



Note:

- The IANLP counts full hours (60 minutes) and each day of in-school presence. Breaks longer than 30 minutes can not be counted towards the fulfilment of the 130 training hours requirement.
- A minimum of 130 hours of curricular live training (synchronous), including evaluation/testing is required. This curricular training must consist of a minimum of 18 days with a total of 130 hours of live training (100% attendance is required).
- The entire curricular training (130 hours) must focus on the minimum contents defined in this curriculum. If a Fellow Member Trainer teaches additional content within the framework of this curriculum, the total training time must be extended accordingly. Spending time teaching and/or certifying additional skills within the context of this training at the expense of the core curriculum is considered a violation of the training standards.

Findings

| | | Yes | No |
|---|---|-----|----|
| 1 | The actual number of hours completed is correctly stated on the certificate | | |
| 2 | The number of hours and days of training realized is aligned with the IANLP curriculum. This part can therefore be recognised as being aligned with the IANLP guidelines. | | |

Covered topics according to the IANLP curriculum

In addition to the certificate, information from the provider's website, a supplement to the certificate, or other external sources must be consulted for this in-depth analysis.

NLP Practitioner training

| Content | Yes | No |
|---|-----|----|
| 1. Rapport, establishment and maintenance of; | | |
| 2. Pacing and Leading (verbal and non-verbal); | | |
| 3. Ethical and legal issues in the practice of NLP, such as inherent values, legal framework, limits of confidentiality, issues regarding dual relationships and exploitation, limits of professional competence, ethical advertising/marketing, and other topics are introduced by trainers. | | |
| 4. Calibration (sensory experience); | | |
| 5. Representational systems (predicates and accessing cues); | | |
| 6. Meta-Model of language; | | |
| 7. Milton-Model of language; | | |
| 8. Outcome orientation with respect for others models of the world and the ecology of the system; | | |
| 9. Elicitation of well-formed, ecological outcomes and structures of present state (problem elicitation); | | |
| 10. Overlap and Translation of representational systems. | | |
| 11. Metaphor creation. | | |



| | | | |
|-----|---|--|--|
| 12. | Frames: outcome; ecology; as if; backtrack. | | |
| 13. | Anchoring (VAK) and Anchoring Techniques (contextualized to the field of application). | | |
| | <input type="checkbox"/> Anchoring – Resource status | | |
| | <input type="checkbox"/> Anchoring – Collaps-Anchor | | |
| | <input type="checkbox"/> Anchoring – Circle of Excellence | | |
| 14. | Feedback: giving and receiving sensory specific feedback | | |
| 15. | Ability to shift consciousness to external or internal, as required by the moment's task. | | |
| 16. | Dissociation and Association; | | |
| 17. | 1st, 2nd, 3rd-Position | | |
| 18. | Submodalities. | | |
| | <input type="checkbox"/> Swish. | | |
| 19. | Logical levels (Bateson, Dilts) | | |
| 20. | Outcome oriented accessing and utilizing of resources; | | |
| 21. | Reframing | | |
| | <input type="checkbox"/> 6 step Reframing | | |
| 22. | Strategies; detection, elicitation, utilization and installation. | | |
| | <input type="checkbox"/> T.O.T.E. model | | |
| | <input type="checkbox"/> Disney | | |
| 23. | Timeline | | |
| 24. | Axioms | | |
| 25. | Beliefs | | |
| 26. | Values | | |
| 27. | New Behavior Generator | | |
| 28. | Fast Phobia Cure | | |

NLP Master training

| Content | Yes | No |
|---|-----|----|
| 1. Ethical and legal issues in the practice of NLP, such as inherent values, legal framework, limits of confidentiality, issues regarding dual relationships and exploitation, limits of professional competence, ethical advertising/marketing, and other topics are introduced by trainers. | | |
| 2. Techniques of change interventions for personal growth in business and personal context | | |
| 3. Metaprogram sorts | | |
| 4. Values and Criteria | | |
| <input type="checkbox"/> Identification and utilization | | |
| <input type="checkbox"/> Criteria ladder | | |
| <input type="checkbox"/> Elicitation of complex equivalence | | |
| <input type="checkbox"/> Adjustment of criteria | | |
| 5. Sleight of mouth patterns | | |



| | | | |
|-----|---|--|--|
| 6. | Refined use of submodalities | | |
| 7. | Utilization and transformation of beliefs and presuppositions | | |
| 8. | Advanced Milton-Model and Meta-Model of Language work | | |
| 9. | Deliberate multilevel communication | | |
| 10. | Models for negotiation and conflict management | | |
| 11. | Modeling, modeling project work | | |
| 12. | Systemic work (groups, family, team) | | |
| 13. | Advanced timeline work | | |
| 14. | Integrative NLP-models i.e. SCORE, SOAR, ROLE | | |
| 15. | Satir categories | | |
| 16. | Presentation Skills (4MAT) | | |
| 17. | Re-imprinting | | |
| 18. | Visual Squash | | |
| 19. | Core Transformation Process | | |
| 20. | The TCI (Theme-Centered Interaction) | | |
| 21. | Meetings | | |

Note:

- IANLP guidelines ask for the training to cover most all of the contents prescribed by the IANLP curriculum.
- The IANLP guidelines do not specify how much time should be allocated to training on a given topic.
- Up to some 10% of the contents not covered is acceptable.
- If training time needs to be made up, the content that has not been covered can serve as a guideline for structuring this training time.

Additional covered topics that are not part of the IANLP curriculum:

| Topic name | Number of hours spent processing the topic |
|---|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| Total time spent for non-IANLP-curricula topics | |
| Total synchronous training time of the certified training | |
| minus required training time IANLP curriculum | -130 hrs |
| Time allocated for non-curricula topics | |
| Balance (missing time for curricula training) | |

Note:



- The entire curricular training (130 hours) must focus on the minimum contents defined in this curriculum. If a Fellow Member Trainer teaches additional content within the framework of this curriculum, the total training time must be extended accordingly. Spending time teaching and/or certifying additional skills within the context of this training at the expense of the core curriculum is considered a violation of the training standards.

Findings

| | | Yes | No |
|---|---|-----|----|
| 1 | All topics provided by the IANLP curriculum have been covered and this part can be considered as a harmonized part of the plan and program. | | |
| 2 | Topics outside the IANLP curriculum have been covered <i>and enough</i> additional training time has been allotted. | | |

If this document was created by the student and/or the NLP Master Trainer from the previous level, please sign here to confirm that the information provided is accurate.

Signature of the trainer
who conducted the training
and issued the certificate

Signature of the
training participant

.....

.....

