IANLP International Association for NLP

Buckstrasse 13, CH-8422 Pfungen, Switzerland
info@ia-nlp.org ¦ www.ia-nlp.org

Some Input from the Meeting

Presented at

Cyber Café, March 22, 2022

Intro Topic

by Ueli R. Frischknecht (Secretary General)

Topic 1

Competence Orientation in Education

A paradigm shift in the approach to education.

Topic 2

IANLP Assessment Guidelines of Level Competencies

Groundbreaking work with 10 state-of-the-art areas of competence in communication and coaching.

With discussions of questions and contributions by participating Fellow Member Trainers.

Topics

Cyber Café, March 22, 2022

Topic 1

Competence Orientation in Education

A paradigm shift in the approach to education.

- Input vs. output oriented education.
- School is not needed for learning.
- How do we know if we have learned?
- Each profession may be defined in terms of its competencies.

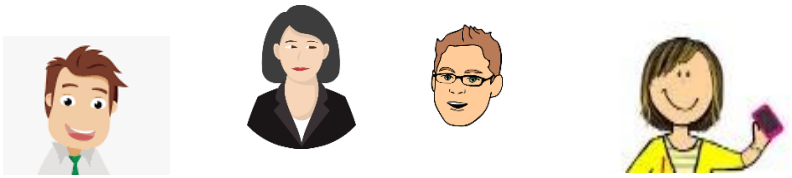
Topic 2

IANLP Assessment Guidelines of Level Competencies

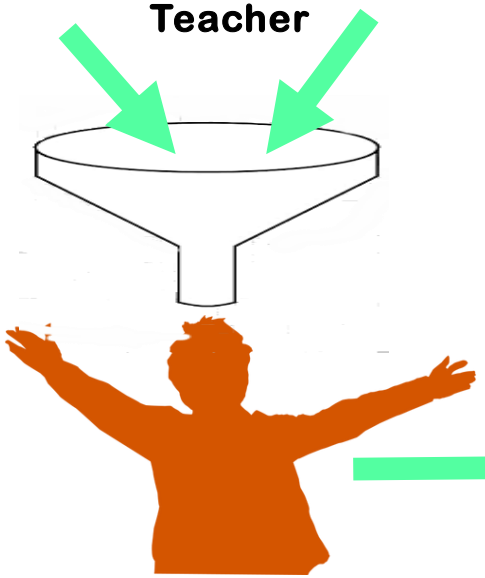
- This groundbreaking work defines 10 state-of-the-art areas of competence in communication and coaching with more than 60 measurable tasks for evaluation and assessment.
- It carries the potential to become the leading benchmark for all NLP trainings.

Competence Orientation in Education

Input vs. Output oriented education



Teacher



Student

Input oriented education looks at:

What did we ‚feed' the student?

Output oriented education looks at:

What does the student know? *Theory*

What is the student able to do? *Competence*

observable skills or 'competencies'

Topic 1

Competence Orientation in Education

Student

Output oriented education looks at:

What does the student know? Theory

What is the student able to do? Competence

observable skills or 'competencies'

Presuppositions of Output orientation

- Learning does not happen in one context (school) only.
- Learning takes place anytime and anywhere.
- If the learning process can be described/reflected upon, it should be recognized as 'learning'.
- If a competency can be demonstrated repeatedly and willingly, then it is considered acquired/integrated.

Competence Orientation in Education

Know-How versus **Do-How**

Theory, Knowing
Scholarly, Literate

Mind, Intellectual, Thinking

Knows all about a subject, but might not be able to do ‚it'.

Enabled, Doing, Skills,
Capable, Empowered

Body, Physical, Acting

Is able to do ‚it', but might have little knowhow of the subject.

At the IANLP, this is called ‚**Competence**'.

The trainings in NLP have been competency-focused from the beginning.

The key question "*What is the difference that makes the difference?*" was usually understood as a quest for do-how, for increasing skills competence. Consequently, students in NLP have always been less interested in accumulating new knowledge but much more in acquiring new additional communicative verbal and nonverbal skills (competencies).

Competence or skills orientation is a key concept in state-of-the-art adult continuing education.

Topic 1

Competence Orientation in Education

Each profession is defined by a set of competencies.

Baker

baking, recipes, kneading, manual skills, health conscious...

Taxidriver

driving, sense of direction, corteous, communicative...

Police Officer

communicative, responsible, resilient, fair, friendly...

Carpenter

manual skills, technical understanding, accuracy, ecological ...

Know-How **Do-How** ? **Attitudes**

➔ The definition of competencies is always political, since it defines how we view the world and how we want it to be and/or to become.

Competence Orientation in Education

NLP training **is not a vocational training**. And a NLP title such as 'NLP Practitioner' does not constitute a profession. NLP training helps to achieve better results in any profession.

Nevertheless, certificates of completion for IANLP curricula are **certificates of competence.** Thus we are not only confirming participation, we are also confirming the acquisition of specific competencies. – Of course, this raises the question...

What are the competencies of an NLP trained person ?

	Know-How	Do-How	Attitudes
Examples	***Submodalities*** 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).	***Perception Skills*** Being able to perceive own shifts (change in attention focusing) in sensory input channels.	***Personal Values*** Level 2 student is aware of his/her value hierachie. His highest values are aligned with education and development of self and others.

Topic 1

Quality Assurance System

Questions ?

Questions?
Suggestions?
Comments?

→ Please make notes and send to info@ia-nlp.org

IANLP Assessment Guidelines of Level Competencies

➔ What are the competencies of an NLP trained person ?
and
➔ How can the competencies be assessed (evaluated) ?

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...).

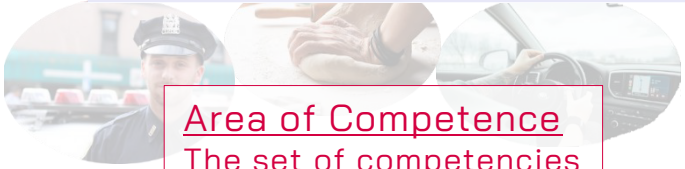
Gender: The feminine or masculine form is used freely in this text. Wherever appropriate, all persons are addressed.

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 hierachie. His highest values are aligned with education and development of self and others. S/he will not use her/his communication skills to pursue	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.

Topic 2

Download from https://www.ia-nlp.org/curricula - ‚Advanced' or ‚Proficiency' level training

IANLP Assessment Guidelines of Level Competencies



Area of Competence
The set of competencies that can be acquired through NLP training.

Requirement
Minimum competence to be achieved by this level.

Assessment
Evidence of competence

List of Competencies and Evaluation Criteria

Notes:

Rapport – demonstrated competence is considered '*not fulfilled*' if this to the detriment of the ... client. (see Glossar '*Rapport*')

Client: The word '*Client*' is used synonymously this text for all interlocutor partner, client, friend, colleague ss, 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 hierachie. His highest values are aligned with education and development of self and others. S/he will not use her/his communication skills to pursue	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.

10 areas of Competence
> 60 specific communicative competencies.

Topic 2

Download from https://www.ia-nlp.org/curricula - ‚Advanced' or ‚Proficiency' level training

IANLP Assessment Guidelines of Level Competencies

Please gather experience with the guidelines.

Make notes and share your findings with the community.

Submit to info@ia-nlp.org

What works?
What needs improvement?
What is missing?

Share your experience.

Elements that might be missing:

- Strategies
- Modeling
- An attitude of curiosity

Download from https://www.ia-nlp.org/curricula - ‚Advanced' or ‚Proficiency' level training