



NLP DIPLOMA (LEVEL1)

LEVEL 1 — FOUNDATIONS OF HUMAN BEHAVIOR

Level 1 examines how human behavior is formed from early development and emotional imprinting to unconscious patterns, perception, and communication.

It provides the psychological and behavioral foundation required before applying NLP techniques.

Level 1 duration: 2-3 months – Our Program is not a fast coaching lane

Total Number of Hours: 30-40

NLP LEVEL 1 — OVERALL COURSE OUTCOME

By the end of NLP Level 1, learners will have developed a foundational understanding of Neuro-Linguistic Programming alongside an applied understanding of human development, emotional learning, nervous-system responses, attachment patterns, beliefs, communication, and behavior.

Learners will be able to recognize how early experiences, unconscious processes, internal representations, emotional states, values, beliefs, memories, and learned survival responses can influence present-day thoughts, feelings, communication, relationships, and behavior.

They will learn to observe human behavior without immediate judgment, distinguish between an external event and the personal meaning created around it, and understand how repeated emotional interpretations can develop into beliefs, behavioral patterns, and aspects of personality.

Learners will also develop introductory practical skills in state awareness, representational systems, rapport, communication flexibility, association and dissociation, anchoring, resource-state access, goal formation, perspective shifting, and structured personal development.

Through guided reflection, exercises, demonstrations, and introductory NLP processes, learners will begin identifying their own automatic patterns, emotional triggers, communication preferences, internal resources, and desired areas of change.

The programme is designed to support self-awareness, communication, personal development, and introductory NLP practice. It does not qualify learners to diagnose psychological conditions, treat trauma, provide psychotherapy, or work beyond the limits of their training.

LEARNING OUTCOMES

By the end of the programme, learners should be able to:

KNOWLEDGE AND UNDERSTANDING

1. Describe the basic history, purpose, and foundational principles of NLP.
2. Explain the relationship between neurological processes, language, internal experience, emotional states, and behavior.
3. Describe the difference between conscious intentions and unconscious automatic patterns.
4. Explain how early developmental experiences may influence attachment, emotional regulation, beliefs, self-perception, and adult behavior.
5. Identify common nurturing environments and the types of beliefs or protective patterns they may contribute to.
6. Describe the basic functions of the amygdala, hippocampus, prefrontal cortex, memory systems, and nervous system in relation to stress and emotional reactions.
7. Recognize the fight, flight, freeze, and fawn responses as possible protective adaptations.
8. Describe secure, anxious, avoidant, and disorganized attachment patterns without using them as fixed labels or diagnoses.
9. Explain the developmental sequence: **From Event to Personality Pattern**
10. Explain the NLP principle that an individual responds to their internal map of an experience rather than to the external event alone.

SELF-AWARENESS AND HUMAN-BEHAVIOR OUTCOMES

Learners should be able to:

1. Reflect on how their early experiences may have shaped current beliefs, habits, emotional reactions, and relationship patterns.
2. Identify possible differences between their conscious goals and their automatic behavior.
3. Recognize repeated triggers, protective responses, avoidance patterns, perfectionism, people-pleasing, control, emotional shutdown, and reassurance-seeking.
4. Distinguish between a person's identity and a learned behavior or survival strategy.
5. Explore personal values, beliefs, memories, decisions, internal dialogue, and emotional meanings.

6. Recognize how unresolved emotional experiences may appear through adult patterns rather than through clear memories.
7. Observe behavior with curiosity and ask what function or protective purpose a pattern may have served.
8. Identify personal strengths, internal resources, and areas requiring further growth or professional support.
9. Understand Personality Disorders (Clusters A, B and C) – Educational Purposes.
10. Deeper insights on the Narcissitic Personality Disorder (Family, Friends and the root cause) – Educational Purposes.

COMMUNICATION OUTCOMES

Learners should be able to:

1. Explain the NLP communication model.
2. Recognize how deletion, distortion, and generalization affect perception and communication.
3. Identify how values, beliefs, memories, decisions, and meta-programs may filter experience.
4. Recognize verbal and non-verbal elements of communication, including tone, physiology, pacing, breathing, gestures, and emotional state.
5. Adapt communication according to the response received rather than relying only on intention.
6. Identify basic visual, auditory, kinesthetic, and dominance-related communication preferences presented in the programme.
7. Adjust language and communication style to improve understanding with people who process information differently.
8. Demonstrate introductory rapport skills through matching, mirroring, pacing, attentive listening, and behavioral flexibility.

INTRODUCTORY NLP APPLICATION OUTCOMES

Learners should be able to:

1. Use the Mercedes Model to explore the interaction between thoughts, feelings, internal state, and behavior.
2. Apply selected NLP presuppositions to personal reflection and communication.
3. Distinguish between association and dissociation and explain how each may influence emotional experience.

4. Recognize the stages of the Learning Ladder:
5. Demonstrate the basic structure of anchoring a resourceful emotional state.
6. Use introductory processes for adjusting the intensity of non-traumatic negative internal pictures or sounds.
7. Apply the Circle of Excellence to access a previously experienced resourceful state.
8. Use Neuro-Logical Levels to explore change across environment, behavior, capabilities, beliefs, values, identity, and purpose.
9. Apply the Walt Disney Strategy to move between creative thinking, planning, and constructive evaluation.
10. Use the POSEE Model to formulate goals that are positive, personally owned, specific, evidence-based, and ecologically appropriate.

PRACTICAL COMPETENCIES

Learners should be able to:

1. Participate in guided NLP exercises safely and responsibly.
2. Follow the steps of introductory techniques as taught.
3. Ask clear reflective questions without making unsupported interpretations.
4. Recognize when a person is becoming emotionally overwhelmed.
5. Stop an exercise when the participant becomes distressed or when the issue exceeds the scope of Level 1.
6. Avoid applying techniques to severe trauma, active psychiatric symptoms, suicidal risk, major dissociation, or other complex psychological concerns.
7. Maintain consent, confidentiality, respect, and appropriate personal boundaries during practice.
8. Explain that introductory NLP exercises are not replacements for medical, psychiatric, or psychological treatment.

EXPECTED COMPETENCE AT COMPLETION

A successful Level 1 learner should be able to:

- Understand foundational NLP concepts
- Recognize basic unconscious and emotional patterns
- Reflect on personal beliefs and behavioral habits
- Communicate with greater flexibility
- Build basic rapport

- Identify representational preferences
- Manage and access simple resource states
- Form clearer personal goals
- Apply introductory NLP exercises under appropriate supervision
- Recognize the limits of their competence
- Refer complex or high-risk concerns to qualified professionals

SCOPE OF LEVEL 1

Level 1 develops **foundational knowledge, self-awareness, communication skills, and introductory NLP application.**

It does not prepare learners to:

- Diagnose mental-health conditions
- Assess or treat personality disorders
- Conduct trauma therapy
- Treat attachment disorders
- Manage psychiatric crises
- Work independently with severe emotional distress
- Replace psychologists, psychiatrists, psychotherapists, or medical professionals

The trainer material provides the deeper developmental, nervous-system, attachment, trauma-response, and human-behavior framework, while the student booklet provides the formal NLP concepts, models, communication principles, and introductory techniques.