



IANLP Assessment Guidelines

Level Competencies for NLP Training

Level 1: **Certificate in Advanced NLP IANLP** *or* **NLP Practitioner IANLP**

Level 2: **Certificate of Proficiency in NLP IANLP** *or* **NLP Master IANLP**

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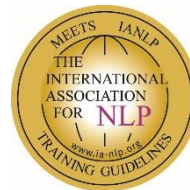
All interested FMTs are kindly invited to contribute their opinion and suggestions for improvement.

Created on behalf of the

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Citation: Frischknecht, Ueli R.; IANLP Assessment Guidelines Level Competencies for NLP Trainings; IANLP, Switzerland, 2021



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Preamble

These guidelines are intended to support both NLP trainers and students in evaluating their NLP trainings. If these guidelines also help a broader public to better understand what skills are acquired in an NLP training and thus the fascination that NLP exerts on millions of people worldwide becomes better understandable, then this is a very desirable and welcomed side benefit.

To the best of our knowledge, this is the first attempt to break down the communicative competencies that are acquired through a serious training in Neuro-Linguistic Programming into individual, specific and defined competencies and to define the yardstick by which it can be recognized whether the corresponding competency has been acquired.

NLP Neuro-Linguistic Programming was born some 40 years ago in Santa Cruz, California (USA). Forty years is not yet old, but certainly mature enough to grow up and gain the recognition that the method was denied for too long.

To understand the emergence and development of NLP Neuro-Linguistic Programming, it is advisable to take a somewhat broader view of the social conditions at that time.

In California in 1976 the young team around John Grinder, Richard Bandler and Frank Pucelik was influenced by different currents. Socially, the spirit of optimism of the hippies of the 1960s, the anti-war and anti-Vietnam demonstrations, the rebellion against traditional role models and social clichés. In the psychology faculties, students were interested in the humanistic psychology newly founded by Carl Rogers, Abraham Maslow and Virginia Satir, which viewed the human being as a whole and postulated a shift away from a focus on problems to a focus on potential (Human Potential Movement). Universities experimented with new forms of teaching and learning (anti-establishment culture, feminist movement and much more).

This is how the titles "NLP-Practitioner" and "NLP-Master" for short trainings of 10 to 18 days each, which are rather unusual from today's point of view, can be understood historically. However, what was a cheeky mockery of the traditional education system in the 1980s now leads to NLP trainings being labeled 'dubious' by the education establishment. A 'Master's' degree with less than 150 hours of training time is, of course, ridiculous.

Thus, not entirely surprisingly, but nevertheless very regrettably, the scientific world shunned serious analysis of the methods presented by the NLP. This despite the phenomenal spread of NLP across all cultures and over the whole globe.



It is only in more recent times that more and more scientifically based studies have been presented on the effectiveness and theoretical embedding of the Neuro-Linguistic Programming. The work presented here would like to be understood as a further contribution to the public recognition of the method.

Pfungen, Switzerland, April 2022
Ueli R. Frischknecht (Secretary General)

List of Competencies and Evaluation Criteria

Notes:

Rapport → A demonstrated competence is considered '*not fulfilled*' if this is to the detriment of the rapport with the client. (see Glossar '*Rapport*')
 Client: The word '*Client*' is used synonymously in this text for all interlocutors (partner, client, friend, colleague, boss, customer, coachee...).

Gender: The feminine or masculine form is used freely in this text. Wherever appropriate, all persons are addressed.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
000	Personal Leadership			
001	Personal values	Level 1 student has a set of intrinsic values that foster and support the education and development of self and others.	Level 2 student is aware of his/her value hierarchy. His highest values are aligned with education and development of self and others. S/he will not use her/his communication skills to pursue own goals which contradict the goals of the client (negative manipulation).	There are no known incidents from the time of study and/or other cooperation with the student and/or through communication from third parties, which indicate disregard for these principles.
002	State Management	Level 1 student recognizes what state s/he is in.	Level 2 student controls in what state s/he enters.	In subsequent reflection a level 1 student can name a state s/he was in. In addition a level 1 student should be able to describe some strengths and some weaknesses of this state in that situational moment.

¹ For domains and levels of competence refer to *Taxonomies of Learning and Competence* (Baumeler, et al., 2018) included in the appendix of this document.



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				In a subsequent reflection of the communication, the level 2 student can name a state s/he was in or noticed the tendency to get into. And her/his grounds for decision to get into (or remain in) the state s/he was.
003	Learning Values	<p>A level 1 student is able to openly state some personal challenges and learning issues. S/he recognizes such as learning opportunities without devaluing them.</p> <p>Within the context of the training s/he is ready to work on genuine personal issues in the position of client. Either within demonstrations of FMT and/or with fellow students.</p> <p>S/he has an intrinsic set of</p> <ul style="list-style-type: none"> • readiness for change • willingness to learn • perseverance. 	In addition a level 2 student keeps a personal learning diary in which own challenges and learning topics are continuously noted and reflected.	<p>When observing the student these competencies can be assessed self-determined and recurring, either by the actions and/or by the nonverbals of the student.</p> <p>Level 2 student can show his/her personal learning diary.</p>
004	Systemic thinking	<p>A level 1 student should understand how different parts of a system can influence one another within a whole.</p> <p>Examples from NLP training can be:</p>	<p>In addition a level 2 student understands</p> <ul style="list-style-type: none"> • the very systemic nature of NLP and thus of many NLP techniques (6 step reframing, 	The student is able to state her/his understanding in a level appropriate manner.

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		<ul style="list-style-type: none"> • Application of ecology question within wellformed outcome format. • Understanding the systemic implication of the SCORE model and/or reimplenting format and/or others • When doing future pace, helping the client to foresee how his system (family, team) is free to respond one way or another to his/her new behaviors. 	<p>reimplenting, Disney Strategy and more)</p> <ul style="list-style-type: none"> • that all these techniques (formats) may be used to work with inner parts of one person but with outer systems (family, teams) as well. • systems are complex. In time they will adapt to change (autopoiesie). Less change at a time is often more than more change at once. 	
010	Representational Systems			
011	Rep-Systems: Detecting	A level 1 student should know his own preferred representational system and understand the powers and limitations of his/her own rep-system preference.	<p>A level 2 student should be able to detect the preferred representational system of the client by one or several of the following means</p> <ul style="list-style-type: none"> • Eye movement • Predicates (spoken or written words) • Voice quality • Bodily expressions 	<p>A level 1 student can name his (one or two) preferred rep.-systems and her/his observations that support this conclusion. In addition a level 1 student should be able to list some strenghts and some weaknesses of this preference.</p> <p>In a subsequent reflection of the communication, the level 2 student can name the preferred rep-system of the client (presented in this session)</p>



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				and her/his observations that brought him/her to this conclusion.
012	Rep.-Systems: Rapport The ability to adjust your communication (both verbal and nonverbal) to the preferred system of the client.	See competence 'Rapport' in this list		
013	Rep.-Systems: Leading Overlap of representational systems as a method of inducing in the client whichever system they do not have access to, and use in pacing and leading the client from one representational system to the other (all 3 – V, A, K)	See competence 'Rapport' in this list		
014	Rep.-Systems: Submodalities Submodalities and their use both as interventions (e.g. SWISH) and as barometers of the	A level 1 student should be able to name at least five submodalities of each of the sensory systems (Rep.-System, v-a-k-o-g).	A level 2 student should be able to <ul style="list-style-type: none"> name at least five submodalities to each of the sensory systems (Rep.-System) and <ul style="list-style-type: none"> Personal Leadership: name the three most powerful 	Level 1 student or level 2 student can name the listed requirements.

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	effectiveness of change techniques		submodalities that help him/her to come to a dissassociated state (separator).	
015	Rep.-Systems: Submodalities The use of submodalities in change work	When doing change work with a client (coaching) a level 1 student is able to apply the submodalities in a way that is reasonably specified by the structure. (E.g., when doing 'Disney Strategy' on position 'dreamer' using mostly visual submodalities. On position 'realist' using kinesthetic and on position 'critic' auditory submodalities.)	A level 2 student should be able to <ul style="list-style-type: none"> • apply submodalities in a way that is reasonably specified by the structure.; and <ul style="list-style-type: none"> • supporting his/her submodality interventions with matching nonverbals (gestures, embodiment); and <ul style="list-style-type: none"> • adepting standard NLP interventions to fit the client's preferred rep.-system; and <ul style="list-style-type: none"> • utilizing outcome-oriented submodality changes to fit the client's needs; 	When observing the level 1 student in a communicative setting (coaching) the competence to apply submodalities as specified by the structure can be assessed either by the use of words and/or by the nonverbals of the level 1 student. Level 2 student same as level 1 student (above) plus: In a subsequent reflection of the communication, the level 2 student can provide professional arguments for changes and/or interventions made.
016	Rep.-Systems: Submodalities as barometers of the effectiveness of change techniques	A level 1 student should be able to work out the significant different submodalities for both the stuck state and the desired state of a client.	A level 2 student should be able to <ul style="list-style-type: none"> • work out the significant different submodalities for both the stuck state and the desired state of a client; and	When observing the level 1 student in a communicative setting (coaching) the competence to work out the significant submodalities for both stuck state and desired state can be assessed either by level 1 student naming the submodalities during the work (and noting them, for example)



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			<ul style="list-style-type: none"> make an educated guess about which of these submodalities is likely to have the greatest impact on the customer's state; and <ul style="list-style-type: none"> name the submodality change that has occurred as a result of the work (coaching); and <ul style="list-style-type: none"> anchoring the key submodality changes in the customer's mind as part of a future pace. 	<p>or by the level 1 student being able to name the submodalities explicitly in a subsequent reflection.</p> <p>Level 2 student same as level 1 student (above) plus: In a subsequent reflection of the communication, the level 2 student can name and/or describe the additional requirements.</p>
020	Perception Skills			
021	Calibration (input channels) Being able to calibrate in each of the sensory input channels, visual, auditory and kinesthetic. (Please notice that we distinguish between 'sensory input channel' and 'representational system')	Personal Leadership: Being able to perceive own shifts (change in attention focusing) in sensory input channels.		Level 1 student can describe in sensory specific terms (either visual and/or auditory and/or kinesthetic perception) how s/he recognized a shift (change) in her/his own attention focusing (from.... to).
022	Calibration (input channels) Being able to calibrate in each of the sensory input		Personal Leadership: Being able to perceive one's own state changes while maintaining freedom to perform in the desired	Level 2 student can describe in sensory based terms (either visual and/or auditory and/or kinesthetic perception) how s/he recognized a shift (change) in her/his own

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	channels, visual, auditory and kinesthetic. (Please notice that we distinguish between 'sensory input channel' and 'representational system')		manner. Independent of one's own state.	attention focusing (from.... to) and how she was able to still act independently of her own state (feelings, inner dialogue)
023	Calibration (input channels) Being able to calibrate in each of the sensory input channels, visual, auditory and kinesthetic. (Please notice that we distinguish between 'sensory input channel' and 'representational system')	Being able to perceive in which input channel a client is primarily present (visual, auditory or kinesthetic).		Level 1 student can describe in sensory based terms (either visual and/or auditory perception) how s/he recognized the primary input channel.
024	Calibration (input channels) Being able to calibrate in each of the sensory input channels, visual, auditory and kinesthetic. (Please notice that we distinguish between 'sensory input channel' and 'representational system')		Being able to calibrate changes in the clients input channel (visual, auditory or kinesthetic).	Level 2 student can describe in sensory based terms (either visual and/or auditory perception) how s/he recognized a change in the other person's input channel (from.... to) and matching this observation to a clients condition.
025	Calibration (input channels) Being able to calibrate in each of the sensory input	Personal Leadership: A level 1 student should be able to distinguish between input (what did I see and/or hear) and what		The reflections of the level 1 student do distinguish clearly between what was seen and heard (observation, outside world) and what were the

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	channels, visual, auditory and kinesthetic. (Please notice that we distinguish between 'sensory input channel' and 'representational system')	was the effect on me (kinesthetic and/or internal dialogue).		own feelings, concern, thoughts about it (effect, inside world).
026	The ability to note (recognize) nonverbal signals and - if in the interest of the client - utilize them.	A level 1 student should be able to recognize nonverbal signals of her client.		<ul style="list-style-type: none"> Level 1 student can describe in sensory based terms which nonverbal signals s/he recognized. and/or <ul style="list-style-type: none"> When observing the level 1 student in a communicative setting (coaching) it can be clearly assessed by actions of level 1 student that the level 1 student has perceived a nonverbal signal of her client (e.g. mirroring nonverbal signal).
027	The ability to note (recognize) nonverbal signals and - if in the interest of the client - utilize them.		A level 2 student should be able to recognize nonverbal signals of her client <u>and</u> - if purposeful - utilize in the ongoing communication.	<ul style="list-style-type: none"> Level 2 student can describe in sensory based terms which nonverbal signals s/he recognized and how they were utilized or could have been utilized in the communication. and/or <ul style="list-style-type: none"> When observing the level 2 student in a communicative setting (coaching) it can be clearly assessed by actions of level 2

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				student that the level 2 student has perceived a nonverbal signal of her client and decided to utilize ("You have just looked up to the ceiling, any other idea come up?" and/or nonverbal pacing-leading sequences).
100	Rapport - Pacing			
101	<p>Pacing: Mirroring - Visual, auditory</p> <p><i>"In NLP, 'mirroring' is the process of reflecting or feeding back physical patterns of behavior of another person. Examples of mirroring include sitting in a similar posture as another person, or speaking in a similar tone and tempo of voice."</i> (Dilts & DeLozier, 2000)</p>	<p>A level 1 student should be able to intentionally do</p> <p>Direct mirroring (pacing):</p> <ul style="list-style-type: none"> • Auditory: repeating words of client in an appreciative tone of voice; • Auditory: using similar tone and tempo of voice of client; • Visual: Using same (similar) postures and/or gestures as client. 		<ul style="list-style-type: none"> • When observing the level 1 student in a communicative setting (coaching) all of the listed competencies can be repeatedly assessed as integrated abilities that are being used intentionally by the level 1 student (not just coincidentally). <p>and</p> <ul style="list-style-type: none"> • In a subsequent reflection of the setting, the level 1 student can describe <u>some</u> of the mirroring done in sensory based terms.
102	<p>Pacing: Cross-over mirroring - Visual, auditory</p> <p><i>"Mirroring can also be accomplished indirectly by coordinating some repetitive movement or behavior on your part (e.g., tapping your</i></p>		<p>A level 2 student should be able to</p> <p>Direct mirroring (see level 1 student above) and</p> <p>Cross-over mirroring (pacing):</p> <ul style="list-style-type: none"> • Auditory: using not the same words as the client but words of 	<ul style="list-style-type: none"> • When observing the level 2 student in a communicative setting (coaching) all of the listed competencies can be repeatedly assessed as integrated abilities that are being used intentionally by the level 2 student (not just coincidentally).

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	<i>foot), with a repetitive movement or behavior in the other person (e.g., eye blinks)." (Dilts & DeLozier, 2000)</i>		<p>the same representational system;</p> <ul style="list-style-type: none"> • Auditory: using tone and tempo of voice to mirror kinesthetics of client (body expression); • Visual: Assume comparable postures with different body parts than the client. • Kinesthetic: Using body expression (nonverbal) to pace auditory messages of the client. <p>Time-delayed mirroring (pacing):</p> <ul style="list-style-type: none"> • All of the competencies listed above, but as delayed pacing rather than immediate mirroring. 	<p>and</p> <ul style="list-style-type: none"> • In a subsequent reflection of the setting, the level 2 student can describe <u>some</u> of the mirroring done in sensory based terms.
103	Pacing of beliefs, values and identity (diversity competence)	<p>Personal Leadership:</p> <p>A level 1 student should be able to mirror beliefs, values and/or identities (roles) other than his or her own in a respectful and appreciative manner.</p> <p>*Rapport*</p>		When observing the level 1 student in a communicative setting (coaching) it can be observed that the level 1 student is repeating beliefs and values of client in an appreciative tone of voice and talks respectfully of the role (identity) of the client.
104	Pacing content of client (diversity competence)	<p>Personal Leadership:</p> <p>A level 1 student should be able to accept the content description of a client's life situation and the assigned meaning.</p>		When observing the level 1 student in a communicative setting (coaching) it can be observed that the interventions of the level 1 student are process-oriented (not content-oriented).

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		Rapport		The level 1 student does neither offer advice on how to change the content of the issue nor does s/he comment on the assigned meaning in a derogatory manner. (<i>"But this is not really a problem, is it!?"</i>)
105	Pacing content of client (diversity competence)		A level 2 student works in a process-oriented manner. If s/he offers content suggestions, s/he uses soft frames and specifies the suggestions as such.	When observing the level 2 student in a communicative setting (coaching) it can be observed that the interventions are process-oriented (not content-oriented). If content-oriented suggestions are being made, these are clearly marked as such. (e.g., <i>"In NLP coaching we do not give advice. However, I have heard that there are people who in a similar situation have done the following [...]. Of course, I don't know if this would even be an option for you?"</i>)
110	Rapport - Leading			
111	Leading Be able to break rapport respectfully (e.g., at the closing of meetings)	Has the competence to willingly trigger rapport breaking (Leading). The elegance of the intervention is a consequence of the social competence of the counterpart.	Knows, can describe and perform multi-step variations of rapport-breaking. From nonverbal to and including verbal. Reflective competence: Can subsequently describe a breaking of rapport in sensory specific terms.	<ul style="list-style-type: none"> When observing the student in a communicative setting (coaching) all of the listed competencies can be repeatedly assessed as integrated abilities that are being used goal-oriented and intentionally (not just coincidentally).

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			Proactive Competence: can make a meaningful pre-assumption prior to a communicative intervention (coaching) as to when rapport-breaking is most likely to occur and make appropriate arrangements to support the process of breaking rapport.	Additional competencies level 2 <ul style="list-style-type: none"> In reflecting the process, student level 2 can describe the essential process elements of the rapport-breaking in sensory-specific terms. When planning a communicative interaction (coaching), the student level 2 can describe when rapport-breaking will meaningfully occur and can identify some elements that support this rapport-breaking.
111	Leading into different representational system	A level 1 student should be able to recognize the representational system prevailing in the verbal aspects (wording) of a communication. And be able to make verbal offers from another rep-system.		<ul style="list-style-type: none"> When observing the level 1 student in a communicative setting (coaching) this competency can be repeatedly assessed as an integrated ability that is being used intentionally by the level 1 student (not just coincidentally and/or not just his own lead rep-system). or <ul style="list-style-type: none"> In a subsequent reflection of the setting, the level 1 student can name <u>some</u> of the rep-system changes offered.
112	Leading into different representational system		A level 2 student should be able to recognize the representational system prevailing in a	<ul style="list-style-type: none"> When observing the level 2 student in a communicative setting (coaching) this competency can be

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			communication. And being able to make offers (verbally and/or nonverbally) from other rep-systems.	repeatedly assessed as an integrated ability that is being used intentionally by the level 2 student (not just coincidentally and/or not just his own lead rep-system). or <ul style="list-style-type: none"> In a subsequent reflection of the setting, the level 2 student can name <u>some</u> of the rep-system changes offered and the intention s/he had by offering such (intended outcome).
113	Leading into 'Bail-out' / disassociation	<p>A level 1 student should be able to do two of the following disassociation techniques with a client</p> <ul style="list-style-type: none"> activating the client respectfully (pacing/leading) into moving his/her body activating the client respectfully (pacing/leading) into getting out of the present position and physically move to another place. Eye-Hand Coordination: activating the client's perspective to shift from kinesthetic (associated) to 		When observing the level 1 student in a communicative setting (coaching) at least two (2) of these competencies can be repeatedly assessed as an integrated ability that is being used intentionally by the level 1 student (not just coincidentally).

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		<p>visual (disassociated) by using eye-hand coordination gestures to an imaginary place away from client.</p> <ul style="list-style-type: none"> • Breath Pattern: Using an audible exhale, to lead the client to disassociate. • Change of Tonality of Voice: From more quiet, slow, empathic tonality to everyday tonality (louder, more rhythmic, faster). • Body Shift: using disassociated embodiment to lead client to disassociation. • Language Pattern: using disassociating language (3rd person singular, past or future tense) 		
114	Leading into 'Bail-out' / disassociation		A level 2 student should be able to do several of the level 1 student listed disassociation techniques with a client.	When observing the level 2 student in a communicative setting (coaching) at least four (4) of these competencies can be repeatedly assessed as an integrated ability that is being used intentionally by the level 2 student (not just coincidentally).
115	Leading oneself from problem	Personal Leadership:		In everyday communicative situations, the level 1 student

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	into ressource and/or goal orientation.	A level 1 student should be able to accept personal challenges and difficult emotions as natural states of being. And to focus her attention self-determinedly on positive aspects and growth opportunities too.		demonstrates that s/he recognizes problems and can name them as such, but does not get stuck with his or her focus on the problem. Problems can be adequately reframed and/or the focus of attention is directed back to positive aspects of life too.
116	Leading oneself from problem into ressource and/or goal orientation.		Personal Leadership: A level 2 student should be able to self-determinedly go in an up-time state to be open and receptive for a client session. Regardless of own personal problems and/or challenges.	When observing the level 2 student in everyday situations and/or in communicative settings (coaching) this competency can be repeatedly assessed as an integrated ability.
117	Leading a client from problem into ressource and/or goal orientation	A level 1 student should be able to use at least <ul style="list-style-type: none"> one question to ask client to lead towards ressource orientation ("What might be helpful in that situation?") and <ul style="list-style-type: none"> one question to ask client to lead towards goal orientation ("What is it that you like to have (instead)?") 	A level 2 student should be able to use at least <ul style="list-style-type: none"> two questions to ask client to lead towards ressource orientation ("What kind of inner state would be helpful in that situation?") and <ul style="list-style-type: none"> two questions to ask client to lead towards goal orientation ("How would you like to be in that situation?") 	When observing the level 1 student in a communicative setting (coaching) the use of one question each can be assessed as an integrated ability that is being used intentionally by the level 1 student (not just coincidentally). When observing the level 2 student in a communicative setting (coaching) the use of two questions each can be assessed as an integrated ability that is being used intentionally by

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				the level 2 student (not just coincidentally).
118	Leading from one state cluster into another [2]	A level 1 student should be able to lead a client into another (desired) state cluster by at least one appropriate means. E.g., from desired state to stuck state or from stuck state to separator state.	A level 2 student should be able to lead a client into another (desired) state cluster by a variety of appropriate means. E.g., from desired state to stuck state or from stuck state to separator state. E.g., leading by use of questions, use of body language, use of body position (from sitting to standing, from one place to another place).	<p>When observing the level 1 student in a communicative setting (coaching) the competence to lead client from one state cluster into another can be assessed as an integrated ability that is being used intentionally by the level 1 student (not just coincidentally).</p> <p>When observing the level 2 student in a communicative setting (coaching) the competence to lead client with a variety of means from one state cluster into another can be assessed as an integrated ability that is being used intentionally by the level 2 student (not just coincidentally).</p>
119	Leading from one embodiment to another. [3]	A level 1 student should be able to lead a client into another (desired) embodiment by at least one appropriate means. E.g., from 'problem embodiment' to 'desired embodiment'.	A level 2 student should be able to lead a client into another (desired) embodiment by verbal and nonverbal means. E.g., verbal: "If you would have reached your goal, show me how you'd hold your body!?"	When observing the level 1 student in a communicative setting (coaching) the competence to lead client into a different embodiment can be assessed as an integrated ability that is being used intentionally by the level 1 student (not just coincidentally).

² State Cluster Model → see Glossar

³ Embodiment → see Glossar

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
			nonverbal: level 2 student changes his body expression from pacing client to (leading) a body expression coach thinks might help the client to get into different emotional state.	When observing the level 2 student in a communicative setting (coaching) the competence to lead client verbally and nonverbally into a different embodiment can be assessed as an integrated ability that is being used intentionally by the level 2 student (not just coincidentally).
120	Leading: offering reframes	No requirement	A level 2 student should be able to offer client outcome or resource oriented reframes for her/his world views and/or challenges. E.g., "I can see that this is a challenge. At the same time one can say that thanks to this problem you have learned...."	When observing the level 2 student in every day settings and/or in professional communicative settings (coaching) the competence to offer sensible reframings can be assessed as an integrated ability that is being used intentionally by the level 2 student (not just coincidentally).
200	Language Patterns			
201	Hypnotic Language (Milton model) Theoretical foundations	A level 1 student has the know-how to theoretically explain the basic principles of Milton model <ul style="list-style-type: none"> Some basic facts to Milton H. Erickson and his life. basic principles of hypnotic language and 'how it works', 	Additional qualifications level 2: <ul style="list-style-type: none"> 7 examples for patterns of hypnotic language Some application examples from personal everyday life 	Level 1 student and level 2 student can explain in everyday language.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
		<ul style="list-style-type: none"> transderivational search, 3 examples for patterns of hypnotic language. 		
203	Hypnotic Language (Milton model) Use in communication	A level 1 student has the competence to induce a light trance state. Such as when doing NLP techniques.	A level 2 student has the competence to use refined milton model applications such as embedded commands, presuppositions, nonverbal markings and/or others.	When observing the level 1 student or the level 2 student in every day settings and/or in professional communicative settings (coaching) the competence can be assessed
204	Meta Stating Questions (Neuro Semantics) Use in communication	A level 1 student has the competence to induce meta-states: State awareness and management, asking one level meta-stating questions.	A level 2 student has the competence to use refined meta state applications. For example the differentiation between 1 st , 2 nd and 3 rd position and meta states thereof.	When observing the level 1 student or the level 2 student in professional communicative settings (coaching) the competence can be assessed
280	Questions to control state of mind (Logical Levels, R. Dilts)	Level 1 student knows the logical levels model and the principal questions to each level. S/he knows that depending on which level the focus is directed, the emotional state is changed.	Additional qualification: A level 2 student has the competence to consciously align his questions according to the levels of the model and the respective intervention goal.	Level 1 student can explain the the logical levels model, the principal questions to each level and the implication to emotional state of each level. When observing the level 2 student in a communicative setting (coaching) the competence can be assessed
301	Meta model of language: Expertise know-how	A level 1 student has the know-how to theoretically explain the basic principles of meta model of language	Additional qualification: A level 2 student can theoretically assign <u>and</u> explain at least 7 subcategories of the three general	Level 1 student or level 2 student can name the listed requirements.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
		<ul style="list-style-type: none"> Map is not the territory (Alfred Korzybski) Language (speaking and thinking) is a constant, ongoing process of reducing the complexity of reality. 3 general meta model patterns: Generalization, Deletion and Distortion Deep Structure and Surface Structure 	meta model patterns (Generalization, Deletion and Distortion).	<p>The theoretical explanation of the meta model of language shall be in a language that can be understood by a layperson (reasonably educated amateur).</p> <p>The explanations of the subcategories are profound and comprehensible to any NLP trained person.</p>
303	Meta model of language: Competence of application	<p>The level 1 student is able to identify problematic meta model patterns by</p> <ul style="list-style-type: none"> <u>modal operators</u> (must, should, have to), <u>and</u> <u>universal quantifiers</u> (never, everybody, always, nobody), <u>and</u> at least <u>2 more</u> different kind of meta model of language patterns <p>and</p> <ul style="list-style-type: none"> aks the appropriate questions in a sensible and outcome-oriented way. <p>*Rapport* By doing so rapport with the client and the</p>		<p>When observing the level 1 student in a communicative setting (coaching) the competence to use at least 2 different kind of meta model of language questions with a client in an appreciative and productive spirit (rapport) can be assessed.</p> <p>By doing so, the level 1 student does not have to be able to recognize that s/he is using such a question, nor does s/he have to be able to allocate the question theoretically.</p>

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
		surrounding culture should be clearly evident at all times.		
304	Meta model of language: Competence of application		<p>Additional qualifications:</p> <ul style="list-style-type: none"> identifying a broad variety of meta model patterns and use of the appropriate questions <p>and</p> <ul style="list-style-type: none"> postponing questions for later use <p>and</p> <ul style="list-style-type: none"> proactive process awareness [1] <p>and</p> <ul style="list-style-type: none"> being able to allocate at least some of the questions used to the appropriate category of meta model pattern (Deletion, Distortion, Generalization) 	<p>A level 2 student demonstrates the competence</p> <ul style="list-style-type: none"> to use a variety of different kind of meta model questions <p>and</p> <ul style="list-style-type: none"> to adept her/his work to the ongoing interaction with client (postponing questions in favour of rapport) <p>and</p> <p>after the coaching:</p> <ul style="list-style-type: none"> to evaluate her/his use of meta model of language questions with the use of nlp glossar and sensory specific auto-feedback, and to explain professionally the reasons for decisions to use or not to use meta model of language questions.
307	<p>Framing (verbally)</p> <p>→ see Glossar</p>	<p>The level 1 student is able to use the following 4 verbal frames in a sensible and outcome-oriented way.</p> <ul style="list-style-type: none"> outcome; ecology; as if; 	<p>The level 2 student is competent in using a variety of verbal frames to support communicative processes in individuals as well as teams.</p>	<p>When observing the level 1 student or the level 2 student in a communicative setting (coaching) the competence to use verbal frames with a client in an appreciative and productive spirit (rapport) can be assessed.</p>

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
		<ul style="list-style-type: none"> backtrack. 		and after the coaching the level 2 student is able to allocate the frames theoretically.
308	Intention question	A level 1 student has the know-how to theoretically explain the difference between 'behavior' and 'positive intention'.	A level 2 student has the know-how of <ul style="list-style-type: none"> difference between 'behavior' and 'positive intention', <u>and</u> knows arguments why 'positive intention' does <i>not</i> imply that the behavior is to be valued positively. and <ul style="list-style-type: none"> a variety of questions to ask for positive intention and <ul style="list-style-type: none"> hierarchy of values and <ul style="list-style-type: none"> topography of values (individual spacial representation of values) 	Level 1 student or level 2 student can name the listed requirements. These theoretical explanations shall be in a language that can be understood by a layperson (reasonably educated amateur).
309	Intention question	The level 1 student has the competence to suggest to a client that there might be something like a 'positive intention' behind a behavior and support the client to get in touch with this insight. *Rapport* By doing so rapport (respect and appreciation) with	Additional qualifications: <ul style="list-style-type: none"> using a variety of questions to ask for positive intention and <ul style="list-style-type: none"> exploring the client's hierarchy of values (if appropriate) and	When observing the level 1 student or the level 2 student in a communicative setting (coaching) the required competencies can be assessed. and after the coaching the level 2 student is able to describe

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
		the client and his/her behavior should be clearly evident at all times.	<ul style="list-style-type: none"> diversity competence: being able to pace different value systems and/or topography of values 	<ul style="list-style-type: none"> the client's hierarchy of values (if elicited in the work), and the topography of client's values, and if applicable: the differences between his own values and the values of the client.
310	Process focused supporting: Using questions instead of suggestions	When asked by the client to offer a suggestion (e.g., for solution, for resource, for metaphor) the level 1 student has the competence to ask questions instead.	Additional qualifications: <ul style="list-style-type: none"> to be able to paraphrase the process ("you ask me to make a suggestion, but then it would be my idea...."), and/or to suggest something 'wrong' (see 'provocative therapy' below) 	When observing the level 1 student or the level 2 student in a communicative setting (coaching) the required competencies can be assessed. and after the coaching the level 2 student is able to describe his interventions.
311	Process focused supporting: Using open ended vs. closed ended questions	The level 1 student knows a set of open ended questions and is able to use them within communicative settings with clients.	The level 2 student is versed in using <ul style="list-style-type: none"> open ended questions and <ul style="list-style-type: none"> closed ended questions whichever best support the flow of the process.	Level 1 student and level 2 student can theoretically explain the difference between open and closed ended questions and make some examples each. Level 2 student can explain the benefit of each. and When observing the level 1 student or the level 2 student in a communicative setting (coaching) the required competencies can be assessed.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
311	Process focused supporting: Using elements of Frank Farrelly's provocative therapy (Farrelly & Brandsma, 1989)	The level 1 student has the competence to deliberately propose to a client 'wrong' or 'strange' suggestions in order to support the client to find his/her 'right' answer (more grounded verbal representation). *Rapport* By doing so rapport (respect and appreciation) with the client and his/her behavior should be clearly evident at all times.	no additional requirement	When observing the level 1 student in a communicative setting (coaching) the competence to use this skill with a client in an appreciative and productive spirit (rapport) can be assessed as an integrated (professional) ability that is being used intentionally (not just coincidentally and/or because it is the standard behavior of this person).
400	Metaphor Competence			
401	Metaphors: theoretical understanding	A level 1 student can theoretically explain the concept of (verbal) metaphors.	Additional competence: A level 2 student has a broader understanding of metaphors (language, clothes, architecture, roles etc.) and the impact of metaphors on individual life and cultures.	Level 1 student and level 2 student can theoretically explain the concept of metaphors and make some examples for metaphors and eliciting question. Level 2 student shows broader understanding.
404	Metaphors: eliciting metaphors	A level 1 student knows a set of questions to elicit metaphors.	Additional competence: A level 2 student knows of nonverbal options to elicit metaphors too.	When observing the level 1 student or the level 2 student in a communicative setting the required competencies can be assessed.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
405	Metaphors: utilizing metaphors	A level 1 student recognizes verbal metaphors (pacing) and is able to utilize them (leading) in the ongoing communicative setting.	Additional competence: A level 2 student is additionally able to recognize and utilize nonverbal metaphors too.	When observing the level 1 student or the level 2 student in a communicative setting the required competencies can be assessed.
406	Metaphors: altering metaphors	No requirement	A level 2 student is able to assist her/his client in changing unhelpful metaphors so that the desired effect is achieved.	When observing the level 2 student in a communicative setting the required competencies can be assessed. and/or In reflecting a process, the level 2 student is able to explain professionally why and how s/he assisted the client in changing a metaphor.
500	Anchoring Competence			
501	Anchoring: theoretical understanding	A level 1 student can theoretically explain the concept of anchors (stimulus - response). They have understood that anchoring is a natural phenomenon in day-to-day life and why it can be used in coaching and self-coaching processes (D. Hepp, fire together, wire together).	Additional competence: A level 2 student has a broader understanding of stimulus - response processes and can clearly distinguish between the stimulus (anchor) and the response.	Level 1 student and level 2 student can theoretically explain the concept of anchoring. They know of day-to-day examples and examples from the coaching process as well. Level 2 student shows broader understanding.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
502	Anchoring Establish and re-activate anchors	A level 1 student is able to establish and successfully re-activate anchors in each of the three major input channels (V A K) and also spatially.	Additional competence: <ul style="list-style-type: none"> Supporting client to install personal self-anchors. 	When observing the level 1 student or the level 2 student in a professional communicative setting (coaching) the required competencies can be assessed.
503	Anchoring Establish and re-activate bailout anchor (safe place anchor)	A level 1 student is able to establish and successfully re-activate a bailout or safe place anchor (disassociation).	Additional competence: <ul style="list-style-type: none"> Being able to access one's personal uptime anchor (coach) at will, to be ready and open for work with client. Being able to bring client into a disassociated state (bailout / safe place) any time. 	When observing the level 1 student or the level 2 student in a professional communicative setting (coaching) the required competencies can be assessed.
504	Anchoring Methodological competence	In a professional communicative setting (coaching) a level 1 student is able to work with the following anchoring techniques <ul style="list-style-type: none"> Visual anchors (gestures) Auditory anchors (words, sounds) Kinesthetic anchors (touch) Single stimulus-response Stack anchors Collapsing anchors Chaining anchors 	A level 2 student is able to apply these principles in free work with the client in a fluent, goal- and resource-oriented way.	When observing the level 1 student or the level 2 student in a professional communicative setting (coaching) the required competencies can be assessed.
550	Feedback Competence			

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
551	Feedback: theoretical understanding	A level 1 student can name the essential elements of feedback that supports learning: <ul style="list-style-type: none"> • "I"-statement (the perception of the feedback giver) • Sensory based (no emotions and/or interpretations) • Who, What, When, Where • Outcome oriented 	Additional knowhow: <ul style="list-style-type: none"> • Timing of feedback • Quantity of feedback (How often? How many different elements?) 	Level 1 student and level 2 student can theoretically explain the concept of feedback. Level 2 student shows broader understanding.
561	Feedback Competence Accepting feedback	A level 1 student has the competence to accept feedback without discussing.		A level 1 student demonstrates the competence to accept any kind of feedback without discussing with feedback giver. - "Thank you." and not more.
562	Feedback Competence Providing feedback Feedback is clustered in bundles by category (not chronologically).	A level 1 student has the competence to provide feedback in two main clusters of (1 st) Perception (What did I see? What did I hear?) and (2 nd) Sharing (What are my feelings, my thoughts about this?)	Additional competence: A level 2 student is competent to provide perceptual feedback only (without the need to share his/her emotions and ideas).	When observing the level 1 student or the level 2 student in a feedback giving setting the required competencies can be assessed. And it can be assessed that these are willfully controllable competencies.
563	Feedback Competence Providing feedback Use of sensory based language (observations).	A level 1 student has the competence to describe his/her observations (1 st , perception) in sensory based language. See Glossar definition → Sensory Based Language	Additional competence: A level 2 student is competent to provide perceptual feedback without any judgment. ("I liked how you..." or " It was fun watching how you...").	When observing the level 1 student or the level 2 student in a feedback giving setting the required competencies can be assessed.
564	Feedback Competence	A level 1 student has the competence to designate the		When observing the level 1 student in giving feedback it can be assessed

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
	Providing feedback Use of sensory based language (specific moment).	specific moment within the observed sequence his feedback is referring to.		that the specific sequence is referred to either (A) by repeating verbatim what was said at the time (direct speech), or (B) by assignable naming of a sequence within the communicative process observed.
565	Feedback Competence Providing feedback Anchors	A level 1 student has the competence to recognize and designate anchors used. Can distinguish clearly between anchor (stimulus) and response.		When observing the level 1 student in giving feedback it can be assessed that s/he recognized important anchors of the process and is able to designate the anchors to the appropriate sensory system.
566	Feedback Competence Providing feedback The feedback does not contain advice, but observations only.	A level 1 student has the competence to give feedback without any advice.	Additional competence: A level 2 student is competent to finish feedback first and then use respectful frames for offering process-oriented advice, such as "May I share an idea from my perspective...?" or similar.	When observing the level 1 student or the level 2 student in a feedback giving setting the required competencies can be assessed. If advice is given, it is clearly <ul style="list-style-type: none"> • a cluster of its own (at the end of feedback), and • to the coach (not to the client!), and • process oriented (not content of client).
567	Feedback Competence Providing feedback match vs. mismatch	A level 1 student provides feedback by describing what was observable, not what was missing.		When observing the level 1 student in giving feedback it can be assessed that the feedback focuses on what happened. Any ideas about what else could have been done are not given,

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
				or are clearly separated (cluster) at the end of the feedback.
568	Feedback Competence Providing feedback nonverbals	No requirement	When giving feedback, a level 2 student is able to nonverbally refer to feedback-receiver (coach) and not to any bystander (client). There is no verbal or nonverbal involvement of bystanders (client) into the feedback process.	When observing the level 2 student in a feedback giving setting the required competency can be assessed.
569	Feedback Competence Providing feedback Quantity and Timing	No requirement	Additional competence: <ul style="list-style-type: none"> • Timing of feedback • Quantity of feedback (How often? How many different elements?) 	When observing the level 2 student in a communicative setting the required competencies can be assessed. and/or In reflecting a process, the level 2 student is able to explain professionally why and how s/he applied the listed principles.
570	Auto Feedback Competence	A level 1 student is able to reflectively assign the listed feedback competencies to his or her own actions.		After the coaching the level 1 student demonstrates the competence: <ul style="list-style-type: none"> • to evaluate her/his approach with the use of nlp glossar and sensory based auto-feedback, and • to articulate an idea on how to continue working with this client in a next session.

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
571	Auto Feedback Competence		Additional competence: A level 2 student is additionally able to assign the listed feedback competencies already during his own actions and to adjust his actions accordingly.	see → item 675, Performing (coaching) NLP-based change interventions
600	Modeling Competence	Note: Many modeling competencies are covered in other sections of this list of Level Competencies and are therefore not listed again in this section.		
601	Modeling Theoretical knowledge	A level 1 student can theoretically explain what is meant by 'modeling' and knows that it was the basic approach in the emergence of NLP.	Additional competence: A level 2 student can name at least 3 elements of a modeling process and explain why they are important (e.g., the elicitation of strategies, values, and beliefs).	Level 1 student and level 2 student can theoretically explain the concept. Level 2 student can name at least 3 elements and explain their importance.
602	Modeling Practical competence elicitation	Knows basic strategy questions on behavior and can apply them (What do you do first, then, then...?).	Additional competence: Knows a variety of strategy questions on behavior level as well as on thinking (inner processes) and attitudes (values, beliefs, belonging).	When observing the student in a communicative setting (coaching and/or modeling) the required competencies can be assessed.
603	Modeling Practical competence Transfer	Is able to repeat an elicited strategy (above) step-by-step in a fashion that it is accepted by the client and could be noted by the student.	Additional competence: Is able to summarize from the elicited strategy, the most important elements (behavior and	When observing the student in a communicative setting (coaching and/or modeling) the required competencies can be assessed either during the communicative

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
			attitude) into a transferable strategy and write them down.	setting and/or afterwards in reflection.
620	Process Competence			
621	Process Content and process differentiation	A level 1 student can theoretically explain the difference between content and process.	Additional competence: A level 2 student has a broader understanding of the benefits of this differentiation and knows one or two metaphors to explain the difference to a lay person.	Level 1 student and level 2 student can theoretically explain the concept. Level 2 student shows broader understanding and comprehensible metaphor.
622	Process Focusing process not content.	In professional communicative settings (coaching) a level 1 student has the competence to lead processes on process level rather than discussing content.		When observing the level 1 student in every day settings and/or in professional communicative settings (coaching) the competence to offer process oriented approaches can be assessed as an integrated ability.
623	Perceptual positions (1 st , 2 nd and 3 rd position)	In communicative settings (coaching) a level 1 student has the competence to move his own perspective and the perspective of the client from 1 st to 3 rd position.	Additional competence: In communicative settings (coaching) and in every day settings, full competency to move quickly and cleanly between all of the perceptual positions (1 st , 2 nd and 3 rd position) for himself as well as supporting client to do so.	Level 1 student: in communicative settings (coaching) the competence to change perceptual positions can be observed. Level 2 student: In communicative settings (coaching) and in every day settings the competence can be observed.
630	Knowing the NLP techniques and	A level 1 student has a theoretical knowledge of at least 10 basic	A level 2 student has a profound theoretical understanding of at	Level 1 student and level 2 student can theoretically explain the

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
	<p>procedures taught (at this school).</p> <p>See Glossar definitions → Intervention → Technique</p>	<p>NLP techniques taught at her/his school.</p> <p>Such basic techniques can be Chaining, Moment-of-Excellence, Change History, Disney Strategy, 6 Step Reframing, Context Reframing, Swish, Metamirror, Fast Phobia Cure (V/K Disassociation), Timeline and/or others</p>	<p>least 5 additional advanced NLP techniques taught at her/his school.</p>	<p>concepts and basic presuppositions of the techniques.</p> <p>Level 2 student shows broader understanding and has a larger theoretically based vocabulary..</p>
630	<p>Performing (coaching with the use of) the NLP techniques and procedures taught (at this school).</p> <p>See Glossar definitions → Intervention → Technique</p>	<p>A level 1 student is competent in implementing most of the NLP techniques and procedures taught at her/his school.</p> <p>*Rapport* Whereby rapport with the client and the surrounding culture is the superior framework within which the intervention takes place.</p>		<p>When observing the level 1 student in a communicative setting (coaching) the competence to implement technique and/or procedure with a client in an appreciative and productive spirit (rapport) can be assessed.</p> <p>The coaching should take place in a practice-oriented atmosphere and setting. Thus if there is good rapport with client, it is insignificant whether the level 1 student works from memory or uses accompanying resources such as script, handouts, process descriptions and/or others.</p>
632	<p>Performing (coaching with the use of) the NLP</p>		<p>Additional qualification:</p>	<p>A level 2 student demonstrates the competence</p>

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
	techniques and procedures taught (at this school). See Glossar definitions → Intervention → Technique		A level 2 student is qualified to interpret, have a professional discussion about and implement new NLP techniques and procedures from external sources (books, internet).	<ul style="list-style-type: none"> to analyze and discuss a new (unknown) technique in a professional manner. and <ul style="list-style-type: none"> to be able to decide on a sensible implementation of the technique based on his/her conclusions. and <ul style="list-style-type: none"> after the coaching: to evaluate her/his approach and define potential improvements.
640	Performing (coaching) NLP-based change interventions See Glossar definitions → Intervention → Technique	No requirement at level 1	A level 2 student is competent to work with a client (coaching) by applying a variety of NLP-based interventions. With focus on rapport and outcome-orientation s/he shifts freely within a number of different techniques and procedures and will tailor her/his work based on clients needs.	A level 2 student demonstrates the competence <ul style="list-style-type: none"> to adapt her/his work to the ongoing interaction with client and after the coaching: <ul style="list-style-type: none"> to evaluate her/his approach with the use of nlp glossar and sensory based auto-feedback, and to explain professionally the reasons for decisions to change strategy during the coaching process, and articulate an idea on how to continue working with this client in a next session, and

Item	Area of Competence	IANLP Minimum Requirement Level 1 (Advanced or Practitioner)	IANLP Minimum Requirement Level 2 (Proficiency or Master)	IANLP Evidence of Competence [1]
				<ul style="list-style-type: none"> define potential learnings for her/his professionalism in coaching.
650	Strategic Competencies	Note: Many strategic competencies are covered in other sections of this list of Level Competencies and are therefore not listed again in this section.		
651	Strategic Performing See Glossar definitions → Intervention → Technique	Is able to execute a defined strategic process (NLP technique) step-by-step. Knows during the execution where he/she stands in the process. See → Process Competence → Performing	Additional competence: A level 2 student is able to adapt a defined strategic process (NLP technique) to the specific needs of the client during implementation. See → Process Competence → Performing	Level 1 student and level 2 student can theoretically explain step-by-step of most of the NLP techniques that have been taught by their school on the given level. and When observing level 1 and 2 student in a communicative setting (coaching) the required competencies can be assessed. and In reflecting a process, the level 2 student is able to explain professionally why and how s/he adapted her actions to the needs of the client.

Glossary

Calibrate

"Calibration" is the name given, in NLP, to the process of learning how to read another person's responses in an ongoing interaction. Instead of prejudging or hallucinating about the internal responses of others, good communicators learn to read those responses in the ongoing situation. (Dilts & DeLozier, 2000)

Calibration thus means the conscious perception (detection) of a certain behavioral pattern via the sensory input channels (see glossar) and assigning this pattern to an inner state of the perceived person.

Embodiment

The term 'embodiment' is increasingly used in psychology (especially social psychology and clinical psychology) to emphasize the interaction between body and psyche. It is not only the case that mental states express themselves in the body ("nonverbally" as gestures, facial expressions, prosody, posture), there are also effects in the opposite direction: bodily states influence mental states. For example, body postures adopted for any reason have effects on cognition (e.g., judgments, attitudes) and emotionality.

(translated by deepl.com from German <https://de.wikipedia.org/wiki/Embodiment>, downloaded Aug 22, 2021)

Framing (verbal)

Outcome Frame

"If you do this (reach this) does it help you to achieve your desired outcome, or take you further from it?"

Ecology Frame

Upchunk: *"Does your proposed action respect your integrity as a human being, and the integrity of others involved?"*

Downchunk: *"How will achieving your goals change your life? What is positive about it? What is negative? What do you have to give up? What will you gain?"*

'As If' Frame

"Just do as if you would have reached your goal....." - "What would another person (person X) do in this situation?" - "If it would be only you, what would you do?" - "Imagine the worst thing that could happen, what would be the consequences?"

Backtrack Frame (Agreement Frame)

"If I understood you properly then you are saying....." - "Let me just sum up of what has been said so far....." - "Let's just remind us all that we do agree on..... where we have not found an agreement yet is....."

Relevancy Frame

"How is this what you are saying relevant to our issues at hand?" - "Quite interesting points you are raising, how do they contribute to our discussion?"

Contrast Frame (Happiness Frame)

"Let's sum up all of the options we have. Option 1) Option 2) Option 3)....."

"In your world this might be seen as a problem. In my world we love to think of it as a opportunity to grow."

"True, in Europe your house might be just moderate but in the Caribbean it would be considered quite extravagant."

Open Frame

"Is there anything whatsoever you want to ask about NLP?" - "We still have some time left, is there anything you like to talk about?"

Intervention

The steps of an intervention, or intervention path, are less specific than the steps of a technique. In fact, a particular intervention may involve the application of a number of different techniques and procedures. Interventions are necessary when a situation is too complex and/or unstable to be effectively addressed by a particular technique. Conducting an intervention requires the ability to stay flexible, operate from feedback, make effective judgments, and choose from a range of possible alternatives. Working at the level of intervention thus requires a degree of mastery and wisdom in addition to the familiarity with prescribed procedures." (Dilts & DeLozier, 2000)

In the understanding of the IANLP to be able to do 'interventions' with a client is at competency level of a NLP level 2 student (or NLP Master IANLP).

To be able to do 'techniques' with a client is at competency level of a NLP level 1 student (or NLP Practitioner IANLP). (see → 'Technique')

Metaphors: isomorphic/homomorphic

Isomorphic metaphors try to have a one-on-one relationship between the metaphor and the situation. For example, where a family with 3 children is represented by a captain, a mate and 3 sailors. Such metaphors often come across as schoolmasterly and artificial.

Homomorphic metaphors. Usually it is a lot better to use real stories of similar situations that takes people onto an emotional journey and helps the listener to reach solutions on the emotional level. These we call homomorphic metaphors.

Meta State Questions (Neuro Semantics) (Hall, 2021)

The Meta-States Model of Neuro-Semantics which was developed by L. Michael Hall in 1994 for accessing and refining the thoughts in the back of our mind was acknowledged by INLPTA in 1995 as “the most significant contribution to NLP”.

Primary States: Before the creation of the Meta-States model, the majority of NLP focused on our responses to the events and objects in the external world (now recognized as ‘primary states’ or ‘neuro-linguistic states’).

Meta-States (neuro-semantic states) refer to the thoughts-and-feelings that we have about our previous thoughts-and-feelings. For example, if you are angry in response to something that happened in the environment i.e. someone cuts you off in traffic – that is a primary state (NLP). If you are frustrated with yourself for being angry – that is a meta-state (Neuro Semantics).

Meta-States are commanding over our lives because they govern all of the representations below them down to our primary state. Being frustrated about your anger is a completely different experience than being compassionate with yourself about your anger! And almost every experience has hidden meta-states governing why you think, feel, and respond the way that you do. (Schneider, 2021)

Questions to uncover such Meta-States are "So what do you think about you being angry in that situation?" - "What kind of anger is it you are having?" - "How would you like to be your anger like?" and more.

Modeling

Modeling is the core of NLP. By modeling the thinking and the behavior strategies of excellent personalities, the model NLP was created.

NLP Wiki (The NLP Encyclopedia) writes:

Neuro Linguistic Programming (NLP) has two main definitions: while it began as a set of techniques to understand and codify the underlying elements of ‘genius’ by modeling the conscious and unconscious behaviors of brilliant communicators and therapists, over the years, it has evolved into a set of frameworks, processes and protocols (the results of modeling) that qualified NLP Practitioners currently use to help evoke effective behavioral changes in clients. (NLP Wiki, 2022)

NLP Modeling, finding the structure of human behavior

NLP Modeling is the process of recreating excellence. We can model any human behavior by mastering the beliefs, the physiology and the specific thought processes (that is the strategies) that underlie the skill or behavior.

It is about achieving an outcome by studying how someone else goes about it.

When Richard Bandler and John Grinder modeled the strategies of Virginia Satir, they were trying to achieve what many others before them had attempted. They wanted to duplicate her extraordinary results in family therapy.

What Bandler and Grinder did differently was to find the thinking strategies she was using, rather than merely copy behaviors. The biggest problem interviewing experts is that skills are usually unconscious. We can usually not explain how we walk, talk or write for instance. (NLP Mentor, 2022)



Rapport (Pacing / Leading)

In the view of the IANLP, good rapport forms the basis for quality based and ethically superior work with clients. NLP level 1 students and NLP level 2 student have the competence to establish good rapport with a wide diversity of people. Respect and appreciation are the basis of all good communication. Good rapport is indicated by clients feeling safe and respected in their working relationship with the student. Suggestions are received with interested curiosity and valued as an enrichment.

Of course, good cooperation in coaching also includes that a coach now and then makes a provocative suggestion and/or brings the client into contact with unpleasant feelings. He/she does this in rapport with the goals and intentions formulated by the client. It is not the goal of good coaching that the client always feels good during the session, nor that he/she always leaves the session in a positive state.

Still good rapport is the basis of all good communication. Rapport should always be recognizable in the evaluation of the competencies listed here.

Therefore, the following applies to the evaluation (assessment) of the competencies listed here:

A demonstrated competence is considered not fulfilled if this is to the detriment of the rapport with the client.

Sensory Based Language

Sensory Based Language is a term in NLP used to describe language based on our senses. Sight, hearing, feeling, smelling, tasting. eg. Her lips tightened and her eyes narrowed. The volume of his voice increased.

This language is key to providing meaningful feedback. A feedback like *"When you asked your client to have a seat, you moved the upper part of your body back and forth several times, and your eyes were focused on the manual on your lap."* is usually much more valuable for learning than *"In the beginning it was obvious that you were nervous."*

Writers use sensory writing as a means of making their writing more realistic and descriptive. They integrate the five senses (sight, hearing, feeling, tasting, and smelling) within their writing to give the reader more of an understanding of the text.



Sensory input channels

The words, Internal Representation (I/R) include our internal pictures, sounds and dialogue, our feelings, and tastes and smells. So, what happens is that an event comes in through our sensory input channels, which are:

Visual



Includes the sights we see or the way someone looks at us;

Auditory



Includes sounds, the words we hear and the way people say something to us;

Kinesthetic



Internal or external feelings which includes the touch of someone or something, the pressure, and texture as well as our emotions;

So, the external event comes in through the sensory input channels and is filtered and managed by our neurology. As we manage the perception of the event, we delete, distort, and generalize the information [...]. (James, 2021)

Olfactory



Smell or the faculty that enables us to distinguish scents; and

Gustatory



Taste or the faculty of distinguishing sweet, sour, bitter and salty properties in the mouth.

State Cluster Model

The state cluster model refers to the observation that if all human states were assigned into four groups, the following 4 groups (cluster) would be most effective for working on oneself and with others:

a) Outcome Orientation State b) Problem State c) Ressource State d) Separator State (disassociation).

The assignment of a particular state to one of these clusters is individual and guided by the particular goal. For example, a state such as anger, which would probably normally be assigned to cluster stuck state, can also become a resource, depending on the target.



Strategies, Strategic Planning and Strategic Thinking

Strategies, Strategic Planning and Strategic Thinking are core competence of an NLP-trained person

In many ways, the technology and distinctions related to cognitive strategies are the core of NLP. They encapsulate the meaning and the power of Neuro-Linguistic Programming. The formalization of the notion of cognitive strategies is probably one of the most significant contributions of NLP to psychology and behavior modeling. It is what first distinguished NLP as its own distinct discipline, and still sets it apart from other forms of psychology and cognitive science. (Dilts & DeLozier, 2000)

[...]

In NLP, 'strategy' is used to refer to the steps of a mental process or 'program' (in the sense of a computer program) that lead to a particular goal or outcome. Each step in the strategy is characterized by the use of one of the five senses or 'representational systems'.

In the NLP view, then, a "cognitive strategy" is essentially 'a sequence of representational activity that leads to a behavioral outcome'. All thoughts, thinking processes and mental activity, according to NLP, are such strategies; they are composed of varying sequences of internal visual images, sounds, voices, internal dialogues, feelings, smells and tastes.

NLP provides a set of tools and distinctions that can be used to map out cognitive processes underlying the works of creative and exceptional people. Rather than focus on the content of the work of the particular individual to be modeled, NLP looks for deeper structures that produce those results. In particular, NLP searches for the way in which someone uses such basic neurological processes as the senses (i.e., seeing, hearing, feeling, smelling and tasting), how these processes are shaped and reflected in language, and how the two combine to produce a particular 'program' or strategy. According to the NLP model, it is the way in which we organize our sensory and linguistic functions into a programmed sequence of mental activity that determines to a large degree how we will perceive and respond to the world around us. (Dilts & DeLozier, 2000)

Taxonomies of Learning and Competence

Learning objectives can be understood in terms of different domains of learning and different levels of performance.

When we define levels of competence to be reached by a given training we will find that within the understanding of the Neuro-Linguistic Programming there are at least 4 different domains of competence:

❶ Cognitive | ❷ Affective | ❸ Psychomotor & Behavioral | ❹ Process Awareness

In the 1950s, Benjamin Bloom and a group of collaborating psychologists created what is known as Bloom's Taxonomy which defines the first three domains above. The domain 'Process Awareness' was added in 2000 by Ueli R. Frischknecht, inspired by the models of Neuro-Linguistic Programming and the work of Ken Wilber.

For more information on the taxonomies (domains and levels of competence) used by the IANLP please refer to *Taxonomies of Learning and Competence* (Baumeler, et al., 2018) included in the appendix of this document.

Technique, NLP technique

From the NLP perspective, techniques are procedure whose purpose is to identify, access and apply the resources necessary to transform a particular set of symptoms and their causes, and to support the achievement of a particular outcome and the resulting effects. [...] A technique is not in and of itself a resource. A technique is only effective to the extent that it accesses and applies the resources which are appropriate to address a particular area of "problem space". (Dilts & DeLozier, 2000)

The IANLP curricula contain few specific prescriptions regarding the techniques to be taught.

Typical techniques taught in many **NLP level 1 student** trainings include, Chaining, Moment-of-Excellence, Change History, Disney Strategy, 6 Step Reframing, Context Reframing, Swish, Metamirror, V/K Disassociation (Fast Phobia Cure), Timeline and/or others.

Typical techniques taught in many **NLP level 2 student** trainings include Growing Up A Part, SOAR Model, Core Chain Reframing, Re-Imprinting, Sleight of Mouth Patterns, advanced Timeline techniques, Belief Change Loop and/or others.

In the understanding of the IANLP to be able to do 'techniques' with a client is at competency level of a NLP level 1 student IANLP.

To be able to do 'interventions' with a client is at competency level of a NLP level 2 student IANLP. (see → 'Intervention')

Credits

This list of competencies has been designed by Ueli R. Frischknecht, Secretary General of the IANLP with contributions by Fellow Member Trainers of the IANLP.

The creation of this list of competencies was initially inspired by the standards of the ITA (Grinder, et al., 2021).

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This guideline has been published first in December 2021

(revised 220607)

Appendix


Quality in adult education

Taxonomies of Learning and Competence

Ueli R. Frischknecht

Learning objectives can be understood in terms of different domains of learning and different levels of performance.



	C Cognitive ¹⁾ Mental Skills (Knowledge)	A Affective ¹⁾ Emotions, Attunement, Focus	PB Psychomotor & Behavioral ¹⁾ Physical Skills & Embodiment	PA Process Awareness ²⁾ of discrete Sequences
 Growth in Competence		7 Anticipating 'Perform as if'-strategies; mental rehearsing and imagination; Learning from past experiences; pro-active emotional planning ; anticipating emotional effect.	7 Generating & Expanding Creating new movement patterns to meet novel challenges; flow with high dedication and ease; synergetic performance & creative extension of patterns.	7 Generative Process-Awareness Process observations are used to generate models that are used in various contexts. Models may lead to formal theories.
	6 Assessing, Creating Search for inconsistencies or contradictions; formulate additional extensions if needed; critically compare and select.	6 Creating, Motivating Manage targeted emotions; activate internal motivations; selfcoaching, selfmotivating, adjust and manage attitudes.	6 Adaption, Coordination Skills are integrated and individuals can modify movement patterns to adjust depending on unique situational requirements.	6 Planning Process Awareness The effective flow of the (communication) process can be predicted and planned with high success ratio.
	5 Evaluating Arrange, link, compare and contrast fundamental aspects; formulate hypotheses	5 Evaluating Understanding the relationship between emotions and personal values that are viewed as set of standards that shape behavior.	5 Integration Anchored approaches; creating new reference behaviors that can be recalled at will. Gaining additional behavioral competencies.	5 Proactive Process Awareness The process is perceived concurrent with behavior AND continuously modified to lead to desired outcomes.
	4 Analyzing Discern principles; distinguish incidental from essential.	4 Identifying Awareness of internal parts; perceive internal selftalk; fine differentiation of emotions; choice of vocabulary used; assign embodiment.	4 Checking the Limits Breaking of routines by 'kicking the habit' and permitting the unfamiliar; leaving the comfort zone to generate 'out of box' behaviors.	4 Active Process Awareness Processes are perceived concurrently (parallel) to the actual behavior.
	3 Applying Illustrate w/examples, transfer information to similar situations; apply and implement know-how.	3 Acknowledgement Noticing and accepting personal stress patterns; defense mechanism, and idiosyncratic attributions.	3 Routine, Mechanism Getting into the flow; sequence of behaviors becomes routine, automated and habitualized and increased efficiency and refinements occur.	3 Process focused Feedback Detailed description of the process sequence with precise; sensory-specific words leading to differentiated perception.
	2 Understanding Describing, explaining, attribute meaning; summarise in one's own frame of reference.	2 Recognition Sensory perception and processing of stimuli (external and/or internal).	2 Autonomous Practicing Practice towards 'conscious competence'; trial and error; modelling by stepping into somebody else's shoes.	2 Reflexiv Process Awareness Awareness of other 'models of the world' that facilitates the reflection upon one's behavioral patterns; internal feedback.
	1 Knowledge & Memory Naming; categorizing; describing; memorizing; recalling; reporting.	1 Response Pattern Unconscious and unquestioned stimulus-response patterns	1 Sensitizing Awareness Observation and preparation; 'learning apprenticeship'; conscious incompetence; reproducing; copying.	1 Context related PA Behaviors are triggered by environmental cues that elicit acquired stimulus-response pattern.
			0 No Process Awareness (PA)	

1) Benjamin Bloom, David Krathwohl et al.; Taxonomy of Educational Objectives, Longman Pub Group (1956 - 1999)

2) Ueli R. Frischknecht (2000) based on ideas by Ken Wilber (No Boundary, Shambala Publications, 1979)

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