Criteria for a NLP Trainer in addition to those for a NLP Master Practitioner

Criteria	Evidence	Example
Manage the process of change for a group of students.	The trainer maintains their own state, leading the process and keeping to their plan regardless of what happens in the 'training room'. The trainer utilises individual student interactions to support learning for the group. The trainer predicts disruptive behaviours rather than reacting to them.	If a student tries to engage in a conversation about their specific situation, the trainer utilises it as a learning activity or example for all students to benefit from. If a student is disruptive, the trainer maintains their state and manages the disruption rather than losing their composure and reacting to it.
Plan and deliver the learning process from the student's point of view.	The trainer understands and demonstrates not only how to do something but also how to learn how to do that thing. The trainer understands and responds to the students' needs which might otherwise impact on the learning process.	The trainer considers what the students need to know in order to practise a technique rather than 'showing off' their advanced skills. The trainer would not deviate from the 'recipe' for a technique whilst demonstrating it, so as not to confuse the students.
Plan and deliver the learning process with the student's future clients or stakeholders in mind.	The trainer understands how the students will apply their new skills and makes references to their future context. The trainer uses examples and metaphors which are relevant to the students' future application of their learning.	The trainer talks about the students' future coaching clients and evaluates students' learning and progress with this in mind.
Provide context for learning, including the practical applications and considerations for what is being learned.	The trainer is able to explain why a particular technique might be used over another and also what potential challenges might arise. The trainer can give specific examples of how to choose a technique and when a particular technique might be made less effective.	The trainer might give a specific example of a time when they used a visual squash, together with the impact and why they chose that technique. The trainer might give specific examples of how they learned from their own early 'mistakes'.

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Explain what they are doing, how they are doing it and why they are doing it - whilst they are doing it - maintaining both the presentation or demonstration and the group learning experience.	The trainer is able to deliver a concise and clear demonstration whilst also conveying critical success factors to the audience. The trainer can reference what they are seeing or seeing from the demonstration subject which informs their decisions, e.g. for timing of a technique.	During an anchoring demonstration, the trainer might point out changes in their demo subject's skin colour, breathing etc while they are also interacting with the subject and managing the process of anchoring, so that the students can make sense of what the trainer is doing, when and why.
Have clear and objective criteria for evaluation, reflection and feedback.	The trainer's feedback to students is based on verifiable observations which can be acted upon by the student, and the intention behind feedback is related to the overall assessment criteria for certification.	The trainer might point out to a student that their timing for a swish is too late because they are waiting for a reaction, and that is why their results are less effective than they could be.
Link sections of content together in such a way that the sections of learning are generalised and connected by the students.	The trainer utilises and incorporates concepts from related techniques and the students are able to draw upon other experiences during practice sessions.	Anchoring is part of every other technique, so during perceptual positions, the trainer might connect the importance of clear directions and changing positions.
Open the learning process in such a way as to enable all of the above, connecting the learners from their 'ordinary world' into the process.	The trainer understands the various realities that students bring into the 'training room' and both utilises those differences and creates a single shared state and experience for learning.	The trainer might acknowledge the students' different journeys to the 'training room' as a metaphor for their life journeys.
Close the learning process in such a way as to enable the students to connect their learning from the process back into their 'ordinary world'.	The trainer understands the various realities that students return to after they have left the 'training room' and both utilises those differences and creates a bridge from the training out into the students' real world applications.	The trainer might acknowledge that the learning process has been a shared journey for their students, which they now take back into their individual journeys.

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