
BMPF7013

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

Alannah Britz

Student number: 2029338

My motivation to complete the Neuro-Linguistic Programming Practitioner Programme	What I learned on a personal level	What I learned on an organisational level
I had always been fascinated by people, how they think and what motivates their behaviour. My formal learning had started with a Psychology degree and continued with my coaching qualification. I was introduced to NLP during my Executive Coaching Certificate course and its focus on how we process and respond to experiences strongly resonated. I felt that studying its principles and techniques could help me gain deeper personal insight into myself contribute to my knowledge as a coach.	Through the NLP Practitioner Programme, I gained a far deeper understanding of myself and the NLP beliefs and practices that we explored helped me improve my interpersonal and influencing skills as well as strengthen my resilience in facing challenging situations. I also believe the NLP Practitioner Programme was a fundamental step in my journey to realising my goal to become a full-time coach and trainer.	A number of the NLP components have become integral to my training such as the NLP Communication model and feedback structure. I also regularly apply NLP techniques such as the Perceptual Positions exercise in working with my coaching clients. Feedback from my clients on how those NLP principles and techniques have helped them improve their personal performance and interpersonal interactions is wonderful affirmation of the wide and long-lasting impact of NLP.
What were the learning outcomes I set?	How was I assessed?	How did I assess the programme?

• At the start of the programme, we had to draw a picture that summarised our learning goals. I visualised a metaphor of hiking up a mountain – it would be challenging and demanding, I would have moments of small and great beauty and discover greater freedom upon reaching the summit. • I looked to increase my self-awareness and understanding of others, enhance my personal influence and enrich my skills as a coach with the NLP approach.	• I completed a pre-course questionnaire and had a discussion with the tutor so they could assess and understand my learning objectives. • Every practical application was observed and feedback was provided. • Throughout the programme my knowledge acquisition, skills application and behavioural competence were observed and assessed. • 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?
Accredited by the Association for NLP there was a requisite set of content that covered the foundational knowledge of NLP. This included: • Presuppositions of NLP • Well-formed outcomes • State management • Building rapport, pacing and leading • Sensory acuity	• The in-person programme was highly interactive and focussed on balancing sharing of theory with practical application. • It comprised of six parts which ran in cycles: - Reflection on current state and learning that has already taken place - Introduction of theory - Demonstration of technique	The programme ran over a total of six days broken into two parts.

• Representational systems and using sub modalities to drive change • Association, dissociation, perceptual positions • Accessing and building resources • Language patterns • Anchoring • Strategies to elicit change • NLP frames and reframing strategies	- Application of the technique oneself - Reflection and feedback on process	
What resources were available?	How were ethics addressed?	Learning structure with tutor
• A programme manual was provided to each student. • The instructor taught each module including briefing and debriefing on the practical exercises. They also made themselves 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.	• The ANLP Code of Ethics was introduced at the start of the programme with the clear expectation that all 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.	A process of collective discussion and tutor review was agreed with the following process: - Introductory discussion - Outline submission, review and discussion - First draft submission, review and discussion - Final draft submission, review and discussion