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# **NLP Practitioner Training**

## **TRAINER GUIDELINES FOR ASSESSING COMPETENCE IN STUDENTS**

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## GUIDELINES FOR ASSESSING COMPETENCE IN STUDENTS

### YOUR RESPONSIBILITIES

1. Teaching and demonstrating the skills and techniques appropriate to the course
2. Evaluating students' competence using systematic and comprehensive processes

For students to successfully complete an NLP training, they need to:

1. Complete nlpaustralia's written Meta Model assessment
2. Complete nlpaustralia's written final course assessment
3. Demonstrate their competency in every skill and technique taught in the course.
4. Submit IANLP worksheets.

### THE EVALUATION PROCESS

<b>Component</b>	<b>Evaluation process</b>	<b>Timing</b>
Written Meta Model assessment	The student must achieve a score of 70% to pass	Mid course
Final written assessment	The student must achieve a score of 70% to pass	At course end
Skills	Student illustrates adequate understanding when questioned by trainer	After each skill is taught or in final assessment
Techniques	You debrief the student after they practice each technique, with another person, by asking the student to: <ol style="list-style-type: none"><li>1. identify the behavior to be changed, the desired outcome and the context</li><li>2. outline the methodology of the technique used</li><li>3. describe the result</li></ol>	After each technique is practiced by the student
Worksheets	Review Meta Model, Presupposition Reframing and Translation	During course
Submit IANLP worksheets	Review worksheets and confirm that the student has logged learning activities for each skill and technique	At course end

Each student needs to demonstrate a working knowledge of the skills and techniques. Competency evaluation questions could include:

*Skills:* Ask student to:

- demonstrate direct pacing, of pacing tone tempo etc
- give an example of a presupposition, of chunking etc

*Techniques:* Sample questions. Ask student:

1. What was the person's behaviour to be changed?
2. What was the desired outcome (What do they want to achieve?)
3. In what context/s did the problem behaviour occur?
4. What was the trigger that initiated the problem behaviour?
5. How did the student identify the appropriate technique model to be used?
6. How did the student set up the model? Eg Visual SWISH technique (Metaphor of movie theater)
7. What was the result?

### OUTCOMES

All behavioural assessments, along with written assessments and IANLP final worksheets should collectively determine a student's successful completion of the training course.