and outcomes; (4) **Resonance**: awareness, respect and acceptance of similarities and discrepancies to empower collective performance.

Being leaders in the field of NLP, it seems obvious that in order to bring NLP into the world each and every one of us has been following a model that works. Acknowledging diversity means acknowledging the fact that most probably each and anyone of us leaders is happy with his/her ways of pursuing the path of nlp. No need for anybody telling her or him how it should be done differently, better or right.

Will we self-appointed NLP leaders be able to live up to our own promise? Will we be able to use the excellent 'how to do' tools of our own trade in action? Particularly when we meet with colleagues who might have shown behavior we might have thought of as 'arrogant', 'unqualified', 'unfair', 'cheap', 'just going for the money', 'penny pinching', 'excluding' or even disrespectful towards us or others or 'the nlp'?

I am writing this text after having engaged myself in three full days of discussions, meetings, sharings at the January 2016 colloquium in Spain. Listening to each other, giving room to express different views and standpoints and experiences.

Yesterday, on the third day of our colloquium, walking back towards Melia hotel after having had lunch in the sun at the beach coffee-shop of Alicante, it occurred to me that I was really eager to get back in time to the group. To use as much time as possible to be with this special gang of outgoing people: this group of really individual NLP leaders. Some of them close to 'my' NLP, some of

them doing 'another' nlp. How much I enjoyed to share, to understand, to comprehend.

I think we can be really proud. We managed to share without wanting to change or judge before listening. We succeeded in creating an atmosphere where we have seen and heard and felt each other respectfully. What a great no-network of people who share in common this no-method NLP.

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Credibility: Professional NLP



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NLP – Profession and Professionalism

L. Michael Hall PhD

NLP Credibility means that NLP is perceived as credible, that it works, that it is useful, that there's a "solidness" to it, it is reliable, it can be trusted.

What is a Profession? What characterizes a Profession?

"Yes / No" depends on the Association of NLP.

1) A Profession involves a possible career path for people.	No
2) There's a career path to the profession.	No
3) It has a shared body of specialized knowledge.	Yes
4) Is there specialized terminology (jargon) in the field?	Yes
5) The shared knowledge is independent and not proprietary material.	Yes
6) It is taught and/or trained by Universities and/or Vocational Schools.	Not yet
7) There are significant barriers to entry.	No
8) There is screening and screening to get in - Prerequisites.	No
9) There is supervision of the skills and assessment for licensing.	Yes/ No
10) There is regulation by Certifying Bodies who admit, qualify, sanction, etc.	Yes / No
11) There is a code of ethics.	Yes / No
12) There is a single-focus or a clear-focus of concentration.	No

What NLP is *not* a Profession.

- NLP itself does not provide a career path— no one is hired as a “NLP Practitioner.”
- To be a Profession, NLP would need an International Association recognized by most governments so the Association can admit, qualify, sanction, revoke Licenses.

Why NLP is a Meta-Profession, that is, a Field.

- NLP informs many Professions— Training, Coaching, Therapy, Managing, Medicine, Sports, etc.
- NLP could create “professional development tracks” that would apply the NLP Models to various professions and professionals.

As a Meta-Profession Professional, NLP people can be Professionals.

What does it mean to be professional in one’s profession.

Definition: “acting like, behaving like a professional.”

- One seeks to develop one’s capabilities to reach a level of competence in a field
- One uses the competencies to make a living in a career.
- One follows a code of ethics so one’s practice is considered ethical.
- One receives payment for services of one’s competence.
- One lives up to the standards of the profession.
- One stays up-to-date with current developments in a field.
- One maintains professional status within the Profession.

Modelling Exemplars for the Successful Spread of NLP

Lisa de Rijk & Melody Cheal

Introduction

NLP is now over 40 years old and remains on the ‘substitutes bench’ when it comes to mainstream psychology, change management and personal development methodologies. This lack of recognition is compounded by the poor and inaccurate representation of NLP in Wikipedia. Additionally psychologists frequently repeat Sharpley’s (1984) critical review of the field when serious attempts are made to seek grant funding to investigate the effectiveness of NLP.

Organisations such as EANLPt (European Association for NL Psychotherapy), the NLP Research and Recognition Project, and ANLP (Association for NLP) through its Research conference, have all contributed to emerging research in the field. Additionally there is increasing scholarship in the field with a number of students completing PhDs at Surrey University through the sterling work of Dr Paul Tosey, and MAs in Coaching through the work of Dr Sally Vanson and The Performance Solution.

NLP has earned its place in modern day psychotherapy as a recognised psychotherapy modality in the UK and across Europe.

Yet NLP continues to be viewed as pop psychology, a cult and a fad that will eventually disappear.

It is with this in mind that Melody Cheal and Lisa de Rijk have mapped the progression and professionalisation of two close ‘cousins’: CBT (cognitive behavioural therapy) and TA (transactional analysis), with a view to using these exemplars to

make recommendations for the field of NLP in gaining greater recognition

The challenge

The early work of the founders of NLP was truly extraordinary and we are standing on the shoulders of giants as a consequence. The experiential nature of the field's development was responsible for the creation of a framework and structure that still has relevance today. The next step in evolving the field to the mainstream prominence it deserves is to provide an evidence trail to match the trail of techniques we are all familiar with. It is our responsibility to make this happen by working together building on the work of the giants that led the way.

This challenge perhaps runs counter to why most people come into the field and want to learn NLP. Many people are drawn to NLP are attracted by the sense of freedom and options it offers. This is a key aspect of the character of NLP and in creating a more main stream recognition and respect it will be vitally important that we ensure this sense of freedom is maintained.

Both Bandler and Grinder considered that NLP was not a therapy, neither was it to be researched or investigated in any scientific way. Yet for any methodology to be adopted as main stream practice that attracts public sector funding, providing an evidence base is essential.

Many of the field may profess that they are not using NLP as a therapy, and are applying it in business setting, education or the sports arena. The business world is very familiar with evidence based approaches hence part of the reason why personality profiling is so common place. An employer can predict how a significant investment i.e. an employee, may perform over time. Education is more familiar with using evidence based approaches and Churches et al have been successful at driving forward the

evidence base for NLP in education through the CfBT Education Trust.

Irrespective of what NLPers believe about the effectiveness of their work, the psychology, social work, health and education professions will only adopt something as mainstream if it can provide an evidence base, proven through the gold standard of clinical trials.

One major challenge facing NLP is the variety of criteria used across the globe to qualify as either an NLP Practitioner, NLP Master Practitioner or NLP Trainer. Although the content is broadly similar particularly at the Practitioner level the number of hours of face to face training and the methods of assessment vary vastly. Programmes are provided from vocational level through to Masters level, including some gaining industry standards such as ILM qualifications. This is one area where joined up thinking will be needed in order for the field to move forward in any meaningful way on the mainstream stage.

Currently the “big” three in the coaching world, AC (Association for Coaching), ICF (International Coach Federation) and EMCC (European Mentoring and Coaching Council) are working together to present a united front as far as ethics and standards are concerned. In NLP we have a similar potential with many of the leading associations and training companies creating their own sets of standards and codes of ethics. When examining the content of these different versions it is heartening to discover that there is a great deal of common ground.

Additionally the coaching world is clear about scope of practice of coaches. This remains a concern for the NLP community and we don't aim to address scope of practice here, we aim to present two exemplars and their process bringing a modality of psychological intervention into very successful mainstream practice and expertise.

Cognitive Behavioural Therapy

Cognitive Behaviour Therapy (CBT) is a close cousin to NLP and as such would be an exemplar from which to model successful adoption and spread both within the therapy field and beyond into coaching, education and business.

CBT emerged out of the crisis that occurred in the psychoanalytic movement in the 1950's, offering an alternative model. The model came out of behaviourism (Watson and Rayner, 1920) which by its very nature sets the groundwork for a model that is open to change through research and evidence. CBT is not a static field and is now thought to be in its third generation of followers and developers, similar to that in NLP, although NLP could be thought by some to be static, staying close to the original modelled patterns by Bandler, Grinder et al.

The first generation were the early developers, the work of Eysenk (1952), Skinner (1953), and Wolpe (1958). The model was predominantly based on learning principles and behaviour modification through learning, including the use of classic and operant conditioning (the basis for Anchoring in NLP!).

At the end of the 1960's through to the 1990's the second generation focussed more on the use of language and cognition and the impact that these can have on psychopathology, both causative and reparative. Ellis led the field for rational emotive behaviour therapy and Beck et al for cognitive therapy. Although Ellis and Beck are second generation if anyone was asked who developed CBT the most likely answer would be Ellis and Beck. This second generation embraced the findings emerging through research and commenced clinical trials to evaluate the model's effectiveness, particularly in the treatment of anxiety disorders.

As the field moved through the 1990's the third generation emerged and alongside it the development of more recognition of subjectivity of experience and how this influences perceptions of wellbeing. This

opened up the opportunity to bring in models such as mindfulness and acceptance. There has created a divergence of opinion in the field with some scholars believing they are new developments (Leahy, 2008; Arch and Craske, 2008), and others considering the development of mindfulness and acceptance as an evolution with these techniques being a development derived from existing theory (Hofmann, 2010; Martel 2008). A useful analogy to consider in NLP is the use of metaprogrammes, developed by Jung who no doubt was informed through Greek mythology, through to Dilts and Cameron-Bandler's development as core NLP, into the 1990s and the development of the LAB profile by Charvet.

During this time the British Association of Cognitive Behavioural Psychotherapy (BABCP) was formed in 1972 as a special interest group with just 195 members. Over time the membership has grown to over 10,000 many of whom have formed their own special interest groups. The BABCP consider that CBT is a merging of therapies as a unifying model of psychotherapy that works on the principal that if you change your beliefs, you will change your behaviour. CBT is a responsive form of therapy that is not oppositional and can be integrated with other approaches. The successful adoption of CBT can be directly linked to its evidence base, which was led by Beck in the 1960s. Beck has published more than 580 scholarly articles on CBT, much of them providing research evidence for the approach.

CBT practitioners are responsive to the evidence base and new findings that emerge in the field. The field is collaborative with a desire and drive for joint learning using an inquisitive enquiring approach. Good practitioners are able to hold the balance between the structure and focus of the CBT approach and the flexibility and personalisation that emerged in the 1990s. This approach has been supported by Beck as seen in his presentation with the Dalai Lama in 2012.

The BABCP provides the unifying voice for CBT and aims to promote the development and practice of the field, as well as providing a training and ethical framework for practitioners.

Transactional Analysis

Transactional Analysis (TA) provides a second exemplar to consider as a model demonstrating an international framework. TA developed around 1949 by Eric Berne in California and by 1958 he had conceptualised most of the basic TA models and ideas. Although Berne was clearly the originator he maintained that the field emerged from a community and he always acknowledged that TA was more than just him.

This community began in 1958 as a series of regular Tuesday evening meetings known as the San Francisco Social Psychiatry Seminar. Many of the members of this group went on to become well known in the field in their own right.

In common with many other psychological fields there was an autobiographical aspect to the development of TA so the leaders “script” flavours the field. Initially the script could be described as rebellious to Psychoanalysis reflecting Berne’s own rebellion away from the Freudian approach. In the USA TA didn’t apply for university status instead developing an independent qualification route after Berne’s death.

Berne died relatively early aged 60 in 1970. Up until this time Berne personally decided when people had developed enough expertise to become a Transactional Analyst. The decision was subjective and personal.

A number of schools of TA emerged in the early days lead by students of Berne. At this time there were still no formal qualifications. The three schools of TA generally recognised are:

Classical	Berne	analyse, decontaminate Adult ego state, share TA theory with client
Cathexis	Schiff	use regression to create a healthy symbiosis, create a re-parenting relationship.
Redecision	Gouldings	the power is in the patient, we can redecide in the Child ego state.

The ITAA (International Transactional Analysis Association) was formed in 1964 and once formed created a Board of Certification (BOC). The BOC is now part of the Training and Certification Council of Transactional Analysis Inc (T&C Council). This was necessary because in California the legal system required examining bodies to be separate from membership organisations. ITAA has a global direct membership, which at one time reached 14,000 but is now smaller and the ITAA has recently initiated a project to consider partnerships with other TA bodies.

In 1974 in Europe a similar process to set up examinations began led by EATA (European Association of Transactional Analysis). The EATA is made up of a number of associations based in various European countries. EATA established the EATA Commission of Certification (COC). An agreement of mutual recognition between the major TA bodies created a congruent framework to present to the rest of the world. This was take one step further in 1997 with the formation of Transactional Analysis Certification Council (TACC) composed of members from the relevant International and European Committees. Much effort has been put into ensuring that there is international agreement between these two associations so that the certification processes are run consistently. Indeed, those involved as examiners are often the same people, who will have travelled to various national and international conferences. Although in this way consistent standards have been applied

worldwide, a major exception has been South America where the various national associations have formed themselves into the Asociación Latinoamericana de Análisis Transaccional (ALAT). This might be seen as the equivalent of the European Association of TA; the distinction has arisen largely because of language with English having been chosen as the official language of EATA whereas that language is of course less commonly used in South America.

In TA students study for international accreditation to become a Certified Transactional Analyst (CTA) and in order to do this they must go through the examinations that are currently through either EATA or ITAA. Training for this takes about four years. Students wishing to go further join a PTSTA (Provisional TSTA) pathway (likely to be another six years) before finally qualifying through three more examinations as a TSTA (Teaching and Supervising Analyst). All TA examinations are competence-based, requiring candidates to present examples of their professional practice as well as demonstrating their theoretical knowledge and that they are exhibiting high standards of professionalism and ethical practice.

Unlike NLP, in TA trainers do not qualify their own students. Instead the trainer decides when a student is ready and the student can then attend an international examination board. The examination boards are run independently of any national associations, and of any training institutes, to avoid any conflict of interest. Those serving as examiners must be qualified at least to the level for which the examination is being conducted, and are expected to have attended examiner training. All P/TSTAs who wish to have their own candidates examined are required to serve as examiners for a minimum number of times. There is no payment for being an examiner and they are expected to cover their own travel costs to exam sites, which are often run alongside national and international conferences.

Another major difference from NLP is that all P/TSTAs will accept the hours of training and supervision provided by other P/TSTAs;

hence a student may start with one trainer or supervisor for perhaps the first year and can then switch elsewhere for the next year, and so on. There are some constraints on this in terms of their being different fields of TA application – psychotherapy, organisational, educational and counselling (which comes closer to a coaching application in many areas of the world), so that students to receive the bulk of their training in supervision from those who hold their own qualifications in the appropriate field.

Outside the USA there has been more interest in aligning to universities and other awarding bodies. Several University-accredited Masters Degrees have developed over the years in various countries. In addition, there have been links such as those in the UK where the therapy and counselling fields have been aligned with major bodies such as the UK Council for Psychotherapy and the British Association for Counselling and Psychotherapy.

In more recent years there has been some fragmentation with some courses receiving recognition in the USA that appear to undermine the existing hierarchy of qualifications. Despite this apparent fragmentation the TA community continues to foster positive working relationships across the globe. Hence, in Europe the need to add qualifications that students could achieve before the CTA resulted in the creation of additional levels that fit within the agreed structure. This was introduced when it was recognised that students who did not complete the several years of training to become CTA were being left without any qualifications. These arrangements might be contrasted with those within NLP, where candidates can undertake to get accreditation as Practitioner, then Master Practitioner, and then Trainer, although the requirements for the TA qualifications are much more stringent and might be considered as postgraduate Certificate, postgraduate Diploma and masters level in order to reach the CTA standard.

Finally, one significant decision made by the European TA community was to offer access to an online journal free of charge for

anyone interested in TA research. This journal is published in English but abstracts are also provided in German, French, Italian and Spanish, and there is an accompanying website established so that researchers can share their ideas and reach out for potential subjects for research studies. The idea was to make the research widely accessible to all and so raise the profile of the field. The initial issue of the journal included a list of all known TA research to date that had been conducted to competent research standards; with this and the papers that have since been published since the journal was launched in 2010, much effort has gone into rebutting the common myths about TA being too simplistic and having no reliable research base.

Implications for NLP

While maintaining the independent character of those attracted to NLP it becomes clear that in order to evolve there is a need for a united front to present to the rest of the world. Both CBT and TA have worked to manage internal conflict with the goal of serving the higher purpose of advancing their respective fields.

The NLP community is poised to create this united front and the Leadership Summit potentially provides the platform for global discussions and agreements. There are obstacles to be overcome and most importantly there is a need to involve as many key players in the field as possible. Some key players from the early days may not wish to be actively involved, however their opinions are valid, and if this evolution is to continue, will need to be sought.

Finding a way to agree standards internationally is likely to be our biggest challenge. The variety of standards as described in *The Elder Columns* is an indicator of the numerous opinions that exist in the field today.

There are isolated pockets of research taking place around the world, some with financial support but more without. Accessing grants to fund additional research will only become easier if we as a

community step up and demonstrate that NLP has a place on centre stage and that it is more than the cult it has been accused of being. This could be an issue of “chicken and egg”, grants only becoming available as research emerges and research only happening when there is funding.

Additional sources of research funding may need to be explored or the development of a mentoring scheme to help people undertake research on a budget with support.

Perhaps it is time for the NLP Community to take a leaf out of the TA community book and produce a regular journal that can be distributed widely. There are already a number of websites making research available however by publishing a quarterly, bi-annual or even an annual journal we will be lifting our game substantially. In the past the ANLP has sponsored the production of a Research journal however the distribution was fairly small and there was a fee for the pdf to anyone not a member.

The Leadership Summit website may be the appropriate place for a new journal to sit. This journal can then be distributed throughout the world and by offering it free, the readership has a chance of being more widespread.

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Information about the TA qualification process provided in interview by Julie Hay, who is a Teaching & Supervising Transactional Analyst in the Organisational, Psychotherapy and Educational fields of application, a past president of both the European and International TA Associations, and a Licensed NLP Trainer.

The Future of E Learning and Technology in training NLP

Karen Meager

It's a hot topic in the NLP community right now: does technology have a place in deliver quality NLP training? If so, what is its place?

In the session at the Leadership Summit, we wanted to get a sense of what approaches were being used, what worked, what didn't and how could technology impact training standards. Many of the group felt that as NLP is a people thing, the most appropriate form of training it is face to face. This way the trainer can support and give feedback and the delegates can get face to face feedback from each other. In today's world where delegates are less willing or able to travel far for trainings, everyone seems to be time poor and some trainers are training in countries with many time zones, is this now an outdated view?

There is also a perception that anything other the face to face training lacks quality and we wanted to explore whether this is a true reflection or whether there is a place in high quality trainings for technology.

Concerns

It's fair to say that views on this topic varied widely amongst the group, some trainers were already using a lot of technology in their trainings, some hated it and some (like me) were just technophobes!

The groups highlighted a number of concerns with using technology and e learning practices in NLP training:

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How to evaluate whether delegates have actually learned anything, it's hard to judge integration of learning remotely. Statistics indicate that only roughly a third of people actually complete online tasks or modules

Some delegates will not attend the webinars or do the e learning tasks, how do we manage that?

How do you assess and give feedback on behaviour in a non face to face environment, particularly assessing whether or how delegates are integrating the presuppositions of NLP for example

How can you witness delegates interacting with other delegates and give feedback. As we know a lot of learning takes place outside of the formal teaching.

Opportunities

We also recognised that there were opportunities to support face to face training or even enhance the learning experience with technology:

Online drills could be very useful for integrating and practising some of the skills elements of an NLP training, sensory acuity and language patterns were cited as particularly useful for this medium and teaching these in the classroom may not be best use of face to face time.

Webinars could help delegates to layer in material, therefore deepening integration of learning

Webinar Q&As with trainers could help support delegates between face to face session

Skype or other video call technology could be used to conduct one to one catch ups with delegates

Online tools could be used to assess content knowledge

Personal Style

It was also appreciated there is an element of personal style for the trainer here. For some trainers the connection of being with their delegates is the joy of the job. Some are a bit self conscious with a camera - perhaps they need to get over this! Some of us recognised that we needed to learn more about this medium to fully understand its potential.

Will technology ever fully take over face to face training?

A lot of the group hoped not! From a human to human perspective it was important for a lot of people to be with their groups, partly because as the world gets more and more drawn into technology so the need for face to face, real human contact becomes ever more important.

There was a recognition though of a place for technology in NLP Trainings alongside the face to face element and a number of the members took away actions to explore this further with their training companies and with their awarding bodies.

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A Personal Reflection on the Summit

Reb Veale

The first thing for me to say is that I was greatly relieved that, as a group, we discussed and agreed that our primary purpose was to *associate* and not to create a '*supergroup*'...Cream or Coldplay, we are not! Colloquium apparently means '*an informal meeting for the exchange of views, to talk together*', which the three day gathering in January 2016 indeed turned out to be.

Around me were the names from books reaching back forty years that I had read, learned from and recommended as texts to my own students and yet, one of my overriding joys was the lack of egos in the room. The carefully crafted structure was signalled from the opening, with collaborative, mixed informal groups and plenary sharing. Many nationalities were present and the opportunity and challenge was to balance our desire to step up and take responsibility, with the fact that no one had died and made us emperors ;)

So, wishing to start off as we meant to go on; we ploughed into group work to identify our ambitious scope. Ah, the 'S' word....Standards! Even if we did not intend resolving this topic during the three days available, we started scoping out that the only way to begin seeking commonality was to at least be open to share and discuss NLP programme content, length of courses and methods of competence assessment. One of the most common questions asked by students of NLP is 'if this is about communication excellence; how come people in the NLP community don't agree?'. We think this is a valid question and one we care enough about to seek to explore and potentially change, for

the overall credibility of NLP, if for no other reason.

There was a great debate about the difference between being an *NLP Professional* (see Karen Moxom's great book of the same title) and NLP being defined as *a profession*. At this early stage, there was much consensus around the need for professional standards of ethics and competence, whilst the existing definitions of a profession (as cited from Grant & Cavanagh, 2004 in Bruce Grimley's PhD thesis on 'What is NLP') were deemed either too onerous or inappropriate.

Possibly the most significant impact on me personally was the openness and generosity with which those present shared their research, experience and resources, tips for business-building and use of technology. I had not previously been aware of the complex additional distinctions John McWhirter had distilled from the Meta Model or the sizeable portfolio of behavioural modelling projects he has created. The community projects initiated by Frank Pucelik and his trainers in Ukraine and Russia. The academic rigour Karl Nielsen had brought, enabling NLP to be studied to PhD level. To name but a few – what a privilege to have these innovative collaborators who care so deeply about the state and future of NLP.

So, I went to the first colloquium with many hopes and not a few concerns and was humbled to leave with new friends all over the world and renewed hope that we are all working proactively and transparently for the benefit of our field and for generations of NLPers to come.

The Authors

(In alphabetical order)



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Laureli Blyth



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

Joe Cheal



Joe is an NLP Master Trainer who enjoys learning new things... by exploring diverse fields of science, linguistics, philosophy and psychology and then integrating these 'learnings'. He is author of "Solving Impossible Problems", "Who Stole My Pie?" and co-author of "The 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.

Melody Cheal



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

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

Her personal focus is humanistic and she enjoys helping students and clients find their authentic self. Her new book, *Becoming Happy* is designed to provide simple easy to follow steps to enable even more people to become the best version of themselves.

Lisa de Rijk



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

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

Clinical Effectiveness of Neurolinguistic Programming.

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

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

Lucas Derks



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

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

Anneke Durlinger



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

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

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

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

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

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

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

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

R. Frischknecht



Study of Accounting and Organization. 1980
Foundation of own company in the field of
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Since 1989 Co-Owner and Teaching trainer of NLP-Academy
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1998 - 2007 Board-member of CHNLP Swiss Association for
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- 2001 Member of Standard Committee DVNLP German
Association for NLP (www.dvnlp.de). Since 2000 Secretary
General IANLP International Association for NLP (www.ianlp.org).

Swiss diploma in adult education; Swiss diploma in Supervision,
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Bruce Grimley



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

L. Michael Hall



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

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

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

Heidi Heron



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

Jaap Hollander



Psychologist, NLP Trainer,
Provocative Trainer, MindSonar
founder

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

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

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

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

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

Rachel Hott



Dr. Rachel B. Hott, who holds a Ph. D. in clinical psychology is a certified master practitioner and trainer of Neuro-Linguistic Programming and co-director and co-founder of The NLP Center of New York. She is a NYS licensed clinical

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

Judith Lowe



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

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

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

Website; www.judithlowe.com

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

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Karen Meager



Karen Meager is an INLPTA Master Trainer of NLP and Co-founder of Monkey Puzzle Training & Consultancy in the UK. She has been working in the field of NLP for over 15 years, both in organisations and with individuals, is a UKCP registered Psychotherapist and author.

Karl Nielsen



Prof. Dr. Karl Nielsen from Germany is the President of the International Association of NLP Institutes (IN) and Professor at the Universidad Central de Nicaragua (UCN) for the international Master and PhD distance learning programs in Psychology with focuses in NLP, Coaching, Business and Health. He is cofounder of NLPsych (Neuro Linguistic Psychology) and NLPhil (Neuro Linguistic Philosophy).

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Reb Veale



Reb Veale is a member of ANLP and an INLPTA NLP Trainer, an mBIT Trainer and one of the first mBIT Master Coaches to be certified. As a business psychologist, Reb works in leadership development, the impact of coaching on individuals and organisational culture and also runs public NLP and mBIT trainings globally. She has also co-authored a range of coaching and development products that are currently supporting customers in 37 countries.

Most likely to say: “so what?!” Least likely to say: “whatever!”

Luzia Wittmann



Luzia Wittmann is a Master Trainer in Neuro-Linguistic Programming and a Systemic Coach. Her mission is to offer strategies to help people to overcome suffering by inner transformation and by building a fulfilling life for themselves. With this intention Luzia runs In-NLP – The International Institute of NeuroLinguistic

Programming, based in Lisbon. So far she has been responsible and participated as a trainer for about 85 certification trainings, including Practitioners, Master Practitioners and Trainers Trainings, and in numerous in-company trainings in Portugal, Brazil, Angola, Mozambique and USA.

Luzia likes to keep updated with the recent developments of NLP, as well as to keep contact with peers in the NLP world. She has been exploring Neurolinguistic Psychotherapy as well as NLP related areas such as Systemic Constellation, Coaching, Jungian psychology, Ericksonian hypnosis, among others.

In the past, Luzia led a group of researchers in Computational Linguistics at INESC for 6 years, having been responsible for several European projects at this institution. She holds a Master's Degree in Portuguese Literature from the University of Lisbon. She taught at the University of Nantes in France and collaborated with various newspapers and magazines in the field of critical and literary review in Portugal and in Brazil.

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