	INLPTA Standards **NLP Trainer Training written integration**	**TT** questions

These questions are intended for review.

PRESENTATION SKILLS

1. What is the difference between a presentation and a training? How are they related?

2. List at least 3 ways you can develop more stage charisma (as real skill vs. show business hype).

3. What are the 5 Satir Categories and how do you use them in presentation skills?

4. List at least 3 ways you can develop more vocal variability.

5. List at least 3 ways you can develop more expressiveness through the body.

6. How do you calibrate groups?

7. List at least 3 ways you can covertly change the state of your audience when presenting.

8. List at least 3 ways you can raise the response potential of your audience to be on the edge of their seat wanting to hear what you are about to say.

9. List at least 3 ways to make information come A alive@ for the audience.

10. How does your presentation/training style have to adjust for:
a. Gravesian world view red?
b. Gravesian world view blue?
c. Gravesian world view orange?
d. Gravesian world view green?
e. Gravesian world view yellow?
f. MBTI type STJ?
g. MBTI type NFP?
h. MBTI type SF?
i. MBTI type NT?
j. MBTI type Introvert
k. MBTI type Extroverts?

TRAINING DESIGN

11. What are the 4 quadrants of the 4-Mat system, their purposes, the major learning question in each quadrant and the role of the trainer in each quadrant?

12. Why is it important to cover all four quadrants of the 4-Mat system?

13. What are some of the key design principles for an effective WHY quadrant? WHAT quadrant? HOW quadrant? WHAT IF quadrant?

14. What are some of the key principles to keep in mind when designing a training for STJs?

15. What are some of the key principles to keep in mind when designing a training for NFPs?

16. What are some of the key principles to keep in mind when designing a training for a large proportion of Introverts?

17. What are some of the key principles to keep in mind when designing a training for a mixed audience of Myers-Briggs types?

18. What are some of the key principles to keep in mind when designing a training for Gravesian world view:
a. red?
b. blue?
c. orange?
d. green?
e. yellow?

19. What are some of the key principles to keep in mind when designing a training for a mixed audience of Gravesian world views?

20. In your opinion, what is an ideal structure (regarding time frames, number of sessions, length of sessions, etc.) for an NLP Practitioner and Master Practitioner training? If you had to tailor this structure to meet any commercial constraints (customer wants and needs, marketing and production costs, room hire, venue availability, etc) of your market place, how would you do it while preserving the benefits (Secondary gains) of your ideal structure?

21. What information is useful for you to know when designing a training?

EXERCISES AND DEMONSTRATIONS

22. What information is useful for you to know when designing an exercise?

23. What are some of the keys to designing an exercise?

24. What are some of the keys to facilitating an exercise?

25. What are some of the keys to debriefing an exercise?

26. What are some of the key principles to keep in mind when designing and conducting a demonstration?

27. What are some of the potential side effects with your students learning processes after having seen a demonstration?

28. When is it useful to conduct a demonstration and when not?

29. Explain how you would frame, design and debrief an exercise for STJs? (pick an exercise relevant to your area of training interest)

30. Explain how you would frame, design and debrief an exercise for NFPs? (pick an exercise relevant to your area of training interest)

31. Explain how you would frame, design and debrief an exercise for SFs? (pick an exercise relevant to your area of training interest)

32. Explain how you would frame, design and debrief an exercise for NTs? (pick an exercise relevant to your area of training interest)

33. Explain how you would frame, design and debrief an exercise for Introverts? (pick an exercise relevant to your area of training interest)

34. Explain how you would frame, design and debrief an exercise for Extroverts? (pick an exercise relevant to your area of training interest)

35. How might you design a Master Practitioner training differently than a Practitioner training?

36. Explain how you would frame, design and debrief an exercise for Master Practitioners differently than for Practitioners?

FACILITATION SKILLS

37. What are some of the benefits and limitations of Accelerated Learning?

38. What are the 7 learning strategies as identified by Generative Learning?

39. What is meant by Generative Learning? How is it different but related to Bateson=s distinction of learning level 3 and his logical levels of learning?

40. How do you do the My Friend John pattern as applied to handling questions in groups?

41. List at least 5 ways in which a student can hinder their own learning. How might you facilitate them in each situation?

42. How can logistics and environmental orchestration help to facilitate unconscious processes of learning?

43. How would you orchestrate an optimum learning environment in your training context?

44. Explain how nested loops work, and how you can use them to facilitate unconscious learning processes.

45. How would you determine that your (and others) use of nested loops is ecological?

46. What are the benefits and limitations of using a nested loop design?

47. What is the difference between an inductive and deductive method of training/learning? What are the benefits and limitations of each approach? When is it appropriate to use which?

48. With regards to a student=s learning outcomes, what would be your outcomes if the student is at a level of unconscious incompetence? Conscious incompetence? Conscious competence? Unconscious competence?

49. Explain how you would facilitate learning differently with Master Practitioners than Practitioners.

PROFESSIONALISM, ETHICS AND ASSESSMENT

50. When presenting NLP content, what are some of the ways in which you will facilitate your students to maintain ecology frames with NLP?

51. What are some ways in which you can monitor the ecology of how your students are learning and applying NLP?

52. How would you respond if you found out one of your students was using their NLP skills unecologically on others? List some of the various ways you might handle the situation.

53. Under what conditions would you NOT certify a Practitioner? Master Practitioner? Explain the conditions and your reasons.

54. Explain the difference in your expectations of a Master Practitioner in relation to a Practitioner with regard to their skill levels, integrated abilities, content knowledge in both quantity and quality, attitudes, and awareness of self.

55. What would be your evidence procedures for knowing that a Practitioner and a Master Practitioner have reached accreditation status or not?

56. When is it more ecological to elicit rather than install strategies? When is it more appropriate to install rather than elicit strategies? How do you make sure any installations are ecological (especially when working with groups)?

57. What are some ways in which you might handle a situation where a Practitioner or Master Practitioner that you have already certified has been discovered to be using their skills in grossly unethical and unecological ways?

58. What are your own personal beliefs and standards regarding how you, as an INLPTA NLP Trainer, will be conducting yourself with regard to Professionalism, Quality and Ethics?

59. What are your own personal beliefs and values regarding how you, as an INLPTA NLP Trainer, can be optimally conducting yourself in regard to how you relate to your professional peers and colleagues (i.e. other INLPTA NLP Trainers)?

60. How will you, as an INLPTA NLP Trainer, facilitate yourself to gain even more learning and insights from your experience here at the INLPTA Trainers Training that can help you to further your self evolution?

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