
BMPF7013f

Assessment Component No. 1 (Portfolio) Independent Study – Element 1 – Matrix

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My motivation to complete the Neuro-Linguistic Programming (NLP) Master Practitioner Programme	What I learned on a personal level	What I learned on an organisational level
In completing the NLP Practitioner programme, I felt I had been exposed to a variety of new information and insight, giving me a much richer perspective of the world and how we interact in it. I also realised how much more there is to discover. The NLP Master Practitioner felt like a natural next step to deepen my understanding of the principles and practice of NLP and to expand my knowledge and skills in my coaching practice.	I have strengthened my acuity and self-awareness enabling me to better notice the patterns in my language and challenge my own limiting beliefs to access more helpful ones. I have also improved my relationships and increased my resources as a parent. Professionally the NLP models and techniques have been invaluable in my practice as a coach and trainer. In particular I have integrated the Meta model to help identify and shift limiting beliefs, use metaphor to connect with a client in their world and inspire creative thinking, and work	I have expanded my 'toolbox' helping me work with behavioural flexibility in different environments and enabling me to hone my approach to best suit the individual needs of my clients. I have also learned to identify different language patterns that play out among teams, and even more broadly across an organisation that may be limiting or distorting their thinking and as a result their actions. With that awareness I am able to help work with them as a group to increase their awareness and expand their options.

	directly with a client's unconscious, to help a client build greater self-awareness and perspective in order to access alternative options for positive change.	
What were the learning outcomes I set?	How was I assessed?	How did I assess the programme?
- At the start of the programme, we drew a picture that expressed our learning objectives. I drew a plant evolving from seedling into blossoming flower. It represented my emerging understanding of NLP gained in the Practitioner Programme and how I aimed to grow and hone that knowledge and skill through the Master Practitioner programme. - In particular, I wanted to learn more about the language patterns and NLP techniques to identify and work with a client to overcome limiting assumptions or unhelpful behaviours.	- I had a discussion with the tutor regarding my learning objectives ahead of the programme. - Every practical application was observed, and feedback was provided. - Throughout the programme my knowledge acquisition, skills application and behavioural competence were observed and assessed. - The presentation of my modelling project was critiqued. - On the final day there was a test to assess the requisite level of knowledge had been achieved.	- After each application of a technique, I provided feedback on myself before receiving feedback from my partner and the trainer. - At the end of each day, I completed a learning review reflecting on the feedback I had received and my own observations. - At the end of the programme, I then completed an End of Course Learning Review which explored what had changed for me throughout the course and helped me identify what I would do differently in my work and personal life.
What content was covered?	How was the programme structured?	What was the programme's duration?
Criteria for NLP Master Practitioner certification included:	The in-person programme was highly interactive and focussed on balancing theory with practical application.	The programme ran over a total of six days broken into two parts.

• Integration and mastery of NLP Practitioner skills • Integration of Master Practitioner process skills • Belief change • Sleight of mouth patterns • Advanced Meta model and Milton model application • Metaprogrammes – elicitation, calibration, utilisation, change, flexibility • Values – elicitation, calibration, clarification, utilisation, change work • Advanced submodality work including phobia cures and parts integration • Advanced timeline work • Modelling – elicitation, explication, replication, transfer and utilisation	• It comprised of six parts which ran in cycles for each area of content: - Reflection on current state and learning that has already taken place - Introduction of theory - Demonstration of technique - Application of the technique oneself - Reflection and feedback on process • A seventh component was a modelling project conducted between the two workshops. We had to select a strategy that we wanted to emulate, identify individuals who demonstrated that strategy and then through research and observation, develop a model of how to replicate that strategy. I chose effective listening skills. We presented our model back to the group and instructor in the second workshop.	
What resources were available?	How were ethics addressed?	Learning structure with tutor
• A programme manual was provided to each student.	• A reminder of the ANLP Code of Ethics was given at the start of the programme with the clear expectation that all	A process of collective discussion and tutor review was agreed with the following process:

• The instructor taught each module including briefing and debriefing on the practical exercises and being available to answer any questions during and between the programme sessions. • All content introduced was referenced and a reading list was provided as well as books being available to refer to in breaks.	participants adhere to these throughout the programme. • Ahead of each practical application an 'ecology check' was conducted to ensure the participant was clear in their intent, understood the exercise and was comfortable to proceed.	- Introduction - Outline submission, review and feedback - First draft submission, review and feedback for refinement delivered in two parts - Final draft submission, review and discussion
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