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NEURO LINGUISTIC PROGRAMMING (NLP) AS A COMMUNICATION TOOL FOR MANAGEMENT

by

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ABSTRACT

The outcome of the study was to explore the use of neuro linguistic programming as a communication tool that enhances communication in the workplace, and the results revealed that NLP business communications differ from the usual workplace communications. They involve communications that identify explicit and achievable outcomes, use sensory awareness to notice responses and flexibly alter behaviour to achieve outcomes. Participants were noticing and discovering new awarenesses to their communications, which they didn't realise, were available to them. Participants revealed their learnings about communication, their realities and experiences.

The study discusses NLP as a communicative toolbox for business where different tools are used, depending on the context and outcome desired. It is a toolbox that brings flexibility and adaptability to solving problems and enhances our current communicative faculties.

NLP as a communication tool for management is unpacked through the four primary functions of management. Communication is seen at the core. The literature reveals how the NLP tools and models can be applied across these communicative contexts: Planning: delivering strategic value with NLP; Organising: building a dynamic organisation with NLP; Leading: mobilising people with NLP; and Controlling: Dealing with change.

The study highlights interpersonal and intrapersonal communications. The external communication takes place where managers, employees and the other various business stakeholders communicate with each other (interpersonal), and the internal communication (intrapersonal), within the environment even more important than the external, the manager's mind. Internal communication plays an important role in the quality of our communications.

The elements of NLP covered in this study provide the foundations for modelling excellence, improving communication and rapport, and developing a greater

understanding of the internal representations that guide human (communicative) behaviour.

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FACULTY OF MANAGEMENT

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GLOSSARY

Accessing cues: The ways we tune our bodies by our breathing, posture, gesture and eye movements to think in certain ways.

Anchor: Any stimulus that evokes a response. Anchors change our state. They can occur naturally or be set up intentionally.

Behaviour: Any activity including thinking. Behaviour is one of the neurological levels.

Beliefs: The generalisations we make about others, the world and ourselves that become our operating principles. We act as if they were true and they are true for us.

Body language: The way we communicate with our body without words or sounds, for example through our posture, gestures, facial expressions, appearance and accessing cues.

Calibration: Accurately recognising another person's state by reading non-verbal signals.

Congruence: Alignment of beliefs, values, skills and action so that you 'walk-your-talk'. Being in rapport with yourself.

Conscious: Anything in present-moment awareness.

Ecology: A concern and exploration of the overall consequences of your thoughts and actions in the total web of relationships in which you define yourself as part. Internal ecology is how a person's different thoughts and feelings fit together to make them congruent or incongruent.

Elicitation: Drawing out or evoking a form of behaviour, a state, a strategy or information.

Eye accessing cues: Movements of the eyes in certain directions that indicate visual, auditory or kinaesthetic thinking.

Feedback: The results of your actions returning to influence your next step, one of the pillars of NLP.

Flexibility: Having many choices of thought and behaviour to achieve an outcome.

Future pace: To mentally rehearse an outcome. A mental simulation of hoped-for future events.

Incongruence: The state of being out of rapport with yourself, having incongruent

internal conflict which is expressed in behaviour. It may be sequential - one action followed by another that contradicts it - or simultaneous - agreement in words, but with disagreement in body language.

Internal dialogue: Talking to oneself.

Leading: Changing what you do, with enough rapport for another person to follow.

Map of reality: Each person's unique representation of the world built from their individual perceptions and experiences. It is not simply a concept, but a whole way of living, breathing and acting.

Matching: Adopting parts of another person's behaviour; skills, beliefs or values for the purpose of enhancing rapport.

Mirroring: Precisely matching parts of another person's behaviour.

Modelling: The process of discerning the sequence of ideas and behaviour that enables someone to accomplish a task. The basis of NLP.

Neuro Linguistic Programming: The study of excellence and the study of the structure of subjective experience.

Outcome: A specific, sensory-based, desired goal. You know what you will see, hear and feel when you have it. One of the pillars of NLP.

Pillars of NLP: You, presuppositions, outcome, rapport, flexibility and feedback (sensory acuity).

Positive intention: The positive purpose underlying any action or belief.

Predicates: Sensory based words that indicate the use of a representational system.

Preferred representational system: The representational system that individuals typically use to think consciously and organise their experience.

Presuppositions: Ideas or beliefs that are presupposed, i.e. taken for granted and acted upon. One of the pillars of NLP.

Rapport: A relationship of trust in and responsiveness to yourself or others. One of the pillars of NLP.

Reframing: Understanding an experience in a different way. Giving it a different meaning.

Representational system: The different channels whereby we re-present information on the inside, using our senses: visual (sight), auditory (hearing), kinaesthetic (body

sensation), olfactory (smell) and gustatory (taste).

Resources: Anything that can help you achieve an outcome such as physiology, states, thoughts, beliefs, strategies, experiences, people, events, possessions, places and stories.

Self modelling: Modelling your own states of excellence as resources.

Sensory acuity: The process of learning to make finer and more useful sensory acuity distinctions from the sensory information we get from the world. One of the pillars of NLP.

State: The sum of our thoughts, feelings, emotions, physical and mental energy.

Strategy: A repeatable sequence of thoughts leading to actions that consistently produce a particular outcome.

Submodalities: The fine distinctions we make within each representational system, the qualities of our internal representations and the smallest building blocks of our thoughts.

Source: O'Conner (2001:279)

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Chapter 1: Introduction

1.1 INTRODUCTION

The chapter begins with a look into the background to the study. It then goes on to provide some context of managing in a dynamic environment. It then briefly describes what neuro linguistic programming (NLP) is. The problem statement and research objectives are then unpacked. The chapter concludes with an outline of all the chapters.

1.2 BACKGROUND TO THE STUDY

Management can quite simply be defined as "the process followed by managers to achieve certain business goals and objectives" (Nieman & Bennett, 2002:99). Cronje, Du Toit and Motlatla (2000:100) formally define it as "the process whereby **human**, financial, physical and informational resources are employed for the attainment of the objectives of an organisation".

According to Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2004) this process is primarily done through **people**, and is dynamic rather than static. People change, conditions change, technologies change and the rules change. So too can managerial thought.

Despite these massive changes, the concept management contains certain fundamental management principles. The primary functions of management are planning, organising, leading and controlling. "Planning is analysing a situation, determining the goals that will be pursued, and deciding in advance the actions needed to pursue these goals. Organising is assembling the resources needed to complete the job and coordinating employees and tasks for maximum performance. Leading is motivating people and stimulating high performance. Controlling is monitoring the progress of the organisation or the work unit toward goals and then taking corrective action as necessary" (Bateman

& Snell, 2009:19).

Management is a complex approach represented by an interactive combination of these tasks - planning, organising, leading and controlling. They are interdependent and cannot be seen in isolation. A successful manager effectively and efficiently uses these primary tasks to achieve the goals and objectives of the organisation. Managers must allow for continuous change and development in order to remain competitive. Employees are therefore a manager's most crucial resource (Nieman & Bennett, 2002).

In today's competitive business environment these functions require creating strategic value, building a dynamic organisation, mobilising people, and learning and changing. According to Bateman and Snell (2009:34), to execute management functions successfully, "managers need technical skills, conceptual and decision skills, and interpersonal and communication skills". A technical skill is the ability to perform a specialised task involving certain methods or processes. Conceptual and decision skills help the manager recognise complex and dynamic issues, analyse the factors that influence those issues or problems, and make appropriate decisions. Interpersonal and communication skills enable the manager to interact and work well with people. The importance of these skills varies by managerial level. As you rise to higher levels, technical skills tend to become less important and conceptual and decision skills become more important, however interpersonal and communication skills remain extremely important at every management level. These skills greatly influence the manager's ability to work well with people. Managers must "develop their abilities to lead, motivate, and communicate effectively with those around them" (Bateman & Snell, 2009:26).

Managing involves getting work done through other people and according to Hellriegel *et al.* (2004), **communication** is the most fundamental managerial competency, making effective communication essential for effective managerial performance. Placing communication at the core of the primary functions of management (Figure 1.1).

Figure 1.1: Communication and the Four Functions of Management
Source: Researcher's own construct

1.3 MANAGING IN A DYNAMIC ENVIRONMENT

Managers today must deal with dynamic forces that create greater change than ever before. Bateman and Snell (2009:6) identify four major waves of change - globalisation, technological change, knowledge management and collaboration across organisational boundaries. These forces are creating a need for managers to rethink their approaches.

Today's business world is largely driven by rapid change and technological advancement, pushing businesses to find new ways to achieve the competitive edge. This has brought with it new opportunities as well as challenges, such as how to communicate effectively and efficiently in this dynamic business world. Communication occurs instantly at the click of a button on a global platform. Effective communication

has become increasingly relevant and is seen as a source of great value to management (Hill, 2007).

In order to not only survive, but to succeed in the highly competitive and dynamic business environment, requires an understanding and ability to transform negative elements such as stress into motivation by having a strong desire for learning and development. Challenges and disappointments are an inherent part of life, what matters is how we respond to these hurdles that separate the resilient from the intolerant and stressed. Mill (2010:272) describes this resilience as the "ability to control or improve your performance when you are surrounded by adverse circumstances". She further emphasises that the key is to cultivate "a positive attitude and behaviour which will in turn, energize you and the people around you to achieve and see a way forward when circumstances could potentially pull you down into the negative spiral".

Clutterbuck (2001) identifies a number of changes that are driving organisations towards effective communication:

- Virtual teams and virtual operations – With the proliferation of communication technologies, businesses increasingly rely on virtual teams and operations which connect different people, in different locations (who communicate differently) together, requiring effective and efficient communication.
- Structural change – Organisations are getting smaller and not bigger, as more organisations focus on the core activities of their business that add value. Flexibility is required and employees are expected to do work that crosses the traditional boundaries.
- Decision-making is taking place at lower levels – Business waits for no one, it demands speed. To ensure speed, lower level employees need to make quick decisions and avoid delays by waiting for their superiors.
- Cultural evolution – The gap between the employee's desired set of values (those typically set out in the mission and vision statements) and the values which are actually in place, is an obstacle to achieving organisational goals.

- The stakeholder debate – The various stakeholders of an organisation are more interconnected than ever and cannot be treated in isolation.

These drivers create greater communication demands, requirements and needs. The organisation that can communicate effectively in such a complex environment will thrive, yet an innovative and creative tool is needed to keep these demands in check.

Singh and Abraham (2008) recognise a paradigm shift, one where more people and businesses have come to realise just how important an understanding of human behaviour is in determining the effectiveness of communication.

1.4 WHAT IS NEURO LINGUISTIC PROGRAMMING?

Neuro Linguistic Programming (NLP) was developed by its founders Richard Bandler and John Grinder at the University of California at Santa Cruz in the 1970s as a model explaining how people communicate with themselves and others (James, 2004). According to Harris (2003), NLP has since grown and developed into its own field of study. Grinder and St Clair (2001) describe NLP as the study of the fundamental patterns of excellence in human performance, with applications across numerous fields. Knight (2010) notes its use in the business context.

NLP has been defined in many ways. It can be broadly defined as "The study of the structure of subjective experience". Yet, according to Tosey and Mathison (2003:3), those who express its communicative elements define NLP as "The art of communication excellence".

Hall and Belnap (2000) identify the three components that make up the NLP model:

- Neuro: The nervous system through which experience is received and processed by the five senses.

- Linguistic: Relating to language and non-verbal communication that the human mind files, codes, and gives meaning to.
- Programming: The ability to achieve specific desired goals and results by organising one's communication and neurological systems.

1.5 PROBLEM STATEMENT

We live in a world of ambiguity and information overload where we have to say the right word at the right time in the right ear, requiring us to carefully communicate in alignment with our desired goals. Putting the emphasis on how we plan to communicate that information.

Communication is to an organisation what the bloodstream is to a person. Just as a person can develop problematic arteries which impair physical efficiency, an organisation can develop blockages of communication channels which impair its effectiveness. Just like bypass surgery may be necessary to save a person's life, an organisation may have to put its communication under the 'knife' to survive (Hellriegel *et al.*, 2004).

What is meant when the term 'communication problem' is heard? Bateman and Snell (2009:534) share George Bernard Shaw's view that "the single biggest problem with communication is the illusion that it has taken place". There is a problem within the exchange of information between the parties involved in the exchange. Where the message is sent, but not received as intended. In NLP there is a belief 'we' cannot not communicate, therefore the quality of the communication is of paramount importance to the clear exchange of information. The problem lies in the communication approach.

The strategic management problem which has been identified is poor communication between organisational stakeholders such as managers, staff, customers and other relevant stakeholders. This implies communication without a strategy behind it in place.

Clutterbuck (2001:76) emphasises that "every company's future depends on its ability to unite employees behind an effective leader or leadership team by communicating its goals effectively". In other words, every company must become a communicating company. Companies need to carefully coordinate the messages they emit to different stakeholder audiences and perhaps even more importantly, carefully listen to those audiences.

The NLP presupposition "the meaning of your communication is the response you get" (Bodenhamer & Hall, 1999:64) is explained by Agness (2010:33) as meaning that "your communication with others is only successful if it gets you the result you intended", making you review the communication approach taken and encouraging you to be more flexible.

The primary research question, formulated from the problem can be elucidated as follows – *does Neuro Linguistic Programming as a communication tool enhance communication in the workplace?*

1.6 RESEARCH OBJECTIVES

The primary objective is to explore the use of NLP as a communication tool that enhances communication in the workplace.

The secondary objectives are:
- To discover ways of using NLP in one's **inter**personal communications with stakeholders in the workplace.
- To discover ways of using NLP in one's **intra**personal communications within the mind of the manager at work.

1.7 OUTLINE OF CHAPTERS

Chapter 1: Introduction

The chapter serves as an introduction to the proposed research, investigating the management function and how communication lies at the heart of it. It then looks at the dynamic forces influencing management and the business landscape, highlighting the opportunity for a tool to deal with the aforementioned challenges. NLP is defined and briefly described. The chapter ends with the development and definition of the problem statement, and the purpose and objectives of the research.

Chapter 2: Literature Review

This section presents the literature overview and underlying concepts of NLP by looking at effective communication in business and its contribution to managerial and organisational success. It begins with a discussion of the communication process, looking at communication with relevant stakeholders both within and outside of the organisation. Touching on the various communication channels as well as unpacking the barriers to communication and how one can improve their communication skills. The chapter then goes on to explore what NLP is, through the NLP models, as well as touching on core NLP techniques, beliefs and assumptions. It concludes with a discussion of NLP's application in the four functions of management as well as looking at NLP and customer communications.

Chapter 3: Research Methodology

This part provides an overview of the research methodology, research approach and research techniques utilised in the study. The nature of the research is qualitative and the design of the research is exploratory. Use was made of semi-structured interviews. It ends with a look at the ethical considerations identified in the research and a discussion outlining the limitations of the study.

Chapter 4: Presentation and Interpretation of Results

This chapter provides the analysis of the data obtained in the research. The data analysis method utilised is individual interpretation. The results are presented in a framework that initially identifies a problem area, states the findings, and then ties them together with integrative commentary. It is then followed by a statement declaring whether the results answered the research questions.

Chapter 5: Conclusions

The chapter commences with a brief summary of the research objectives and major findings as well as the conclusions drawn from the research. It then sets out the recommendations regarding the potential offered by NLP as a management communication tool. It concludes with suggestions regarding future research.

1.8 CONCLUSION

This study focuses on managers and their NLP experiences so that a clearer understanding of the NLP, communication and management picture is illustrated. This chapter was the introductory chapter outlining the study. The following chapter will discuss the literature and create the framework for the study.

Chapter 2: Literature Review

2.1 INTRODUCTION

The literature review first looks at communication, starting with a description of the communication process, leading into a discussion of communication within and outside of the organisation. Here, formal and informal communication is covered as well as a look at the various communication types and channels. Barriers to effective communication are identified. The value of effective communication in business is then outlined. The communication section concludes with a look at ways of improving communication skills.

The second part of the literature review focuses on what NLP is and its relationship with communication. This part starts with a look at the basic presuppositions and definitions that form the fundamental understanding and foundation of NLP. The second part mainly deals with the NLP models and tools pertaining to effective communication. They are then critically analysed and unpacked. Here the relationship between the NLP tools, models, and communication unfolds. It ends with a review of state management that looks at how to control one's own state and create desired states.

The final part unpacks the NLP tools and models in certain management functions, namely planning, organising, leading and controlling, which form the framework for the analysis of the data collected. Communication is seen at the core of these management functions. NLP enhances the effectiveness of an organisation's communication.
The heart of the section discusses NLP and management communications, revealing how to read and understand human capital better, and to effectively communicate with them. Planning looks at how to deliver strategic value with NLP. The organising function is unpacked and reveals how to build a dynamic organisation with NLP by facilitating learning and development. The section then proceeds to discuss the leading function and how to mobilise people with NLP through rapport. The controlling function looks at dealing with change, such as making changes within oneself, others and organisations.

The chapter ends with a discussion on NLP and communication with those outside the organisation, namely the external stakeholders, known as customers. It unpacks customer communications and discusses sales and relationship building through NLP.

2.2 COMMUNICATION

Managers use the communication process to carry out their four tasks (planning, organising, leading and controlling). Bodenhamer and Hall (1999) believe that communication lies at the heart of all human experiences. The more we know about how communication works (sending and receiving of messages), the more skilled we can become in communicating effectively and with power.

2.2.1 The communication process

Communication is "the transmission of information and meaning from one party to another through the use of shared symbols" (Bateman & Snell, 2009:536). Figure 2.1 portrays a general model of how one person communicates with another.
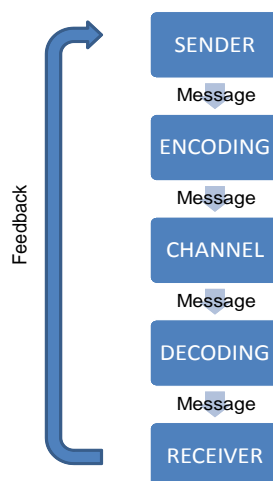
Figure 2.1: The communication process
Source: Robbins *et al.* (2009)

The *sender* initiates the process by conveying information to the *receiver* (the intended recipient of the message). The sender has a desired *meaning* he or she wishes to communicate and *encodes* the meaning into symbols (the words chosen for the message). Then the sender *transmits* the message through a communication channel (such as a verbal or written medium).The receiver *decodes* the message (reads or hears it) and attempts to interpret the sender's meaning.

The receiver may provide feedback to the sender by encoding a message and transmitting it back in response to the message. Here Bateman and Snell (2009) distinguish between one-way communication (where information flows in only one direction, from sender to receiver, with no feedback loop) and two-way communication (where information flows in both directions, a back and forth exchange between sender and receiver as a feedback loop).

According to Bodenhamer and Hall (1999: 99), communication is defined as "the ongoing feedback process of clarifying messages sent and messages received between two or more persons attempting to relate and understand each other. In this process, it takes two persons who keep relating (sending) back and forth their meanings by means of their words and gestures until they begin to share meanings with each other (whether they agree with them or not)".

The communication process is often hampered by noise or interference in the system that hinders understanding of meaning. Noise could be internal of the person (distracting thoughts, emotions and mood) or external of the person (an alarm, a person, a situation).

Robbins *et al.* (2009) identify three basic methods of communication that people rely on, namely oral, written and non-verbal communication.

Oral communication – includes face-to-face discussions, telephone conversations and formal speeches and presentations. The advantages of oral communication are speed and feedback. A verbal message can be conveyed and a response received relatively

quickly, making for early detection of misunderstandings and quicker corrective action. A drawback however comes when a message has to be passed through a number of people, running the risk of potential distortions as the message gets passed on to its intended recipient. It can also lead to in- the-moment thoughtless statements and possible regret. Oral communication is not commonly recorded, meaning there is no permanent record of it.

Written communication – includes emails, memos, letters, reports and other written documents. The advantages of using written communication are that the message can be revised several times, it can be permanently recorded if necessary, remains the same when relayed through several people, and the receiver has more time to analyse the message. Therefore, written communications are more likely to be well thought out, logical and clear. Disadvantages are that the sender has limited control over where, when and if the message is received. The sender receives limited or no immediate feedback. The message may need to be altered or lengthened to address anticipated questions. There is no guarantee the recipient will interpret the message as the sender intended. This also applies to oral communication, however in written communication it is not as easy to test understanding.

Non-verbal messages – all messages not spoken or written make up non-verbal messages. Every time we verbally give a message to someone, we also impart a non-verbal message. In certain instances the non-verbal message may stand alone. Robbins *et al.* (2009) note how it can be argued that every body movement has meaning, and no movement is accidental.

Facial expressions, body movement, posture, gestures and physical contact can all convey meaning; these are all broadly grouped under the umbrella that is known as body language. Another example is the use of physical space, also known as proxemics, which looks at how close you sit or stand to another person, and how you arrange physical things around you, such as your office.

The way you say things, through tonality and word emphasis, also conveys meaning.

The expression 'clothes maketh the man' encapsulates how personal appearance can also be used to convey a message. All these have a real impact on communication.

Non-verbal communication adds to, yet often also complicates oral communication because the meaning associated with body language may be culture specific, and with different cultures come different meanings, leading to possible misunderstandings.

2.2.2 Communication within the organisation

Within organisations it is possible to distinguish between two types of communication, namely formal (official) communication and informal communication.

2.2.2.1 Formal communication

Formal communication is official communication between managers, subordinates and other relevant stakeholders. This type of communication commonly takes place in the form of:

- Delegating (Instructions, written memoranda, reports and email messages).
- Meetings and presentations.
- Negotiations.

Nieman and Bennett (2002:285) describe how communication flows in the following directions:

Downward communication refers to information that flows from higher to lower levels in the organisation's hierarchy (from managers to subordinates). It includes instructions (e.g. a manager assigning a specific task to an employee or group of employees), providing information (e.g. informing subordinates of the objectives, strategies and goals), and providing subordinates with feedback.

Upward communication refers to information that flows from lower to higher levels in the organisation's hierarchy (from subordinates to managers). It includes informing managers of problems, making suggestions on how to solve problems and improve performance. It allows for employees to have their voices and grievances heard.

Horizontal communication refers to information shared among people on the same hierarchical level (between peers and co-workers or between employees from different departments).

2.2.2.2 Informal communication

Informal communication does not follow formal channels and is not bound to hierarchal levels. Nieman and Bennett (2002:286) identify the grapevine and management by wandering around (MBWA) as two important types of informal communication.

The grapevine refers to "the personal, informal communication network between employees within an organisation" (Nieman & Bennett, 2002:286). Any person regardless of company standing can form part of this network. Communication that flows through the grapevine is commonly referred to as 'gossip'. The grapevine typically spreads information that is not public knowledge, or speculative information that tries to fill in the blanks from the officially communicated information.

The grapevine is particularly active during periods of uncertainty and ambiguity within an organisation. The grapevine can become destructive and damaging if it proliferates false and incorrect information. It can however be used for the benefit of the organisation, where managers can intentionally 'leak' information to certain individuals, to quickly filter through a positive message to the organisation (Robbins *et al.*, 2009).

Management by wandering around (MWBA) also known as management by walking around is an informal communication technique that managers use to communicate with subordinates on an informal basis. This type of communication is rather important

because it builds good relationships between managers and subordinates, enables managers to transmit specialist knowledge first hand, and helps to break down barriers between management and subordinates (Nieman & Bennett, 2002:286).

Employees as internal stakeholders of the organisation are seen as invaluable assets. Communication plays a crucial role in employee relations. According to Nieman and Bennett (2002:287), "Building a motivated and committed workforce can only be achieved by communicating effectively with employees, not only through formal communication channels, but also informally and non-verbally through the actions of top management".

2.2.2.3 Communication channels

There are various channels that managers and subordinates can use to communicate with each other. There is no-one best communication medium for managers to rely on. Nieman and Bennett (2002:287) suggest when choosing a medium for a message, three factors should be considered:

- Information richness – refers to the amount of information a communication medium can convey, and the extent to which the medium enables the sender and receiver to achieve a common understanding.
- The time needed for communication.
- The need for a paper or electronic trail – refers to the need for proof, or the capturing of messages sent and received for future retrieval.

Robbins *et al.* (2009) also suggest looking at whether the message is routine or non-routine. Routine messages are typically straightforward with low ambiguity and have a lower potential for misunderstandings, whereas non-routine messages have a high ambiguity and a high potential for misunderstandings. High-performing managers are better able to match appropriate media richness with the ambiguity involved in the communication. We will only explore the main communication channels.

2.2.2.3.1 Face-to-face communication

Face-to-face communication is the richest medium because it offers a variety of cues in addition to merely words: the majority of non-verbal signals, tonality, facial expressions, and body language. It also allows for more descriptive language. It facilitates two-way communication and the feedback loop, so questions can be asked quickly and understanding checked. It is suitable for discussing personal, sensitive, or important issues and those likely to be misunderstood.

Face-to-face communication is time consuming, and another drawback is the lack of a paper trail; it is advisable to follow up important face-to-face discussions with written communications such as minutes.

The most common forms of face-to-face communications include informal conversations, formal discussions, meetings and MBWA.

2.2.2.3.2 Telephonic communication

Telephonic communication is less rich than face-to-face communication. Phone calls give the individual access to tone of voice, word emphasis, as well as the general manner in which the message is conveyed. It allows for two-way communication, making rapid feedback possible.

2.2.2.3.3 Electronic communication

Email is seen as the most prolific form of electronic communication. Email uses the Internet to transmit and receive computer generated text and documents. "Email messages can be quickly written, edited, and stored. They can be distributed to one person or thousands with a click of a mouse. They can be read, in their entirety, at the convenience of the recipient. The cost of sending formal email messages to employees

is a fraction of the cost of printing, duplicating and distributing a comparable letter or brochure" (Robbins *et al.*, 2009:274).

Robbins *et al.* (2009:274) notes significant limitations of email: the potential for misinterpretation is high, email may not be the appropriate or best channel to communicate negative messages, overuse of email, the emotional content of an email can be very ambiguous, and it has privacy concerns.

2.2.3 Communication outside the organisation

Organisations have to communicate with the various external stakeholders, as they play an important role in the success and survival of an organisation, namely:

- Customers
- Suppliers
- Society and government
- Financial institutions
- Labour unions
- The media

The purpose of communications with external stakeholders is to develop and maintain relationships with them and to build the image of the organisation. However, this study only covers organisations' external communications with customers. This will be discussed in more detail later in the chapter. What must be noted here is that the communicative principles are applicable both internally and externally of an organisation.

2.2.4 Barriers to effective communication

The management and supervision of employees is complex in nature. Every day managers and staff are faced with an array of problems and obstacles that could be avoided by effective communication. Every individual is unique and portrays a distinct personality. Management must take these variations and contextual factors into account when managing people. NLP is seen as the solution to these problems (Laborde, 1988).

Knippen and Green (1999:202) identify managers' most common errors in communicating effectively. Managers must identify the sources and take action against these errors, namely:

- Calling everyone into your office as opposed to meeting them in their office, department, or work area.
- Communicating to everyone using only your style.
- Not keeping those above and below you informed.
- Using the words "I", "Me", and "My" too frequently.
- Seeing the world through negative eyes.

Sethuraman and Srivatsa (2009) note that such ineffective communication can lead to the following:

- Conflict and misunderstanding.
- Wastage of valuable time and energy.
- Decrease in productivity and performance.

The first step to communicating more effectively is to identify barriers to the process. These barriers affect the transmission of messages from sender to receiver, as well as the feedback loop from receiver to sender. These barriers can distort or block intended meanings and understandings. The barriers can be attributed to individual factors, organisational barriers, or a combination of the two.

Perception and filtering: Perception is "the process of receiving and interpreting information" (Bateman & Snell, 2009:537). This process is not objective; it is subjective.

People are all different and unique, from their personalities, preferences, attitudes, cultures, values and beliefs. So too are their interpretations of messages. Receivers project their own interests and expectations into communications as they encode them.

Filtering is "the process of withholding, ignoring, or distorting information" (Bateman & Snell, 2009:538). For example, when a subordinate tells his manager what he feels his superior wants to hear, he is filtering information. Factors such as fear of conveying bad news and the need to please one's boss, lead employees to say what they think their boss wants to hear. The number of hierarchical organisational levels and status differences are major determinants of filtering. This may manifest itself into a lack of openness between managers and employees, where some managers withhold information even if sharing it would be useful. This problem is common in both downward and upward communication.

Because of such perceptual and filtering differences, one should not assume other people mean what one thinks they mean, or assume another automatically understands one's intended message. The very human tendencies to filter and perceive subjectively are seen at the root of ineffective communication. Managers need to master reading interactions and adjusting their communication styles and perceptions to those with whom they interact.

Language: The study of the way words are used and the meanings they convey is called semantics (Robbins *et al.*, 2009). Misinterpretation of word meanings hampers successful communication. A barrier exists when people attribute different meanings to the same word, but don't realise it. Confusion may ensue.

Problems caused by semantics can compound when people who speak different languages attempt to communicate. Not all people are equally proficient in the use of different languages, l*et al*one one. Employees are often required to communicate in their second or third language. Even when a common language is spoken, the use of that language is far from uniform. Age and context are two of the biggest factors that influence the meanings attributed to words.

As knowledge becomes more specialised, professionals in many fields develop their own jargon, or shorthand, to simplify communication within their circle. Those outside the field may find it difficult to communicate with the specialised professionals. When people from different functional areas or disciplines communicate with one another, misunderstandings can often occur.

Ultimately, word choice can enhance or impede communication. Jargon can make communication more effective when both sender and receiver are familiar with the jargon words, but when they are unfamiliar, misunderstandings may result.

Emotions: An emotion is a subjective reaction or feeling. How one feels effects how messages are encoded and decoded. The same message received when angry or depressed will be interpreted very differently to when you're happy or excited. Robbins *et al.* (2009) note in such situations people are most prone to disregard their rational and objective thinking processes and succumb to their emotional judgements.

Choosing the wrong communication medium: According to Nieman and Bennett (2002:292), "the best medium for a specific message is the one that reaches the target audience in the most effective and affordable way". By choosing the wrong medium ineffective communication can result.

Contradiction between verbal and non-verbal messages: Body language and other non-verbal cues, like voice tonality and word emphasis, play a very important role in the communication process. Nieman and Bennett (2002) opine if a verbal and non-verbal message contradict each other, the receiver of these conflicting signals will become confused, and the message will often be distorted.

Rumours: The grapevine could become a major barrier to effective communication if false rumours are spread. Rumours are often a result of a lack of information in times of uncertainty and ambiguity. They can destroy people's faith and trust in a business.

Rumours affect organisations internally and externally, as they can harm the corporate image of an organisation as well.

Information overload: "Individuals have a finite capacity for processing data. When the information we have to work with exceeds our processing capacity, the result is information overload" Robbins *et al.* (2009:278). The bombardment of constant messages in the form of emails, phone calls, text messages, faxes, or the need to keep current in one's field, leave managers highly susceptible to information overload. When managers are overloaded, they tend to select, ignore, filter and forget information. The result is lost information and less effective communication.

Organisational barriers: Hellriegel *et al.* (2004: 325) define authority as: "When one person holds a higher formal position than another, that person has a higher level of authority", and status is: "a person's social rank in a group, which is often determined by a person's characteristics, in addition to the person's formal position". Difficulties can occur when status and authority levels differ. People with higher status speak more and have more influence.

Effective communication becomes increasingly difficult the more organisational levels there are, and the greater the organisational distance between receiver and sender. This problem can be exacerbated when different departments and functional groups have different goals, perspectives and competing interests that lead to conflict.

Politically correct communication: Robbins *et al.* (2009:279) define this as "communication so concerned with being inoffensive that meaning and simplicity are lost or free expression hampered". There is an array of words and phrases that stereotype, intimidate and insult individuals. People must be sensitive to how the choice of their words might offend others, however, not to the point where the clarity of their message is compromised. A balance that has considered the trade-offs must be pursued.

Diversity and cultural barriers: Cross-cultural factors increase the potential for communication problems. Many of the communication barriers are exacerbated in cross-

cultural communications. With different cultures come different styles of communication. Having knowledge about and sensitivity to these differences, will have a big influence on the success of communication with diverse stakeholders. Nieman and Bennett (2002) suggest taking into consideration the communication style of the person with whom you intend to communicate.

Robbins *et al.* (2009:280) identified four major problems in cross-cultural communications. They are: barriers caused by semantics, barriers caused by word connotations, barriers caused by tone differences, and barriers caused by differences among perceptions.

"Cultures tend to differ in the importance to which context influences the meaning that individuals take from what is actually said or written in light of who the other person is" (Robbins *et al.*, 2009:281). Low-context cultures rely mainly on words to convey meaning. Body language and situational cues are secondary to spoken or written words. High-context cultures rely mainly on non-verbal and situational cues, such as a person's status, age, reputation, and place in society. Word choice is very important, making what is not said just as important as what is said.

Lack of communication skills: Some people lack the basic skills to communicate effectively. They may lack presentation and persuasion skills. They may have problems with expressing themselves, sometimes as a result of poor language and/or writing skills. They may be oblivious to non-verbal signals or have bad listening habits.

Robbins *et al.* (2009) note how some people suffer from debilitating communication apprehension, where people experience undue tension and anxiety when they engage in oral or written communication. Oral apprehensives may find it extremely difficult to talk with others face-to-face or over the telephone, and may as a result rely on or overuse other communication channels, when face-to-face may actually be the most appropriate.

However, through training and learning people can all greatly improve their communication skills.

2.3 EFFECTIVE COMMUNICATION IN BUSINESS

Communication excellence is based on the "natural structure of language and how the human brain processes verbal and non-verbal information. When we have a clear and sound understanding of the human processes of perception, communication and cognition, then the process of communication becomes a predictable closed system with input, output, and feedback" (Sethuraman & Srivatsa, 2009:1).

Good communication is vital to business excellence. Singh and Abraham (2008:143) reveal "the environment in which we work has a huge impact on how productive and satisfying our work will be". This environment is divided into two types of communication:

- The external communication: Where managers, employees and the other various business stakeholders communicate with each other (interpersonal).

- The internal communication: "The one between our ears" (intrapersonal).The communication we have with ourselves, which is influenced by our beliefs, attitudes, desires, emotions and values. Internal communication is also influenced by the quality of our relationships, as well as organisation and corporate culture. This environment is even more important than the external.

The key is to know that the internal communications affect the external, and vice versa (Singh & Abraham, 2008).

In business the need to communicate effectively with a wider variety of people is increasing, whilst also becoming more complex. The new millennium requires professionals "who can communicate effectively and skilfully in a variety of situations and with people with diverse cultural and professional backgrounds and abilities" (Sethuraman & Srivatsa, 2009:1). This is today's requirement and tomorrow's need. Moodie (2005) further identifies how an organisation's reputation is impacted by its standard of communication. Organisations must be careful how they communicate,

because their communication can be perceived and interpreted in a manner not intended.

Irrespective of organisational size, being a large multinational, a small entrepreneurial venture, or even a one-man operation, effective communication with key stakeholders, such as customers, employees, suppliers, the media, the financial community, shareholders and channel partners aids in business success. Sethuraman and Srivatsa (2009) reveal how an organisation's communication programme is integrally important in helping to shape the opinions of key audiences and leveraging an organisation's reputation to advance objectives and maintain the goodwill towards the organisation's brand.

Sethuraman and Srivatsa (2009:2) note how businesses that lack effective workplace communication practices suffer from a magnitude of problems such as "high turnover, mistrust and lowered productivity". Sethuraman and Srivatsa (2009:2) see the important role that effective communication plays in the efficient running of a business from "giving constructive feedback and building effective interpersonal relationships, to delivering key information to motivating and leading the workforce".

Successful business must be developed by foundations of efficient managerial communication. This construction and development of a business means to communicate, exchange information, make decisions, ask questions, as well as receive answers. In reality, the manager is required to have certain tools and capabilities that the managerial activity requires in order to thrive, and the ability to communicate efficiently is one of them. Mill (2010:273) points out how it's imperative to prepare and train all employees to perpetually grow and improve the quality of their working lives by igniting their interests, motivations and desire to develop. "This learning thus improves business excellence; in what is now, the exciting, fast paced and challenging world we are living in today". Under the viewpoint of today's dynamic business environments and ever increasing complexities, effective communication through NLP is paramount (Stefanescu & Popa, 2008).

Organisational communication occurs in a variety of ways, through an array of channels. These channels can differ, depending on one's hierarchical position, being it top management, people in managerial/leadership roles or employees in general. There are lengthy and complicated processes to these communication routes, bureaucracy and poorly designed communication structures that can impair an organisation's attempts at effective communication. Through the implementation of NLP, one can successfully navigate or alter these structures to ensure an effective exchange of information (Clutterbuck, 2010). This opinion is shared by O'Conner (2001) who believes that NLP can bring greater control over interpersonal and intrapersonal communications which are inherent to business relations.

Stefanescu and Popa (2008) insist on the necessity of developing the managerial communication abilities by means of understanding the modern communication and psychological techniques that encourage harmonising the interpersonal communication relations in business. Agness (2010) advocates NLP as that modern communication tool.

2.4 IMPROVING COMMUNICATION SKILLS

Bateman and Snell (2009) suggest ways people can improve their communication skills by working on their sender and receiver skills.

2.4.1 Improving sender skills

Presentation and persuasion skills: Throughout a career one will form views and opinions on a variety of matters. At times these views and opinions will need to be voiced to a target audience. Getting others to understand and to back those ideas will take presenting them well enough to engender support or even more so, to persuade others to see your point of view. This convincing requires well executed presentations and effective persuasion. Hellriegel *et al.* (2004) suggest restraining negative emotions, because they can distort the content of the message. Negative emotions can lead to

poorly phrased messages and increase the likelihood of misinterpretations.

Writing skills: Good writing is not only correct spelling, punctuation and grammar, but a learned skill that requires work and practise. The better you write, the better you think. Good writing needs clear, logical thinking as a base. Well written reports, emails, and other work documents are normally brief, clear, readable and easily understood. Good writing ensures the message is well thought out and planned and conveyed accordingly.

Language skills: Whether writing or verbally communicating, the receivers' language personality must be taken into consideration i.e. their cultural and technical background. Effective communicators adjust their language according to the other party. Hellriegel *et al.* (2004:328) note how understanding is improved my simplifying the language of the message in accordance with the target audience.

2.4.2 Improving receiver skills

Listening: In today's complex working environment with so much going on at any given time, paying full attention to another or really listening to another has become difficult. Bateman and Snell (2009:553) suggest using a process known as reflection to improve one's listening ability. A process where one states what he/she thinks the other person has just said. Two-way communication is made easier when both parties utilise reflection. Active listening not only includes listening to what is being said, but also taking note of what's not being said. Characteristics of active listeners include being appreciative, empathetic, comprehensive, discerning and evaluative (Hellriegel *et al.*, 2004:328).

Listening can transcend merely listening with your ears in a given conversation. It can however also be seen as keeping your fingers on the pulse, knowing your surroundings, and being ware what is going on around you.

Reading: Reading mistakes are unfortunately a common occurrence in the workplace. They can lead to the wasting of resources such as time and money. Bateman and Snell (2009:554) advocate a reading improvement regime, where one actively tries to improve reading speed and comprehension, as well as slowly and carefully reading important documents and skimming the remainder.

Observing: A core skill for an effective communication is "to recognise the connection between behavioural cues and patterns on one side, and attitudes and thinking styles on the other" (Dilts, 1996:175). To achieve this, keen observation (noticing of the behavioural cues and patterns) and correct interpretation (giving meaning to those observations) are required.

2.4.3 Improving both sender and receiver skills

Encourage feedback: Hellriegel *et al.* (2004:328) insist upon using feedback to find out whether important messages were understood as intended. Feedback does not only mean verbal, but using all methods of communication; oral, written and non-verbal. Encouraging feedback improves both sender and receiver skills.

Non-verbal messages: "Non-verbal messages can support or undermine the stated message. Often non-verbal cues make a greater impact than other signals." (Bateman & Snell, 2009:552). People must ensure they are sending the appropriate non-verbal signals for the communication. "Research indicates that facial expression and tone of voice can account for ninety percent of the communication between people" (Bateman & Snell, 2009:552), highlighting how important careful consideration of one's own body language and others' is. Hellriegel *et al.* (2004:328) emphasise ensuring your actions reinforce your words to avoid sending mixed messages.

A tenet of NLP is that rapport and trust develop through synchronisation of modes of communication between the sender and receiver. Non-verbal signals and sensory acuity

are pertinent to NLP (Boyes, 2006).

According to Laborde (1988), the answer to ineffective communication is a skill set grounded in NLP:

- Skill 1: Know what you want (an outcome).
- Skill 2: Know your preferred sense and those of your dialogue partners.
- Skill 3: Enhance rapport by matching your partner's voice and breathing rate.
- Skill 4: Check your partner's preferred sense by watching eye movements.
- Skill 5: Develop sensory acuity – sensory awareness carried one step further.
- Skill 6: Use questions to clarify ambiguity.
- Skill 7: Conduct short meetings with high quality outcomes.
- Skill 8: Resolve conflicts.
- Skill 9: Flexibility.
- Skill 10: Congruence.

2.5 NEURO LINGUISTIC PROGRAMMING

2.5.1 Description of NLP

NLP is fundamentally based on several presuppositions. James (2004:9) looks at NLP as a technology that allows the user to achieve desired results, describing it as "a methodology, based on the presupposition that all behaviour has structure that can be modelled, learned and changed".

According to Wake (2011a:125), NLP is a powerful soft skills toolkit that sometimes is portrayed as a cure for all problems. Like any toolkit, it is "only as good as the person who is using it". It has its limitations and there are some areas where it would be unsuitable. These include "some of the more therapeutic or psychological intervention processes including the use of time lining, parts integration, alignment, and advanced coaching processes". This research will only cover the main NLP models and tools that

are applicable in communication.

There is another side to NLP and according to Henricks (1997), NLP has an image problem. It isn't widely accepted by psychologists, it is not widely accepted by business, and its founder Bandler is seen as quite a controversial figure. Henricks (1997:76) reveals its biggest image problem is that it is "perceived as manipulative, a trick to get other people to do what you want", yet "it's no worse than any other method that people use to make themselves more attractive, popular and influential. The tool itself is neutral". He goes on to suggest, that for NLP to be more popular in the business environment, it needs to lose this manipulation image. Agness (2010) views NLP's image problem not so much a problem, but more an ethical issue in the business context.

According to Borg and Freytag (2010), the reasons for obtaining NLP knowledge are:

- The desire for self or personal development.
- The desire to improve one's knowledge of human interaction.
- The desire to improve one's interpersonal skills.
- The desire to influence or change another person's behaviour.

NLP has its focus on developing psychological abilities for understanding and influencing people (Borg & Freytag, 2010). The researcher has taken the view that the modern manager has adopted these desires, or at least realises the potential value that they can bring to the workplace.

To better understand what NLP is, the researcher discusses the twenty one presuppositions described by Bodenhamer and Hall (1999:64) (Table 2.1) as the building blocks and foundation of NLP.

2.5.2 NLP presuppositions

Table 2.1: Presuppositions of NLP

Mental processing presuppositions:

1. The "map" is not the "territory". (The menu is not the meal).
2. People respond according to their mental maps.
3. Meaning operates context-dependently.
4. Mind-and-body inevitably and inescapably affect each other.
5. Individual skills function by developing and sequencing of representational systems.
6. We respect each person's personal model of the world.

Presuppositions about human behaviour/responses:

7. Person and behaviour describe different phenomena. We "are" more than our behaviour.
8. Every behaviour has utility and usefulness – in some context.
9. We evaluate behaviour and change in terms of context and ecology.

Communicative presuppositions:

10. We cannot *not* communicate.
11. The way we communicate affects perception and reception.
12. The meaning of communication lies in the response you get.
13. The one who sets the frame for the communication controls the action.
14. There is no failure, only feedback.
15. The person with the most flexibility exercises the most influence in the system.
16. Resistance indicates the lack of rapport.

Learning, choice, change presuppositions:

17. People have the internal resources they need to succeed.
18. Humans have the ability to experience one-trial learning.
19. All communication should increase choice.
20. People make the best choices open up to them when they act.
21. As response-able persons, we can run our own brain and control our results.

Source: Bodenhamer and Hall (1999:64)

1. The map is not the territory: "What goes on inside our head concerning an event does not comprise the event, it only comprises our perception of that event" (Bodenhamer & Hall, 1999:66).We can never represent an external event exactly as it occurs in reality, therefore the map is not the territory.

2. People respond according to their maps: "We do not operate directly on the world, but on our individual perceptions of the world" (Bodenhamer & Hall, 1999:67). These maps take into account peoples beliefs, values, attitudes, memories, language, cultures, and Meta Programs. These create the internal representations that people use to navigate through life. These internal representations interact with human physiology to create states, which in turn drive human behaviour. Ultimately, people's perceptions dictate their actions. People respond not to reality, but to their internal representations of what reality is. So when trying to create change, it is critical to ensure that one's internal maps are changed accordingly.

3. Meaning operates context-dependently: This presupposition relates to the first. It is not the words that 'mean', but we who attribute meaning to words. Words and statements require context for meaning. Context determines or frames the meaning.

4. Mind and body inevitably and inescapably affect each other: Mind and body are part of the same system. According to Molden and Hutchinson (2012), the way people think has a direct impact on their physiology. The mind-body connection is seen as an integrated whole, where one can influence the other and vice versa.

5. Individual skills function by developing and sequencing representational systems: Representational systems are seen as instrumental in both submodalities and strategies (these are discussed in more detail further on). How people arrange and order their representational systems provides the basis of a strategy. What people see, hear and feel sequenced together form a strategy. NLP takes the view that skills arise and function through the development and sequencing of representational systems. To Bodenhamer and Hall (1999:68), "a strategy refers to any internal or external (order,

syntax) of experiences which consistently produce a specific outcome".

6. We respect each person's model of the world: Recognising the map is not the territory, and the fact that people create their own unique maps, enables one to respect people's right to their own internal reality. It does not mean that one has to be of the same mind with others. If one does not respect another person's map with all its errors and distortions one may believe it to have, unnecessary conflict may ensue. If people all have different maps, who is to say one is right or wrong or better than another? Molden and Hutchinson (2012) suggest developing a state of curiosity that allows one to elicit information about another person's map, which will help to build rapport and communicate effectively.

7. Person and behaviour describe different phenomena: People are not their behaviours, however they can be seen more as a source of information about the person. According to Bodenhamer and Hall (1999:68), "we 'are' more than our behaviour". To NLP behaviour does not define people. You are not your behaviour, because behaviour is seen within a context.

8. Every behaviour has utility and usefulness - in some context: All behaviour functions from positive intent. This asserts that within the context of a person performing a certain behaviour, the behaviour fulfils some need for the person. Moreover, that behaviour has value in other contexts. This separates a person from his/her behaviour.

9. We evaluate behaviour and change in terms of context and ecology: Behaviours do not occur in a vacuum. NLP sees them as being part of a greater ecological system, one that incorporates the inner and outer world. Ecology refers to the relationships and interactions humans have with themselves, others and their environment.

When people make changes to themselves or others, there will be systematic implications. NLP evaluates desired change in terms of making the change congruent within the persons and their ecological system, taking into consideration any possible

negative consequences.

10. We cannot not communicate: Even if you think you are not communicating, in some way you are. With communication not only occurring through the written and oral channel, non-verbal messages are in a constant state of flux. We are communicating whether we know it or not. Body language, voice tone and non-verbal messages are constantly emitted. Molden and Hutchinson (2012) note how whatever you are doing, even if you think you are minding your own business, someone will attach meaning to your behaviour.

11. The way we communicate affects perception and reception: According to Bodenhamer and Hall (1999: 79) posit that "How you say what you say often has more importance to the communication than what you say". Here oral and non-verbal communication intersect, the oral message may be 'saying' one thing and the non-verbal message 'saying' another. This brings up the importance of congruency. When the communication channels are aligned and the same message is communicated without conflicting or contradicting messages, the communication is said to be congruent. The degree of congruency will ultimately affect how the communication is perceived and received.

12. The meaning of your communication lies in the response you get: The communication process is one of sending messages back and forth in a loop. The NLP presupposition, the meaning of your communication, lies in the response you get, and reveals that according to NLP a person never knows what they have communicated, until they get a response – feedback.

Bodenhamer and Hall (1999:79) term this responsible communication, "when you measure the effectiveness of your communication with the response you get, you take 100% responsibility for the communication". If the response a person gets from their communication differs from the desired response, NLP suggests changing the communication until the desired response is met. Molden and Hutchinson (2012) agree and advocate taking responsibility for your communication to give you control over the

process and results.

13. The one who sets the frame for the communication controls the communicating: "To live within a frame means to use some paradigm that gives meaning to things" (Bodenhamer & Hall, 1999:80). According to NLP, people live within a frame of reference. This frame governs perception, meaning, emotion, behaviour and values. Changes to these frames open people up to a host of new meanings. When communicating, the person who sets the frame governs the interpersonal interaction that ensues.

14. There is no failure, only feedback: If what you are doing is not working or not getting you the desired result, use the feedback at your disposal to discover another way of achieving the desired outcome. Molden and Hutchinson (2012) term failure as a state of mind, a perception. They advocate shifting one's focus onto alternative solutions and possibilities, not on the problem.

15. The person with the most flexibility exercises the most influence in the system: According to this presupposition, "the one with the most flexibility over their own behaviour (not that of others) will exercise more choices and therefore will exercise more influence in the system" (Bodenhamer & Hall, 1999:81). Molden and Hutchinson (2012) describe this flexibility in relation to thinking and behaviour that helps in understanding people's models of the world. A flexibility that comprises the ability to adapt, pace and lead with one's thinking and behaviour, as opposed to going the one way or only way approach. The more choices and options one has communicatively, the more opportunities one has to create rapport.

16. Resistance indicates the lack of rapport: This presupposition links strongly with the presupposition that there is no failure only feedback. The feedback that resistance indicates is the lack of rapport. This presupposition about resistance shifts responsibility to us – on how we deal with the resistance. NLP teaches us how to overcome resistance, even with the most difficult of individuals. Establishing and maintaining

rapport plays an essential role in communication. Rapport will be discussed in further detail later in the chapter.

17. People have the internal resources they need to succeed: Bandler has said repeatedly: "People work perfectly well, they just run very poor programs, very well!" (Bodenhamer & Hall, 1999:82). NLP takes the view that people have an inherent ability for coping as well as the ability to create the resourcefulness needed to attain their definition of success. NLP does not say a person has everything inside him/her ready and in place, but that a person has the resources needed to get everything in place. This is much like a computer that has the resources to do many things, its operating system needs its settings customised, its default settings changed, and certain applications need to be installed to achieve a desired outcome. NLP believes it can assist people in accessing their own resources and developing them to achieve desired outcomes.

18. Humans have the ability to experience one-trial learning: In NLP a single experience may be sufficient to construct an entirely new line of thought, perspective or behaviour. A lifetime of experiences provides an abundance of learning opportunities.

There is learning in everything that happens (Molden & Hutchinson, 2012). Regardless of how we perceive or define something, there is always some learning or lessons that we can extract from everything we do and everything that happens.

19. All communication should increase choice: NLP seeks to increase choice. "The more choices an individual has, the more wholeness that individual experiences" (Bodenhamer & Hall, 1999:83). With NLP people can generate more choices to interact with their world differently.

20. People make the best choices open up to them when they act: NLP believes a person always (tries to) makes the best choice they can, given their map of the world. A choice to others may be seen as wrong or a mistake, but the person who made the choice, believes it was the right one. Offer people a better choice in their map of the

world and they will take it, or go one step further and give them a superior map with more choice.

21. As response-able persons, we can run our brains and control our results:

"Everything starts with one thought. If you are in control of your thoughts, you are in control of your behaviour and, therefore, your results" (Molden & Hutchinson, 2012:198).

Bandler (1985: 7-8) believes "Most people don't actively and deliberately use their own brains. Your brain is like a machine without an 'off' switch. If you don't give it something to do, it just runs on and on until it gets bored. If you put someone in a sensory deprivation tank where there's no external experience, he'll start generating internal experience. If your brain is sitting around without anything to do, it's going to start doing something, and it doesn't seem to care what it is. *You* may care, but *it* doesn't...
I want you to find out how you can learn to change your own experience, and get some control over what happens in your brain. Most people are prisoners of their own brains. It's as if they are chained to the last seat of the bus and someone else is driving. I want you to learn how to drive your own bus. If you don't give your brain a little direction, either it will just run randomly on its own, or other people will find ways to run it for you - and they may not always have your best interests in mind. Even if they do, they may get it wrong!"

These presuppositions of the human mind-body system are seen from an experiential and pragmatic perspective and form the beliefs and values that drive NLP.

2.5.3 NLP Models and tools

2.5.3.1 NLP Experience/communication model

The NLP communication model (Figure 2.2) explains how people process external information internally. People do not hear, see and record information like a video

camera; they process information through their internal world. James (2004:10) highlights the NLP belief that "the map is not the territory", and how personal internal representations that people make about an external event is not necessarily the event itself. Experience of an event is something conjured up in people's heads.
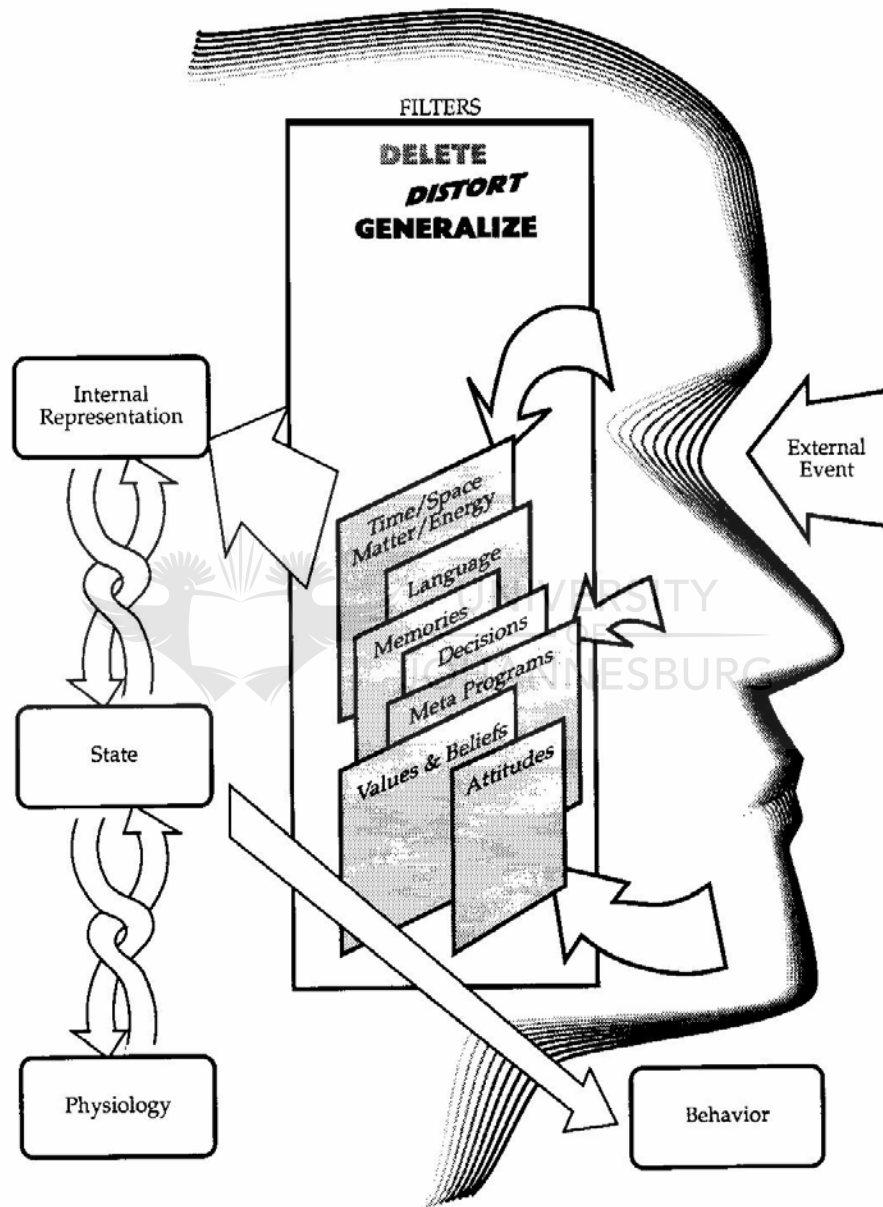
Figure 2.2: NLP Communication Model

Source: James (2004:9)

When one experiences an external event (such as communicating with another person) an internal representation of that event is formed. The external event comes in through the sensory input channels, vision, hearing, feeling, smell and taste, and it is filtered. The event is processed; people delete, distort and generalise the information that comes in from the senses, based on inherent filters. The main filters are, Meta Programs, belief systems, values, decisions and memories. When people speak, they take the richness of their sensory experience and attempt to put it in words. According to O'Conner (2001), the experience is transformed in 3 ways:

- Deletion: People leave out some aspects.
- Generalisations: People take one example to be representative of a class of experiences.
- Distortion: People give weight to some aspects more than others.

These filters will determine the internal representation of an event. It is this internal representation that puts people in a certain state, and creates a certain physiology. James (2004:10) refers to a state as being an emotional state, for example, a lazy or motivated state. The internal representation includes internal pictures, audio, dialogue and certain feelings. The combination of people's internal representations and their human physiology results in a given state. This mind-body state in which people find themselves, will determine their behaviour. Hence, the relationship between internal and external becomes apparent.

So when people are communicating, they do not receive information (signals, gestures and messages) in its pure form, they contaminate it with their internal filters. Moving the focus onto how the information is processed internally.

The NLP view is that people all live in their own unique world, driven by their own meanings and history. That begs the question, how does one then genuinely connect with another? NLP advocates building and maintaining rapport. This enables people to enter each other's inner world.

2.5.3.2 Rapport

By rapport people metaphorically enter into another's creation of reality, they gain access to their way of thinking, meaning attribution and gain a genuine appreciation of their point of view (Bodenhamer & Hall, 1999).

"The success of any person-to-person communication is directly connected to the amount of rapport that exists between the people involved" (Zadeh, 2009:536). Zadeh (2009) suggests one should be in rapport with oneself, alluding to an understanding of and alignment with oneself, truly knowing who one is, in order to create rapport more easily with others.

Rapport is the ability to connect or synchronise with someone in a manner that builds a climate of trust and respect. Rapport can be built with others by understanding a person and his/her view of the world and communicating with that person in the manner and style which he/she communicates with you. Rapport can be built through matching or mirroring a person's body language, tonality, representational system, and by finding shared experiences.

Body language describes how a person thinks with their body, not merely assuming gesture x means y. Eye movements, breathing, posture, gestures, tonality and body movements, all these elements are communicating people's innermost thoughts every moment of every day - internal thought precedes external behaviour. It is about trying to respectfully recognise signals in each individual and to discover their meaning. The aim is to notice patterns in people's body language, and then to use flexibility and adaptability in one's own behaviour to connect with them.

By developing the conscious awareness of these recognisable elements and what they might be telling us, we start to draw on a potential in our communication and an ability to create rapport with ease (Knight, 2010). NLP's awarenesses of these communication cues bring out the ability to see if what the person is saying, matches what the person is thinking. This is termed congruence where the communication cues match what is being

said, and dissonance when they do not, resulting in a decision to trust or distrust the communication.

Zadeh (2009) describes pacing as observing another and becoming that person at some unconscious level. Knight (2010: 379) describes pacing as "respecting the values, needs and style of another person in a way that leads to rapport". Zadeh (2009) notes that once rapport is successfully gained, the person pacing can begin to lead the other person towards a desired outcome.

The point here is to synchronise with a person, so that the person develops trust and believes that you view the world as he/she does. Similarity leads to trust, as the majority of people are most comfortable with the familiar and with those who resemble themselves (Zadeh, 2009).

As with trust, so too can rapport be easily broken. Zadeh (2009) points out how the use of 'but' in conversation breaks rapport, because it negates everything that preceded it. Zadeh (2009) recommends that instead of using the word 'but', one could use the word 'and' – which results in rapport being maintained. For example "I agree with you *and* believe we should consider other options".

2.5.3.3 Outcomes (Well-formed outcomes model)

Outcomes-based thinking is pervasive throughout the repertoire of NLP techniques - ranging from goal setting and strategy to creating rapport. "To choose the most appropriate dialogue, in line with our overall outcomes, we need to be clear which are the outcomes we want to achieve, not only for ourselves but more important for our partner of dialogue" (Knight, 2010:333).

The well-formed outcome model enables people to direct their attention towards their desired outcomes. According to Bodenhamer and Hall (1999), in order for goals to be considered well-formed, they must be:

Stated in positives: Outcomes stated in the positive motivate the mind more than those stated in the negative. The human mind does not directly process a negative. Suppose that the goal is 'not to make a loss this year'. To process that statement you will have to first think about making that loss.

Described in sensory-based language: In NLP, outcomes are based on sensory experience (representational systems) because this is the language the mind is designed to understand more fully (Figure 2.2). The outcome will be achieved by creating the desired internal map of the desired outcome.

Self-initiated and self-controlled: Changing others directly, lies outside one's control. A person can change others indirectly by changing what they do have control over – themselves.

Appropriately contextualised to fit the external ecology: The design of the well-formed outcome needs to fit into all the appropriate contexts of a person's life; it must serve the eco-system of the individual. Changes made at one point in the human system must fit together with, and adapt to, the majority of parts of the system in a healthy way.

Maintain appropriate secondary gain: In NLP, behind every behaviour is a positive intention. If not, a person would not perpetuate and maintain it. This positive element must be preserved.

Successful achievement of an outcome can be aided by the NLP tool – future pacing – which is the process of mentally rehearsing an event before it occurs (Bodenhamer & Hall, 1999).

2.5.3.4 Representational systems

A person absorbs information through their five senses, however NLP focuses on the three major representational systems that people use when verbally communicating – Visual, Auditory and Kinaesthetic representational systems, also known as VAK. Visual - those that code with imagery, Auditory - those that code with sounds, and Kinaesthetic - those that code with touch. People tend to use one sensory system more frequently as opposed to the rest, it becomes their preferred system. Conversations between two people using different preferred representational systems are like speaking different dialects of a language to each other. Each can hear what the other person is saying, but will find difficultly in fully understanding the other person's meaning (Zadeh, 2009). So when two people are speaking the same 'preferred language', they synchronise and understand each other with greater clarity.

External information is received through the sensory channels in the brain and is then encoded and stored, forming a person's inner experience that becomes their representation of reality. Jun, Chunmei and Jun (2010) identify that these representational systems are expressed via language features, meaning people use language that is consistent with their preferred individual representational system, such as predicates relating to their representational system in their communication. For example, visual people may say, "I see what you mean" or "let me illustrate my point". Auditory people might say, "I hear you" or "that rings true". Kinaesthetic people might say, "It feels right to me" or "I can feel it in my bones" (Appendix A: List of Predicate Phrases).

Jun *et al.* (2010) reveal how these representational systems are also expressed via voice features in oral communication. Visual people speak relatively fast, with a higher pitch and a loud voice. Auditory people have a pleasant sounding speech, self-assured, full of rhythm, accompanied by a moderate speed. Kinaesthetic people speak with relatively soft or low voices, with a slow pace.

Effective communication requires both parties to use the same representational system, through the same voice and language features. Preference identification and preference matching will help to convey and receive information, enhance mutual understanding, and enhance communication effectiveness (Jun *et al.*, 2010).

2.5.3.5 Eye accessing cues

Noticing eye movements is one way to identify people's primary representational system, in that the types of individual preferences are determined according to the location of eye movements (Figure 2.3). For this explanation of eye movements, when referring to the movements, it is from the perspective of the **viewer**. For example to the right, is the right hand side from the viewer's perspective, their right hand side (i.e. the left from the person being watched).
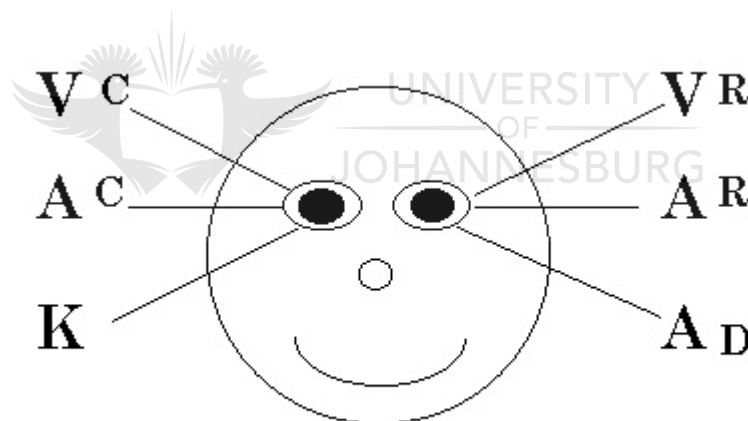
Figure 2.3: Eye Movements
Source: James (2004:147)

When a person is in the visual constructed mode (VC) his/her eyes look up to the left, revealing that he/she is mentally creating a visual image, something imagined rather than real (such as a pink elephant). As opposed to when someone is in the visual recall mode (VR), his/her eyes look up to the right, this reveals that he/she is mentally picturing something he/she has previously seen. Regardless of the direction, "when people

repeatedly look up, this is a signal that their preferred representational system is visual" (Zadeh, 2009:543).

When a person is in the auditory constructed mode (AC), his/her eyes are at eye level looking towards the left, signalling that he/she is mentally constructing a sound that is new to him/her. As opposed to when someone is in the auditory recall mode (AR), his/her eyes are at eye level looking towards the right, revealing that he/she is remembering a sound he/she has previously heard. Regardless of whether the person is looking to the left or the right, as long as the eye movement is repeatedly at ear level "they can accurately be identified as auditory" (Zadeh, 2009:545).

When a person is in the kinaesthetic recall mode (K), his/her eyes look down to the left. In this mode the person can access an internal feeling in response to some external stimulus. When a person is in the audio-digital mode (AD), his/her eyes look down to the right, revealing that he/she is having internal dialogue. When people repeatedly look down, it is safe to assume they are kinaesthetic (Zadeh, 2009).
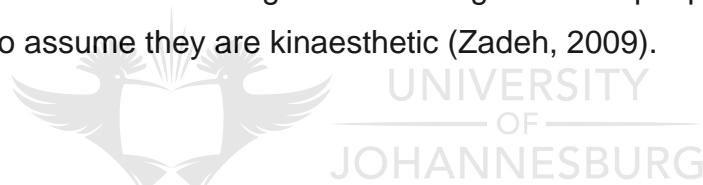
2.5.3.6 Meta and Milton Model

The Meta Model is "a framework for understanding how people use language and how the use of language relates to other facets of experience" (Harris, 2003:70). It is about understanding the more precise meaning of what people are saying through their language. Zamfir (2009: 263) explains how it "aims at identifying those linguistic patterns which are likely to generate vagueness and at recreating them by using questions to clarify meaning". Zamfir (2009) also comments how applying it to business English, can produce improved language patterns.

The Meta Model consists of thirteen language distinctions (James, 2004). These distinctions can be organised according to the following categories: distortion, generalisation and deletion. The Milton Model is considered the inverse of the Meta Model and organises language patterns into: indirect elicitation patterns,

presuppositions, ambiguities, and patterns in metaphor. Each of these models is presented and explained next.

Meta Model

Distortion: Semantic distortion

- Nominalisation: Verb made into a noun (thing or event) e.g. 'Provide you with new insights and new understandings.'
- Cause/effect: Where it is implied that one thing causes another (If... then..., as you... then you..., X because Y) e.g. 'I couldn't finish the report because there were issues'.
- Mind reading: Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the info - e.g. 'Jacob hates working in a dirty workshop' or 'I know that you are thinking xyz'.
- Complex equivalence: Where two things are equated - as in their meanings being equivalent (X that means Y) - e.g. 'the work was not completed means that they don't know how to do it'.
- Lost performative: Value judgments where the performer of the value judgment is left out - e.g. 'Oh, it's not important anyway'.

Generalisation: Limits of the speakers model

- Universal quantifiers: A set of words that have the following characteristics, universal generalisations and no referential index - e.g. 'all managers are just ineffective at it'.
- Modal operators of necessity/possibility: Words which imply possibility or necessity, and which form people's rules in life - e.g. ' you should finish the job pronto' (necessity) and 'you can do the work immediately' (possibility).
- Presuppositions: The linguistic equivalent of assumptions - e.g. 'I'm curious what you're going to do after signing the contract'.

Deletion: Information gathering

- Simple deletion: Statement with missing or deficient information - e.g. 'I am disappointed'.

- Comparative deletion: Unspecified comparison, where the comparison is made and it is not specified as to what or whom it was made - e.g. 'your suggestion seems better'.

- Lack of referential index: A phrase that does not pick out a specific portion of the listener's experience - e.g. 'did you realise that?'

- Unspecified verb: Verbs that delete specifics about how, when and where - e.g. 'and you can'.

Milton Model

Indirect elicitation patterns

- Embedded commands: Embed directives within a larger sentence structure - e.g. 'you can get it done by tomorrow'.

- Analogue marking: Set the directive apart from the rest of the sentence with some non-verbal analogue behaviour (tonality is commonly used) - e.g. 'please (point to chair) sit done'.

- Embedded questions: Embed questions within a larger sentence structure - e.g. 'I'm wondering how you are going to perform the task'.

- Negative commands: Stating what you want to occur and preceding this statement with the word 'don't' - e.g. 'don't feel compelled to do it as soon as you can'.

- Conversational postulates: Yes/no questions that typically elicit a response rather than a literal answer - e.g. 'do you feel prepared to sign the contract now?'

Presuppositions

- Subordinate clauses of time: Before, after, during, as, since, prior, when and while - e.g. 'while you finish the report, can we arrange a meeting tomorrow?'

- Ordinal numerals: Another, first, second, third - e.g. 'another way to solve the problem, would be to...'
- Use of "or" (Double bind): The word "or" between the given choices, where one is given two choices (both of which are preferable or desired) separated by an "or" - e.g. 'Would you like to submit your report by the end of business today or first thing tomorrow morning?'
- Awareness predicates: Know, realise, aware, notice - e.g. 'realise that giving us your business, is a win-win solution'.
- Adverbs and adjectives: Deeply, easily, curious about - e.g. 'your hard work on this project will greatly be appreciated'.
- Change of time verbs and adverbs: Begin, end, stop, start, continue, proceed, already, yet, still, anymore - e.g. 'have you done the work yet?'.
- Commentary adjectives and adverbs: Fortunately, luckily, innocently, happily - e.g. 'fortunately you came to do business with me'.

Ambiguities
- Phonological ambiguity: Where two words with different meanings sound alike - e.g. 'I and eye', 'write and right', 'their, they're and there'.
- Syntactic ambiguity: Where the function (syntactic) of a word cannot be immediately determined from the immediate context. - e.g. 'selling salesman can be tricky' and 'I'm really over managing managers'.
- Scope ambiguity: Where it can not be determined by linguistic context how much is applied to that sentence by some other portion of the sentence - e.g. 'the successful managers and staff'.
- Punctuation ambiguity: Put two sentences together that end and begin with the same word - e.g. 'I want you to notice your **hand** me the document'

Patterns in metaphor
- Selectional restriction violations: The attribution of qualities to something or someone who by definition could not possess these qualities - e.g. 'my car knows how to get there'.

- Quotes: Making any statement you want to make to another person as if you were reporting in quotes what someone else said at another time and place - e.g. 'I read somewhere that NLP can solve communication problems ' and ' One of our clients told me that we are the best at what we do'.

Most of what we say contains numerous Meta Model violations. Bodenhamer and Hall (1999) suggest challenging them through questions (view Appendix B: The Meta Model of Language). The distortions should be addressed first, then the generalisations, and finally the deletions, since distortions carry the most weight and there are far too many deletions to address.

The questions provided by the Meta Model enable one to uncover crucial information in the form of details and specifics. However, Bodenhamer and Hall (1999) note that asking these questions blatantly can break rapport. Therefore, they suggest phrasing the questions hypnotically, using the Milton Model to maintain or establish rapport.

2.5.3.7 Metaphor

Wake (2011a) describes a metaphor as a story or analogy to get a specific thought across. "A metaphor is a way of understanding, expressing and experiencing one kind of thing in terms of another" (Knight, 2010: 91). Marian (2010) reveals the main advantage of metaphors as their ability to easily overcome conscious barriers and move directly to the subconscious. It is this very reason that makes metaphors great problem-solving aids, as they take the problem to the subconscious, allowing a person's resources, knowledge, skills and experiences to be used in finding an optimum solution.

2.5.3.8 Meta Programs

Hall (1997) says we are all using different thinking or perceiving patterns called Meta Programs. Humans are unique in how they behave, speak, value, interpret or think.

These Meta Programs function as a human operating system, at a level above a person's conscious level of thoughts and emotions. They are basically the way someone processes information. There is the message we communicate, and the process of how that message came to being, Meta Programs are those processes.

Meta Programs can be seen as indications of unconscious preferences (Georges, 1996) and similarly, James (2004) recognises them as mental filters associated with several personality traits such as introvert or extrovert, internally motivated or externally motivated, proactive or reactive.

Hall (1997) mentions that there are numerous Meta Programs that classify people and explain their similarities and differences. He believes that they have excellent applications in business. The value in understanding these and other Meta Programs is in acknowledging and appreciating the differences in others, which results in:

- Conflict reduction: As one becomes aware of other people's differences, they can use their resources to understand a person's style and gain a fuller understanding of a person in terms of his/her own model of the world, as opposed to arguing with others and fighting their Meta Programs.

- Moralisation reduction: Accepting differences in Meta Programs eliminates the energy people waste on moralising about the right way to think. The more people accept and appreciate another's "structure of subjectivity", the less they have to argue with a person's style of processing information. A person can simply match and mirror it so that they can communicate and relate better, to avoid resistance.

- Communication flexibility: The result of accepting and appreciating is the increased flexibility in communication, which empowers the communication to have maximum impact with an individual.

- Empathy development: Such acceptance and appreciation also expands the ability of empathising, because it moves the focus away from 'my way is the only way', to 'there are other ways and viewpoints'.

- Prediction accuracy: With increased understanding of people comes the ability to more accurately read and predict another's responses. This will aid in figuring others out, because we will have greater access to the creation of their reality.

2.5.3.9 Submodalities

Within each representational system (modality) there are specific distinctions, internal pictures, sounds and feelings; the details and building blocks of people's internal representations. These distinctions are called submodalities and enable people to change how they think.

There are two general types of submodalities, namely analog (those that can be changed quickly or slowly along a continuum, such as volume) and digital (those that are mutually exclusive, such as on and off). Other digital submodalities include black and white or colour, associated or dissociated, 2D or 3D, and other analog examples include contrast, brightness, temperature, texture and picture size (Molden, 2001).

Greater control of a person's own internal communications develops their external communications, which subsequently brings greater ability to make changes in others' internal communications.

2.5.3.10 Reframing

Whether these filters, values, beliefs and attitudes can be changed using NLP is of interest. According to Jemmer (2006), NLP can be applied in order to alter these spheres through reframing, both linguistically as well as on a more fundamental level

(submodalities).

Jemmer (2006:19) states that: "When we change the structure of the experience by changing the submodalities, then the meaning will also change. As the meaning changes, our internal response will also change." This means that people can actually change their Meta filters, their beliefs, values, behaviours and attitudes, through what NLP describes as reframing, a technique that can be done intrapersonally or interpersonally.

Jemmer (2006) points out that in reframing, it is necessary to identify the positive intention of the behaviour which is being targeted for change. The strategy is then to unravel how the good intention can be satisfied by other behaviours, and how the objectionable behaviour can be replaced by one without undesired side effects. The two NLP presuppositions, "every behaviour has utility and usefulness – in some context" and "we evaluate behaviour and change in terms of context and ecology", support this (Bodenhamer & Hall, 1999:64).

NLP has a host of techniques that people can use to reframe or reprogramme past experiences, which affords them the benefit of designing a better future, because they must be careful in letting their past determine their future (Jemmer, 2006). These techniques can be used in both intrapersonal and interpersonal communication, providing a powerful resource for change.

2.5.3.11 Modelling

The purpose of modelling talent in business is to reproduce excellence. The ability to reproduce the successes of talented salesmen, leaders and managers, is accomplished through modelling. According to Zadeh (2009:551), "Modelling is the process of observing, analysing and reproducing the structure of those particular abilities that comprise excellence". Modelling will not instantaneously transform an amateur into a

professional, however, it will provide a framework for effectively eliciting information from another, as to the essence of what they do and what makes them successful.

The result of modelling is conscious competence, a mastery of the skills you attain and those you desire to attain. With practise, these skills become a habit, a way of thinking that is engrained in oneself and that flows naturally as an unconscious competence. The process of NLP enables one to learn how to learn (Gale Reference Team, 2006) and to enhance learning, ownership and personal discovery in the process of personal growth (Knight, 2010).

2.5.3.12 Anchoring

Anchoring is described by Tosey (2010) as the use of a behavioural stimulus that comes in through the senses, such as an image, sound, word, gesture, smell or taste, to trigger a certain response, be it a particular physiological and/or emotional state, or a remembered experience. O'Conner (2001) mentions how they can occur naturally or be set up intentionally.

Tosey (2010: 8) defines a state as "A person's physiological and neurological configuration". He describes the NLP technique known as the circle of excellence, as being designed to improve one's ability to change a state intentionally. The individual "accesses a number of highly positive experiences from their past, each time stepping into a vivid, imaginary circle in front of them. The combination of the positive experiences becomes anchored to the imagined circle. Then, whenever the person wants to access feelings of confidence and resourcefulness in future, they can imagine themselves stepping into that circle".

The NLP presupposition "As response-able persons, we can run our own brain and control our results" (Bodenhamer & Hall, 1999: 64) puts forward that we have a choice. When we choose to control our intrapersonal and interpersonal communication, communicative and behavioural flexibility develops.

2.5.3.13 State management

Dilts (1996) highlights how managing one's own internal state and the states of one's collaborators is one of the most important and influential skills of those in a leadership position. He further emphasises how non-verbal cues are often the most relevant and influential part of monitoring and managing internal states.

A manager may require different states for different management situations. The state must be aligned with the desired outcome. A manager may desire a particular state to enhance his/hers performance in a specific task. Molden (2001) identifies some useful states, namely confident, focused, analytical, receptive, creative, persuasive, calm and energetic. If you are in a resourceful state such as energetic, you would probably have good posture, be breathing regularly, feeling positive and energised to tackle anything. This would contrast a state in which someone is depressed or stressed, hunched posture, breathing in a very shallow way, feeling lethargic and drained, and having negative internal dialogue.

It is important to realise that in situations where one experiences stress and conflict, one might express those attitudes without even being aware of it (Dilts, 1998). Occupational stress is essentially an unconscious phenomenon (Grimley, 2008). Grimley (2008) provides evidence that NLP is a good paradigm for managing stress, stipulating that it can provide an organisational structure that focuses on taking employees from being negative to neutral, and then through the development of effective unconscious maps to take them to a position of positive psychology. Molden (2001) describes this as state management.

Rao and Kulkarni (2010) carried out statistical analyses to compare the efficacy of NLP intervention and observed that it does mitigate employee stress. They go on to identify techniques such as rapport, anchoring, reframing and persuasion as very useful tools when dealing with stress.

2.6 NLP AND MANAGEMENT COMMUNICATIONS

Wake (2011a) strongly advocates NLP as being an ideal toolkit for managers. Dowlen (1996) believes NLP contributes to the enhanced functioning of management, and identifies several NLP techniques that have applications in the management realm (Table 2.2). These applications promote effective communication.

Table 2.2: NLP techniques and their applications

NLP techniques	Application
Rapport – matching, pacing, leading, behavioural and language patterns	Improving communication skills,listening, looking, responding, improving interpersonal relations
Perceptual Positions – first, second, and third positions	Awareness of others points of view. Mental rehearsal of new strategies. Testing Solutions
Modelling (of others)	Developing behavioural skills. Developing thinking skills. Changing attitudes.
Anchoring	Enhancing self confidence, personal planning, and learning. Improving presentational skills.
Reframing	Developing different ways of thinking.
Precision Questions	Defining need. Refining information gathering.
Outcomes	Enhancing personal goals. Improving motivation. Distinguishing intention and behaviour. Setting organisational goals.

Source: Dowlen (1996:30)

Yemm (2006) suggests there is no limit to the application of NLP, yet believes that its most powerful use is for individuals to improve their communication, self-awareness, self-management, and interpersonal interactions. He recognises the following applications of NLP for management:

1. Outcome thinking: Creates clarity in your thinking and what you want to achieve, be it short, medium or long-term goals. Have an outcome in mind, do things for a reason. Ask yourself what the desired outcome is.

2. Sensory acuity: Paying closer attention, looking, listening, smelling, tasting and touching with your senses, not your perceptions or mental filters. This will aid managers in detecting shifts in body language, eye movements, voice tone and being in tune with subordinates or superiors.

3. Flexibility: "If you continue to do what you have always done, you will always get what you have always got'' (Yemm, 2006:14). If it's not working – change. Humans are susceptible to habit, yet good communicators and influencers are those who have developed good habits and have the flexibility to change as the need arises.

4. Rapport: To tune into another person and feel like you're connecting on the same wavelength. Rapport building does not equate to liking, it's more like synchronising.

5. State management: Taking control of your own mind, be it your emotions, responses and attitudes. Start by accepting responsibility for your mind and then recognise what you can do to generate the desired state in a desired context.

Yemm (2006) believes that by utilising these presuppositions people can find ways to enhance their own skills in working with others. Henricks (1997) mentions how NLP assists people in highly interpersonal roles; it assists people in interviewing job candidates, employee selection, running of meetings and negotiations.

Hall (1997:136) highlights the Meta Program - affiliation and management sort, as having significant management applications. This Meta Program refers to how a person processes and handles the experiencing of working with other people in a task-oriented situation. Hall (1997:136) says it provides "valuable information for determining a person's suitability for self management, working as a team player, and/or managing others". The Meta Program indentifies:

- Self and others (Managers): They know how to achieve their own success as well as what others need to do to achieve success.
- Self only (Independent workers): They have the ability for management, because they know how to achieve, but don't want to manage others.
- Others only (Dependent workers): They tend to wait on their boss, a superior, or the organisation to receive instruction. They function through a passive waiting style.
- Self but not others (Potential managers): They know how to help others achieve but are often held back by internal filters.
- Team players: They process, value and orient themselves by a team-playing mode. Depending on the context, they may act as the manager or a facilitator to ensure team success.

Hall (1997) also identifies the Meta Program - work preference sort, which looks at a person's preferences regarding their vocation, career and what to work with – things, information, people and systems. He also identifies the comparison sort which looks at decision-making comparisons, being either qualitative or quantitative. He also makes note of the hierarchical dominance sort Meta Program, also known as McClelland's achievement motivation theory that distinguishes between three major motives influencing all human behaviour – the need for affiliation, power and achievement. Georges (1996) suggests using these and other Meta Programs as decision-making aids in employee interviews, selection and placement.

According to Laborde (1987), business meetings are a forum for discussions, recommendations, conflicts, resolutions, problems, prioritising and future planning. She

describes meetings with bad communication as resource wasting, and puts forward the use of NLP methods in meetings, whereby the goal of the meeting is a group communication with an outcome.

O'Conner (2001: 284) defines negotiation as "the process of attempting to get your outcome by dealing with another party who may want a different outcome". Stefanescu and Popa (2008:10) agree that NLP has "very good applications in business negotiations". Laborde (1987) also agrees and advocates NLP's application in negotiations. Zadeh (2009) explains that a person with a visual preference is more likely to be comfortable discussing the bottom line than getting stuck in the details of a negotiation. "NLP offers a unique insight into the mind of others and illuminates the tactics being employed to gain the negotiation edge" (Zadeh, 2009:553).

Each negotiation is different, and every moment within a negotiation is unique and constantly changing and evolving like a living organism (Zadeh, 2009:553). Similar to golf, the ball must be played from where it landed, be it a desired or undesired spot, and as different clubs are used for different situations, so too should different skills and techniques be deployed as the dynamic context shifts. Successful negotiations require a communicative flexibility and adaptability.

These highly interpersonal roles are very susceptible to the human condition of making mistakes, highlighting how effective communication can be used in combating this. NLP offers solutions to overcoming communication barriers and facilitating effective communication in these very interpersonal roles, thus improving management's ability in communicating with a deeper understanding of human capital and communication.

2.7 NLP AND THE PRIMARY FUNCTIONS OF MANAGEMENT

NLP is not necessarily a business priority, however, for it to be one, it needs to be responsive to specific organisational needs (Wake, 2011a). The researcher identifies the need for an effective business communication tool. Wake (2011a) highlights that NLP

tools and techniques must be directly relevant to the workplace. The researcher identified the four functions of management with communication at its core for NLP application.

Management is the process of working with people and resources to achieve desired organisational goals. Good managers do this both effectively and efficiently. Managers rely on the four traditional functions of management in order to achieve this. Despite the ever changing business environment, these fundamental principles are still relevant to management today (Bateman & Snell, 2009).

2.7.1 Planning: delivering strategic value with NLP

The planning function is exactly that, centred entirely on planning. Deciding in advance what needs to be achieved and how the organisation will take action to achieve the desired goals. Winston Churchill's famous words 'He who fails to plan is planning to fail' emphasises the importance of planning for success. Bateman and Snell (2009) identify certain planning activities, namely situational analysis, anticipating of future events, determining objectives, strategy development and identifying necessary resources.

Nieman and Bennett (2002:103) highlight three types of planning. They differ mainly on time frame and management level. "Strategic planning is the process of developing a mission and long-term objectives for the organisation as a whole. Functional planning focuses on medium term objectives and is conducted by middle management. Operational planning is the process of setting short-term objectives and determining in advance how they will be accomplished".

Strategic planning is traditionally undertaken by top management, who establish business plans and instruct others to implement them. The implementation is underpinned by the remaining functions of management, organising, leading and controlling.

Planning gives direction to an organisation (Nieman & Bennett (2002). It ensures all departments, teams and functions interact effectively and establish a synergy within the organisation. It ultimately forces managers to look towards and think about the future. Nieman and Bennett (2002) are of the opinion that without planning, organising would be unstructured; it would be extremely difficult to lead subordinates, and to move the organisation towards achieving its desired goals.

Bateman and Snell (2009) emphasise how this function is focused on two key concepts, namely that of planning and strategy. Cronje *et al.* (2000) identify it as the starting point for management in which the mission and objectives are determined. What follows is the development and planning of these long-term strategies.

This function is very process driven, much like NLP- very goals and outcomes oriented. Boyes (2006) explains an outcome as the result you want to get in a specific context. With NLP you act to achieve a desired outcome; however one may not be achieving or getting those desired results. Many organisations have goals, but are not specific enough about the results they want, their goals tend to be vague and general, and lack the clarity needed to achieve precise targets (Boyes, 2006). "NLP has a set of principles and tools to ensure that business goals are clear, measured, challenging, and achievable. These goal setting tools are essential in appraisals, teamwork, and strategic planning" (O'Conner, 2009:243). Dowlen (1996) suggests using NLP to set organisational goals with the well-formed outcomes model, ensuring goals are stated in positives and described in sensory based language.

 The NLP rooted in communication and personal development is seen as entering a new generation, one that is "generative, systematic and focused on high-level issues such as identity, vision and mission". The new generation NLP "emphasises whole system change and can be applied to organisational and cultural development as well as to individuals, families and teams" (Dilts & DeLozier, 2010:16).

NLP provides insights into individual and organisational values. Through these insights organisations can connect the hearts and minds of the various organisational

stakeholders to the vision and mission of the organisation, and transform them into reality through their resources (O'Conner, 2009).

2.7.2 Organising: building a dynamic organisation with NLP

The management function, organising, is assembling and coordinating human, financial, physical, informational and other resources needed to achieve a goal. Organising activities include recruiting and training human capital, outlining job responsibilities, allocating resources, and creating a climate that facilitates cohesion between the resources (Bateman & Snell, 2009).

According to Bateman and Snell (2009), there is a shift in the way people are viewed. People are no longer being seen as just another resource, but are now being seen as the most valuable resource to an organisation. Effective managers are using new forms of organising and progressive human resource practices to build flexible and adaptive organisations.
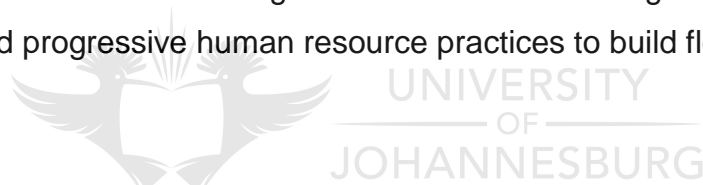
Mill (2010) believes training is the key factor to developing the workplace of today. She sees effective communication and development training, coaching, mentoring, leading, and motivating employees to work positively, as having a dramatic effect on work culture. Organisations that grow and develop their employees have greater profits, improved employee performance and motivation, and a generally happier workforce. How employees are taught differs, it can be very formal, in the form of mentoring and coaching or dedicated training programmes, or more informal such as on-the-spot teaching or everyday learning. Wake (2011a) notes that many training programmes are often littered with the methodology of NLP without actually naming it as such.

An excellent trainer or leader not only knows what to say, but knows how to say it specifically to a follower or student. Ludwig and Menendez (1985) discuss three NLP techniques that trainers can use to tailor their delivery; pacing to establish rapport,

representational systems and metaphor.

Processing new information and learning new skills are difficult enough to achieve without personal tension, therefore trainers who consistently maintain rapport with students will create an environment conducive to learning. Ludwig and Menendez (1985:2) view pacing as being sensitive, aware and in touch with the individual ways others perceive their experiences. Pacing creates rapport through the subtle mirroring of body language and tonality. They note how emphasising similarities and minimising differences between the trainer and trainee promotes understanding and listening.

Learning happens through the five senses, and through these channels or representational systems we receive and process information and experiences. Ludwig and Menendez (1985) state how people are dominated by one or two of these senses, and promulgate that trainers who can identify and match students' representational systems, can communicate and convey what they have to teach with greater success and in a manner specific to the student and/or class. They identify three basic types of learners which are; visual, kinaesthetic and auditory learners. These learners are identified through their communication, body language, eye movements and predicates spoken.

Using stories to illustrate lessons rather than directly stating the meaning is a common trait among wise men. Metaphors help students understand the unfamiliar by comparing it with the familiar. Ludwig and Menendez (1985:2) state, "Learners will consider the value, relevance, and coherence of new information by comparing it to their past experience". NLP can be used to communicate the metaphor in the representational system utilised by the student, for even greater learning.

Dilts (1998) notes NLP's application in training on the job and views it as beneficial to the mentor- protégé relationship. Coaching and mentoring focus on improving performance, on empowering the protégé to produce higher quality behaviours, and on goal achievement. Typically, a coach will concentrate on the resources needed to enhance performance, what the protégé must know or learn, and how to implement it.

To do this, an effective coach has a set of practices (patterns, processes and interventions) that allows him or her to coach the protégé to truly learn and adopt these skills (Hall, 2009:3).To determine which pattern to use, the coach will need to have a model of human functioning that allows him or her to profile the protégé in terms of the desired skills. Hall (2009:3) suggests using the Meta Model and Meta Programs, as these give the mentor access to the protégé's mental emotional filters that "govern how we sort for information, what we pay attention to, and how we respond".

Hall (2009) also suggests the use of NLP's well-formed outcomes in the designing and setting of goals for the protégé, as well as the use of NLP techniques such as reframing, belief changes and state management in order to change behaviours within the individual to achieve the desired outcomes.

Thompson, Courtney and Dickson (2002) recommend training staff in NLP. They specifically suggest taking a top-down approach, where top management acquires the NLP skills to better manage and communicate with their staff, which in turn supports and fosters enhanced learning and the creation of an organisational culture rooted in NLP, ultimately allowing the NLP mentality to spread throughout the organisation. This provides the organisation with a workforce that is more flexible and adaptive in order to effectively deal with competitor threats and changing customer needs, and successfully achieving organisational goals.

2.7.3 Leading: mobilising people with NLP

This management function involves the manager's efforts to stimulate high performance by employees. It includes motivating and communicating with employees, individually and in groups. Leading occurs at various organisational levels; teams, departments, divisions, as well as top, middle and lower management. This function describes how managers need to be good at mobilising people so that they contribute more and are inspired to achieve organisational goals (Bateman & Snell, 2009).

According to Blanchard (2005), leadership is the capacity to influence others through a dynamic, reciprocal covenant aimed towards identifying and accomplishing collective purposes. Leadership is therefore a complex phenomenon involving a leader, followers and a situation. It is one of the most essential ingredients for organisational success. Blanchard (2005) identifies certain managerial leadership skills that require mastery:

- Authentic communication
- Identifying developmental needs and flexibly responding in ways that foster growth
- Understanding and using multiple perspectives, harnessing and using power for the collective good
- Understanding and using effective change principles, understanding the work of the organisation and maintaining its viability.

These leadership skills echo through what Dilts (1996:244) identifies as NLP leadership skills, namely: "Establishing a vision and the supporting levels of processes necessary for translating that vision into actions, creating and maintaining effective internal states by aligning oneself with one's vision and mission, assessing and strengthening the beliefs needed to achieve one's mission and pursue one's vision, and developing more awareness and flexibility with respect to one's communication ability and leadership style".

Yousaf, Chaudhry and Haider (2009:607) believe that a leader "influences through his highly effective communication skills". They also relate NLP and leadership through three aspects – self-leadership, leading groups and leading organisations.

Self-leadership is to know one's self. NLP helps to define vision, goals, objectives and outcomes to really identify what we want and how we plan to get there in the future. Leaders must be strong in their beliefs, and trust their abilities to achieve their desires. "A leader must use the concept of reframing to look through different perspectives, deciding which one leads towards his goal" (Yousaf *et al.*, 2009:608). In decision-

making, being aware of the internal ecology can be helpful to examine the impact of one's decisions.

Leading others is achieved by understanding and connecting with others, namely the creation of rapport, which Yousaf *et al.* (2009) suggest doing through leading and pacing, influencing others with elegance and respect, using metaphors and Milton's Model for conveying multiple meanings or ambiguous meanings. Leaders must also consider the external ecology by examining the impact of their decisions both directly and indirectly on others. Inspiring people to achieve and pulling them away from their limitations are also important. This can be done through anchoring, "which involves bringing a person from one state of mind to another through a trigger and introducing them to their new available resources" (Yousaf *et al.*, 2009:609).

Once self-leadership and the leadership of others are achieved, organisational leadership can be achieved. With NLP presuppositions being dynamically used in different contexts, a leader can move towards planned actions. Yousaf *et al.* (2009) also note how some of the greats used NLP in their speech, be it consciously or not, leaders such as Earl Nightingale, George Bernard Shaw, Martin Luther King, Winston Churchill, Muhammad Ali Jinnah and Barack Obama.

Dilts (1998) reveals problem-solving as a common situation requiring leadership. He makes the important distinction between recurrent problems and virgin problems. Recurrent problems are basically problems of efficiency and quality, and virgin problems are of a bigger nature with a higher degree of uncertainty precipitated by relatively large changes in the business environment or organisation. He refers to the fact the NLP can address both problems, but stresses the utilisation of NLP in big change.

In order to solve these problems, an appropriate mindset, attitude or type of thinking is required. Dilts (1998) highlights ways that NLP can be used to install that problem-solving mindset in oneself and others. In NLP one generates a problem-solving mind set through outcomes thinking – if it's not working, change.

Understanding the role a leader plays and acknowledging the importance of leadership communication skills are the prime factors for achieving the right organisational results. Bristol and Yeatts (2010:1) recognise NLP as a source of influence and believe a leader's ability to "influence, inspire, and motivate directly correlates to interpersonal skill proficiency". They describe the importance of leadership in achieving results and believe that NLP is the language of leadership. To be influential, one must be a great communicator.

Leadership development is clearly a complex activity, and there are no quick and easy gap-closing solutions. Rudman (2006) indicates that achieving success requires a strong will to improve, it requires focus, getting assistance from others, disciplining oneself, as well as perpetual practise. What is needed is a personal and powerful commitment to change and the realisation that leadership develops daily, not in one day. In other words, it is a process - NLP is seen as that process for "effective and long-lasting leadership" (Yousaf *et al.*, 2009).

Managers therefore have to rely on a different kind of leadership, one that empowers and motivates people, and one that inspires a united workforce to get behind organisational goals. At the core of such leadership is effective interpersonal and organisational communication.

2.7.4 Controlling: dealing with change

Planning, organising, and leading require controlling for success. The fourth function monitors performance and implements necessary changes. The controlling function ensures that goals are met by comparing the actual with the desired (Bateman & Snell, 2009). With changes occurring faster and more frequently, controlling requires perpetual learning and changing. Managers have to be equipped to deal with change and help the organisation morph to ensure a successful future for the organisation.

The saying, 'If you always do what you have always done, you always get what you have always got', is relevant here. If something is not working in your business, do something different. Agness (2011) proposes strategies based on NLP for more effective change. Agness (2010) points out that the biggest obstacles to this effective change are:

- Ineffective change leadership
- Resistance to change from employees
- An organisational culture that is resistant to change
- Ineffective communications.

The importance of good leadership and change is reiterated here, emphasising the use of NLP-driven leadership in change management (Dilts, 1996).

Proctor and Doukakis (2003) identify resistance to change in the form of negative beliefs such as fears of failure, threats to status, and fear of the unknown. O'Conner (2001) suggests several NLP techniques that can be utilised to change beliefs, such as reframing the change so that employees welcome and embrace it.

Agness (2010) explains how NLP can help sculpt organisational culture through:

- Modelling the organisation itself.
- Gathering information from key stakeholders to better understand the current change habits, so as to build the necessary foundations for the desired change climate.
- Modelling another organisation with the desired change culture to extract and replicate its change strategy.

Agness (2011) outlines a four-step change strategy that uses NLP to achieve culture shifts in a relatively short period of time: Firstly, align culture with business strategy; secondly, communicate the new logical levels of change actively; thirdly, take business actions to shift the culture; and finally, be the change you want to see in your business.

For NLP to be applied effectively in organisations, Wake (2011a) suggests:

- NLP jargon be made more business friendly i.e., more readily accessible and understandable for most business people;
- Organisations are unique and what must be realised is that some tools and techniques within NLP are inappropriate;
- An NLP champion is required to drive the change, one with sufficient leadership and NLP credibility;
- NLP tools and techniques must be directly relevant to the workplace.

Proctor and Doukakis (2003) postulate how important communication is to the implementation of change. They emphasise the need for effective communication to create the desired change. James (2004) sees rapport, trust and empowerment as issues critical to change, and mentions how they can be developed through the use of NLP techniques such as pacing and leading. Agness (2010) recommends using Milton and Meta Model language patterns to gain rapport, define clear outcomes, and influence others. Yemm (2006) strongly advocates the importance of flexibility in communication, especially when dealing with change. He describes its role in matching and pacing as being able to constantly adapt your approach till you lead the communication, and only once you lead, can you focus on dealing with the desired change.

Dilts (1996: 243) identifies certain skills to overcome these change obstacles, skills that are the product of NLP, namely;

- Recognising and utilising different thinking styles.
- Identifying key beliefs related to change.
- Exploring ways to transform resistance to change and to strengthen confidence in the future.
- Considering multiple levels of change and acknowledging different perspectives.
- Giving effective feedback.

A changing world needs changing methods (Lavan, 2002). NLP is designed and moulded around change. Hence, being able to make changes effectively and efficiently is crucial in business.

When managers implement their plans, they often find things didn't go exactly according to plan. Managerial challenges are anything but static; they are in a constant flux which has management on the back foot. In times of constant adjustments and change, effective communication is paramount to dealing with change and ensuring resources are being used as planned.

2.8 NLP AND CUSTOMER COMMUNICATIONS

Effective communication does not only have its benefits within the organisation. The same principles that apply to effective communication inside the organisation apply to effective communication outside the organisation. In today's business environment all stakeholders are more interconnected than ever before and the line between internal and external stakeholder has become very blurred. A discussion on a communication tool for management would be incomplete without covering the organisation's most important external stakeholder – the customer. The extent to which management interacts directly with customers will vary depending on the size and characteristics of the organisation. Management will have some form of communication with customers.

Weitz, Castleberry and Tanner (2004) identify the main communication methods with customers as: Personal selling, mass media advertising, publicity and word-of-mouth. They note personal selling as the most flexible communication method because sales-people interact directly with each customer, discovering their needs and developing unique presentations for them. They describe how in today's information overloaded society organisations develop integrated marketing communications to maximise their impact.

When a transaction between a buyer and a seller occurs, a relationship is developed. Zeithaml, Bitner and Gremler (2009) explain how relationship marketing has shifted from an acquisitions/transaction focus towards a retention/relationship focus. They note that customer relationships evolve with time. Customers move from being strangers to acquaintances, to friends, to finally partners. The organisation's goals also develop from being acquisition focused, to satisfying the customer, to retaining the customer and finally, enhancing the customer relationship. NLP is the toolkit that smoothly transforms prospects into partners (Agness, 2010). Throughout the relationship the communication varies, depending on the stage of the relationship.

Jooste, Strydom, Berndt, and du Plessis (2008) suggest a number of strategies that organisations can use when building relationships with customers:

- Customer services and customer care
- Communication
- Customer bonding
- Customisation.

Henricks (1997) states how big multinationals like Sony, American Express and Reuters have trained many of their staff in NLP, in particular its people in customer service and sales. Connell (1984) believes that NLP techniques can have a huge impact on sales and customer service.

Agness (2010:231) identifies customer service as "those activities provided by a company's employees that enhance the ability of a customer to realise the full potential value of a product or service before and after the sale is made, thereby leading to satisfaction and repurchase". She recommends using NLP to build quality long-lasting relationships as the answer to customer service, and mentions that this leads to the generation of sales through word-of-mouth and reputation, instead of costly advertising. She looks at it as pulling the customer towards the service, as opposed to pushing the service at the customer.

Customers vary with regard to the type of connection they have with an organisation. Gremler and Gwinner (2008) identify the use of NLP rapport-building techniques as potential strategies for developing rapport with customers in a retail setting, and advocate their implementation into a training guide designed to increase rapport-building behaviours in retail employees. Harris (2003) suggests using the Milton and Meta Model language patterns to elicit information about customers in getting to know them better. Through customer bonding organisations gain market and customer knowledge.

Effective utilisation of NLP skills brings with it flexibility and adaptability in communicating. This is explained by the NLP presupposition: "The person with the most flexibility exercises the most influence in the system" (Bodenhamer & Hall, 1999:64). Zadeh (2009) reiterates this by illuminating that "the successful salesman knows that making a sale requires flexibility and adaptability". Tosey (2010) describes calibration as the observation of someone's state and their non-verbal behaviour, and brings to light how good salespeople are excellent at calibrating and can detect potential buyers' shifts in state, as well as assess if they have any objections, dealing with them instantaneously to successfully close the sale.

Jun *et al.* (2010) reveals how marketers should use different promotional materials when communicating with different customers based on their preferred representational system. Agness (2010) further advocates using customers' preferred representational systems when designing and executing presentations to lure new customers. Wake (2011a) suggests ensuring that all preferences are covered within a brand launch. She also suggests taking into account submodalities and metaphor to capture the attention of prospective customers and facilitate a more connected response to a product.

Ultimately, through building relationships with NLP, the following benefits come to light: Getting to know customers better, creating value, customer retention, and improved customer loyalty.

2.9 CONCLUSION

This chapter attempts to reveal the value that NLP can unlock in organisations' communications and management. NLP is seen as the fertiliser to communicative success.

What emerges from the literature is the clear need for effective communication in management. Communication is pervasive throughout an organisation. Its elements touch on the entire business, managing to implement and improve communication throughout the complete structure of the organisation, as well as the workings of management, is essential. Managing effective communication requires a complex skill set. NLP forms part of that skill set.

The communication process is unpacked to provide a fundamental context - the feedback loop between sender and receiver. The different methods of communication are explained. The difference between formal and informal communication is then looked at within an organisation, touching on the various communication channels. The discussion then moves to communication with external stakeholders. The barriers to effective communication are detailed and then contrasted with ways of improving sender and receiver communication skills.

The literature then goes on to discuss the main NLP models and tools that are relevant to the study. The literature reveals that the NLP tools are very integrated and connected, and a holistic understanding is essential .The NLP communication/experience model sets the context for the other NLP tools and models. The NLP models and tools operate from the view that a person's internal representations of external events, such as communications, are altered by their inner filters. The NLP presuppositions provide a base for a simpler (or holistic) understanding of NLP. Rapport is seen as the key that opens the door to others' internal representations. The well-formed outcome model enables one to direct one's attention towards desired outcomes. Representational systems, eye accessing cues, the Meta and Milton Model, metaphor, Meta Programs and submodalities are tools that help one pay more and closer attention to the

communication process, providing one with more sensory awareness and the necessary feedback about one's progress towards an outcome. Reframing, modelling and anchoring enable flexibility of behaviour to continually change and adjust one's communications to achieve an outcome. What emerges is how NLP can overcome certain communication barriers and enhance communication.

NLP is a person's toolkit for the mind. Within the NLP toolbox is an array of NLP tools with a plethora of uses. These tools are applied to a communication setting depending on the desired outcome. "The meaning of our communication lies in the response we get" (Bodenhamer & Hall, 1999:64), and if it's not the desired response, change in order to achieve the desired, with NLP as the driving force.

The chapter then shifts to a discussion on the four functions of management - the results of blending communication, NLP and management together. **This part maintains a focus on the use of NLP communications at the core functioning of management.** What must be noted here is that these functions cannot be seen in isolation. These areas can intersect, run parallel and overlap each other. However, at their core lies communication. It becomes apparent that NLP transcends merely adding value to how we communicate, but actually provides strategies that aid the functioning of management. NLP aids communication, communication aids the functioning of management. NLP aids the functions of management.

The description and discussion of where NLP fits in this management communication picture becomes clearer through the four functions of management. The literature reveals that NLP tools and models can be applied differently and across all the communicative contexts. Creating and maintaining rapport are seen at the heart of these contexts. Some tools are only applied to one of the contexts. What grows out of the literature is a flexibility and adaptability of the NLP tools and models that depend on their desired outcomes, which develop out of the various contexts.

The literature than moves away from communications within the organisation, and covers how management communicates with customers. Revealing how interconnected

all stakeholders are, and that management communications are not bound solely within the organisation, the same communicative principles can apply to customers.

The journey through the NLP models and tools reveals insights into the inner workings of people's minds – "The map is not the territory", "the menu is not the meal" (Bodenhamer & Hall, 1999:64). The theory looks at common NLP tools in communication. The unpacking of the communication and NLP relationship brings to light the blueprint for communicative and managerial success.

The literature explores the use of NLP as a communication tool that enhances communication in the workplace. The elements of NLP covered in this literature review provide the foundation for the argument in favour of modelling excellence, improving communication and rapport, and developing a greater understanding of the internal representations that guide human (communicative) behaviour.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study explores Neuro Linguistic Programming, a fairly non-commercial subject, within the realm of business communications and management.

This study was compiled with the aid of a comprehensive literature review to express the underlying assumptions behind the research question, as well as semi-structured interviews which aimed at understanding the participants' meanings and experiences regarding the use of NLP in their workplace. The study was exploratory in nature and the interviews were aimed at generating rich and detailed data.

The chapter begins with a clear description of the research methodology, starting with a look at the research approach, the choice of methodology and rationale behind it. It also covers pertinent literature to support the chosen method being identified, as well as a discussion regarding the fit between the chosen method and its suitability regarding the study objectives.

The chapter then covers a succinct definition of the research population, followed by a concise description of the sampling method, with literature support for the appropriateness of the sample in addressing the research problem. It describes the research instruments and the methods of data collection and analysis, with the identification of key literature sources to support the chosen methods. The chapter then investigates the reliability and validity within a qualitative framework of the study. The chapter is concluded with the identification of ethical considerations in the research.

3.2 RESEARCH APPROACH

NLP is seen as the art and science of excellence, however its origins are found in the fields of counselling and psychotherapy (Heap, 2008). NLP is seen to have all the answers, applicable to almost all contexts, however, the question remains: does it have a place in management/business communications?

Heap (2008) looks at the validity of some early claims of NLP in the 1970s and his impression is that NLP has become much more practical (technique driven) than theoretical since the early days, yet notes that these claims are still perpetuating today and highlights the extension of NLP into management training.

Roderique-Davies (2009:58) notes that there is "no evidence to support NLP beyond personal testimony and anecdote". According to Gold, Thorpe and Mumford (2010:11), there is a need for studies of NLP applications in business – "as distinct from practitioners' anecdotal success stories". NLP is seen to be lacking a substantial evidence base, although this is changing as more research is conducted in this area. Wake (2011b) believes that today NLP has an expanding evidence base and growing credibility as a tool that can be used in a range of business contexts. It is this debate and state of confusion that led the researcher to unpack and explore the subject in a business context.

According to Zikmund (2003:110), "exploratory research is the initial research conducted to clarify and define the nature of a problem". Exploratory research provides qualitative data. Exploratory research assists in identifying the nature of the problem.

The research objective is to explore the use of NLP as a communication tool that enhances communication in the workplace, and the outcome of the research is the generation of theory. The research design is exploratory research.

Flick (2002) describes qualitative research as mainly concerned with the lived experience and meanings of explored phenomena. Therefore the qualitative research

approach is appropriate to identify the uses of NLP as a communication tool that promotes communication in the workplace. The study focuses on the experiences of participants, namely regarding their use of NLP in their workplace. Silverman (2001) highlights how qualitative research can provide a deeper understanding of social phenomena, in this case NLP and communication.

3.3 RESEARCH DESIGN

3.3.1 Research population

The relevant study population comprises all individuals who are certified NLP practitioners or certified NLP master practitioners who have been trained at one of the five major NLP institutes in Gauteng, South Africa between the years 2005 and 2009. The institutes have been identified as: The Mind Institute, Change Dynamics, Patterns of Excellence, Quantum Personal Development and NLP Coaching. The study participants are also required to currently be in a management position or who have been in a management position within the last 5 years.

3.3.2 Sample

According to Patton (2002:244), the number of participants in a qualitative study should be relevant to the purpose and goals of the study: "sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources".

For the purpose of this study, ten participants were initially required. As this study was exploratory it was not necessary to select a larger sample. However, the researcher decided to continue with an additional five participants, and it was once fifteen interviews had been completed that the researcher decided not to interview any further potential participants, because data reached saturation for the purposes and scope of the study.

Saturation refers to the "point at which no major new insights are being gained" (Cassell & Symon, 1994:111). This means that in this study the researcher was able to acquire a sense of satisfaction with the data collected, in that the phenomenon was thoroughly explored (Cassell & Symon, 1994).

3.3.3 Sampling methodology

Zikmund (2003) notes how non-probability samples are selected, depending on the researcher's purpose. Due to the research design being exploratory, non-probability sampling was used.

According to Zikmund (2003), convenience sampling refers to sampling by which participants who are most conveniently available are obtained, basically, those who are the nearest and most easily available. Based on convenience sampling, the Patterns of Excellence NLP Institute was selected since the researcher is a prior student and has all the necessary contacts to attain the required information. It is also situated in Johannesburg. The principal of the chosen school could not provide the researcher with a detailed list of the population, due to confidentiality reasons.

Zikmund (2003) highlights this non-probability sampling technique as being cost effective, extensively used, and having the advantage of not needing to list the entire population. Zikmund (2003:382) also notes how "convenience sampling is best for exploratory research".

Through the use of convenience sampling, a portion of the sample was identified from the Patterns of Excellence NLP Institute. Contact with the sample occurred whereby the researcher attended a prize-giving and reunion where the researcher personally approached the population and collected multiple details. The remaining portion of the sample was identified through the use of snowballing described by Zikmund (2003) when additional participants are obtained from information provided by initial

participants. Those identified through convenience sampling were asked to refer additional participants who met the criteria.

De Vos, Strydom, Fouche and Delport (2000:208) state that the snowball technique is "excellent for those cases where the researcher is investigating a relatively unknown phenomenon", in this case, NLP in South Africa.

The researcher chose to use a combination of convenience and snowball sampling to avoid the risk described by De Vos *et al.* (2000:208) as "the chain becomes broken" due to a lack of referrals that meet the desired criteria. This choice ensured the supply of participants who fell within the study population; ultimately a stratified opportunistic sample resulted.

3.3.4 Data collection

The research draws on 15 semi-structured interviews and a literature review, divided into primary and secondary data. The primary data was attained from 15 personal in-depth interviews with managers who are trained in NLP. Zikmund (2003:130) depicts an in-depth interview as "a relatively unstructured, extensive interview", where the researcher probes the participant with many questions. The in-depth interview is a qualitative research technique that according to De Jong and Hartog (2007), is particularly useful for exploration purposes, and is a very appropriate research technique for relatively unexplored fields or subjects.

According to Boyce and Neale (2006), in-depth interviews provide a greater amount of detailed information, as opposed to other data collection methods like surveys. Mansourian (2007:281) notes how the semi-structured format allows "both the interviewee and the interviewer to discuss anything which they might find useful or related to the topic". During the in-depth interviews all necessary aspects of the research questions were dealt with.

The interview guide was designed and constructed based on the literature review and the research objectives (Appendix C: Interview Guide). It contains questions and probes that were structured to obtain pertinent opinions from the participants.

The interview sessions were guided by, but not limited to, the interview guide allowing the participants the chance to explore other unexpected aspects from their experiences. This allows the participants to clarify some of the underlying concepts should they be unclear, therefore resulting in more meaningful data (Mansourian, 2007). The interviewees were encouraged to talk freely about their communication experiences as managers. Smith (2003) notes some disadvantages of semi-structured interviews such as reducing the control the researcher has over the situation, and it being more time-consuming to carry out and more difficult to analyse.

The interviews were recorded (audio only) with the permission of the participants. The researcher however chose to avoid writing excessive notes during the interview, so as to give the interviewee the researcher's full attention and focus. This decision allowed the researcher to concentrate on what the participant was sharing at that moment, and facilitated the creation of rapport between interviewer and interviewee.

The researcher conducted the interviews in person. The duration of the interviews ranged between 30 – 60 minutes, depending on the participants, their responses, interest, availability, time and knowledge of the subject. The level of usefulness of the data substantially depended upon the participants' knowledge and exposure of the subject.

3.3.5 Data analysis

Zikmund (2003:73) terms analysis as the "application of reasoning to understand and interpret the data" that has been collected. Once the fieldwork has been completed, the data must be presented in a format ready for analysis.

According to Zikmund (2003:73) the appropriate analytical technique for data analysis is determined by the research requirements namely, "the characteristics of the research design," (exploratory) and "the nature of the data collected" (qualitative). Therefore, content analysis was deemed the most appropriate form of analysis. Content analysis is "mainly used to analyse subjective viewpoints, collected with semi-structured interviews" (Flick, 2002:193).

The answers generated from the interview questions were all summarised, then carefully analysed and compared across participants. The researcher identified exact or similar concepts in order to detect any general trends across the sample, as well as any specific trends by simply summing up all the similar responses from the participants.

Due to the semi-structured, text-based nature of the data, in order to convert this unstructured data into meaningful information, it was necessary to restructure the data numerous times. Careful planning went into the content analysis, due to the fact that the results of the analysis rely heavily on the design of analysis. Bailey and Hackett (1997) emphasise the importance of defining the unit of analysis, constructing categories, and coding.

The literature review played a vital role in interpreting the results and drawing conclusions. According to Bailey and Hackett (1997), without the review of secondary data, other research and external benchmarks, the researcher will not be able to make sense of the trends his/her data might possibly reveal.

The researcher employed an open-coding strategy, defined as "expressing data and phenomena in the form of concepts" (Flick, 2002:177). He describes that initially the data is disentangled, and expressions are classified by their units of meaning in order to attach concept codes to them.

Flick (2002:178) recommends categorising the magnitude of codes that may result into themes by "grouping them around phenomena discovered in the data which are particularly relevant to the research question".

The researcher conducted 15 semi-structured interviews as the data gathering strategy. Interviews were recorded, and then transcribed into summaries. A transcribed interview has been added to the appendix (Appendix D: Transcribed Interview 12). The researcher consulted his notes, the interview summaries, the audio recordings, theory and literature multiple times over, and noticed that the interview responses could be organised logically.

The researcher analysed the responses, assigning appropriate codes to each response and then assigning the various concept codes to each category. The supervisor reviewed them independently and ratified them. The supervisor is also experienced and trained in NLP to address any researcher bias.

The researcher is trained in NLP and has a certified NLP practitionership. This prior knowledge and understanding of NLP and its major techniques have aided the researcher's analysis of the data with a certain degree of flexibility and understanding. This created the ability to understand what the participant is in fact relating to, as in some instances participants described a technique that they utilised or experienced, but were not aware of the exact technique or what it's called.

The number of responses were counted in each category and tallied. In certain instances participants gave multiple responses. The researcher noted themes emerging from participants' input, and these common themes emerged across multiple interviews. It became apparent to the researcher that these common themes were overlapping with those identified in the literature review. The back and forth process between the literature and the interview data resulted in the decision to utilise the NLP business communication contexts as the main categories of analysis. However, there were some common themes that fell outside of the main categories, and depending on their relevance to the study, they were added.

Through the literature and interview data, the researcher developed the main themes, with the first main theme containing three subthemes, as the following:

- NLP AND MANAGEMENT COMMUNICATIONS
  - AWARENESS OF COMMUNICATION CUES
  - INFORMATION ELICITATION
  - COMMON BUSINESS ACTIVITIES
- NLP AND THE PRIMARY FUNCTIONS OF MANAGEMENT
  - PLANNING: DELIVERING STRATEGIC VALUE WITH NLP
  - ORGANISING: BUILDING A DYNAMIC ORGANISATION WITH NLP
  - LEADING: MOBILISING PEOPLE WITH NLP
  - CONTROLLING: DEALING WITH CHANGE
- NLP AND CUSTOMER COMMUNICATIONS
- STATE MANAGEMENT

3.3.6 Reliability and validity

Reliability is the degree to which measures are free from error and therefore yield consistent results (Zikmund, 2003). Neuman (2006) describes it as the degree to which results are repeatable. Within the qualitative framework, social phenomena rely on the context. The individual's experiences and meanings are relative. Zikmund (2003) explains how participant misunderstandings can lead to research measures not being error free and stable over time.

Due to the elusive nature of measuring some soft skills and other cognitive phenomena, findings should be dependable. Terre Blanche and Durrheim (1999:64) define it as "the degree to which the reader can be convinced that the findings did indeed occur as the researcher says it did". According to Creswell (2007), dependability can be enhanced through the use of audio recordings and their subsequent transcribing. Terre Blanche and Durrheim (1999:64) state that "dependability is achieved through rich and detailed

descriptions that show how certain actions and opinions are rooted in and develop out of contextual interaction". The analysis of the data collected by means of semi-structured interviews generated this rich, detailed and descriptive data.

According to Neuman (2006:196), "validity means truthful" and qualitative research aims at portraying authentic participant lived experiences. Creswell (2007) describes validity as the assessment of accurate and credible findings, and Zikmund (2003) sees it as the ability to measure what it is intended to. From a qualitative perspective, there is no single way or only way of interpreting phenomena. According to Terre Blanche and Durrheim (1999:61), validity in qualitative research refers to the "degree to which research conclusions are sound", highlighting the importance of interpretive validity, which is achieved through "detailed and rich descriptions of context". Smith (2003) describes it as demonstrating sensitivity to the context of the study. This was achieved through an awareness of the current literature on NLP which formed the foundation for the research, as well as explaining key concepts of the phenomenological approach which formed the theoretical basis of the study. The study further demonstrated sensitivity to contexts by providing direct quotes from participants' responses to present as evidence of the interpretations offered.

3.4 ETHICAL CONSIDERATIONS

Participants were not pressurised or coerced into participating in the study. Participation was voluntary and participants could withdraw from the study at any time.

Participants were informed about the nature and purpose of the study by means of a Participation Information Sheet (Appendix B: Information Sheet for Participants), and were therefore able to make an informed decision about participating in the study.

Written consent was obtained from each participant to take part voluntarily in the study, as well as to be audio-taped during interviews.

All information collected was treated as confidential, and anonymity of participants was assured. The 15 interviews will not be made publicly available. All forms from the interviews will be kept in a secure place by the researcher. The interviewees will remain anonymous and were assured of this privacy through a confidentiality agreement.

Some participants had signed confidentiality agreements with their organisations, therefore that confidentiality was respected and there was no mention in this study of the names of participants' organisations or any other sensitive information pertaining to their organisation.

3.5 LIMITATIONS OF THE STUDY

The research makes use of convenience sampling and according to Zikmund (2003:392), the limitations of the use of convenience sampling are "variability and bias of estimates cannot be measured or controlled", as well as "there are no appropriate statistical techniques for measuring random sampling error from a non-probability sample. Thus, projecting the data beyond sample is statistically inappropriate". The sample is selected on the researcher's personal judgement. Here the researcher's personal bias towards selecting interviewees who work in the city in which the researcher resides (Johannesburg), limited the sample to those in Johannesburg.

The preconceptions of the researcher must be noted, the researcher has experience in the area under investigation, he is a manager with NLP training (i.e. he is a certified NLP practitioner). Consequently, the researcher may have a bias towards NLP, which may have influenced how the research was conducted.

In-depth interviews are prone to bias where interviewee responses are prone to personal bias. Henricks (1997) points out that NLP is also seen as having a manipulative side. This manipulative image may result in participants holding back, and result in their not answering questions truthfully, to avoid looking like a manipulator.

Bailey and Hackett (1997:9) note how "the results and findings of a particular content analysis are limited by pre-designed categories and definitions used to measure concepts". The research is heavily underpinned by the design of the analysis. The research may be prey to some form of researcher bias.

According to Wake (2011a), "NLP is currently an unregulated activity and model of applied psychology". The training for becoming a certified practitioner is not internationally standardised, rather more institutionally dependent. The researcher notes that geographically the participants were only chosen from one school in Johannesburg, Gauteng, South Africa. This means that the research may be subject to the biases that are inherent in the one school, and the research may not accurately portray the reality of the situation in South Africa.

The possibility of other researchers using similar research methodologies and exploring the same phenomena, may obtain differing results. Neuman (2006: 196) explains this as a possibility in that "data collection is an interactive process in which particular researchers operate in an evolving setting and the setting's context dictates, using a unique mix of measures that cannot be repeated". The study does not take place in a static vacuum as "individuals, groups and organizations will behave differently and express different opinions in changing contexts" (Neuman, 2006: 64).

3.6 CONCLUSION

This chapter provides a rationale behind the research methodology, research approach and research techniques utilised in the study. The research design detailed the research population, the sample, the sampling methodology, data collection methods, data analysis methods, and the concepts reliability and validity were addressed. The nature of the research was qualitative, the design of the research was exploratory, and use was made of semi-structured interviews. The chapter ends with a look at the ethical considerations identified in the research as well as a description of the limitations of the study.

CHAPTER 4: PRESENTATION AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The NLP communication toolbox is expressed through the real-life encounters described by the participants, illustrating how and where the tools are utilised. This chapter unpacks these lived experiences in a clear and easily digestible manner.

This chapter provides the analysis of the data obtained in the research. The data analysis method utilised is individual interpretation. The results are presented in a framework that initially identifies a problem area, states the findings, and then ties them together with integrative commentary. It is then followed by a statement of whether the results answered the research questions, and the chapter ends on a discussion of the limitations of the study.

4.2 FINDINGS LINKED TO LITERATURE CITED IN THE LITERATURE REVIEW

The following qualitative response has been presented and analysed according to the following framework:

- Each response is reviewed according to an identified problem area (from theoretical framework).
- The specific response from the interview is recorded.
- An integrative commentary is added by the researcher.

4.2.1 NLP and management communications

Management should be communicating to the best of their abilities to ensure successful completion of tasks and an overall smooth running of the business. However, in today's competitive marketplace, this is not always the case. Management needs a

communication approach that focuses on communicating clearly and in a manner that will ensure the message is received as intended, avoiding any miscommunication:

"Absolutely promoted my communication"... "Increased the quality of the communication" "There is a premise in NLP that says the quality of your communication is the response that you get. So if you need to be spoken to in a very specific way, unlike other people, then the onus is on me to discover what is the language that you talk, and what is the predicates that you use, and I need, as an NLP practitioner, to tap into your specific language in order for us to speak the same language, so you are able to feel that rapport" (Participant 5).

"Helps you connect better to the person, both in understanding them and phrasing your response in such a way that the message gets across" (Participant 8).

"Has made me more sensitive to ways I can maximise the communication and make sure that it works" (Participant 9).

"Sometimes you tend to just focus on yourself and you don't put yourself in someone else's shoes, so you don't know how to, to communicate with that person, it's just your way or no way, you need your senses in that sense to realise how someone else is, and their character in order to communicate better with them, to get across. Otherwise you just either assume, you don't know what someone's talking about, it's just you get different types of people" … "so you really need to understand someone, in order to get to some result" (Participant 14).

The above statements reveal an approach to communication that sees an increased ability in communicating with others in a work environment. This supports Yemm's (2006) view that NLP's most powerful use is for individuals to improve their communication. An ability to get the desired message across in a style that maintains the understanding of that desired message. Participants emphasised speaking in the 'language' of the target audience. Through understanding and communicating in the same manner as the target audience, rapport would result. Participants saw developing rapport as pivotal to all interpersonal communications and a very important aspect in enhancing communications in the workplace. This significance of rapport has been reported consistently in the literature as the prerequisite for effective communications (Agness, 2011; Wake, 2011a; Bristol & Yeatts, 2010; Knight, 2010; Tosey, 2010;

Sethuraman & Srivatsa, 2009; Gremler & Gwinner, 2008; Heap, 2008; Yemm, 2006; Harris, 2003; Lavan, 2002; Molden, 2001; Dilts, 1996; Ludwig & Menendez, 1985).

Participants made particular mention of their use of the word 'and' instead of the word 'but' to avoid breaking rapport: "Definitely I agree with you 'and' this 'and' this 'and' this, immediately gets that person onto my side" (Participant 15). They emphasised the great success which they had using this tool, to create 'and' maintain rapport 'and' found it to be an extremely useful vehicle to bring in their own thoughts, yet at the same time acknowledge and respect what others have said (Zadeh, 2009).

4.2.1.1 Awareness of communication cues

Communication is not just spoken language or body language. The NLP presupposition "we cannot not communicate" reveals that at any given moment 'we' are communicating. Is this constant communication being noticed? Improving communication starts with becoming more aware of our own and others' communication. By paying attention to more than just what is being said, one in fact gets a greater understanding of the communication, resulting in a higher quality communication. In order to apply the NLP tools, the communication mechanic must be able to diagnose the situation. To do that, one starts by being aware of everything pertaining to it.

"It has made me more aware, it has brought to my attention so many things that have been going on all the time, yet I was completely oblivious to them, if anything it taught me how to communicate. In NLP there is a principle of, the meaning of your communication, is the response you get. Prior to NLP I would just ramble on with no concern for if in fact my message is getting through or not, nowadays I think did he/she get or understand what I was trying to say? Ultimately it has brought to me an awareness and a desire to improve my communication, because I see NLP as a powerful communication tool that can only improve my life in all spheres" (Participant 12).

The above response clearly shows that a definite awareness is needed to ensure that the desired message gets across. This cascades into communicating in a communal or shared language, in a manner that will ensure understanding between the two communicating parties with the intention to create rapport with one another.

Participants highlighted their increased awareness and use of communication cues, as they explored NLP, "I pay more attention to communication cues" (Participant 3), ranging from representational systems, listening, tonality, body language, to eye movements.

Representational systems

"I have become sensitive to whether people are auditory, visual or kinaesthetic". "Most people on my team are auditory, so when communicating with them, I must choose my words carefully, be succinct" (Participant 9).

"Take more time to pick up stimuli, visually, auditory, to enable me to communicate better" (Participant 4).

"I've become much more aware of how people express themselves. Do they talk in pictures, do they talk in numbers, do they talk about their feelings?" (Participant 8).

"I'm able to pick up VAK" (Participant 7).

"I try and speak in people's modalities and work accordingly"(Participant 11).

Participants noted how they would seek to identify people's preferred representational systems through the use of predicates, and then communicate back to them in their preferred representation system. This preference identification and preference matching will help to convey and receive information and to gain rapport (Jun *et al.*, 2010). It is in accordance with Bateman and Snell (2009) who highlight how effective communicators adjust their language according to the other party. Hellriegel *et al.* (2004) further support this view that improved language skills, such as simplifying the language of the message in

accordance with the target audience, improves a person's communication skills.

Listening

"Listening is a very important skill … by listening to another person, they can give you a bit of the silent conversation they have in their minds, by understanding that conversation, you can communicate with them on the same level, so you communicate on one wavelength" (Participant 4).

"If you listen carefully you can quickly pick up someone's predicates and their major modalities and communicate accordingly" (Participant 11).

"NLP teaches you to really listen" (Participant 10).

Participants discussed how they started to listen more carefully and not just with their ears, but with every sense. By really listening to whom they were communicating with, they would discover and pick up the visible signs of invisible processes. This supports Henricks' (1997) view that NLP is an innovative listening technique that listens with every sense. It ties up with Bateman and Snell (2009) who note improved communication and improved receiver skills through active listening.

Tonality

"Learnt that tonality is extremely important to techniques" (Participant 1).

Participants pointed out how it's not just what you say, but how you say it (i.e. your tonality). Participant 7 mirrors, tonality by picking up the volume, frequency and pitch of an individual, as well as his vocabulary and choice of words to gain rapport. "Each individual is different. Use clients' language, if they use excellent, I use excellent as opposed to awesome" "it's about staying with the client, constantly pacing and leading, must use the clients' language. You got to pace and lead properly and get into rapport and stay in rapport" (Participant 11). The use of the correct tonality, is very important when making use of certain NLP techniques, and can play a huge role

in the effectiveness of such techniques.

Body language

Body language is a popular subject and much has been written about its role in communication. NLP and body language go hand in hand. The belief in NLP that internal thought precedes external behaviour, suggests a person's inner thinking is revealed through their body, and the person with sensory acuity can notice this.

"I'm very conscious of body language" (Participant 9).

"It has taught me to focus in on body language, and how important it is paying attention to it, recognising it, and really learning about it"(Participant 12).

Participants highlighted that through NLP their conscious attention to body language has increased and has been assimilated into their communication style. This ability to read moment-to-moment changes in someone's physiology is seen as an NLP fundamental that gives access to the feedback of your communication, integrating with the literature's view that the quality of your communication lies in the response you get (Knight, 2010; James, 2004; Grinder & St Clair, 2001; O'Conner, 2001; Bodenhamer & Hall, 1999; Hall, 1997; Dilts, 1996).

Eye movements

"Realising, it's not to say that you can tell the truth or you can tell when somebody is lying, but you can definitely tell when somebody is remembering a conversation that they had versus making one up" (Participant 14). People say its' all in the eyes' and according to the NLP literature (Zadeh, 2009; James, 2004) a fair amount is. Participants noted their awareness of eye movements and how they used it in trying to further understand those with whom they were communicating. The researcher describes it as opening the curtains to the window that is a person's internal information processes and being able to see them in real time.

It is evident from the above responses and findings that NLP opens one's awareness to cues that were previously unnoticed, or not noticed enough, and

with that awareness comes a power to greatly improve one's communication. The literature identifies the use of sensory awareness to notice responses as a major quality of exceptional communicators. "These skills enable them to live in the now, in sensory awareness, and provide them with necessary feedback about their progress towards their outcome" (Bodenhamer & Hall, 1999:89).

These extracts reveal the new awarenesses experienced by the participants. The act of being aware of these nuances has increased the quality of the communication. The following statement just reiterates this: "with NLP you can be talking to someone, you can hear them talk, but you are not just hearing what they say verbally, you are looking at their eye movements, their body language, you are understanding what they are really saying" "made me more sensitive to a situation" (Participant 10). Through awareness of these communication cues, it becomes easier to gain rapport with others and to communicate more effectively with them. This resonates with Bateman and Snell (2009) who advocate keen observation; the noticing of behavioural and non-verbal cues, and the interpretation of those observations, as vital to improving one's communication skills.

Participants are communicating more – the water pipe is bigger now, more water is flowing through to them. Information is being channelled in more streams than previously realised. It's about taking in more, you are receiving a text, phone call, email, fax, and letter all at once. Effectively reading what all channels are trying to say at once, will result in a more accurate understanding of the actual message being sent, putting one in a position to respond better. This links to Knight's (2010) viewpoint that by developing the conscious awareness of these recognisable elements, we gain access to untapped resources that we can use to create rapport with ease. NLP's awarenesses of these communication cues bring out the ability to see if what the person is saying, matches what the person is thinking, which Knight (2010) terms as congruent communication.

Participants noted how they would test for rapport to ensure they are still connecting with whom they are communicating, and ensuring their message is being received as desired, while maintaining rapport. By ensuring they are in

rapport, participants ensured their outcome was being achieved: "I do occasionally test to see if I am in rapport, so I would scratch my nose to see if you do something along similar lines, or I will notice, did I just tap my pen or whatever cause I'm in rapport with this other person" "and then knowing I'm in rapport with this person, I know I can achieve my outcome" … "be it to extract information, or get something done".

4.2.1.2 Information elicitation

Business in the 21st century relies heavily on information where quality decisions are based on quality information. With technology and the Internet, information is almost as abundant as oxygen. The challenge is sifting through and finding quality information that is relevant and can be used for good decision-making.

The NLP literature provides a framework for eliciting information in the form of the Meta and Milton Model. To the literature, the Meta Model helps for understanding better what people mean through their spoken words, and the Milton Model uses language to elicit a more precise meaning. Participants heavily emphasised the use of the Milton and Meta Model in eliciting information from fellow staff. "Definitely use Milton and Meta with regards to information elicitation" (Participant 12).

"I use that questioning (Milton and Meta) with my staff, that style of questioning to get more detail out of what happened or if there is a misunderstanding between two staff members, definitely use that technique" (Participant 1).

"I'll chat to the person and there is a deadline for a certain project if I hear them say to me I'll see if I can get it done, or I'll try and do that, I pretty much pick up the handbrake" "I stop the conversation and ask what's holding them up from getting to this" (Participant 1).

"Taught me to understand the map is not the territory ... there are more answers available to the question that you're asking, the key for me is to ask better questions, to get a better understanding" (Participant 4).

Participants also highlighted using conversational postulates, yes/no questions

that typically elicit a response rather than a literal answer. One participant used the example "do you have the report?" (Participant 1) to prompt the employee to tell if he/she has in fact completed the report, not to discover if they have the report in their possession or not. The participant phrased the question in this manner, to ensure the creation of rapport, as opposed to directly asking.

Through the understanding of the Meta Model, i.e. deletion, distortion and generalisation, management could detect ambiguities and lack of detail to prompt them to elicit more information through the Milton Model. With the use of the Milton Model they could ask quality questions that uncover the needed details, and make better use of their language patterns.

Based on the literature (Marian, 2010), the Milton and Meta Models optimise the communication process through the elimination of possible ambiguous elements in the communication process. This leads to the improvement of organisational communications by eliminating the sources that generate misunderstandings, thus promoting quicker and easier understanding of intended messages.

4.2.1.3 Common business activities

Participants identified certain common (formal communication) activities within their management communications, namely delegating, meetings, presentations and negotiations.

Delegating

Dilts (1998:186) refers to delegation as "assigning or communicating a task or activity to another person". He further states that it is primarily an interactive skill facilitated through communication. Delegating goes hand in hand with management, as it is up to management to give orders and ensure they are carried out. Human relationships are complex and getting people to do things can be difficult at times. Some people are motivated by the stick and others the carrot.

The completion of such orders relies heavily on the manner the order is being communicated.

"I've become better at suggesting as opposed to telling" ... "people respond better having been suggested than being told what to do" (Participant 10).

"I also find Milton and Meta very useful when asking for things, like, is it possible for you to do this job for me?" (Participant 12).

"Where it's getting someone to do you a favour, we've got to use techniques that will get that person to do that action for us" (Participant 4).

Participants told of how they found the Milton and Meta Model a very effective tool in assigning or requesting the completion of certain tasks. Participants identified the use of future pacing, to further ensure the completion of given tasks. Where a participant future-paced a staff member's previous quality work, to bring about that same quality in the new task.

"I'm really looking forward to seeing how well you do this, you impressed me so much the last time. When I see these results now I'm really looking forward to it" (Participant 1).

Participants noted the use of being in and staying in rapport while giving instructions "Is he listening to me now because we have rapport or because I'm his boss?" (Participant 5) and to ensure comprehension, ask questions and use feedback: "When discussing a plan with a colleague, I will test for understanding through feedback, I will ask 'what did you think about that?' to test the person's comprehension of my proposed plan/objective. 'Do you think the strategy is right or wrong?', I will observe their body language and tonality" (Participant 3).

Meetings

Participants applied these awarenesses to communicating to more than one person: "useful in a group setting, such as group meetings" (Participant 8) and "helped me more in group dynamics, being able to read a bigger situation better" (Participant 10). Knight

(2010) shares this view and recommends its application in group meetings to set outcomes and pace the audience.

Participant 14 describes a problem with business meetings, "in a meeting itself, sometimes we leave the meeting and there was no proper result that we walked out with, everyone disagrees and everyone wants to be in charge and have there own little kingdom, so there is no rapport, no understanding". The solution according to Wake (2011a) and Laborde (1988) is using well-formed outcomes in meetings to clarify the goal or purpose of the meeting.

Participants discussed how rapport played an important role in meetings. Participants made mention of how they used matching and mirroring to gain rapport during meetings. "In business meetings I definitely match people" (Participant 1).The literature (Wake, 2011a; Knight, 2010; Dowlen, 1996) reiterates this by advocating the use of rapport in meetings to facilitate a positive outcome.

Participants also revealed how they would particularly test for rapport in important situations such as in meetings. "After chatting for a while, I'll see if I've got rapport with the person by doing something simple like what you're doing now, rolling your pen or playing with something or something like that and give it about 20 to 30 seconds to see if they do something similar, if they match you somehow, then I start leading and I start asking for things in the meeting cause then I know I've got a rapport with the person" (Participant 1).

Participants noted how through casual chat prior to meetings they attempted to pick up on a person's submodalities, beliefs and attitudes: "I pick up on a person I'm going into a meeting with, their submodalities, attitudes, beliefs, through casual conversation beforehand to feel them out to find out where they are. I do this before we even talk business, can use this info on how to approach you, I will detect what you inclined to say yes to, and no to"(Participant 3).This is in alignment with Wake (2011a) who identifies a person's preferred language (representational system, eye movements, submodalities, Meta Programs) in meetings to understand and identify their preferred decision-making process.

Presentations

Participants noted that with their awareness of preferred representational systems, came a changed and different way to traditionally making presentations, whereby now they would tailor there presentation. By looking at how it will look, sound and feel, they would sculpt it according to their target audience. Dowlen (2006) noted NLP's use in improving presentational skills and this point is shared by Wake (2011a) who suggests customising presentations to me*et al* communication preferences. This aligns with the view that presenting your ideas well enough will get others on board and behind your ideas (Bateman & Snell, 2009; Hellriegel *et al.*, 2004).

"Made me better at presentations, I speak to people better … now when I put together presentations, I think about how does this look visually, how is this going to sound and how am I going to say things that will actually connect with the audience?" (Participant 10).

"The way you phrase things the way you say things" "visual clues" "auditory clues" "tactile clues", "depending on what the audience responds to" "that I find useful" (Participant 8).

Negotiations

Participants also told of how NLP plays a role in negotiations. "If you are fluent in NLP, you can minimise long mergers and long transactions that have been dragged out, for no purpose at all" (Participant 7). Communications based on a good understanding of each other, makes finding a win-win outcome, easy. The literature (Zadeh, 2009; Stefanescu & Popa, 2008; O'Conner, 2001; Laborde, 1987) supports this as NLP offers a unique insight into the mind of others and brings to light the tactics being employed to attain the negotiation edge, the result, by implication, successful negotiations.

Participants noted that when using these techniques, timing was important. The knowledge of when and where to use a particular technique, plays a big role in achieving a desired outcome. "You just don't choose to use them (NLP techniques) at any time, but at the time when a certain technique will be most effective" (Participant 1) and

Participant 7 noted "using the right words at the right time" is vital to a successful outcome.

4.2.2 NLP and the primary functions of management

4.2.2.1 Planning: Delivering strategic value with NLP

The literature views strategies as the internal and external processes that drive peoples every behaviour. Thompson, Strickland and Gamble (2007) amalgamate this into business, stating "excellent execution of an excellent strategy is the best test of managerial excellence - and the most reliable recipe for turning companies into standout performers".

NLP is heavily driven by **strategy** development and **outcomes thinking** - two important concepts to leadership. Participants use NLP tools to create a desired outcome "NLP helps me set goals and outcomes" (Participant 11), and develop a strategy to get to that outcome. "NLP is about solutions, at the end of the day we have an outcome, and we need to develop a strategy to get to that outcome" (Participant 4). The literature emphasises the identification of explicit and achievable outcomes as an important quality of exceptional communicators. Successful communicators "know from the outset the direction and purpose of their communication" (Bodenhamer & Hall, 1999:89).

The NLP mindset brings about the tenacity to deal with any challenge or obstacle "Internally and externally, it's (NLP) basically about the result and what you get out of it" (Participant 14). It relies on flexibility and adaptability to change in order to progress forward, and with this dynamic mindset - "It's taught me to develop solutions, to any situations, outcome equals solution, and we are going to develop, devise a strategy to come to an outcome, that's what it means" (Participant 4). The literature emphasises the importance to flexibly alter behaviour to achieve outcomes. Successful communicators "develop the flexibility of behaviour to continually change and adjust their communications to achieve their outcomes" (Bodenhamer & Hall, 1999: 89).

People have the internal resources they need to succeed. NLP's outcomes thinking and strategy development create an improved strategic and problem-solving approach. Challenges are tackled with a curiosity and confidence as opposed to being viewed as too great a problem.

4.2.2.2 Organising: Building a dynamic organisation with NLP (Learning and Development)

Dilts and Epstein (1995:17) emphasise the fact that "people learn through the activation of neurological processes and the more you can use your neurology, the more you are going to be able to learn and the better you are going to be able to learn".

Participants highlighted how learning to learn better was essential and NLP formed an integral part of an effective learning strategy. Participants noted how practise was essential to improving one's understanding and abilities of NLP, which in turn resulted in improved communication skills, which lead to further development.

"To continuously develop skills and to continuously programme and to future pace oneself by eliciting information from our environment, from individuals, from our surroundings we can sense and pre-empt any hiccups or obstacles in the way" (Participant 4).

"You have to work on NLP techniques, you have to practise" (participant 1).

"It's important to not only have NLP as a qualification, but also to exercise your NLP on a daily basis" "Hone your skills to a point that you can actually make a difference in business" (Participant 7).

"To any person who is training in NLP, there is a second layer to NLP, you can have all the knowledge in a text book, but applying the NLP in the workplace, or the business - is a second skill that needs to be acquired to be successful in utilising NLP" (Participant 7).

"If you can't implement the stuff that you've learnt, it's useless, and that's the whole idea, to implement" (Participant 11).

Participant 8 revealed how future pacing employees helps with their career development, "picture yourself in 5 years' time", allow the employees to form a mental picture of where they want to be in 5 years, giving the manager insights into where the employees see themselves in 5 years' time. With the information they could help their employees see the picture become a reality and assist them in their development.

Participants commented how at the time of their training, their awareness and NLP skills were more in focus, and iterated that constant practise was needed to sharpen their NLP skills. "At that moment in time (time of doing the NLP course) you used it a lot more, you're more aware of things unlike now, time has passed and if you don't really practise it, you sort of get out of that moment and your senses are not as awakened as it could have been or should be, because you just let certain things pass by and you don't use what you could use" (Participant 14).

Participants noted how using NLP taught them and revealed to them more of who they actually are. Participants made mention of their realisations through NLP:

"It (NLP) has taught me so much more about myself" (Participant 10).

"It (NLP) helps you grow as a person" (Participant 14).

"I feel the more I use and learn about NLP, the more I will grow and learn about myself" (Participant 12).

NLP can aid the successful teaching and training of others in an organisation. Knowing the preferred representational system of an individual makes getting across the learning matter that much easier. The trainers, or whoever is imparting the knowledge, should customise the communication of the content, so that the learner can absorb and understand the material easier. Participant 15 tells of how through the identification of persons' VAK, he tailors his training to meet their preferred representational system, "start talking to them, listen to find out which VAK they form part of, and that will then dictate how much training I would do, visually, audibly, and if its a group of kinaesthetic people, then switch the projectors off, pull the chairs around and sit down, play games, do role playing, that kind of thing". Tailoring teaching practices around people's preferences will enhance the learning process, because the learners will absorb the knowledge better if it comes in the same

manner or way that they experience the world (Ludwig & Menendez, 1985).

4.2.2.3 Leading: Mobilising people through NLP

Effective leadership in today's business world is seen as a requirement and a source of competitive advantage. The debate of whether leaders are born or raised persists, however the NLP view is one that postulates that leaders can be developed. For an organisation to be successful, it must have a good source of leadership. Yousaf *et al.* (2009) found NLP to be the technique that can make one's leadership qualities more effective.

Participants identified that in the long-term view, NLP needs to be coupled with leadership for continual and consistent results: "NLP without leadership is more for strangers, because if we are working together, often there is only so much that I can really do in terms of communicative NLP, that would extract from you excellence all the time. So NLP in terms of creating that instant rapport and getting things done actually happens best in my experience on a small interaction, let's say with suppliers, or a foreman that I didn't always interact with, but with the people that I work with closely. If I didn't have the leadership to back up the rapport I had created, then I would have not been able to pull it off for so long consistently" (Participant 5).

Being able to get the most out of organisational assets is a common business practice. Looking at the human capital aspect, getting the most out of employees is a 21st century requirement. Participants identified using NLP to **motivate staff** to get more out of them: "The resources are within everyone, they are capable of achieving anything and it is up to me, myself to elicit those resources and have that individual apply them to achieve maximum outcome, maximum potential" (Participant 4). This was achieved through getting "people to find a good memory, so they can use it in peak performance … then I future pace, so they can fire off that anchor when needed" (Participant 11) as well as, "You got your outcome, you got your process, and your present state, now if you can get your outcome brighter than your current state and make the process enjoyable, somebody will do, you will get someone to follow through on the process" (Participant 11). Ultimately "you just get so much more out of a person when you know what makes them tick" (Participant 12). The literature (Bristol & Yeatts, 2010; Yousaf *et al.*, 2009; Rudman, 2006; Dilts, 1998; Dilts, 1996) supports this view.

Central to leadership is trust. Trust is pervasive and it affects all areas of life. It is a contemporary management and leadership issue that is of vital importance to an organisation. It intersects with leadership, it affects employees and customers, and it influences an organisation's sustainability and profitability. Participants shared how the development of trust through rapport is essential when leading others in an organisation. This respecting of others' 'way of being' builds and sustains these trusting relationships (Bristol & Yeatts, 2010).

"Communication deals mainly around rapport. If we are in rapport, I can either offer you more, or take from you more, or cause you to offer me more. The key to everything in my opinion is the creation of rapport, the quicker you can create rapport, the quicker you are able to have a beneficial relationship or at least have established a trust that you can trust me a little more than other people. Therefore, when I need something from you I've got a bigger chance of you giving it too me, not only giving it to me, but enjoying giving it to me, thus sustaining the rapport for next time" (Participant 5).

4.2.2.4 Controlling: Dealing with Change

Change management looks at processes, systems and people and NLP plays a major role on the people side (Agness, 2010). According to Agness (2010:159), "it is the processes, tools and techniques for proactively changing people's thinking and their behaviour in order to realise the anticipated benefits of the change programme". It basically helps staff and customers through and with change.

Participants noted the use of their NLP skills in facilitating a change or to get others to understand a change better - Participant 5 tells of how through the use of metaphor and visualisations, he was able to change a fellow staff member's belief that he was always making mistakes and bad decisions, into a belief of deciding to win. Participant 14 told of how the organisation had implemented two projects that affected the business in a huge way, and had to use NLP to get the client to understand that these changes impacted them and this required them to change. The literature (Agness, 2011; Proctor and Doukakis, 2003; O'Conner, 2001; Dilts, 1996) identifies this resistance to change

commonly in the form of negative beliefs, and also suggests reframing the change, so that employees welcome and embrace it.

Participants made use of the NLP technique modelling to assist them with making changes within themselves by modelling others. Participant 3 told of how he identified a top South African businessman, and began modelling his approach to business. Through this process participants discovered skills or attributes lacking in themselves that were needed in order to achieve a desired outcome. Participant 3 made changes in his approach to business "I did a mindshift within myself about liking mathematics, accounting and economics"(Participant 3) as part of a modelling process to be a better businessman". According to the literature (Knight, 2010; Zadeh, 2009), modelling is a process of extracting the nuts and bolts of a desired behaviour so that another person can reassemble those nuts and bolts to create that desired outcome.

Dilts (1998) firmly believes that NLP was designed for making big changes within oneself. However, not all participants told of using NLP to make big changes within themselves, such as a major belief change to address a perceived lack or problem.

4.2.3 NLP and customer communications

According to Thompson *et al.* (2002:292), NLP not only gives those in business the skills to increase their sales (the positive improvement NLP training has on individual performance regarding adaptive selling), but the ability to "achieve higher customer service levels through better interpersonal communications with customers".

Most participants noted their use of NLP in their customer communications. "Definitely sales and customer service is huge" (Participant 15). According to Borg and Freytag (2010), NLP is applied and proclaimed to be of great value in the sales context. Participants highlighted the role NLP plays in the selling process - "use it (NLP) in SALES A LOT, in terms of installing, I might install and anchor a sales pitch" (Participant 11). "Persuading customers big time, there is a lot of value there" (Participant 1).

Those participants with limited customer communication did however acknowledge the possible use of NLP in sales and in communicating with customers, should they find themselves in that situation "I do see a possible use in sales and dealing with customers, however my interactions with them are limited, but I definitely see the value NLP can bring in attaining new business" (Participant 12).

Participants felt that building rapport is critical to customer interactions. "Especially use establishing rapport with someone, especially customer relations ... it's important to build that trust and understanding" (Participant 8). The literature (Agness, 2010; Gremler & Gwinner, 2008; Connell, 1984) further emphasises these rapport-building behaviours as being critical to selling.

Not all customers are the same "You have different people and you need to pace according to their learning or their ability to grasp in doing business, so you can't move at the same pace with all your clients. So it's a dynamic process, with the feedback you get you either pick up the pace or slow down the pace slightly, using NLP to get to where you want a client to be (Participant 7). The literature (Agness, 2010) affrims the concepts match, pace and lead, as instrumental to rapport.

With this understanding comes the realisation that customers are different. Participant 15 tells of how their clients are individuals and when presenting and communicating with them, it's important that you tailor-make your presentation for the desired audience, by getting to know them and understand them through the eyes of NLP. The participant remarks how elements of NLP have been introduced into their sales skills manual of the organisation. Participants revealed the necessity to customise around customers - "When I do an ad, I use a specific picture with specific words and questions, to get someone to associate "(Participant 11). The literature (Wake 2011a; Tosey, 2010; Zadeh, 2009; Bodenhamer & Hall, 1999) describes this as being able to sell a product according to someone's buying strategy. Through NLP greater understanding of customers and their needs comes to the surface. "Gets my guys to think more about the customer's needs" (Participant 15).

Wake (2011a) suggests using sensory acuity to identify a customer's buying 'tell'. NLP helps get the customer to buy into what the participants are saying, as well as selling -

"Convince a client into believing in you, although he has just met you" (Participant 7). Participants found use in dealing with certain customer objections that may arise "Use NLP to pacify the client in taking away his fears in taking away uncertainties, which he might have had "(Participant 7). The importance of rapport in the selling process was further emphasised.

Participants found NLP useful in **eliciting information** from customers, "through extracting information from the client using certain NLP tools and skills, to get business" (Participant 7). Tools such as the Milton and Meta Model, allowed them to elicit more detail from vague statements. They found it particularly useful in dealing with customer problems. "You ask questions to delve into the detail that you are missing" "like if a person says I have a problem it's not working … it's a very vague statement … you have to ask what's not working" "you delve further and further" (Participant 1).

Participants make mention of how they use NLP to aid them in sculpting or changing employees' behaviours to ensure customers get the desired experiences. "The customer has to have xyz experience but what you are currently doing now is causing them to have like a different experience, like I know you know you got the customer's best interests in mind, but you dropping the ball, they not having the right experience with you, how can we change your behaviour so that the customer can get the right experience?" (Participant 1). Through understanding the ecology of why employees do things, we discover that the customers' best interests are at the core of their actions, however, they just need to be altered somewhat to give the customers exactly what they want, even though it may not always seem like it.

4.2.4 State management

Rao and Kulkarni (2010: 600) see stress management in the workplace as the "reality that most of us have to face for one reason or another, and coping with it is the key to long-term career success. Some careers are more stressful than others. The main causes of workplace stress appear to be linked to deficiencies in the management and organisation of work".

Participants made mention of how they use their NLP skills to deal with stress in the workplace by controlling or altering their states. Participants talked about how they use

their NLP skills to get into a certain desired state or to break and interrupt an undesired state.

"I believe that I can motivate myself at any given time, If I want to and badly enough, and so if I'm under a lot of pressure, my internal dialogue will dictate how I deal with that pressure" "when I find myself in a state of pressure or close to panic, how I talk to my self dictates how I perform in that state of mind" (Participant 5).

"I use it for state control ...when you're getting angry or anxious, being aware of it, it's almost like a heightened self awareness" ... "helps me keep my cool" (Participant 10).

A participant noted an example of having a scheduled meeting and the prospective client did not show up and instead of shouting at and getting angry with the prospective client, he chose to choose his words better, and found no outcome to his anger. This resulted in a rescheduling of the meeting, and ultimately won over this client's business. This decision to think what to say, coupled with the outcome approach, made the participant more aware of the power of his words, "being aware of the effects of your words, both your internal and external dialogue". (Participant 7)

More specifically, participants noted how they used their **internal dialogue**, **submodalities** and **anchoring** to control their states. Rao and Kulkarni (2010) noted these tools as being extremely useful when dealing with stress.

Participants have revealed how their NLP knowledge has affected and impacted their **internal dialogue** - the style and manner in which they speak to themselves.

"When I have a stressful like situation or something that needs to be solved it definitely helps my internal dialogue in being able to control my mind" (Participant 1).

"There are times at work were I can get rather angry or upset, and by using NLP I have adapted my internal dialogue in such situations to really not succumb to being angry, but to become aware and notice what's happening, and to gain a more present perspective. I ask myself to notice what I see, hear and feel, in order to realign myself" (Participant 12).

Participants noted that just by taking note of one's submodalities, the mere decision to become aware and notice what their bodies and minds were doing in a certain state, would affect their state. Molden (2001) looked at how making changes to people's submodalities changes the way they think. The literature (James, 2004; Grinder & St Clair, 2001; Hall & Belnap, 2000; Bodenhamer & Hall, 1999) tells how submodalities are very person-specific, some are more important than others, due to their ability to affect big change. They can be identified through careful observation. In NLP they are commonly referred to as the difference that makes the difference, the small changes that can result in a big change. Some participants mentioned changing their **submodalities** and noticed: "If I am angry with somebody" "To get out of the mood ... and think differently I quickly change the direction of that (feeling), I quickly just move it in the opposite direction, like expand it, open it and not that it changes my mood per se, but just one little thing, the submodality, of changing it, really does open my thought process to see the situation differently" (Participant 1). "When you change little things about what's happening inside your head, it just gives you so much power to see a situation in a different light" (Participant 1).

Participants told of using **anchors** in state management to utilise a desired state to achieve a certain task, matching the viewpoint shared by the literature (Tosey, 2010; O'Conner, 2001; Bodenhamer & Hall, 1999). They spoke of being aware of states and assisting them in achieving an outcome, as well as deciding to change their state to one that will assist them in their outcome.

"With being overwhelmed with having a to-do list that is larger than I can actually accomplish. That ends up making you feel overwhelmed and you end up getting nothing done and you don't know where to start" "there's an opposite feeling to that for me which is like a feeling like I'm on top of everything, everything is sorted" ... "when I have that feeling of like that's awesome, I know everything is going to be fine, I've got an anchor on my knuckle that I've pressed (Participant 1).

"I pump up with music" "by the time I get to work I'm on cloud 5 000" "you want to take yourself to the right state or right mindset, you got to programme yourself" "you got to continuously programme yourself" (Participant 10).

"In order to motivate myself or to gain the ability to concentrate , I have an anchor of the smell of coffee that puts me in a concentrated state, or I would visualise or think about a time when I was

highly motivated or concentrated, to put me into that state, and break my current state" (Participant 12).

Participant 14 described how she uses the NLP technique Circle of Excellence, "I currently use the circle of excellence, where I place my skills or talents into this place, where I find … I can draw towards that and I focus on something particular, then it helps me in my environment around me" ... "an anchor that I can use, so that I can rely on this, and know my message is getting across and being helpful" (Participant 14).

"As response-able persons, we can run our own brain and control our results" (Bodenhamer & Hall, 1999:64). Thus greater control of our own internal communications develops our ability to deal with our stressful surroundings. This control transcends into our external communications, which can subsequently be used to make changes in others and help them deal with the stresses of work (Grimley, 2008).

4.3 ETHICS AND MANIPULATION

Stefanescu and Popa (2008:10) opine that the use of NLP techniques needs "not be abusive and must not be done in breach of the principles of ethics in business communication".

Participants described how they can see how NLP can be used to manipulate others (NLP's image problem identified by Henricks, 2007). However, it then becomes a matter of ethics, no participant mentioned that they made unethical use of NLP.

"Ethics are involved" "there's more to it" "how we use NLP will depend on your spiritual values" (Participant 3).
"Like you are carrying a loaded gun, with great power comes great responsibility" (Participant 5).
"Was not comfortable with it ethically" (Participant 6).
"There is a stigma of manipulation" (Participant 13).
"Just use it correctly and responsibly" (Participant 9).
"It (NLP) can come across as manipulative" (Participant 10).
"In terms of selling, I find it too manipulative, to do it consciously, I try and not do it consciously" (Participant 11).

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"I don't use it as much as I should in business, probably cause I also feel it's a bit of a manipulation tool , it can be", and goes on to mention how he cant have customers committed to a product when they don't have the finances (Participant 15).

"Some of the NLP techniques can be very personal, so especially with some of the very internal stuff, it can be seen as rather manipulating" (Participant 12).

Participants brought to light that there is a darker side to NLP – the stigma of manipulation, however they still advocated its use in business. Agness (2010:232) remarks how NLP is a "toolkit that has the potential to manipulate" yet, so do other communication strategies. She recommends influencing with integrity.

4.4 CONTRA FINDINGS

Some participants spoke of how they make no conscious effort to use the knowledge learnt from their NLP practitionership in their business environment.

"I don't know if I'm using any specific NLP techniques" (Participant 2).

"If I had to tell you I use it (NLP) I would be lying" "I think it was quite tricky, you know it also depends possibly on where someone learns the information from. I don't think I necessarily took enough out of the course as what I could have and so when I walked out of that course, I thought to myself that NLP is ... brainwashing, and it's trying to play a game, so for me, I don't really use it" (Participant 6).

I haven't applied the skill set … I did the course and I didn't really pursue or continue the skills" (Participant 13).

These participants openly stated that to their knowledge they make no use of NLP techniques. They chose not to pursue or make use of NLP in their personal or business lives.

However, a substantial part of NLP is happening regardless if people are aware of it or not, if they have learnt it or not, it's inherent in communication, highlighting NLP's roots in general communication theory. NLP is here, be it in people's awareness or not. "We

are all doing NLP, and don't know it" "the only difference in studying NLP is now you can do it, be aware that you are doing it" ... "NLP teaches you to do it strategically and with intention" (Participant 3).

4.5 STATEMENT OF WHETHER RESULTS ANSWERED THE RESEARCH QUESTIONS

Table 4.1: Graphical presentation of results

Category	No. of Responses	Intrapersonal	Interpersonal
NLP AND MANAGEMENT COMMUNICATIONS	5	0	5
AWARENESS OF COMMUNICATION CUES	18	0	18
INFORMATION ELICITATION	5	0	5
COMMON BUSINESS CONTEXTS	16	0	16
NLP AND THE PRIMARY FUNCTIONS OF MANAGEMENT			
PLANNING: DELIVERING STRATEGIC VALUE WITH NLP	4	4	0
ORGANISING: BUILDING A DYNAMIC ORG WITH NLP	11	9	2
LEADING: MOBILISING PEOPLE WITH NLP	6	0	6
CONTROLLING: DEALING WITH CHANGE	4	1	3
NLP AND CUSTOMER COMMUNICATIONS	14	0	14
STATE MANAGEMENT	12	12	0

Source: Researcher's own construct

The results reveal that:

- The researcher uncovered NLP's use as a communication tool that enhances communication in the workplace.
- The researcher discovered ways in using NLP in one's **inter**personal communications with stakeholders in the workplace.
- The researcher discovered ways in using NLP in one's **intra**personal communications within the mind of the manager at work.

NLP as a communication tool offers the manager and the organisation the potential to overcome a variety of communication challenges, as well as to enhance the functioning

of management through communication. It can be used by management to better communicate with relevant stakeholders within and outside of the organisation.

The study reveals NLP as a communicative toolbox for management and business, where different tools are used, depending on the context and outcome desired. It is a toolbox which brings flexibility and adaptability to solving problems, enhances people's current communicative faculties, and can be applied to both their internal and external communications.

4.5 CONCLUSION

In this chapter the research findings were presented in a framework based on the main themes that emerged from the literature review. The identified themes which were relevant to the research objectives were supported by the recollection of the participants' accounts. This chapter provided interpretation and understanding of the main themes integrating them with the relevant theory and the literature review. The following chapter provides a summary of the major findings.

CHAPTER 5: CONCLUSION

5.1 INTRODUCTION

In a world of ambiguity and information overload, saying the right word at the right time in the right ear ... accomplishes the desired goals. That's the reality according to NLP.

This chapter commences with a brief summary of the research objectives. The major findings of the research are then explained, as well as how they support the research objectives. Findings that fell outside the literature framework were noted. The chapter then makes recommendations for further or future research and culminates with a conclusion.

5.2 BRIEF SUMMARY OF RESEARCH OBJECTIVE AND MAJOR FINDINGS

The primary objective was to explore the use of NLP as a communication tool that enhances communication in the workplace for management, which lead to the unpacking of the management function and communication. The secondary objectives investigated how the manager was using NLP within his/her mind, as well as how the manager was using it on others, which lead to discovering ways of using NLP in one's **inter**personal communications with stakeholders in the workplace, and ways of using NLP in one's **intra**personal communications within the mind of the manager at work.

The research revealed NLP as a communication tool that enhances management communications, and subsequently certain management functions. Throughout these contexts the use of the participants' NLP skills would either be (in) **inter**personal communication, **intra**personal communications, or a mixture of both.

5.3 MAJOR FINDINGS

Participants were noticing and discovering new awarenesses to their communications, which they didn't realise were there, as well as doing more with what was barely being noticed. Participants revealed their learnings about communication, their realities and experiences.

The NLP presuppositions identified by Bodenhamer and Hall (1999:64) rang true, "the map is not the territory". Everyone has his/her own mental maps, the task was to understand the (maps) of those with whom we work. "The meaning of our communication lies in the response you get", if it's not the desired one, use flexibility and adaptability to change it. Participants revealed how they began to see a fuller picture of the responses they were getting, and began asking 'is this the response I desire?' Participants told of how their awarenesses began to open and how they grew into full resources at their disposal.

5.3.1 Major finding 1: NLP enhances management's communication within the organisation

This finding supports the primary and secondary objectives of the research. Communication and the management function were explored and revealed NLP as a useful communication tool for management, a tool that can be employed to overcome communication barriers, and enhance and improve managers' communicative faculties. Management communications fell largely in the realm of interpersonal communications, where participants noted the use as being mainly directed on others. The results emanate throughout Chapter Two (Section 2.4 and 2.6) and Chapter Four (Section 4.2.1).

The communicative NLP tools and models overcome barriers and improve communication by:
- Identifying explicit and achievable outcomes.

- Using sensory awareness to notice responses.
- Flexibly altering behaviour to achieve outcomes.

The majority of the responses emanated out of this context. Supporting the view that communication is at the core of the management function. Results revealed heightened awareness of communication cues. Participants began to look closely at representational systems, listening, tonality, body language and eye movements. It showed participants extracting desired information in an effective manner (mainly Milton and Meta Model). The literature and results revealed participants' utilisation of the NLP tools, the Milton and Meta Model, rapport, outcomes, submodalities, and preferred representational systems in delegating work to others, conducting meetings, negotiations and presentations.

5.3.2 Major finding 2: NLP facilitates state management

This finding supports the primary and secondary objectives of the research. It further supports major finding 1. It revealed NLP as a communication tool that can be used to control the manager's state, empowering the manager to build desired states and break unwanted states in himself/herself or in others. The results discovered exclusivity towards intrapersonal communication, despite the possible uses on others. The results emanate throughout Chapter Two (Section 2.5.2.13.) and Chapter Four (Section 4.2.4).

In today's dynamic world, stress at the workplace is a modern reality. To the NLP manager, influence can be exerted over these stressed and other states. Participants noted that if they could change the way they speak to themselves whilst in an undesired state of stress or anxiety, they could influence that state. The results revealed that through the use of NLP one could modify one's internal dialogue to suit a desired state, suggesting that undesired states could be broken and desired states could be built. A state could be altered by just noticing it, by what you hear, feel or see, and then further still by changing these modalities. Participants noted using the NLP technique circle of excellence to anchor a desired state in the mind, and have access to it at a later stage

by setting off the trigger when needed. This was in accordance with the literature's strong emphasis on building desired states and breaking undesired states.

5.3.3 Major finding 3: Communication is at the core of the four primary management functions. NLP can be applied to and used to enhance these management functions

5.3.3.1 Subfinding 3.1: Planning: NLP outcomes based thinking is used to develop strategies

This finding supports the primary and secondary objectives of the research. It reveals NLP as a communication tool for management - a tool that directly applies to a primary function of management. The results revealed a way of thinking – a mindset that grew out of intrapersonal communication. Reference can be found in Chapter Two (section 2.7.1) and Chapter Four (Section 4.2.2).

Outcome thinking is central to NLP and pervasive throughout the NLP toolkit. It can be applied to a wide array of contexts. Both the literature and the results revealed the applicability of NLP in this area. The results told of managers using strategy development and well-formed outcomes to overcome problems. They revealed managers with a future orientation. Participants were planning an outcome, and following through to achieve a result. Participants were communicating with a preconceived outcome, as well as implementing strategies with a desired outcome in mind.

5.3.3.2 Subfinding 3.2: Organising: Training and developing the organisation through NLP

This finding supports the primary and secondary objectives of the research. It reveals NLP as a communication tool for management - a tool that directly applies to the

organising function of management. This communication tool is used to discover how someone experiences and processes his/her reality, and then this information is used to transfer and communicate skills and knowledge in a more effective manner. In this context, participants found a strong use of NLP towards learning and development in both their interpersonal and intrapersonal spheres. Reference can be found in Chapter Two (Section 2.7.2) and Chapter Four (Section 4.2.2).

The results illustrated the importance of understanding oneself and others' 'preferred language' i.e. noting the visible signs of invisible processes. Participants revealed how recognising this preferred language would facilitate learning with oneself and others. No participant made mention of their use of NLP in the mentor-protégé relationship despite the literature strongly advocating its use. Participants opened up and told of self-discovery, practise and perpetual learning. To assist in achieving outcomes, participants advocated future pacing as a valuable technique.

5.3.3.3 Subfinding 3.3: Leading: mobilising people through NLP driven leadership
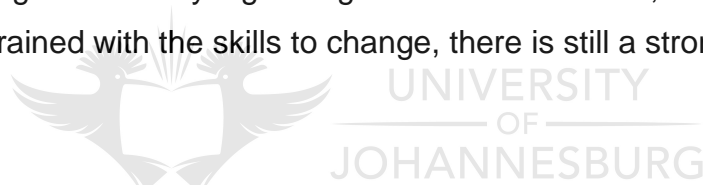
This finding supports the primary and secondary objectives of the research. It reveals NLP as a communication tool for management - a tool that directly applies to the leading function of management. The researcher found that the participants' NLP experiences moved between both intrapersonal and interpersonal communications, whereby participants motivated themselves and others through anchoring. Reference can be found in Chapter Two (Section 2.7.3) and Chapter Four (Section 4.2.3).

The results spoke of using NLP in leadership through influencing others respectfully and with integrity. The results highlighted the critical importance of creating and maintaining rapport for leadership. With quality leadership it becomes easy to build trust and understanding with work colleagues, as well as motivating staff to bring out the best in them. Such leadership is needed for sustaining rapport in the long-term.

5.3.3.4 Subfinding 3.4: Controlling: Using NLP to deal with and facilitate change

This finding supports the primary and secondary objectives of the research. It reveals NLP as a communication tool for management - a tool that directly applies to the controlling function of management. Participants made reference to using NLP in their interpersonal communications only, contrary to the literature that identifies its use in both communications. Reference can be found in Chapter Two (Section 2.7.4) and Chapter Four (Section 4.2.4).

The resources for change are within us, participants noted how they could help change the beliefs and behaviours of others. The concept of modelling, based on a belief that all behaviour has structure that can be learnt and applied arose, and participants mentioned its use. The importance of effective communication during times of change or dealing with changes came to the fore. The researcher observed that few participants mentioned making contextually big changes within themselves, suggesting that even amongst those trained with the skills to change, there is still a strong resistance to it.

5.3.4 Major finding 4: NLP enhances communication with customers

This finding supports the primary and secondary objectives of the research. It reveals NLP as a communication tool for management - a tool that management can deploy when communicating outside of the organisation, specifically with customers; stakeholders who are bound by the same human communicative behaviours. The results showed customer communications permeating out of interpersonal communication only. Reference can be found in Chapter Two (section 2.5) and Chapter Four (Section 4.25).

NLP models and tools were easily applied outside of the organisation. The same communicative principles can be applied both inside and outside of the organisation. When applied to the customer, it took the form of sales and customer service. Participants noted the ease and fit of NLP techniques into an organisation's sales

programme, as well as the importance of pacing and leading to gain rapport. Participants told of eliciting the needs and issues of their clients through Meta and Milton questions, to bring to the surface the specifics and details hidden through distortion, generalisations and deletion. Participants and the literature noted its use in relationship building through customer services and customer care, communication, customer bonding and customisation. Rapport was highlighted as a strategy to continually satisfy customers.

5.4 OTHER FINDINGS

The results presented a theme that was located outside the literature framework which brought to light NLP and ethics. "With great power comes great responsibility" (Participant 5). NLP is seen as a powerful communication tool, depending on who is using it. There can be an intention of either malice or respect behind it, and participants revealed they were aware of this situation. Three participants suggested that this very nature of the communication tool lead to the decomposition of the skill, and a conscious decision to no longer utilise or pursue the skill set.

The strong use of NLP in the personal sphere cannot be denied, participants would easily sway into discussing NLP in their personal lives, and the researcher had to regularly prompt the participant to focus on a workplace context, revealing the usefulness of the tool to enhance their personal as well as business development. This study encourages transferring NLP's applications from the personal realm, into the business realm.

5.5 RECOMMENDATIONS FOR FURTHER/FUTURE RESEARCH

The research was done based on one school in Johannesburg. Academics and South African business may consider doing additional studies elsewhere in the country in order to gain a broader perspective or to discover differences regarding other NLP schools.

One of the requirements for study participants was to have the minimum NLP qualification, as well as having been in a managerial position. Herein lies an opportunity for further research. A similar study can be done with an exclusivity of higher qualified participants such as master practitioners, practitioners with more years of NLP experience, NLP teachers, or a study focusing on specific managerial levels, such as top level managers and CEOs, for a comprehensive understanding of NLP and the management function.

The researcher sees further application of NLP in the business environment, and feels this study only touched the tip of the NLP iceberg in business. This study just investigated the common communicative NLP models and tools. There is a vast array of NLP techniques, with differing uses that future research can uncover.

The questions addressing the 'how' and the 'why' remain unanswered, possibly looking at the emergence of specific NLP styles of communicating or NLP management styles.

The manipulative side of NLP can be further explored in business. Delving into and bringing light to the unethical uses of the skill set, will help future businesses identify and guard against it.

5.6 CONCLUSION

The outcome was to explore the use of NLP as a communication tool that enhances communication in the workplace for management, and the results revealed: The NLP models and tools operating from the NLP communication model view that people's internal representations of external events, such as communications, are altered by their inner filters. Ultimately, the communicative NLP tools and models are used to identify explicit and achievable outcomes, use sensory awareness to notice responses, and flexibly alter behaviour to achieve outcomes. The study explored the foundations for modelling excellence, improving communication and rapport, and developing a greater

understanding of the internal representations that guide human (communicative) behaviour.

Management is a complex approach represented by an interactive combination of planning, organising, leading and controlling. These functions are interdependent and regularly intersect each other. However, Communication is seen at the core of the functioning of management. NLP enhances communication, and thus NLP enhances the functioning of management. The successful manager effectively and efficiently uses NLP in these primary tasks to achieve the goals and objectives of the organisation.

The context provides the rationale for which NLP tools are used and how to use them. It must be noted that throughout all management contexts gaining rapport (by matching and pacing, then leading) remained a critical part of most interpersonal communications.

This study may contribute more to the understanding of the experiences of managers using NLP as a communication tool. The research revealed ways of using NLP in one's interpersonal communications with stakeholders in the workplace, as well as in one's intrapersonal communications within the mind of the manager at work.

The researcher acknowledges having discovered more about himself, communication and NLP whilst undertaking the research. He notes an increase in his understanding of the topic and an increase in awareness of communicative cues, in himself and others. He believes the study has enhanced his communications and he has decided to further delve into NLP to learn even more.

This research revealed Neuro Linguistic Programming as a communication tool that brings flexibility and adaptability, and enhances people's internal and external communications in the workplace. The end result improved communication skills, which makes for enhanced communication. What does this mean for management? That NLP is a valuable skill to managers. With communication at the core of the four management functions, effective communication makes for effective managerial functioning.

Ultimately assisting organisations achieve their goals and objectives.

5.7 FINAL CONCLUSION

The researcher recommends taking the time to master NLP skills in order to:

- Learn and discover more about oneself

- Take control of one's mind

- Communicate more effectively with others

To ultimately...

- Apply these skills in the workplace in **both** internal and external communications

In seeking, know... in knowing, use … in using, use well … in using well, accomplish the desired. The researcher puts forward his interpretation of an ancient eastern adage, and advocates the NLP infusion. In watching yourself and others, learn … in knowing NLP, use ... in using NLP, use well … in using NLP well, communicate effectively.

The researcher urges South African business to make NLP mainstream and to strive for communication and business excellence rooted in NLP.

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APPENDICES

APPENDIX A: LIST OF PREDICATE PHRASES

VISUAL	AUDITORY	KINESTHETIC
An eyeful	Afterthought	All washed up
Appears to me	Blabbermouth	Boils down to
Beyond a shadow of a doubt	Clear as a bell	Chip off the old block
Bird's-eye view	Clearly expressed	Come to grips with
Catch a glimpse of	Call on	Control yourself
Clear cut	Describe in detail	Cool/calm/collected
Dim view	Earful	Firm foundations
Flashed on	Give an account of	Get a handle on
Get a perspective on	Give me your ear	Get a load of this
Get a scope on	Grant an audience	Get in touch with
Hazy idea	Heard voices	Get the drift of
Horse of a different colour	Hidden message	Get your goat
In light of	Hold your tongue	Hand in hand
In person	Idle talk	Hang in there
In view of	Inquire into	Heated argument
Looks like	Keynote speaker	Hold it!
Make a scene	Loud and clear	Hold on!
Mental image	Manner of speaking	Hothead
Mental picture	Pay attention to	Keep your shirt on
Mind's eye	Power of speech	Know-how
Naked eye	Purrs like a kitten	Lay cards on table
Paint a picture	State your purpose	Pain in the neck
See to it	Tattle-tale	Pull some strings
Short sighted	To tell the truth	Sharp as a tack
Showing off	Tongue-tied	Slipped my mind
Sight for sore eyes	Tuned in/tuned out	Smooth operator
Staring off into space	Unheard of	So-so
Take a peek	Utterly	Start from scratch
Tunnel vision	Voiced an opinion	Stiff upper lip
Under your nose	Well informed	Stuffed shirt
Up front	Within hearing	Too much of a hassle
Well defined	Word for word	Topsy-turvy

Source: James (2004:22)

APPENDIX B: THE META MODEL OF LANGUAGE

Pattern	Response	Prediction
DISTORTIONS		
1. Nominalizations Process words frozen in time "We lack communication."	Turn noun back into verb "Who's not communicating?" "How would you like to communicate?"	Recovers the process, actions, movements, etc.
2. Mind-Reading Claiming to know someone's internal state "You have a problem with authority."	Question source of data. "How do you know . . .?" "What lets you know . . .?"	Recovers source, means Discovers process
3. Cause-Effect "Causation" assumed without adequate description "You make me angry."	Ask about process. "How does this process work?" "How does what I'm doing cause you to choose to feel angry?"	Recover the mechanism that explains the cause Recovers the choice
4. Complex Equivalence Two experiences interpreted as synonymous "Her frown means she's rejecting me."	Ask about the equation E.B. = I.S. (External Behavior = Internal State) "How do you equate her frown with feeling rejected?" "Has anyone ever frowned at you that didn't reject you?"	Recovers the External Behavior and Internal State Recovers Complex Equivalence Counter Example
5. Presuppositions "If you knew the importance of school, you would study harder."	Ask about assumptions "What leads you to think that I don't know the importance of school?" "How do you assume this statement holds true for me?" "I don't study efficiently?"	Recover assumed ideas
GENERALIZATIONS		
6. Universal Quantifiers Universal generalizations such as all, every, never, no one, etc.	Find Counter Example "All?" "Never?"	Recovers exceptions, causes, details, Counter Examples
7. Modal Operators: a. Modal operators of necessity/desire as in should, shouldn't, must, must not, have to, need to, it is necessary "I have to take care of her." b. Modal operators of possibility/impossibility as in can/can't, will/won't, may/may not, possible/ impossible "I can't tell him the truth."	a. "What would happen if you did?" "What would happen if you didn't?" "Or?" b "What prevents you?" "What would happen if you did?"	Recovers mode of operation Recovers causes

| Pattern	Response	Prediction
GENERALIZATIONS (continued)		
8.　Lost Performative Value judgments apart from originator "It's bad to judge."	Seek source of statement "Who says it's bad to judge?" "Says who?' "How do you know?"	Gathers evidence Recovers source
DELETIONS		
9.　Simple Deletions "I am uncomfortable."	"About what/whom?"	Recovers deletion
10.　Comparative Deletion As in good, better, best, worst, more, less, most, least "She's a better person."	"Better than whom?' "Better at what?" "Compare to whom or what?"	Recovers Comparative Deletions
11. Lack of Referential Index Unspecified nouns and verbs—fails to specify a person or thing "They don't listen to me."	"Who doesn't listen to you?"	Recovers the noun or Referential Index
12.　Unspecified Verbs Those verbs where the statement leaves out the person doing the acting or the desired action. "You don't care about me."	"How specifically do I not care about you?'	Specifies the verb

Source: Bodenhamer & Hall (1999:157)

APPENDIX C: INTERVIEW GUIDE

If you think of the organisation you work in:

- ***Tell me how your organisation communicates.***
    - Get a feel for the organisation.
    - Get an understanding of the participant's role in the business.
    - Communication setting, mediums.

- ***Tell me how you communicate in your organisation.***
    - Where does you NLP training/knowledge fit in?
    - Tell me about your NLP skills.
    - Possible communication tool?
    - Does it promote communication?
    - How does your NLP training/knowledge fit in the bigger picture of communication in your organisation?
    - Has it impacted others?
    - Has it been well received?

- ***Tell me about your experiences with using NLP in the workplace.***
    - Focus on workplace setting, move away from personal use outside the organisation.
    - Examples/uses/instances/ways interviewee uses NLP.
    - Specific NLP techniques.
    - *NLP can be used externally - communicating with others in the workplace or internally - communicating within ourselves at the workplace.*

- Can you tell me about your personal experiences with using NLP in your **external** communication with others in the workplace?
  - Examples/uses/instances/ways/techniques/specifics
  - How did this impact others?
  - Did you notice any changes within others?
  - What was the result?
  - Did you find it useful?
  - Did you learn anything from the experience?
  - Did you receive any feedback?
- Can you tell me about your personal experiences with using NLP in your **internal** communication within yourself (the manager)?
  - Examples/uses/instances/ways/techniques/specifics
  - How did this impact you?
  - Did you notice any changes within yourself?
  - What was the result?
  - Did you find it useful?
  - Did you learn anything from the experience?

- Have you noticed any main (business) areas/realms of use?
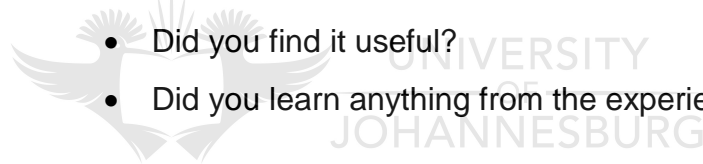
APPENDIX D: TRANSCRIBED INTERVIEW 12

Interviewer: "**If you think of the organisation you work in, t*ell me how your organisation communicates.*"**

Participant: "*Well, everyone that needs to talk to each other is under one roof, so who ever needs to talk to someone, they are a walk away, so most internal communication happens face to face. The boss gives me verbal face to face instruction, and I in turn give those under me face to face instruction, sometimes accompanied by supporting documentation considering the technical nature of the business." "When dealing with customers, they either come in, and it's a face to face communication, or a phone call to inquire about their job, or via email, or fax, orders come through mainly via fax and email*".

Interviewer: "***Tell me how you communicate in your organisation.*"**

Participant: "*Well I try to be as effective as possible, yet the stress and nature of the environment doesn't always mean this is the case. I wouldn't consider the face to face communication to be as effective as it should be, quite often those above me just shout commands down, with no regard to whether we are on the same page or not, which leads to misunderstanding, which results in mistakes and losses" "with those under me I try and ensure that they fully understand what I need from them, what they need to do, in some cases how they need to do it, and by when.*"

Interviewer: "**Tell me about your NLP skills.**"

Participant: "*I have always had an interest in NLP, read the occasional NLP book, but it was back in 2008 I did my NLP practitionership, I wanted to have something to my name, something I could put on the CV, not just being a couple of books I read.*"

Interviewer: "**How does your NLP training/knowledge fit in the bigger picture of communication in your organisation?**"

Participant: "*Well, NLP has changed how I think and communicate, so it has definitely moulded my communication, it's become a part of me and everything I do. So yes, effectively it has resulted in a change in how I communicate both at home and at work.*"

Interviewer: "**A change for the better? Did it promote your communication?**"

Participant: "*Yes, definitely a change for the better, it has made me more aware, it has brought to my attention so many things that have been going on all the time, yet I was completely oblivious to them, if anything it taught me how to communicate, in NLP there is a principle of, the meaning of your communication, is the response you get. Prior to NLP I would just ramble on with no concern for if in fact my message is getting through or not, nowadays I think did he/she get or understand what I was trying to say? Ultimately it has brought to me an awareness and a desire to improve my communication, because I see NLP as a powerful communication tool that can only improve my life in all spheres*".

Participant:"*and talking about awareness, it has taught me to focus in on body language, and how important paying attention to it, recognising it, and really learning about it, is*".

Interviewer: "**With regard to your workplace setting tell me about your experiences with using NLP in the workplace.**"

Participant: "*hmm*".

Interviewer: "**NLP can be used externally - communicating with others in the workplace. Do any examples/uses/instances/ways you use NLP or any specific NLP techniques come to mind?**"

Participant: "*Well when communicating with anyone, be it at home or work, I initially try to gain rapport with the person I'm communicating with, how good I am at doing this, is still in debate, I'm constantly trying to improve my skills, like with gym I cant just start picking up the big weights I need to practise and work my way up, so I am trying to improve*".

Interviewer: "**mm**"

Participant: "I *definitely am a fan of mirroring and matching, I try to do it as subtly as possible, but I am aware of it. For example, if I am being given some instruction to do*

something from a superior, I will immediately try and match the person's body language, so if they are standing I will stand."

Interviewer: "**go on ...**"
Participant: "I *do occasionally test to see if I am in rapport, so I would scratch my nose to see if you do something along similar lines, or I will notice did I just tap my pen or whatever cause I'm in rapport with this other person*" "*and then knowing I'm in rapport with this person, I know I can achieve my outcome, be it extract information, or get something done*".

Participant: "I *really do try to get to know who I'm working with, I want to understand them better, and I think this has come about from my NLP training, you just get so much more out of a person when you know what makes them tick*".

Interviewer: "**Any other examples/instances/uses ways come to mind?**"
Participant: "*Well lately I have been trying to pick up peoples VAK, I have been really trying to listen to people's VAK, to detect which one is dominant, but I am finding it rather difficult*". "*I also do watch peoples eye movements, however my experiences with them are quite low, I may become aware - oh, you are remembering versus imagining, but not yet using it with intention, at the moment its just more about being aware of them*".

Interviewer: "**ok ... and..**."
Participant: "*Well when asking about the status of completion of a job, I make use of the Milton Model, I would ask the operator, I'm wondering how far you are with the job for xyz customer. Definitely use Milton and Meta with regards to information elicitation, am a big fan of embedded questions. I also find Milton and Meta very useful when asking for things, like 'is it possible for you to do this job for me?', forgot the technical NLP term for that, I'm a lot better at suggesting than asking, and suggesting is a much better way to do things*".

Participant: "*Well my vocabulary has changed somewhat, I make use of the words aware, notice, realise, etc. Not sure what the NLP term for that is?*"

Interviewer: "**it's part of Milton, awareness predicates**"
Participant: "O*k*"

Interviewer: **"now with using these skills have you seen a change or impact on those with whom you communicate?**"
Participant: "*Well, I find that most staff are willing to communicate with me, and I don't find communicating with anyone difficult, it has definitely made my communications easier and helped with my confidence in that regard. You could say that I find, that those I work with, are very open with me and have an ease with me, as opposed to some of the top brass, where they are worried they will get shouted at*".

Interviewer: "**As well as being used to communicate with those externally, can you tell me about your experiences with using NLP in your <u>internal communication within yourself (the manager)</u>?**"
Participant: "W*ell, there are times at work where I can get rather angry or upset, and by using NLP I have adapted my internal dialogue in such situations, to really not succumb to being angry but to become aware and notice what's happening, and to gain a more present perspective, I ask myself to notice what I see, hear and feel, in order to realign myself*".

Interviewer: "**Interesting ... anything else**"
Participant: "A*t work I do sometimes lack motivation, and in order to motivate myself or to gain the ability to concentrate, I have an anchor in the smell of coffee, that puts me in a concentrated state, or I would visualise or think about a time when I was highly motivated or concentrated, to put me into that state, and break my current state, I do make use of this state control in my personal life as well, I find it particularly useful*".

Participant: "*I do also try to motivate those around me through NLP, but find some of the NLP techniques can be very personal so, especially with some of the very internal stuff, it can be seen as rather manipulating. So instead I make use of the odd embedded command, "enjoy completing this task" or "have a great day*".

Interviewer: "**Have you noticed any main (business) areas/realms of use?**"
Participant: *"I mostly use it in my communications with those above and below me, I do see a possible use in sales and dealing with customers, however my interactions with them are limited, but I definitely see the value NLP can bring in attaining new business*".

Interviewer: "**final thoughts, you, NLP and business**"
Participant: "*I feel I'm only scratching the surface with NLP, I feel as I progress my skills I will improve my influencing ability, my ability to read and understand people, so as to better communicate with them, also feel the more I use and learn about NLP, the more I will grow and learn about myself, and a happy person at home, translates to a happy person at work*".

APPENDIX E: INFORMATION SHEET FOR PARTICIPANTS

Title of study: Neuro Linguistic Programming (NLP) as a communication tool for management.

Purpose: To explore the use of NLP as a communication tool that promotes communication in the workplace.

Procedures: I will be asked to answer/respond to questions about the study. The interviewing process will be scheduled at my convenience. Interviews will be audio-taped and I will voluntarily consent to being recorded.

Participant's rights: I may withdraw from participating in the study any time.

Financial compensation: I will not be reimbursed for my participation or any travel expenses.

Confidentiality: The researcher will record my responses in writing to enable him to have valid and reliable data (transcripts). The transcripts will only be viewed by the researcher and his supervisor. All information will be treated as confidential and anonymity of all participants is assured. All information gathered will be destroyed should I as a participant decide to withdraw from the study. The research will remain the property of the University of Johannesburg and may be published by the University.

If I have any questions or concerns, I can call Oscar Maisenbacher (the researcher) at 0825642445 or 011 616 6186.

Consent for participation

I _____ voluntarily agree, without being coerced or pressured, to participate in the study and feel comfortable to share my experiences with the researcher. I understand my rights as a research subject. I understand that the information that I will provide for this study will be shared with the researcher and his supervisor and that my identity will not, under any circumstances, be disclosed during publication without my prior written consent. I also consent to being audio-taped during the interview.

_____   _____

Name of participant   Signature of participant

_____

Signature of researcher

Oscar Maisenbacher

www.manaraa.com