Presuppositions of NLP

These are the original presuppositions as originally modelled. Other trainers have added their own presuppositions, however there is no consensus on more recent additions and whilst they might be interesting philosophical points, they are not presuppositions of NLP and in fact many are simply reworded versions of the presuppositions listed below.

1	The ability to change the process by which we experience reality is more often valuable than changing the content of our experience of reality.	It's easier and more useful to change your perception of the world than it is to change the world, especially when the problem is something that has already happened.
2	The meaning of the communication is the response you get.	Judge the effectiveness of your communication by what other people do, rather than what you think you say.
3	All distinctions human beings are able to make concerning our environment and our behaviour can be usefully represented through the visual, auditory, kinaesthetic, olfactory, and gustatory senses.	Everything that is in your head has a picture, sound, feeling, smell and taste, including abstract things like "happiness", "professionalism" and "work".
4	The resources an individual needs in order to effect a change are already within them.	You already have everything that you need to get everything that you want, so the job of the NLP Practitioner is to help you access those resources easily.
5	The map is not the territory.	The representation that you hold of the "real world" is a map, not the world itself, where any experience is deleted, distorted and generalised differently than other people's. Disagreements show us that we are looking at different maps of the same territory.
6	The positive worth of the individual is held constant, while the value and appropriateness of internal and/or external behaviour is questioned.	Your value as a human being cannot be determined by your behaviour, which only represents part of your rich and varied capabilities applied in a variety of contexts.
7	There is a positive intention motivating every behaviour, and a context in which every behaviour has value.	Your behaviour is motivated by your desire to have or get something useful for you, and there is nothing intrinsically wrong with any behaviour, there's just a time and a place for it.
8	Feedback vs. Failure - All results and behaviours are achievements, whether they are desired outcomes for a given task/context, or not.	Some people translate this into "there is no failure, only feedback". In fact, I would add that there is no success either. Failure and success are judgements made against a desired outcome. The important thing is that you take action and notice what happens.

General Guidelines for Assessment

Assessing a student's competency against the NLP Practitioner criteria can be complex and subjective, however if a training process gives sufficient practice hours then there is more than enough time to observe each student and give ongoing development feedback prior to the final assessment.

Ongoing assessment is not sufficient for certification because practising individual techniques within the training environment does not accurately replicate the real Practitioner-client interaction. The use of simulated client sessions is important, firstly to give the Trainer an opportunity to observe the student throughout the entire client process rather than just their competency in following the steps of a technique, and secondly to give the student confidence that they have been able to create and manage a client interaction, make their own decisions and deal with any unexpected consequences.

These client sessions could take place within the training itself, after the training with the Trainer observing or as 'case studies' with a written report and interview with the Trainer. The chosen assessment format will be influenced by many factors, it is only important that the Trainer can provide evidence that the student has met the certification criteria which is of course itself a requirement for SNLP Trainer certification.

Assessment should not be based on input criteria such as attendance, duration of training time or course content. Assessment should only be based on output criteria, in other words, what the student can demonstrably and consistently 'do' as a direct result of the training. Written tests and assignments can certainly form an important part of assessment, particular for critical self-reflection, however the assessment should not rely solely on such written activities.

Pre-assessment may also be used in a number of ways; to get a head start on the learning process, to set benchmarks for competency assessment and to begin the process of internalising the principles and attitudes of NLP.

Throughout the training process and particularly after the final assessment, specific development feedback should be given. The Trainer should avoid using broad, judgemental terms such as 'good', 'bad', 'right' or 'wrong' and this raises a common problem in subjective assessment within NLP, in that some Trainer will characterise NLP as "do whatever works" in that, whatever a student does to achieve an outcome is acceptable. This is not the case. Doing anything is not the same as behavioural flexibility. The student, and therefore the Trainer, should still be eliciting relevant information, making informed decisions and testing their results. Furthermore, if the student uses a technique from outside of NLP because they think it is 'better' or perhaps more familiar then this cannot be assessed, no matter how effective it may be.

Developmental feedback should be based on simple observations of cause and effect, otherwise the Trainer risks introducing their own bias, for example, "When you did X, the result was Y, is that what you were expecting? If not, what could you do differently?" versus "You did X wrong, do it like this".

It is inevitable in any training that students will attempt to 'get it right', to emulate the Trainer, to think of the techniques in simple 'right/wrong' terms. Whilst, particularly at Practitioner level, it is important to learn the techniques, it is also important that students understand the underlying principles so that they might improvise when appropriate. For example, if the student understands the importance of third position in Perceptual Positions then they can improvise when they guide the client through the process instead of simply reading from a script. This becomes vitally important in more complex techniques such as Fast Phobia Cure where reading from a script would inevitably lose rapport very quickly.

Assessment will produce one of two results; either the student meets the criteria or they do not, yet. In the latter case, the Trainer's feedback might include suggestions for further study and practice so that the assessment can be repeated at a later date.

Certification Criteria - Practitioner in the Art of Neuro-Linguistic Programming

Students should refer to the Presuppositions of NLP when interpreting these criteria. The number in the right hand column of the tables refers to a suggested presupposition. The NLP Trainer should also apply all of the presuppositions in assessing the student.

The set of basic skills of NLP Practitioner competency can be organised as:

- Input Skills (awareness, detection)
- Internal Representation Skills (recognition, processing)
- Behavioural Output Skills (utilisation, implementation)

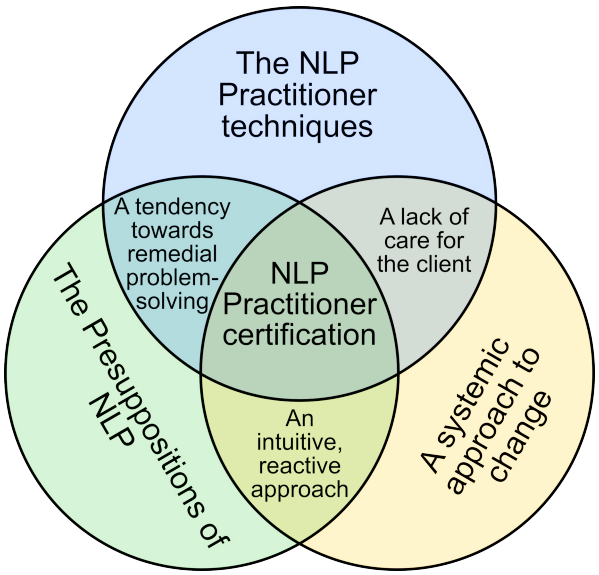
When giving feedback on a student's learning progress, the trainer should therefore be able to determine if:

- The student noticed the information
- The student was able to understand or interpret the information within the client's context
- The student was able to act upon the information in pursuit of the client's stated outcomes

At the Practitioner level, students should be able to demonstrate a fundamental ability to utilise the basic concepts, skills, processes/techniques and patterns of NLP. NLP represents an approach, an attitude and a methodology supported by a set of operational presuppositions, values and modelling skills that have produced the set of basic techniques and those which have been developed since.

Assessment should be based on output criteria not input criteria. Input criteria would include training duration, format and content. Output criteria can be measured using observed assessments during the training sessions, using theory tests and most importantly with live, observed client sessions after which the student is given specific developmental feedback.

Through the training process, the Trainer should create and guide learning experiences which achieve two aims which can be assessed by comparing the student's performance at the start and end of the training. Firstly, students should demonstrate competency in applying the techniques of NLP. Secondly, students should demonstrate a change in their own behaviour, in particular greater flexibility in their thinking and their response to external stimuli, demonstrating that the student has actively participated as both student and client and that the student has applied the methodology of NLP to their own experiences.



This diagram shows the three main areas which the Trainer should assess during the training process in order to support an evidence based assessment.

Certain behaviours will be observable if the student has not met the certification standard for example focusing on the problem rather than the client, 'making it up' or using techniques from outside of NLP which naturally fall outside of the assessment for NLP Practitioner.

The Trainer will give ongoing feedback throughout the training process and after the final assessment, regardless of its outcome. If a student has not yet met the certification criteria then a plan for reassessment will be agreed.

NLP Trainers are encouraged to maintain an up to date knowledge of current developments in neuroscience which reinforce, advance and in some cases supersede the principles and theories of NLP.

1 Representational Systems

Detect representational systems and sequences of representation systems through the accessing cues of the primary sensory modalities. Whilst there are more than 20 identified primary sensory systems, these are commonly grouped into five categories, VAKOG. The historical NLP terminology of 'submodalities' therefore refers to primary senses grouped within these categories and is used for convenience and familiarity only.

Student	Examples	Trainer assessment	
1.1 Make objective distinctions in all primary representational systems	Notice eye accessing, hear voice intonation, distinguish feelings arising from empathy	Compare information detected by student to other benchmarks, intentionally create or highlight information for the student to detect	3
1.2 Elicit habitual representational system sequences	Determine a sequence of sensory processing steps, known as a 'strategy' e.g. hear a raised voice, imagine an angry face, feel scared	Demonstrate a strategy for the student to decode	1
1.3 Access information in each of the primary sensory systems	Adjust language to gain information in various sensory systems e.g. what you saw or heard	Determine that the student elicits information using all sensory systems, particularly any that are omitted by the client	3
1.4 Communicate in all primary sensory modalities	Adjust language to provide information in various sensory systems e.g. visualise, think of a sound	Determine that the student delivers information using all sensory systems, particularly any that are omitted by the client	3
1.5 Overlap and translate representational systems	Increase and decrease intensity of emotional response by translating from 'smaller picture' to 'quieter sound', swapping 'submodalities' from one memory to another	Observe the student using all sensory systems, not only the one most strongly presented by the client	3
1.6 Detect and act upon simultaneous and sequential incongruities	Detect incongruity rather than following only the most prominent message e.g. saying yes whilst shaking head (no)	Observe the student detecting incongruity and formulating an appropriate response	7
1.7 Calibration	Notice the client's responses, test and predict those responses	Observe the student noticing their client's responses and incorporating them into the conversation or technique	

2 Rapport Management

Manage the degree of rapport (pace and lead) in all representational systems, non-verbally and verbally, through mirroring, direct matching and indirect matching. The 'traditional' model of eye accessing should not be used, it has no research evidence to support it and it can prevent the student from calibrating to the client in front of them.

Student	Examples	Trainer assessment	
2.1 Visual matching and mismatching	Gestures, facial expressions	Observe the student matching the client appropriately and intentionally	2
2.2 Auditory matching and mismatching	Voice tone, volume	Observe the student matching the client appropriately and intentionally	2
2.3 Predicates	Listen out for words which indicate a particular representational system	Observe the student asking questions to elicit a response and then utilising that response	3
2.4 Utilisation	Commenting on current experience or reflecting back the client's response	Observe the student utilising the client's experiences and responses to build rapport	5
2.5 Pacing and leading	Establish rapport and then set the direction for the conversation	Observe the student utilising rapport to maintain control of the conversation	6
2.6 Break rapport	Establish and then break rapport, pattern interrupt	Observe the student breaking rapport rather than becoming lost in the client's reality	5
2.7 Manage rapport over time	Vary the degree of rapport to guide the client through the process of change	Observe the student increasing and decreasing rapport in order to guide the client towards their stated outcome	5
2.8 Create rapport in context	Start each client interaction as if it were 'real' rather than a training activity	Observe the student creating shared rapport in the context of the client's presented outcome rather than as a role play, "Right let's start!", or focusing on the exercise rather than the overall process, "Oh I think I missed a step is it your turn now?"	

3 Anchoring

Since anchoring is implicit within all other NLP Practitioner techniques, the student should be able to demonstrate competency in consistently and effectively setting and breaking anchors before moving onto other techniques. Anchoring based on intensity of response is fundamentally incorrect. The principle of Spike Timing Dependent Plasticity should be referred to in order to understand the process of setting and amplifying anchors.

Student	Examples	Trainer assessment	
3.1 Elicit and install anchors in primary representational systems	Sound, word, colour, gesture, touch anchors	Observe the student consistently creating and utilising persistent anchors, particularly timing and consistency	3
3.2 Use anchors within other techniques	Spatial anchoring within Perceptual Positions	Observe the student applying the principles of anchoring even when focusing on other processes	4
3.3 Use one anchor to disrupt another in multiple sensory systems	Kinaesthetic squash, auditory squash	Observe the student's attention to timing and consistency	4
3.4 Use one anchor to interrupt another in multiple sensory systems	Visual swish, auditory swish	Observe the student's attention to timing and consistency	4

4 Outcomes

The Well Formed Outcomes criteria can usefully be applied at the beginning of every student-client interaction, students should be encouraged to do so in order to maintain focus on the client rather than the technique.

Student	Examples	Trainer assessment	
4.1 Create Well Formed Outcomes using both short and long form question sets	PURE	Observe the student leading the client through the process, keeping a focus on their questions and not being distracted by the client	7
4.2 Detect and act upon incongruence using the ecology check	"If I could offer you X now, would you take it?"	Observe the student presenting the client's outcome, provoking a response, detecting incongruence and then acting upon that incongruence	7
4.3 Future pacing	Walk through a future scenario and notice what comes to mind	Observe the student creating associated future scenarios for the client, testing the client's responses and modifying the scenarios where necessary	8

5 Reframing

The purpose of all NLP techniques is to reframe; to change the meaning of an experience by changing the relationship between content and context of an experience.

Student	Examples	Trainer assessment	
5.1 Perceptual Positions	Perceptual Positions technique, Meta Mirror	Observe the student guiding their client through the process, using the principles of anchoring and asking calibration questions to demonstrate the effect of the process for the client	4
5.2 Utilise basic reframing techniques including content and context reframing	"How would your boss's behaviour look on a football pitch?"	Observe the student distinguishing between content and context in order to create different perspectives for the client	4
5.3 Dissociation reframe	Six Step Reframe, Fast Phobia Cure	Observe the student effectively dissociating from the 'problem' state using the principles of anchoring in order to access resources or alternatives and then introducing changes in various representational systems whilst in the dissociated state	4
5.4 Timeline	Simple timeline, resource timeline	Observe the student creating a plausible imaginary timeline for the client, guiding the process and the client's pace and making sense of feedback from the client	4

6 Strategies

The strategy is the essential building block of a model of excellence. At Practitioner level, it is only necessary to elicit a strategy fur the purpose of adjusting the student's approach to the client.

Student	Examples	Trainer assessment	
6.1 Strategy elicitation	Understand the concept of a strategy and how it relates to representational systems	Ensure the student can describe the concept of a strategy and give relevant examples	1
6.2 Eye accessing	Ask a series of questions to elicit eye accessing, form a theory of the process	Observe the student asking questions to elicit a strategy which they can then describe	3

6.3 Predicates	Listen out for sequences of words which indicate a particular representational system	Observe the student asking questions to elicit a strategy which they can then describe	3
6.4 Mapping of decision processes	Elicit a strategy for how you might decide to buy something new or choose a piece of fruit	Observe the student asking questions to elicit a strategy which they can then describe	1
6.5 Strategy utilisation	Elicit a strategy for feeling capable in one situation and utilise it in a different one	Observe the student eliciting a strategy for a resource and then using that resource to effect change for the client	

7 Language for Information Gathering - Meta Model

Meta Model is principally a method for codifying the client's map of reality; the set of sensory representations which comprise an experience. It is important to explore the use of Meta Model from the point of view of information gathering rather than problem solving, otherwise there is a risk that the student uses Meta Model aggressively to project their own map onto the client.

Student	Examples	Trainer assessment	
7.1 Understand the basic structure of Meta Model	Recognise a lost performative	Work through examples and observe the student recognising language structures	5
7.2 Ask Meta Model questions based on the client's language	Hear a nominalisation and ask a question which turns the verb back into its active form	Observe the student asking appropriate information gathering questions based on the client's own language, not the student's interpretation or translation	4
7.3 Use Meta Model distinctions to identify the structure of a client's experience and make an informed decision to use a particular NLP technique	Hear mind reading patterns and choose a Perceptual Positions technique	Ask the student to explain their choice of technique and observe a logical deduction based on information gathered rather than a guess or using a favourite technique	4
7.4 Ask Meta Model questions to determine the structure of the client's present reality	Ask questions to gather information systematically from the client	Observe the student building up their own representation of the client's experience without getting lost or distracted by the client's story	5
7.5 Use Meta Model to uncover missing information	Hear the client describe an event in only visual terms, ask questions using auditory predicates	Observe the student deducing what is missing or hidden in the client's representation of their experience	6

7.6 Effect change through conversational reframing	Ask questions about missing or distorted information with the intention of creating a new perspective	Observe the student making intentional interventions in the client's story	4
7.7 Objectively test for the effects of any intervention	Ask calibration questions to test before and after an intervenion	Observe the student creating benchmark questions to evidence the process of change	1

8 Language for Creating Change - Milton Model

Milton Model is principally a method for influencing the client's map of reality; the set of sensory representations which comprise an experience. It is important that students only use this influence at the appropriate time, when they are focused on the client's outcome rather than their own.

Student	Examples	Trainer assessment	
8.1 Understand the basic structure of Milton Model	Mind read, nominalisation	Work through examples and observe the student recognising language structures	5
8.2 Use Milton Model patterns in natural language	You might be wondering, as you continue to relax	Work through examples and observe the student using language structures in an appropriate context	4
8.3 Effect change through conversational reframing	When did you begin to notice your perspective is changing?	Observe the student making appropriate interventions in conversation with a client	5
8.4 Objectively test for the effects of any intervention	Ask calibration questions to test before and after an intervention	Observe the student creating benchmark questions to evidence the process of change	1
8.5 Use Milton Model patterns to bridge the client into and out of the session with the Practitioner	As you enter the room you can continue to focus on what has brought you here, as we begin to reach the end of our time here together, you can look ahead to the exciting adventures that are waiting for you	Observe the student starting and ending their interaction with the client smoothly, pacing and leading both into and out of the conversation rather than abruptly starting and stopping	6

Suggested Syllabus of Principles and Techniques

The following syllabus is suggested in order to achieve this. The Trainer may substitute any other techniques and activities which enable the students to demonstrate their competency against the certification criteria.

'Submodalities' - Eliciting, comparing and swapping

Anchoring in multiple sensory systems

Transferring anchors across sensory systems

Swish – visual, auditory

Squash – visual, auditory (and kinaesthetic if the training is taking place in person)

Language Skills

Meta Model

Milton Model

Utilisation

(Techniques recognisable as trance or hypnosis are optional because the effects of hypnosis can be achieved in other conversational ways)

Reframing

Perceptual Positions

Timeline

Progressive Dissociation Reframe (Six Step Reframe, Fast Phobia Cure, Three Step Rewind etc)

Future Pacing

Certification Criteria - Master Practitioner in the Art of Neuro-Linguistic Programming

Students should refer to the Presuppositions of NLP when interpreting these criteria. The number in the right hand column of the tables refers to the suggested presupposition. The NLP Trainer should also apply all of the presuppositions in assessing the student.

At Master Practitioner level, students are reproducing the essence of NLP itself; modelling of unconscious processes which lead to consistent, adaptable behaviours which in turn lead to predictable, consistent, high performing results in the 'real world'. The essential measure of success in NLP Master Practitioner training is that a student can identify a talent, codify it and either reframe it or transfer it to another person. This reproduces the method by which the original NLP Practitioner techniques were created.

The Trainer should satisfy themselves that all of the Practitioner level criteria have been met by the student at the outset of or prior to Master Practitioner training. The presentation of a NLP Practitioner certificate is not recommended as evidence that the student meets the criteria. Any deficiencies arising from previous training or lack of practice should be addressed before moving to Master Practitioner content.

1 Generic Skills for the NLP Master Practitioner

Student	Examples	Trainer assessment	
1.1 Understand the neurological and psychological basis of NLP	Stimulus Response, TOTE Simulation Theory of Mind Reading		
1.2 Understand the relevance of language as an abstract map of reality	Deep and surface structure		
1.3 Detect and interpret the client's various forms of communication, including verbal and non-verbal, conscious and unconscious			
1.4 Distinguish between content and structure of communication			
1.5 Recognise the various elements of the Practitioner techniques and reorganise them to design customised interventions			

1.6 Demonstrate flexibility and creativity in applying the principles of NLP			
1.7 Make conscious shifts in perspective, state and behaviour	Choosing a state in pursuit of an outcome rather than as a reaction to the client's state		
1.8 Awareness of own patterns and their interaction with the client's patterns			
1.9 Actively maintain an appropriate degree of rapport			

2 Language for Information Gathering - Meta Model

Meta Model is principally a method for codifying the client's map of reality; the set of sensory representations which comprise an experience. It is important to explore the use of Meta Model from the point of view of information gathering rather than problem solving, otherwise there is a risk that the student uses Meta Model aggressively to project their own map onto the client.

Student	Examples	Trainer assessment	
2.1 Understand the basic structure of Meta Model	Recognise a lost performative	Work through examples and observe the student recognising language structures	5
2.2 Ask Meta Model questions based on the client's language	Hear a nominalisation and ask a question which turns the verb back into its active form	Observe the student asking appropriate information gathering questions based on the client's own language, not the student's interpretation or translation	4
2.3 Use Meta Model distinctions to identify the structure of a client's experience and make an informed decision to use a particular NLP technique	Hear mind reading patterns and choose a Perceptual Positions technique	Ask the student to explain their choice of technique and observe a logical deduction based on information gathered rather than a guess or using a favourite technique	4
2.4 Ask Meta Model questions to determine the structure of the client's present reality	Ask questions to gather information systematically from the client	Observe the student building up their own representation of the client's experience without getting lost or distracted by the client's story	5

2.5 Use Meta Model to uncover missing information	Hear the client describe an event in only visual terms, ask questions using auditory predicates	Observe the student deducing what is missing or hidden in the client's representation of their experience	6
2.6 Effect change through conversational reframing	Ask questions about missing or distorted information with the intention of creating a new perspective	Observe the student making intentional interventions in the client's story	4
2.7 Objectively test for the effects of any intervention	Ask calibration questions to test before and after an intervention	Observe the student creating benchmark questions to evidence the process of change	1
2.8 Use Meta Model questions as linguistic analogues of the components of NLP Practitioner techniques	Verb tense to create timeline, dissociation to create perceptual positions		
2.9 Track Meta Model patterns in real time			

3 Language for Creating Change - Milton Model

Milton Model is principally a method for influencing the client's map of reality; the set of sensory representations which comprise an experience. It is important that students only use this influence at the appropriate time, when they are focused on the client's outcome rather than their own.

Student	Examples	Trainer assessment	
3.1 Understand the basic structure of Milton Model	Mind read, nominalisation	Work through examples and observe the student recognising language structures	5
3.2 Use Milton Model patterns in natural language	You might be wondering, as you continue to relax	Work through examples and observe the student using language structures in an appropriate context	4
3.3 Effect change through conversational reframing	When did you begin to notice your perspective is changing?	Observe the student making appropriate interventions in conversation with a client	5
3.4 Objectively test for the effects of any intervention	Ask calibration questions to test before and after an intervention	Observe the student creating benchmark questions to evidence the process of change	1

3.5 Use Milton Model patterns to bridge the client into and out of the session with the Practitioner	As you enter the room you can continue to focus on what has brought you here, as we begin to reach the end of our time here together, you can look ahead to the exciting adventures that are waiting for you	Observe the student starting and ending their interaction with the client smoothly, pacing and leading both into and out of the conversation rather than abruptly starting and stopping	
3.6 Create intentional presuppositions to support the process of change			

4 Anchoring

Student	Examples	Trainer assessment	
4.1 Elicit and install anchors in primary representational systems	Sound, word, colour, gesture, touch anchors	Observe the student consistently creating and utilising persistent anchors, particularly timing and consistency	3
4.2 Use anchors within other techniques	Spatial anchoring within Perceptual Positions	Observe the student applying the principles of anchoring even when focusing on other processes	4
4.3 Use one anchor to disrupt another in multiple sensory systems	Kinaesthetic squash, auditory squash	Observe the student's attention to timing and consistency	4
4.4 Use one anchor to interrupt another in multiple sensory systems	Visual swish, auditory swish	Observe the student's attention to timing and consistency	4
4.5 Anchors as control points	Use anchors to control the process of change		

5 Outcomes

Student	Examples	Trainer assessment	
5.1 Distinguish between an outcome and a direction			

5.2 Create a framework for change			
5.3 Test for ecology			
5.4 Predict and test the process of change			
5.5 Generalise change through context and time			

6 Modelling Skills

Student	Examples	Trainer assessment	
6.1 Strategy elicitation	Understand the concept of a strategy and how it relates to representational systems, eye accessing, sensory predicates	Ensure the student can describe the concept of a strategy and give relevant examples	1
6.2 Mapping of decision processes	Elicit a strategy for how you might decide to buy something new or choose a piece of fruit	Observe the student asking questions to elicit a strategy which they can then describe	1
6.3 Strategy utilisation	Elicit a strategy for feeling capable in one situation and utilise it in a different one	Observe the student eliciting a strategy for a resource and then using that resource to effect change for the client	
6.4 Decode and test			
6.5 Convert strategies into programs			
6.6 Map programs in context			
6.7 Codify programs			
6.8 Install programs			
6.9 Test programs			

Notes

A number of updates are incorporated into this set of certification criteria compared with the original SNLP criteria first written in the early 1980s. In particular:

There are not 5 senses with submodalities, there are upwards of 22 distinct sensory systems. With this in mind, there is no need to create the concept of submodalities although this is recognised as established NLP terminology.

Rapport is not universally useful; excessive rapport can cause the student to become lost in the client's reality and story. Therefore managing the degree of rapport is often more valuable than simply gaining rapport.

Anchoring based on intensity of response is fundamentally incorrect. The principle of Spike Timing Dependent Plasticity should be referred to in order to understand the process of setting and amplifying anchors.

Trance and direct hypnosis are not distinct criteria, they are applications of pacing, leading and the use of Milton Language. Trance is often inappropriate in the area of professional coaching. Therefore Trance is only one way to effect change and is therefore included in a training syllabus at the discretion of the Trainer.

Sleight of Mouth is irrelevant when the student is fluent in the use of Meta Model.

Values are contextual, they are neither fixed nor hierarchical, therefore there is little value in eliciting or mapping a person's values as they will change from one moment to the next. The terms 'values', 'beliefs', 'rules' or 'programs' may be used interchangeably in the context of modelling with NLP.

Resequencing or modifying strategies is irrelevant because it contradicts the presupposition of NLP that every behaviour has a positive intention and a context in which it has value. There is no need to modify any strategy or behavioural program, instead its value may be identified.

The original SNLP criteria focus only on the techniques and principles of NLP and not on their systemic application within a client interaction.