

# **THE ROLE OF NEURO LINGUISTIC PROGRAMMING IN IMPROVING ORGANISATIONAL LEADERSHIP THROUGH INTRAPERSONAL COMMUNICATION DEVELOPMENT**

by

**CHARL OBERHOLZER**

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**STUDY LEADER: DR. E. A. VAN DER WALT**

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## ABSTRACT

In today's rapidly changing world of work, where dramatic, unpredictable and complex change is redefining the way in which organisations are to be managed, a realisation has emerged that the intra- and interpersonal communication techniques of people are fundamental in organisational success. This study argues that Neuro Linguistic Programming (NLP) consists of the necessary techniques to impact on an organisation, while its communication model and leadership behaviour adds to achieving organisational success. Previous research in NLP has been done mostly in disciplines such as psychology and linguistics, but a call is made to apply NLP in an organisational context. Little empirical evidence exists with regards to the benefits of NLP techniques while even fewer evidence is available in a South African context. In this study NLP's relationship with Emotional Intelligence, the development of leadership, the corporate world and several communication theories are explored so as to understand the value it can contribute in a time where the concept of organisational success is being re-defined. An integrated framework of organisational success, incorporating NLP, Emotional Intelligence and intrapersonal communication, is introduced that serves as an additional guideline to measure the elements of organisational success in organisations, leaders or communication models. This framework also leads to the conclusion that organisations, leaders and communication models making use of NLP are better off than those not making use of it. The benefits of NLP include motivating employees, managing conflict and self-motivation, managing emotional states, communicating effectively, building trust, increasing productivity, improving customer care, strategic planning, setting goals as well as aligning visions and better flexibility.

This study establishes that intelligent leadership, the application of NLP techniques to the intra- and interpersonal communication behaviour and management approaches of leaders, can be correlated with organisational success. This is done by means of a case study on the Solidarity Movement, a large non-profit organisation in South-Africa, where five strategic leaders are analysed who are believed to be using and have implemented NLP in the organisation. The result is that evidence is found to support the notion that NLP improves the intra- and interpersonal behaviour of leaders and in turn contributes to organisational success by applying NLP in their communication and leadership behaviour.

NLP is often presented as a magic toolkit for the self-improvement of individuals and have since recently relied more on presuppositions than either qualitative or quantitative research. This study adds to the credibility of NLP as an increasingly important instrument for communication management as a discipline.

## OPSOMMING

In vandag se snel veranderende werkswêreld, waar dinamiese, onvoorspelbare en komplekse verandering die manier herdefinieer waarop organisasies bestuur moet word, het besef na vore gekom dat mense se intra- en interpersoonlike kommunikasietegnieke organisatoriese sukses onderlê. Hierdie studie stel dit dat neurolinguistiese programmering (NLP) die nodige tegnieke bied om op organisasie te impakteer, terwyl sy kommunikasiemodel en leierskapgedrag bydra tot die bereiking van organisatoriese sukses. Vorige navorsing in NLP is grootliks in dissiplines soos psigologie en linguistiek onderneem, maar daar is besluit om NLP in organisatoriese konteks toe te pas. Min empiriese bewyse bestaan met betrekking tot die voordele van NLP-tegnieke, en nog minder bewyse is binne Suid-Afrikaanse konteks beskikbaar. In hierdie studie word die verhouding tussen NLP en emosionele intelligensie, die ontwikkeling van leierskap, die korporatiewe wêreld en verskeie kommunikasieteorieë ondersoek ten einde die waardie te bepaal wat dit kan toevoeg op tydstop waar organisatoriese sukses herdefinieer word. Geïntegreerde raamwerk van organisatoriese sukses, wat NLP, emosionele intelligensie en intrapersoonlike kommunikasie inkorporeer, en wat dien as 'n bykomende riglyn by die meting van elemente van organisatoriese sukses in organisasies, leiers of kommunikasiemodelle, word hierin aangebied. Hierdie raamwerk lei ook tot die gevolgtrekking dat organisasies, leiers en kommunikasiemodelle wat van NLP gebruik maak, beter is as dié wat dit nie inkorporeer nie. Die voordele verbonde aan NLP sluit in die motivering van werknemers, konflikbestuur, selfmotivering, bestuur van emosionele toestande, effektiewe kommunikasie, opbou van vertrouwe, verhoging van produktiwiteit, verbetering van kliëntediens, strategiese beplanning, stel van doelwitte, belyning van visies en groter buigbaarheid.

Hierdie studie bevind dat intelligente leierskap, die toepassing van NLP-beginsels op leiers se intra- en interpersoonlike kommunisiegedrag en bestuursbenaderings gekorreleer kan word met organisatoriese sukses. Dit word gedoen deur middel van gevallestudie binne die Solidariteit Beweging, groot, Suid-Afrikaanse organisasie sonder winsoogmerk, waar die vyf strategiese leiers wat NLP in die organisasie gebruik en geïmplementeer het, geanaliseer word. Die gevolgtrekking wat uit bewyse gemaak kan word, is dat NLP die intra- en interpersoonlike gedrag van leiers verbeter, en dat

organisatoriese sukses versterk word indien leiers NLP in hulle kommunikasie- en leierskapsgedrag toepas.

NLP word dikwels voorgestel as towerstaffie waarmee individue hulself kan transformeer, en het tot dusver meer op veronderstellings as kwalitatiewe of kwantitatiewe navorsing berus. Hierdie study dra by tot die geloofwaardigheid van die NLP as instrument van toenemende belang in die dissipline van kommunikasiebestuur.

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  - Respondent 3
  - Respondent 4
  - Respondent 5
  - Original consent form
  - Permission letter from Solidarity Movement
- Completed questionnaires
  - Respondent 1
  - Respondent 2
  - Respondent 3
  - Respondent 4
  - Respondent 5
- Interview transcriptions
  - Respondent 1
  - Respondent 2
  - Respondent 3
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  - Respondent 1
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## CHAPTER 1

### INTRODUCTION, PROBLEM STATEMENT AND OBJECTIVES

#### 1.1 INTRODUCTION

##### 1.1.1 Background

Having a competitive edge in an ever globalising world is often difficult, but successful companies are realising that their true competitive advantage lies in their people (Singh & Abraham, 2008:139). Organisations today face rapidly changing conditions and management has to rise to the expectations of an evolving competitive market. Singh and Abraham (2008:140) say that increased cultural diversity, an ageing workforce and a stronger focus on employee well-being had a major impact in creating a need for research to be done that can assist in examining human resources. Singh and Abraham (2008:140) identify the problem as being organisations that expect more flexibility and innovation from a workforce that is ill-managed due to a confrontation with globalised human resource issues. Managers should be able to conceptualise what needs to be done to achieve organisational success and understand and motivate their employees in the way they communicate (Singh & Abraham, 2008:141). Normal skills training does not seem enough, since only 8-12% of trainees are able to translate new skills into measureable performance (Lavan, 2002:183). It is argued that %∞ what makes the real difference between medium and high performance is the balance in values and personal unseen limiting beliefs, rather than a lack of knowledge or ability ...+(Lavan, 2002:185). This means that the values and beliefs people have about things in their life, for example change or conflict are manifested in an attitude and an emotional state when they experience a situation where change or conflict occurs. This indicates a need for a tool that can address the ever changing environment by finding effective ways in which organisations can allow leaders to communicate in a manner which can combat limiting beliefs, a lack of motivation or ineffective emotional states. Lavan (2002:185-186) also argues that those individuals with an ability to maintain balance despite challenges are deemed more successful in maintaining their values and beliefs. This study will then explore Neuro Linguistic Programming (NLP) as a means to establishing and maintaining balance within the self

and how that can ultimately impact on internal corporate relationships and on organisational success.

NLP is a new phenomenon which deals with the patterned connections between internal experience (neuro), language (linguistic), and behaviour (programming) ...+ (Tosey, Mathison & Michelli, 2005:144). Lavan (2002:186) emphasizes the influence of NLP as offering the possibility of transforming the people who drive the business by questioning, expanding and challenging [theirs and others] limiting mind sets ...+ with regards to leadership- and communication approaches in the organisation. It is then argued that NLP's ability to challenge existing and outdated mind-sets necessarily contribute to new approaches such as the importance of not only interpersonal-, group-, or organisational communication, but also intrapersonal communication first and foremost.

Coetzee and Schaap (2005:36-37) established that effective leadership has its roots in managing emotions through intrapersonal communication and concluded that Emotional Intelligence (EQ) relates significantly to leadership behaviour and the outcome of leadership. EQ is defined as the intelligent use of emotions to guide thinking and understanding (Coetzee & Schaap, 2005:31) whereas Dreyer (2011) indicates that NLP is a tool to improve intrapersonal communication in order to achieve EQ. It can therefore be assumed that there may be a relationship between emotional intelligent communication and leadership approaches, and NLP. The problem statement for this study is formulated in the next section.

### **1.1.2 Problem and purpose statements**

The problem that is identified is two-folded, firstly that a paradigm shift has taken place where organisations have started to realise that understanding human behaviour determines the success of leaders, but cannot seem to cope with the expectations of employees (Singh & Abraham, 2008:140). And secondly, that several authors (Abraham, 2008:139,141,143-144; Lavan, 2002:183,186; Singh & Abraham, 2008:139,141,143-144; Wake, 2011:125; Yemm, 2006:13) respectively established that NLP can be used to address this need to make organisations more effective by empowering individuals with

effective intrapersonal communication skills, but that no empirical evidence exist for the success of using NLP techniques in organisations (Yemm, 2006:12).

The first problem mentioned are emphasised by Richard Churches (in Weaver, 2009:41), who spoke at the launch of the first NLP Research Journal, namely *Current Research in NLP*, when quoted saying: "Business and industry want both skills and understanding from their staff with the ability to work in teams and that's what NLP can deliver ...". He further explained that a problem arises since a lot of NLP theory may be described as common sense and is left unexplored, the ironic result however is that NLP is still not commonly used (Churches in Weaver, 2009:41). Skills, such as the awareness of limitations, understanding the complexity of inner thought and awareness of the worldview of others are some of the outcomes that seem possible when using NLP (Wigglesworth, 2006:8).

The second problem mentioned above is confirmed by Wake (2011:125) when saying that NLP still lacks a substantial evidence base (Wake, 2011:125). Although, NLP has been given some credibility as a business- and communication tool since it is believed that NLP significantly improves the efficiency with which managers can motivate and work with people, it is still not enough (Singh & Abraham, 2008:139-141).

The solution to these problems, namely to understand and address the emotional and psychological needs of employees and leaders today and to establish some credibility for NLP as communication and business tool, is to find a case study where NLP is already present and test the notion of whether NLP do add value to the success of an organisation through intrapersonal communication and whether empirical evidence can be found to support this view.

Validating the specific use of intrapersonal communication to improve leadership, Jemmer (2009:37) argues that intrapersonal communication is immensely important in creating self-awareness, pointing out that it can facilitate personal development, as where Coetzee and Schaap (2005:36) revealed that a leader's level of EQ is related to the ability of such a leader to be effective. As self-awareness is the corner stone of EQ (Goleman & Boyatzis in Wigglesworth, 2006:7) it can be argued that the existence of a relationship between

intrapersonal communication and leadership ability has, to some extent, already been established.

The purpose of this study would then be to determine whether a relationship exist between leadership, the presence of NLP techniques in communication behaviour and organisational success. This will be done by correlating the success of a well-known South African non-profit organisation that is believed to have already implemented NLP techniques to the leadership approach and intra- and interpersonal communication behaviour of selected leaders in this organisation. The Solidarity Movement, originally a labour union which now also consists of several other institutions including a civil rights organisation, is a unique case study since it had to endure an immense change process after the political environment in South Africa changed drastically and it had to rely strongly on leaders to redefine the values and purpose of the organisation (see Appendix B, Digital recordings, Respondent 5a). This organisation is also used as a case study because its success is widely reported which makes it possible to examine the role of NLP in an already successful organisation (Retief, 2011).

### **1.1.3 Research objectives**

Organisations are struggling to achieve their competitive edge and needs to promote their performance by addressing the notion of an emotional labour force that have a need for self-actualisation (Singh & Abraham, 2008:139-140; Triphati, 2012:16). NLP has been identified as the missing link which can help leaders understand themselves better in order to understand others (Triphati, 2012:16). The study will be guided by the following specific research objectives:

1. Whether the five respondents agreed to the importance of implementing NLP in the organisation.
2. To establish to what extent the communication behaviour of the five research respondents are aligned with the specific elements in the NLP-based communication model discussed in Chapter 4.
3. Whether most of the 24 elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research respondents within the Solidarity Movement.

4. Whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels.
5. To analyse if, and to what degree, NLP is present in the research respondents in the Solidarity Movement and if so, whether these NLP techniques are used to improve the four dimensions of leadership (discussed in Chapter 3), necessary to achieve effective leadership.
6. Whether an organisation, leader and communication model with NLP are more likely to achieve organisational success, in comparison to an organisation, leader and communication model without NLP.
7. To integrate the theory of NLP with relevant theory in the communication discipline.
8. To find a correlation between the presence of NLP techniques in the intra- and interpersonal communication- and leadership behaviour of the selected research respondents and the success of the organisation they work for namely, the Solidarity Movement.
9. To determine whether NLP is relevant to the communication discipline.

The research question for this study is therefore whether the use of NLP techniques in the intra- and interpersonal communication behaviour on the one hand, and in organisational management approaches on the other hand, can be correlated with organisational success.

#### **1.1.4 Academic value and contribution of the proposed study**

Except for the benefits and practical value that further research regarding the application of NLP techniques on intra- and interpersonal communication can have, the academic value may be more significant. The purpose would be to determine the relation between the success of the organisation (Solidarity Movement) and the extent of the application of NLP techniques and characteristics by each of the research respondents in their communication and leadership approaches in this organisation.

Singh and Abraham (2008:140) explain that a paradigm shift has taken place regarding the role and understanding of human behaviour in organisations and managerial

effectiveness. They continue to mention the influence EQ has on the realization that organisations deal with human beings. This should result in communication as a discipline that adapts its theory to the paradigm shift of understanding human behaviour in a more personal context.

In 2009, the first peer reviewed research journal for NLP, *Current Research in NLP*, was launched by the Association of Neuro Linguistic Programming (Weaver, 2009:40-41). The purpose of the journal is to make NLP more accessible to people in different disciplines and bring about articles that increase the quality of the enquiry made into the benefits of NLP (Tosey in Weaver, 2009:40). Tosey (in Weaver, 2009:40) indicates that this journal proves that there is much more to be done in NLP and that increased work is being done by academics. The launch of this journal stipulates the increasing academic activity on this issue and also the noticeable importance of research to be done in NLP and intrapersonal communication. Tosey (in Weaver, 2009:41) concludes by stating that the NLP philosophy should be applied widely across other disciplines such as business and health care in order to increase the confidence and credibility of NLP (Weaver, 2009:41). Another reason for applying NLP to the business world is given by Yemm (2006:14) where he states that the most powerful direct business application for NLP is for individuals to improve their self-awareness and development skills in self-management, communication and interpersonal dealings. NLP can improve the EQ of leaders and can allow them to coach team members and manage change in an organisation (Yemm, 2006:14).

## **1.2 DELIMITATIONS AND ASSUMPTIONS IN THIS STUDY**

### **1.2.1 Delimitations**

This study may have various delimitations related to the context, constructs and theoretical perspectives on NLP. Firstly, the study will be done within a single organisation with a sample of five selected leaders and the results can therefore not necessarily be generalised to other successful organisations in similar or different contexts.

Not all existing NLP techniques will be used to measure whether NLP is used by the leadership of the selected organisation. Only techniques of which sufficient information is

available, which has some degree of credibility and which has support from other experts and recognised academics in the field, will be used. In addition, only leaders who are in the top management of the Solidarity Movement, and who participate in the strategic planning of the organisation, will be selected for the purpose of this study.

### **1.2.2 Assumptions**

Assumptions are what the researcher assumes to be true and are basic to the existence of the study (Leedy & Ormrod, 2010:5). Several basic assumptions underlie the proposed research study, such as:

- Participants in the study take part and are aware of the intrapersonal communication taking place within them.
- Participants in the study are truthful in their answers.
- The success of an organisation is greatly determined by decisions affecting the strategic direction thereof.
- Participants are able to recall past decisions taken about the strategic direction of the organisation.
- The participants and data collector have sufficient knowledge of the organisation and its goals.

### **1.3 DEFINITION OF KEY TERMS**

The following key terms are defined within the context of this study for the purpose of clarity:

**Emotional Intelligence:** Emotional Intelligence is described as the ability to use emotions to guide behaviour and thinking in ways that will enhance results ...+(Coetzee & Schaap, 2005:31).

**Intrapersonal communication:** Intrapersonal communication is often described as inner or self-talk. It relates to the mental speech that arises when thinking about something or trying to solve problems. Other terms used to describe intrapersonal communication are



concealed verbalisation, talking to oneself and the triad of the sender, transmitter and receiver being located in the same individual (Jemmer, 2009:38).

**Interpersonal communication:** Interpersonal communication is described by Jemmer (2009:40) as communication with others which is mediated by cognitive processes in order to manifest effectively. In most cases reference will be made to intrapersonal communication rather than intra- and interpersonal communication, because Singh and Abraham (2008:145) observe that NLP benefits interpersonal communication through intrapersonal communication or the subconscious mind. Interpersonal communication is considered a result of intrapersonal communication.

**Neuro Linguistic Programming:** NLP is based on the principle of *neuro* which refers to the way people think about, understand and process the things around them, then *linguistics* referring to words people use and how they are used and thirdly the principle of *programming* which entails how patterns are generated in our brains and how the programming runs on a continuous basis (Yemm, 2006:13). Yemm (2006:13) simply defines NLP as *a set of guiding principles, attitudes and techniques that enable you to change behaviour patterns as you wish ...*

NLP is further defined as *a series of techniques communication tools, approaches and attitudes to assist people in changing their patterns of behaviour and communication, so they can have more of what they want and less of what they don't want, and hence achieve their goals ...* (Lazarus, 2010:10).

**Spiritual Intelligence:** Spiritual Intelligence is defined as *the ability to behave with Wisdom and Compassion, while maintaining inner and outer peace (equanimity), regardless of the circumstances ...* (Wigglesworth, 2006:5).

The following abbreviations are used in the document:

**Table 1: Abbreviations used in this document**

<b>Abbreviation</b>	<b>Meaning</b>
EQ	Emotional Intelligence
NLP	Neuro Linguistic Programming
SQ	Spiritual Intelligence

## **1.4 RESEARCH DESIGN AND METHODS**

The following is a description of the data collection methods and research design that will be used in this study.

### **1.4.1. Strategy of inquiry**

According to Jemmer (2006:17), NLP and intrapersonal communication are abstract ideas and often complex, since people add different meanings to similar experiences, beliefs and motivations for making certain choices. The purpose of this study is to correlate the existing presence of NLP techniques with the intra- and interpersonal communication behaviour, as well as the management approaches of five leaders in top management in the Solidarity Movement, to its success. In order to do this, a mixed method research approach will be used where both quantitative and qualitative data collection measures will be utilised to gather data. These two independent sources of data collection methods will be used together to corroborate research findings, which is referred to as triangulation (Saunders, Lewis & Thornhill, 2009:154). Qualitative research is a research technique used to delve deeper into people's hidden interpretations and understanding, it reveals the manner in which a process took place and for what reason (Cooper & Schindler, 2008:162). On the other hand, quantitative research allows the researcher to compare numerical data and relations between variables. To establish a correlation as stated above, quantitative research techniques will be used to measure the current extent to which NLP techniques are already applied to the intra- and interpersonal communication behaviour of each respondent in this study.

It should be noted that NLP will not be applied as an intervention but that the existing presence of NLP techniques will simply be identified and measured. NLP is not used as an intervention where after the impact of NLP is measured, but rather investigating an

organisation that is already assumed to be successful and assumed to be already making use of NLP principles. The research is aimed at confirming whether the organisation is using NLP and if so, determining to what extent.

A questionnaire using open- and closed-ended questions, and a semi-structured interview, will aim to achieve the research objectives set out in this study. The research will thus consist of two phases: phase 1 will consist of a questionnaire, whereas phase 2 will consist of a semi-structured interview.

#### **1.4.2 Methodologies used in previous research on NLP**

The method of investigating participants in a single company to describe the effects of NLP, has been used before where Pollit (2010:20-21) used Metro Rail BVC limited as a case study to describe the effect NLP has in change management. Tosey *et al.* (2005:147) sampled one manager and used structured interviews to explore the application of NLP in the workplace. Through this research the process of transformative learning was identified by using NLP as a methodology. Sing and Abraham (2008:143) made use of the same research design as indicated in this study with participants from different organisations. Quantitative research, through the use of a questionnaire, was used to discover the inner talent of participants, with data being analysed to evaluate the success of NLP, while face-to-face interviews were used to study key issues relating to the successful implementation of NLP in an organisation.

#### **1.4.3 Characteristics of mixed-method approach**

Saunders *et al.* (2009:152) describe the mixed method approach as a term used when both quantitative and qualitative data collection techniques and analyses procedures are used in one research design. The mixed method approach used in this study is sequential in nature since qualitative research will be done after the quantitative research, and not at the same time.

#### **1.4.4 Classification of the research design**

The proposed study can be classified as empirical research because primary data will be collected and analysed via a questionnaire and interviews. It should be noted that secondary research will also be conducted via a literature review in this study.

According to Cooper and Schindler (2008:12-13) the aim of basic research is to obtain new knowledge of an experimental or theoretical nature and not to solve an immediate or specific problem as is the case with applied research. As the aim of this study is to indicate how the presence of NLP in intra- and interpersonal communication can improve organisational success through improved leadership, basic research will serve as a better research design than applied research.

Cooper and Schindler (2008:151) mention correlation studies as a subset of descriptive research and state that discovering associations among different variables is an objective of descriptive studies. Since the aim of this study is to find a correlation between organisational success, effective leadership and the existing presence of NLP techniques in the communication behaviour, it can be described as descriptive research.

The study consists of cross-sectional research because other than longitudinal research, it represents a snapshot of one point in time (Cooper & Schindler, 2008:144).

Both textual and numeric data will be gathered in order to reach the research objectives, therefore a mixed method is used. Primary data will be gathered in terms of the questionnaire and semi-structured interviews and secondary data will be used when analysing case studies of different companies. Hybrid data will therefore be used for this study.

#### **1.5 SAMPLING**

Convenience sampling is used in the selection of the organisation for this study, and a non-probable, purposive critical case sampling method is used to determine which participants should be included in the sample. The criteria for selecting the research

respondents is made by selecting influential leaders within the Solidarity Movement as selected organisation, who have a direct effect on the strategic direction of the Movement and are believed to use certain NLP techniques naturally. Further criteria for participants are that they should be in a top level managerial position, have a successful track record within the organisation and be directly involved in the strategic direction of the Movement.

The five leaders selected to take part in the study are:

- Flip Buys, Solidarity Chief Executive Officer (CEO) and Director of AfriForum.
- Dr. Dirk Hermann, Solidarity deputy general secretary for development and Director of Helping Hand.
- Gideon du Plessis, Solidarity deputy general secretary for industries.
- Kallie Kriel, AfriForum Chief Executive Officer.
- Henk Schalekamp, Solidarity head of Human Resources.

Although a more elaborate introduction to each of the research respondents will be provided in Chapter 5, a short description on each is presented here. Flip Buys is well known in the South African media and writes a regular column for South Africa's largest Afrikaans newspaper, the *Rapport*. Buys was appointed in 1997 as Chief Executive Officer of Solidarity and has grown the Movement's membership from 30 000 to 160 000 members.

Dr. Dirk Hermann is also a well-known leader in the South African media and acts as the director of Helping Hand. Hermann was the previous head of communication of Solidarity and is now responsible for the functioning of several departments within Solidarity.

Gideon du Plessis is responsible for Solidarity's core business, namely industries. The main industries in which Solidarity is involved are metal and engineering, mining, the electrical industry, telecommunications, the chemical industry, agriculture and general industries, among them tertiary institutions, aeronautics and other specialised areas.

Kallie Kriel from AfriForum is well-known in the South African media and started AfriForum as an initiative of Solidarity several years ago. The membership of this civil rights

organisation doubled in the last year and generated very frequent and mostly positive media coverage in the past two years.

Henk Schalekamp is responsible for internal management and building the capacity of the Solidarity Movement, especially through the financial management of the Movement.

Complete profiles on each individual are essential for the reliability of the proposed study. Small samples such as this can easily produce skewed results and it is therefore important to trust the reliability of the set of participants chosen for the study. Expanded profiles of each participant will be created in preparation of the study.

## **1.6 DATA COLLECTION**

The units of analysis are the five strategic leaders in the Solidarity Movement mentioned in the above section. The first data collection instrument, the questionnaire, will aim to measure:

1. Whether and to what degree the five respondents agreed to the importance of implementing NLP in the organisation.
2. Whether the communication behaviour of the five research respondents are aligned with the specific elements in the NLP-based communication model discussed in Chapter 4.
3. Whether most of the 24 elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research respondents within the Solidarity Movement.
4. To determine whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels.

The second data collection instrument, semi-structured interviews, will aim:

5. To analyse if, and to what degree, NLP is present in the research respondents in the Solidarity Movement and if so, whether these NLP techniques are used to improve the four dimensions of leadership (discussed in Chapter 3), necessary to achieve effective leadership.

Secondary data in the form of the literature will be used to measure the following two research objectives:

6. Whether an organisation, leader and communication model with NLP are more likely to achieve organisational success, in comparison to an organisation, leader and communication model without NLP.
7. Integrating the theory of NLP with relevant theory in the communication discipline.

All of the above research objectives will be used to reach a conclusion on the last research objective:

8. To find a correlation between the presence of NLP techniques in the intra- and interpersonal communication- and leadership behaviour of the selected research respondents and the success of the organisation they work for namely, the Solidarity Movement.
9. To determine whether NLP is relevant to the communication discipline.

### **1.6.1 Characteristics to be measured in the questionnaire**

The following table is a summary of the sections, with related questions, in the questionnaire and the research objectives it will aim to measure.

**Table 2: Research design for questionnaire**

<b>Question</b>	<b>Research objective</b>	<b>Categories of Measurement</b>
1.1 . 1.10	Whether and to what degree the five respondents agreed to the importance of implementing NLP in the organisation.	11 characteristics for successful implementation of NLP
2.1 . 2.5	Whether the communication behaviour of the five research respondents are aligned with the specific elements in the NLP-based communication model discussed in Chapter 4.	Practical application of NLP in communication model
2.6 . 2.36	Whether most of the 24 elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research respondents	Elements of organisational success

	within the Solidarity Movement.	
3 . 6	To determine whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels.	Core EQ skills

These measurements are briefly discussed below for the purpose of clarity.

### **1.6.1.1 11 characteristics for successful implementation of NLP**

Singh and Abraham (2008:143) note that NLP has a profound effect on the flexibility in communication, negotiation, creativity, customer care and stress management. Seeing that the data collection instruments in the case of this study are aimed at identifying the presence of NLP in leadership behaviour of the selected respondents in the Solidarity Movement, it is relevant to determine whether participants show characteristics of behaviour where NLP is implemented successfully.

Studies conducted by Singh and Abraham (2008) on important characteristics of NLP showed the following results:

10. About 89% of respondents in the study agreed that NLP enabled them to **understand their preference for their senses to take in information and the preference of others to receive information in a way that they prefer**. Therefore, the concept of sensory acuity is the first characteristic that is derived from Singh and Abraham that should be measured to determine to what extent the leadership of the organisation uses NLP techniques.
11. More than 78% of respondents in the study agreed that the ability **to react to criticism is enhanced by using the NLP technique of reframing** (Singh & Abraham, 2008:144). The ability to react to criticism by concentrating on the positive intention behind the behaviour is the second characteristic of NLP to be measured.
12. **Outcomes-based thinking in meetings and using the art of rapport** is the next characteristic that should be measured seeing as this is a concept of NLP that greatly increases the effectiveness of meetings (Singh & Abraham, 2008:144). If participants



regularly share and introduce the outcomes they foresee prior to a meeting they possess at least one characteristic of NLP behaviour.

13. Another concept of NLP behaviour is **to understand the motivating values and thinking styles of colleagues or sub-ordinates** (Singh & Abraham, 2008:144). This contributes to success in recruitment, placement and motivation of employees.
14. Singh and Abraham (2008:144) also discussed successful implementation of NLP as the **ability of identifying the positive intention behind stress and understanding it in order to do something about it**. Handling and understanding stress is the fifth characteristic taken from the results of the study.
15. The sixth characteristic is **being flexible in the way one pursues one's goal and to change behaviour until the desired result is achieved** (Singh & Abraham, 2008:144). This behaviour or model shifts the emphasis from specific behaviours to the end result ...+(Singh & Abraham, 2008:144).

The next five characteristics are specifically related to the role of management:

- Managers who seem to be less formal and **use informal communication to create an open environment for employees to discuss ideas**, seem to be a product of the successful implementation of NLP. This is also closely related to the next characteristic of maximizing the ability of the individual to share new knowledge.
- Using NLP techniques successfully is also dependent on the skills and capabilities of other people, therefore a NLP-leader must be **supportive of the team and invest in building people's capabilities**.
- This leads to the tenth characteristic of the successful implementation of NLP with management having a **role whereby they allocate responsibilities to employees which creates a feeling of belonging, confidence and the generation of new ideas** (Singh & Abraham, 2008:144).
- The last characteristic that is evident from the study is the ability to replicate success and to **know how people learn** (Singh & Abraham, 2008:144). It is believed that a manager that portrays these characteristics are in all probability using certain NLP techniques such as brain gymnastics, Disney's model of creativity, mind charting or meta-programs (Singh & Abraham, 2008:144).

### **1.6.1.2 Practical application of NLP in a communication model**

The following practical applications of NLP is discussed in Chapter 4 where three case studies are analysed to determine how the application of NLP to the organisation's communication model could have ensured better outcomes for the organisation. They include:

- Being open to new ideas.
- Having knowledge-sharing meetings.
- Meeting communication needs of others.
- Treating employees as important stakeholders and as a competitive advantage.
- Seeing product development from the customer's point of view.
- Seeing purpose of products from the stakeholder's point of view.
- Two-way communication.
- Identify possible obstacles.
- Setting clear goals.
- Placing emphasis on the receiver.
- Mirroring behaviour.

### **1.6.1.3 Elements of Organisational Success**

The following elements are identified in Chapter 2 as elements that determine the success of an organisation. These elements are tested with the help of a Likert scale in the questionnaire:

- Capital-augmentation.
- Labour-augmentation.
- R&D.
- Market share.
- Use of resources (competitive advantage).
- Experience.
- Commitment to quality of products and services.
- Innovation and flexibility in marketing and technology.

- Employee relations.
- Organisational climate.
- Influence strategy.
- Intrapersonal communication.
- Active and visible executive sponsorship.
- Open communication around the need for change.
- A structured change management approach.
- Employee engagement and participation.
- Placing the emphasis of communication on the receiver.
- Self-awareness.
- Social-awareness.
- Self-management.
- Relationship skills.

#### **1.6.1.4 Core skills for EQ**

The four quadrants for the achievement of EQ include the measurement of self-awareness, self-management, social-awareness and relationship skills (see Table 5). Among these quadrants are three core skills that are identified in Chapter 2 (section 2.4) as essential skills necessary for EQ. They include empathy, emotional self-control and emotional self-awareness. Emotional self-awareness is sufficiently tested in the Likert scale while empathy and emotional self-control are tested with open questions in the questionnaire.

#### **1.6.2 Characteristics to be measured in the semi-structured interview**

The following characteristics are used as a measurement to achieve specific research objectives with the semi-structured interview:

**Table 3: Research design for semi-structured interview**

Question	Research objective	Categories of Measurement
1 . 11	To analyse if, and to what degree, NLP is present in the research respondents in the Solidarity Movement and if so, whether these NLP techniques are used to improve the four dimensions of leadership (discussed in Chapter 3), necessary to achieve effective leadership.	NLP techniques: Sensory acuity Rapport Mapping across Swish pattern Reframing Perceptual positions Association/Disassociation Resource anchoring Circle of excellence Kinaesthetic anchors Well-formed outcomes Hierarchy of ideas Meta-programmes Representational systems

This measurement will now be briefly discussed for the purpose of clarity.

### 1.6.2.1 *NLP-techniques*

The following description of the application of certain NLP techniques can be used to investigate whether leaders within the Solidarity movement are using these NLP techniques naturally. All these techniques are measured separately in the semi-structured interview:

**Table 4: NLP techniques and the result of its application**

NLP technique	Result of application
Sensory acuity	Demonstrate empathy Identify how someone is responding to suggestions Exert more influence Improve communication Facilitate rapport Managing relationships
Rapport	Enable people to feel at ease Easily calm situations down Improve communication Manage relationships Exert more influence Resolving conflict Improve ability to negotiate

	Coaching others
Mapping across	Assist someone in having more useful beliefs about their abilities Better confidence Managing emotions
Swish pattern	Assist someone in having more useful beliefs about their abilities Better confidence Controlling emotions Break negative habits
Reframing	Handling objections Improved presentation skills Managing relationships Resolving and preventing conflict Being motivated Improve ability to negotiate
Perceptual positions	Managing people Resolving and preventing conflict Strategic planning Improved presentation skills Managing relationships Making decisions Improve communication Demonstrate empathy Improve ability to negotiate
Association/Disassociation	Controlling emotions Better confidence Better state of mind Overcome phobia
Resource anchoring	Improved presentation skills
Circle of excellence	Controlling emotions Being motivated Managing stress
Kinaesthetic anchors	Controlling emotions Being motivated Managing stress
Well-formed outcomes	Managing people and delegation Aligning values with vision Setting team goals Strategic planning Identify obstacles to success Develop objectives Clarify goal or purpose
Hierarchy of ideas	Managing people and delegation Conflict prevention and resolution Managing relationships Exerting influence

Meta-programmes	Change management in developing aspirant values that move an organisation towards greater success Motivating and influencing others in recruitment and selection
Representational systems	Meet all communication preferences Increase creativity Flexibility

(Adapted from Wake, 2011:124; Lazarus, 2010:220-224)

### 1.6.3 Data collection

For the questionnaire in the first phase of data collection, open- and closed-ended questions will be used. A Likert-scale will measure the eleven characteristics for successful implementation of NLP, practical application of NLP in a communication model and elements of organisational success. Both open- and closed-ended questions will focus on the core EQ skills. In the second phase respondents will be interviewed to determine their application of NLP techniques. In order to validate the outcome of certain concepts being measured in the Likert-scale, existing studies such as that of Singh and Abraham (2008:139) will be used to derive different characteristics that are to be measured which will add credibility to the data collection instrument by measuring factors objectively.

The second phase of the research which will consist of semi-structured interviews will be conducted soon after the first phase. The interviews will allow the researcher to probe answers and to build on the responses. Probing will be essential in assisting the participant to recall deleted or distorted information. Face-to-face interviews are essential in order to explain complex concepts such as NLP and what it entails. The gathering of this primary data through semi-structured interviews will allow the researcher to understand what meaning the participant ascribes to certain situations and experiences. The interviews will probe for answers deeper in the subconscious mind of each respondent.

As mentioned by Saunders *et al.* (2009:324) the presence of the researcher allows the participant to exchange information more freely, to reflect on events without having to write them down and receive feedback on the way the information is to be used. Open-ended questioning is essential to understand the process of intrapersonal communication of the participant while the logic and order of questioning might be varied depending on the answers given.

The researcher who conducts the interviews should have a good understanding of NLP, the specific techniques and basic presuppositions of NLP. The researcher should also be familiar with the Solidarity Movement and its history.

#### **1.6.4 Data analysis**

The purpose of this section is to discuss the approaches that will be used to analyse the data gathered from the purposeful questionnaire and semi-structured interviews.

The approach for analysing the coded data from the questionnaire will comprise of capturing coded questions into a database and then comparing and tabulating information according to the different levels of application of NLP. The approach for analysing the open-ended questions will consist of finding characteristics in the statements that depict the sufficient ability of the skill in question.

According to Leedy and Ormrod (2010:159) quantitative analysis is complex and starts with a large body of information that has to be boiled down into small sets of abstract ideas and themes. As such, the approach for analysing data gathered from the semi-structured interviews will go through a data analysis spiral consisting of the organization, perusal, classification and synthesis of data (Leedy & Ormrod, 2010:153). The interviews will be recorded and field notes will be taken if necessary during the interview. Analysing the data will involve the identification of interrelationships between the intrapersonal communication of the respondent and the use of NLP techniques. These identifications will be categorised according to different levels of application.

#### **1.6.5 Assessing and demonstrating the quality and rigour of the proposed research design**

With the use of a questionnaire in the first phase of data collection it is clear from the small, unrepresentative sample that the numeric data cannot be generalised to the entire population. The numeric data from the questionnaire does however demonstrate quality in terms of the research objection. The reliability of data has the potential of being reduced

when uninformed or socially desirable responses are given. Validity of the collection instruments is sufficient since many sources were consulted to establish what characteristics of NLP should be measured. Furthermore, the research design has been used to some extent in previous NLP empirical studies.

The reliability of a semi-structured interview is often subjected to different kinds of biases. One such bias is when the interviewer shows bias towards a certain opinion by means of non-verbal behaviour, tone of voice or the way the answer is being interpreted (Saunders *et al.*, 2009:326-327). The meaning the interviewer ascribes to certain words or phrases can also impede on the reliability of the interview. It is therefore essential for the interviewer to keep notes of the process followed when interpreting information and when questioning the participants. Semi-structured interviews have a potential of high levels of validity because of the opportunity to clarify questions and probe meanings of the responses given (Saunders *et. al*, 2009:327). Value can also be added to the reliability and validity of the study by allowing the participants to prepare on certain themes beforehand.

However, because of the qualitative nature of collecting data throughout interviews, the findings might not necessarily be used to make statistical generalisations about the entire population (Saunders *et al.*, 2009:327). In view of the fact that the proposed study is aimed at top level leaders who have an impact on the strategic direction of the organisation, time for the interview might be limited in some cases.

#### **1.6.6 Research ethics**

The purpose of this section is to discuss the ethical principles and potential ethical problems regarding the proposed research study.

In this empirical study where primary data is collected from human subjects in a specific organisation, the following ethical principles will be adhered to:

- Written permission will be obtained from the Solidarity Movement, for both the use of company documents and the involvement of its employees.
- Written permission should be obtained from each participant to take part in the study.



- Participants should be able to discontinue participation in the study at any time and their anonymity in the results of the study should be guaranteed.
- No incentives will be used for participation in the study.
- Psychological harm or discomfort will be avoided and participants will be given the assurance thereof.
- Confidential information will be kept confidential.

Since the study involves the comparison between different individuals and their abilities, the results will not refer to specific participants but will rather refer to Respondent 1 to Respondent 5.

## **1.7 CONCLUSION**

It is concluded in this chapter that empirical research is necessary for NLP to gain credibility in the communication discipline and for it to be used in a corporate context. Several research studies have been done that form a basis for the benefits that NLP can have for leaders and organisations but that none has been done specifically in a South African context nor has it been specifically integrated with communication theory. Eight research objectives have been identified so as to answer the research question of whether intelligent leadership, the application of NLP techniques to the intra- and interpersonal communication behaviour and management approaches of leaders can be correlated with organisational success, and if so, whether it is relevant for communication management as a discipline.

The following chapters will focus on different aspects of this research question. Chapter 2 will focus on clarifying the meaning of NLP, EQ and organisational success and then examine the role of NLP in a corporate context. A comparison will also be done between an organisation implementing NLP and one that does not. Chapter 3 will mainly focus on the link between NLP and leadership development, understanding NLP techniques and compare leaders using NLP to those who do not. Chapter 4 will attempt to discuss and integrate NLP theory with communication theories and determine whether NLP is relevant to communication as a discipline. A comparison will also be done between the value of a NLP-based communication model and a traditional communication model. Chapter 5 will give a more in-depth profile of the Solidarity Movement and the five respondents to be

used in the sample of the study where after Chapter 6 will report on the results from the data collection. Chapter 7 will address the different research objectives separately and attempt to answer the research question and identify possibilities for future research.

## CHAPTER 2

### EXPLORING THE CONCEPT AND USEFULNESS OF NLP

#### 2.1 INTRODUCTION

Burton and Ready (2010:9) refer to NLP as a sophisticated and effective tool to improve communication. Effective because of the personal flexibility it creates and sophisticated because of the facilitative role NLP plays in the process of changing the way communication takes place (Burton & Ready, 2010:9). Not only is NLP sophisticated but Wake (2010:121) argues that the usefulness of NLP is not yet realised by organisations. Wake (2011:123) explores the usefulness of NLP and comes to the assumption that the effective application of NLP in an organisation is dependent upon the leader who utilises it. Taking the views of these authors into consideration, Chapter 2 attempts to address these varying views by exploring the sophistication of NLP, the usefulness of NLP in organisations and the usefulness of NLP for leaders who utilise it correctly.

The concept of NLP will further be discussed by reviewing the theory on which it is based and by explaining the psychology and history behind NLP as a variable to be applied to the organisational context. The role of NLP in EQ will also be addressed. Addressing whether NLP is useful to organisations and how it can be realised, an efficient basis for the link between NLP and organisational success will be established. Contextualising NLP and its usefulness will allow for more in-depth discussion in the following chapters.

#### 2.2 DEFINING THE CONCEPT OF NLP

According to Lazarus (2010:10) NLP is a series of techniques, communication tools, approaches and attitudes that can help people and organisations achieve their goals. Tan (2003:1) mentions different descriptions of NLP, such as the %a art and science of personal excellence ...+ %a science of communication brilliance ...+and the %a skills for understanding and influencing people ...+ These simplistic definitions are debunked by both Roderique-Davies (2009:59) and Witkowski (2009:2) since they are of the opinion

that NLP cannot claim any scientific ties with the linguistic or neurologic disciplines. They maintain that the empirical verification of statements as those mentioned above, are conveniently omitted and that NLP is in many cases an ill-defined term that is showcased as a discipline (Roderique-Davies, 2009:58). Roderique-Davies (2009:59) comments on poorly defined definitions of NLP, such as the reference to NLP as the ~~part~~ art and science of excellence+, stating that the wording wrongfully implies that a credible link with science exists. His critique on vague definitions concerning NLP are justified in light of definitions with wording referring to NLP as a subjective intrapersonal communication tool (Tan, 2003:1), since this definition is formulated without supporting arguments. According to Roderique-Davies (2009:58), the risks with insufficiently defined definitions are that the casual observer may accept that NLP has a sound empirical evidence basis while this basis has only been developed recently. It is therefore essential to objectively explore the meaning of NLP and go beyond the unnecessary jargon used to simplify NLP as a field of study. An attempt should rather be made to understand what is socially scientifically implied by the words, Neuro Linguistic Programming, before exploring its role in the organisational context.

### **2.2.1 Towards an objective definition of NLP**

Tosey and Mathison (2010:319) argue that since the purpose of NLP was never to be developed into a body of practice it is challenging to find a suitable definition that really takes all its application potential into consideration. According to Lazarus (2010:10) the name of NLP does give important clues to what was meant by it and how it should be defined. Skinner and Stephens (2003:179) criticise the term of NLP by stating that it was formulated to avoid having to be defined in terms of only one field. NLP did develop into many disciplines and different fields, which is why, for the purpose of this study, NLP has to be defined in terms of communication management as a discipline. First the elements in the term, Neuro Linguistic Programming, should be explored to identify the important clues in the wording and to establish whether there is room to define NLP in terms of communication management.

### 2.2.1.1 *Analysing the elements of NLP*

The following elements in NLP are discussed in order to understand the wording of NLP in the context of communication management.

**%Neuro+** in NLP refers to a person's neurological system and is based on the idea that people interpret and experience the world around them through their senses. These senses are translated into both a conscious and an unconscious thought process. It is argued that this thought process affects a person's physiology, emotions and their behaviour (Ready & Burton, 2010:10). Roderique-Davies (2009:59) observed that the word **%neuro+** could be misleading since NLP offers no explanation at a neuronal level but relates to **%cognition+**. Roderique-Davies (2009:59) makes this argument based on the definition of people's thinking patterns, as referred to in NLP theory, as being defined as **%cognitive+** rather than **%neuro+**. The suspicion is that the word **%neuro+** is simply used to feed on the notion of scientific credibility (Roderique-Davies, 2009:59).

In NLP, **%linguistic+** refers to the study of how words and body language influence a person's experiences, how they conceptualise it and how they subsequently communicate it to others (Ready & Burton, 2010:10). Roderique-Davies (2009:59) again maintains that the wording of NLP and the use of words such as **%linguistics+** should not be associated with the scientific credibility of linguistics as a separate field of study. This however, does not take away from NLP's ability to make use of linguistics, either in an intrapersonal or interpersonal way, to achieve its goals. Several authors supporting the notion of NLP use the word **%linguistic+** when explaining NLP without trying to associate with the credibility of linguistics as a discipline but rather for explanatory purposes to refer to NLP's ability to use words or communication to bring about change. One example is Yemm (2006:13) who refers to linguistics in NLP as a consideration of the words people use and the clues that are associated with it. Also, linguistic experts such as Alfred Korzybski, from which Bandler and Grinder partly derived some concepts of NLP, used the term **%neuro-linguistic+** before the term NLP was coined (Yemm, 2006:13). This indicates that the critique from Roderique-Davies on the fraudulent use of the word **%linguistics+** might not be accurate.

Programming in NLP refers to how experiences are internally coded, meaning how internal processes, strategies and thinking patterns are used to make decisions, solve problems and assist in learning (Ready & Burton, 2010:10). NLP is the science of organising internal programmes according to desired outcomes (Ready & Burton, 2010:10). Yemm (2006:23) refers to programming as patterns that are generated from within while Lazarus (2010:10) states that it is exactly these behaviour and communication patterns that can be adapted or re-programmed in order to allow the accomplishment of more goals.

Based on the different wording in NLP it seems as if intrapersonal communication is engendered in NLP. Considering the different definitions of intrapersonal communication on which Jemmer (2009:38) reports, it can be accepted that intrapersonal communication is simply the dialogue that happens inside of us that manifests in our conscious perceptions, actions, verbal sets, emotional experiences and instructions to ourselves.

The emphasis on NLP in the above discussion is placed on the unconscious thought process, conceptualising linguistics, internally coding experiences and altering thinking patterns. It can be assumed, based on the definition of intrapersonal communication that NLP can closely relate to intrapersonal communication because of the shared focus on internal dialogue. Dreyer (2011:1) confirms that NLP is a form of intrapersonal communication. In both intrapersonal communication and NLP then, the outcomes seem to be personal or organisational excellence. Linder-Pelz and Hall (2007:12) confirms this notion by describing NLP as an internal representation of experiences and how people communicate with themselves, again showing an overlap in focus between NLP and intrapersonal communication.

The NLP communication model processes information through embedded filters such as values and beliefs. This is in essence intrapersonal communication taking place in the sub-consciousness of the brain (Lazarus, 2010:20-27). Supporting the significant role of intrapersonal communication in NLP, Jemmer (2009:37) points out that transferring information from the external world to the internal world via sensory channels, leads to the establishing of self-talk or intrapersonal communication.

Many NLP techniques rely on changing the belief, value or experience in order to adapt people's association with certain behaviours. Thus, NLP often relies on intrapersonal communication for the purpose of improving a certain behaviour affecting the interpersonal communication in, for example a team or an organisation. Jemmer (2009:37) describes this internal dialogue or self-awareness as %an immensely important.+ A strong connection between intrapersonal communication and NLP techniques exist (Jemmer, 2009:37). Intrapersonal communication is integrated and engendered with the tools and techniques of NLP (Jemmer, 2009:37). The limitation of using intrapersonal communication in an experimental paradigm, is that the cognitive processes underlying awareness are still very much unknown (Jemmer, 2009:39), although, despite this limitation, intrapersonal communication assists with the understanding of NLP. This correlates with the methods which Tosey *et al.* (2005:140-163) used in a case study where NLP was implemented as a methodology to describe the intrapersonal experiences of a manager.

Now that the elements of NLP have been clarified, the history, development and physiology of NLP can be further explored in the context of communication.

### **2.2.1.2 History and development**

NLP was discovered in 1970 as a collaboration of the backgrounds of Richard Bandler and John Grinder, that being mathematics, linguistics and gestalt therapy (Janicki, 2010:4). NLP started out as a methodology for modelling communication and focusing on the question of why some psychotherapists are more successful than others (Janicki, 2010:4). Bandler and Grinder modelled three researchers namely Fritz Perls, Virginia Satir and Milton Erickson (Lazarus, 2010:11). They then started to investigate the methods used in family and gestalt therapy, specifically looking at the non-verbal behaviour, the mental processes and language of the different psychotherapists (Janicki, 2010:4). Bandler and Grinder attempted to find what the distinction was that made the difference (Tosey *et al.*, 2005:144). Based on this research, Bandler and Grinder derived several principles of human behaviour and communication (Janicki, 2010:4). They were successful in developing useful language patterns that improved communication, which in turn created more curiosity and allowed other researchers to start creating more models for NLP (Lazarus, 2010:4). With the increasing curiosity, the scepticism on the sensationalist way

in which claims about NLP were made, also increased (Heap, 2008:1). Claims made by Bandler and Grinder went beyond their initial study and their purpose of making use of what is useful and not necessarily true, opened NLP up to much criticism (Tosey *et al.*, 2005:144). Some of this criticism included the anti-theoretical stance of its founders and the reputation of being manipulative because of the power of the techniques (Yemm, 2006:13; Tosey *et al.*, 2005:145).

The meta-model was created in 1975 where Bandler and Grinder pre-supposed that a person's map of the world is influenced by deletion, distortion and generalisation. Shortly after the concept of representational systems and the influence of a person's five senses on the so-called 'map of the world', was created (Heap, 2008:4). The development stage of NLP then followed once Milton Erickson developed the Milton model (NLP centre: 2006).

In the development stage of NLP, Robert Dilts, David Gordon, Judith DeLozier and Leslie Cameron created many methods such as anchoring, sensory acuity and calibration, reframing and contributing to the validity of using representational systems (Pegasus NLP, 2011).

Initially NLP focused on how people process information and how it can be understood, while it developed into a collection of frameworks, tools and techniques to use from negotiation and selling techniques to ways to initialise growth and set goals (Tosey, 2006:2). Tan (2003:1) describes the evolution of NLP as a rapid change from a therapy model into a communication and personal excellence model. The evolution of NLP was influenced by the way academics started to re-arrange the classic communication models with NLP (Skinner & Stephens, 2003:178). NLP is used by many disciplines other than psychology and therefore NLP evolved into more than just a therapy model (Tosey, 2010:1). Dilts (in Tosey & Mathison, 2010:319) defined NLP in 1980 as 'the study of the structure of subjective experience ...', which depicts NLP as a methodology. Evidence for the evolution of NLP is seen where NLP was originally described as a methodology of modelling excellence in psychology (Tosey *et al.*, 2005:144; Tosey & Mathison, 2006:2; Tosey, 2010:11) but is recently being defined as a science to improve leadership, management and communication skills (Tosey, 2010:1).



The meaning and theory of NLP as a science is forever changing since academics are re-arranging classic communication models with NLP (Skinner & Stephens, 2003:178) and finding ways to apply NLP in the workplace (Yemm, 2006:14-16). NLP has a history of criticism because of its practical nature, rapid development and a modern evolution where it is used in disciplines never considered before.

In order to understand NLP from a practical and psychological viewpoint, the physiology of the brain is discussed next.

### **2.2.1.3 *Physiology of the brain and its components***

Evidence of the relevance of neurology and understanding the physiology of the brain, Tosey (2010:3) explains the principle of the entire mind-body system as being a patterned connection between neurological processes, language and behaviour. Jemmer (2006:20) also reports on the necessity of understanding NLP in the context of how the brain functions when making use of neurology to explain and to prove how the NLP technique of reframing takes place.

Based on the studies of authors such as Jemmer (2006:16-20) intrapersonal communication and NLP cannot be separated from the neurological explanation of how the brain functions since it is to make sense of the effect of NLP. Since NLP is the study of the structure of the subjective experience, it closely relates with how the brain interprets information, and how that information influences neural connections (Dilts in Tosey, 2010:3). Due to that influence, it is necessary to establish exactly how intrapersonal communication influences a person's physiology. Knowing how intrapersonal communication influences the physiology of body and mind, a possible correlation can be found between the application of NLP techniques on the intrapersonal communication behaviour of leaders in an organisation and organisational success.

The prefrontal cortex of the brain is what sustains the self-awareness with which one becomes conscious of the information that is filtered, but intrapersonal communication is required for it to take place. The prefrontal cortex is also the part of the brain that deals

with cognitive control, solving problems, planning for the future and deciding between right and wrong (Miller, 2001:167-168). It is argued that cognitive control, which refers to the processes that allow information processing and adaptive behaviour (UC David Medical centre, 2007), stems from the maintenance of patterns of activity in the prefrontal cortex. This creates signals to other brain structures to guide the flow of activity along neural pathways so as to establish the outputs to perform a given task (Miller, 2001:167). This simply means that the front end of our brain, the prefrontal cortex, which is responsible for processing information in order to adapt behaviour, send signals to the rest of the brain to achieve a certain outcome which is in line with internal goals. The reason why this understanding is important is that NLP activates the filtering and selection of the correct information, guiding and then exercising the prefrontal cortex to send signals to the rest of the brain of what the desired outcome is.

The process of using NLP techniques and solving problems through adapting the intrapersonal communication becomes visible through our autonomic nervous systems. The sympathetic and parasympathetic nervous systems work in opposite with each other, which makes it visible whether a technique such as reframing, where the internal beliefs attached to a certain experience are changed, is occurring (Jemmer, 2006:20). The activation of the sympathetic nervous system is characterised by increased muscle tension, readiness to respond to a threat, skin that whitens and blood vessels and pupils constricting (Jemmer, 2006:20). The activation of the parasympathetic nervous system results in muscle relaxation, flushing of skin and the dilation of blood vessels and pupils (Jemmer, 2006:20). Reframing takes place when people shift from sympathetic to parasympathetic activation, meaning the brain interpreted the experience as a complaint or crisis and then changes that experience to a problem that can be resolved or to an experience where it is not a problem at all (Jemmer, 2006:20).

Derks and Sinclair (2000:1) agreed that learning takes place at the neural switch points, or in other words, the synapses. Experience can change the synapses and it can become either weaker or stronger throughout a lifetime (Derks & Sinclair, 2000:1). Therefore suggesting that how often and in what manner intrapersonal communication takes place can literally influence the strength of specific synapses. Neural connections in the brain

can also be strengthened by periods of rest right after they have been used (Derks & Sinclair, 2000:1).

The manner in which the brain interprets the information it receives is another vital aspect to understanding the relevance of intrapersonal communication and NLP on a person's being and communication abilities. According to Lazarus (2010:22-23), people have three main filters inside their minds namely deletion, distortion and generalisation.

Deletion is information that is discarded by the brain in order to focus on what it wants to, for example noises in a crowded room when having a conversation (Lazarus, 2010:22-23). Deletion is not ignoring information but filtering the bits of information of which a person becomes aware every second (Csikszentmihalyi in Lazarus, 2010:23). Deletion of information does not amount to ignoring outside stimulus; rather, it refers to filtering stimuli that a person is constantly aware of. Distortion is when meaning is added to something that happened (Lazarus, 2010:23-24). It also includes pictures being changed in the mind, like seeing a house already furnished when looking at an empty room.

Finally, generalisation relates to the beliefs people have about for example, different cultures or age groups. It might be the expectation one has about a good day beginning with a cup of coffee, and if there is no coffee the information is generalised to expect a bad day. How then, does the brain decide on what to delete? Why do people notice different things when looking around or have different opinions on a movie they have watched? The language that is used, beliefs that are believed to be true, values that are important and all the deeply embedded filters people have, irrespective of what is happening, determines what types of information is filtered (Lazarus, 2010:28-32).

The five senses, feeling (kinaesthetic), sight (visual), smell (olfactory), hearing (auditory) and taste (gustatory), are what is called in NLP as representational systems, meaning that these senses help with representing the external world internally. Lazarus (2010:21) points out that these stimuli are then filtered internally to produce an internal representation or mental image of what a person *thinks* has been perceived through the representational systems. He also states that representation will be reflected in a person's physiology. Thus, how the brain interprets information and regulates filters such as beliefs and internal

talk, determines the state that is reflected in a person's physiology and concludes that intrapersonal communication even influences people's posture and breathing.

Now that a better understanding of the components of NLP has been reached and its development and physiology has been established, NLP needs to be defined for the purpose of this study.

#### **2.2.1.4 A definition of NLP**

Cooper (2008:12) indicates that the various definitions of NLP can often relate to communication, excellence, or the achievement of goals. This is also evident in the definition of Lavan (2002:182) where he defines NLP simply as the art and science of personal excellence. Brown and Turnbull (in Skinner and Stephens, 2003:179) define NLP as a "a range of ideas and techniques that relate to how we communicate with each other and with ourselves ...". This definition however seems vague. Lavan (2002:182), Yemm (2006:13) and Roderique-Davies (2009:58) seem to generally agree on what NLP means. They incorporate the following core aspects in defining NLP: The way people process information, a person's thinking patterns, the mind and body working as one, a consideration of the words people use and how they are influenced by it, how people generate patterns and how goals are set. These definitions are mainly concerned with the intrapersonal nature of NLP and how it affects the mind and the body, the ability to influence others, and to use thought patterns to create better outcomes. Based on the groundwork of above mentioned authors' definitions of NLP, and within the context of this study, NLP is defined as follows:

*NLP is a science for personal excellence that involves the neurology of the mind, thinking patterns, internal experiences, how information is processed and the way our minds affect our bodies. It relates to how we use language and are influenced by it. NLP comprises of ways we use our cognitive control to set goals, generate patterned behaviour and manage beliefs in order to operate more efficiently in the world we live in.*

## **2.3 A THEORETICAL FRAMEWORK FOR NLP**

A theoretical framework for NLP is needed to review the important theories that are found in NLP literature and to emphasize those that are relevant to intrapersonal communication. Two of the most commonly found sets of beliefs or theories on NLP are presuppositions and the four pillars of NLP.

Janicki (2010:5) posits that presuppositions of NLP are essential for a full understanding of the concept of NLP. For this reason, it is necessary to understand the presuppositions of NLP and the contribution its meaning can make to improve intrapersonal communication. Supporting the significance of presuppositions in the theory of NLP, Janicki (2010:5) describes the basic presuppositions of NLP as the central principles guiding the philosophy of NLP.

The four pillars of NLP are relevant for the framework of NLP since Burton and Ready (2010:13) regard them as a foundation thereof. Yemm (2006:14) describes the four pillars of NLP as the starting point for using NLP and that the understanding of these pillars can lead to skills development and change the way challenges are perceived.

It should be noted that more sets of theories exist for NLP but that presuppositions and the four pillars of NLP seem to be better acknowledged as a foundational understanding of the concept and workings of NLP. These two sets of theories are now discussed.

### **2.3.1 Presuppositions of NLP**

Presuppositions of NLP differ from country to country and from association to association (Janicki, 2010:4). This is also evident when comparing presuppositions from Wake (2010:17-24), Revell and Norman (2000:15) and Uebergang (2012:1). Presuppositions are not proved to be empirically correct (Janicki, 2010:5) but are posed as a series of assumptions that can facilitate more effective communication (Wake, 2010:17). Many of the core presuppositions, such as %the map is not the territory+ and %people already have all the resources to act effectively+, remain the same in different sources (Uebergang, 2012:1 & Wake, 2010:17-24). Only presuppositions that are supported by several

academic sources and that are relevant to specifically intrapersonal communication will be discussed. Discussing the different presuppositions of NLP will assist in fully understanding the assumptions on which NLP is built and will emphasize the intrapersonal nature of NLP. Presuppositions with a specific focus on intrapersonal communication will now be discussed.

The **first presupposition** proposes that *the map is not the territory*, meaning that people respond to their own perception of reality and not necessarily to reality itself (Wake, 2010:17). In this analogy the map is the subjective reality of the here and now, the behaviour which is shown to the world based on how experiences are filtered. The territory on the other hand is the deep structure of one's experience that includes past experiences, other behavioural contexts and a person's neurological and linguistic make up (Wake, 2010:17). An example of a map would be the fear of interacting or networking with people that are unfamiliar. This fear can be portrayed to the world as either introvert, shy or be perceived as a lack of interest in other people. The territory in this example could be an incident that occurred in the past where being extrovert resulted in a negative outcome. The territory is the different variables influencing the cause of the fear, which might not have been consecutive negative outcomes by being extrovert, but could have been only a single occurrence in a unique context. Revell and Norman (2000:15) adds to this presupposition by stating that the map then becomes the territory since what is believed to be true, is true. As Janicki (2010:5) explains, there are no better or worse maps, but the intention of NLP is to improve the usefulness of the maps whenever it is constraining or destructive. This principle presupposes that people act according to their intrapersonal communication, irrespective whether the communication one has with oneself is true or not.

Wake (2010:17) describes the **second presupposition** as the *the meaning of communication to another person is the response it elicits in that person, regardless of the intent of the communicator ...* This statement presupposes that the meaning the receiver places on the communication that is received, is the communication irrespective of what was meant by it. Wake (2010:17) states that the responsibility lays with the communicator to adapt his communication in such a manner that the desired response is accomplished.

This supports the notion that NLP assists in sending communication in a way that takes the receiver's intrapersonal communication into account.

**Thirdly, it is presupposed** that the mind and the body form a cybernetic system. Based on the theories of neuroscience, a direct link exists between thoughts and the physiology of the body (Wake, 2010:18). This includes processes where visualisation is used to improve performance and how eye patterns can change a person's emotional state. %a Internal dialogue can literally influence the way how our neurology and immunology work ...+(Wake, 2010:18).

The **fourth presupposition** supporting the significance of intrapersonal communication in NLP is the notion that people already have all the resources needed to act effectively. Uebergang (2012:1) mentions that this presupposition should not be taken out of context since it is often misused or misinterpreted. Presupposing that each person already has all the resources necessary does not imply that all problems can be resolved immediately. It does however mean that through new experiences, discoveries or by acquiring new skills, resources which were not previously utilised can be awakened from within (Uebergang, 2012:1). If the understanding of a person's territory is expanded it will make it possible to identify access to new resources (Wake, 2010:23).

These four presuppositions may seem either idealistic or common, but they are widely accepted as NLP principles that make interaction and self-development more effective (Uebergang, 2012:1). All four of the above mentioned presuppositions have a strong inclination towards intrapersonal communication. The presuppositions make use of intrapersonal communication to influence behaviour or emotional state and are constructed on the premise that the starting point for change is intrapersonal communication. The presuppositions of NLP are an essential part of the framework thereof since it is the very belief system from which NLP techniques are derived.

Another core element of the theory of NLP is the pillars on which authors such as Yemm (2006:14) and Burton and Ready (2010:14) rely to understand NLP. To add further depth to the understanding of NLP, the four pillars of NLP will be discussed in the following section.

### **2.3.2 Four pillars of NLP**

The four pillars of NLP are rapport, sensory acuity, flexibility and outcome thinking. These pillars will now be discussed for the sake of understanding the core principles of NLP and again establishing whether there is a strong intrapersonal presence in the theory base of NLP.

Linder-Pelz (in Cheal, 2010:37) refers to the first pillar of NLP, rapport, as the %a unconscious sharing of patterns of thinking, feeling and speaking ...+ Thus, rapport is a way of sharing intrapersonal communication in a subconscious way. Yemm (2006:14) mentions rapport as a pillar of NLP, stating that rapport is the method of tuning in on how another person feels. While rapport relates to how information is shared and processed, it also has a neurological explanation which will be discussed in the next section. Self-awareness is improved by mastering this skill, one of the pillars that form the basis of NLP. (Yemm, 2006:14). Another self-awareness pillar is flexibility; it is explained as a skill of changing habits, thinking patterns, behaviour or intrapersonal communication in order to achieve a desired outcome (Yemm, 2006:14). Again, being flexible in behavioural patterns can be explained neurologically and how people can physically alter their behaviour through changing patterns in the brain. This will also be discussed in the next section. Another pillar closely related to intrapersonal communication and self-awareness is outcome thinking, which relates to linking our intrapersonal communication to an intrinsic reason or purpose.

The theory of NLP relates to both interpersonal and intrapersonal communication (Brown & Turnbull in Skinner & Stephens, 2003:179) and the notion that EQ is also an essential part of the outcomes of NLP, will be discussed in the next section.

## **2.4 EMOTIONAL INTELLIGENCE**

The following section will explain why emotional intelligence (EQ) is included in this study. The assumption that EQ has an intrapersonal nature, that it has a significant effect on



leadership development and organisational success, and the link EQ have with NLP, will now be discussed.

Bliss (in Coetzee & Schaap, 2005:31) state that management is becoming aware of how EQ can improve organisational effectiveness. He also added that EQ allows managers to enhance results by guiding their behaviour and thinking about solutions (Coetzee & Schaap, 2005:31). These authors further maintain that the credibility of EQ is supported by the fact that the highest performing managers have more EQ than others (Coetzee & Schaap, 2005:31). The assumption of intelligence levels such as EQ effecting leadership is confirmed by the finding that effective leadership have its roots in managing emotions (Caruso *et al.* in Coetzee & Schaap, 2005:35). As described in the four pillars of NLP (see section 2.3.2), self-awareness is at the core of what NLP is and how it works. Interestingly enough, Goleman and Boyatzis (in Wigglesworth, 2004:2-3) identified self-awareness as the first of four EQ skills required for business and personal success, thus, confirming the relevance of including intelligence levels such as EQ in this study.

What is significant about a leader achieving the level of EQ, is its ability to benefit from the positive outcomes of leadership (Coetzee & Schaap, 2005:37). Bristol (2010:7) acknowledges NLP as an approach for influence development needed to achieve EQ. Through improved intrapersonal communication one is more able to acquire the different skill sets required to become emotionally intelligent, which will be to the benefit of any organisation. NLP is a tool that can be utilised to improve intrapersonal communication to a level where a leader has EQ. The question can be posed that if NLP can indeed play this role, how can it be accomplished? The answer may be found in the four quadrant skillsets required for EQ which was identified by Goleman and Boyatzis (in Wigglesworth, 2006:17). If evidence can be found that NLP specifically improves the very skillsets needed for EQ, an accurate conclusion can be made that NLP is a tool for improvement in leadership and organisational success.

The following skill sets are needed to become emotionally intelligent. Goleman and Boyatzis (in Wigglesworth, 2006:8) mention that the three metaskills that are needed as a foundation to acquire many of the other skills needed to achieve EQ, are emotional self-awareness, empathy and emotional self-control. According to Goleman and Boyatzis (in

Wigglesworth, 2006:8) emotional self-awareness and empathy are skills that have to be achieved at a minimal level at least to start SQ development.

**Table 5: EQ skills divided into four quadrants**

<b>SELF-AWARENESS</b>	<b>SOCIAL AWARENESS</b>
<ul style="list-style-type: none"> <li>• Emotional self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational Awareness</li> </ul>
<ul style="list-style-type: none"> <li>• Self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Service Orientation</li> </ul>
<b>SELF MANAGEMENT</b>	<b>RELATIONSHIP SKILLS</b>
<ul style="list-style-type: none"> <li>• Emotional Self-Control</li> </ul>	<ul style="list-style-type: none"> <li>• Developing others</li> </ul>
<ul style="list-style-type: none"> <li>• Transparency (honest/trustworthy)</li> </ul>	<ul style="list-style-type: none"> <li>• Inspirational leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• Influence</li> </ul>
<ul style="list-style-type: none"> <li>• Achievement Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Change Catalyst</li> </ul>
<ul style="list-style-type: none"> <li>• Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict Management</li> </ul>
<ul style="list-style-type: none"> <li>• Optimism</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork &amp; Collaboration</li> </ul>

(Goleman & Boyatzis in Wigglesworth, 2006:7)

These skillsets will now be discussed to establish whether NLP has the ability to determine some of these outcomes. Looking at the **first quadrant of skills**, it has already been concluded that NLP improves emotional self-awareness (see section 2.3.2). Confirming this notion is Yemm (2006:14) who believes that NLP's most powerful use is to improve self-awareness. In terms of the self-assessment skill, Lazarus (2010:39) noted that NLP helps an individual in knowing what results he/she is getting. Put more simply, NLP assists in assessing whether behaviour matches the desired outcome. With regards to the self-confidence skill in the first quadrant, Pollit (2010:21) reports on a case study where NLP boosted team members' self-confidence through the way they processed information and seem to challenge themselves.

For the **second quadrant** NLP also seems to contribute to the majority of skills, especially empathy. In Pollit's case study, empathy and understanding seemed to be improved through the application of certain NLP techniques such as sensory acuity, for example

(Pollit, 2010:21). As for organisational awareness as a skill to achieve EQ, Yemm (2006:17) talks about NLP's ability to make teams work more efficiently and create a clearer vision for the organisation. NLP's outcomes-based approach to setting goals and creating vision, can be ascribed to creating and making employees more aware of the purpose of the organisation.

In the **third quadrant**, known as the self-management quadrant, NLP contributes to creating emotional self-control and managing state of mind (Yemm, 2006:17). It also increases a person's ability to be adaptable. NLP's contribution to adaptability is especially seen in change management (Pollit, 2010:20-21). Achievement orientation, taking initiative and optimism as skills in the self-management quadrant can be acquired through the NLP technique of reframing. According to Lazarus (2010:172-173) reframing means to alter the context in which an event takes place. This in turn allows a person to alter his orientation, his behaviour and his level of optimism (Lazarus, 2010:172-173).

The relationship skillset is the **fourth quadrant** and involves skills such as developing others, having influence, managing conflict, and good teamwork. The research paper from Carey, Churches, Hutchinson, Jones and Tosey (2010:26-33) proved the ability of NLP to develop and influence others, especially in education. NLP's ability to improve conflict management has also been established. Singh and Abraham (2008:144) reported that 78% of employees in their study agreed that NLP enhanced their ability to react to criticism.

Based on the discussions above it is assumed that many of the outcomes and skill sets needed to achieve EQ can be achieved through NLP techniques. EQ's influence in leadership development and organisational success has to a great extent, been accepted. The assumption that NLP contributes to the achievement of EQ allows one to consider whether NLP also contributes to leadership development and organisational success. This would also be the aim of exploration in his study. To determine whether this assumption can be made, the potential link between NLP and organisational success will be discussed in the following sections.

## **2.5 CHARACTERISTICS OF ORGANISATIONAL SUCCESS**

According to Tripathi and Tripathi (2002:161) organisational success is determined by the upbringing of employees in the organisation. This argument is made based on the backdrop that organisations can have the same resources in the same territory but still end up with different results (Tripathi and Tripathi, 2002:161). It is assumed that NLP may well be positively correlated with organisational success for the reason that Tripathi and Tripathi (2002:161) suggest that the climate of an organisation, which is influenced by executive behaviour determines the effectiveness of the organisation. Due to the focus of NLP on personal excellence it may mean that NLP can influence organisational success through improving executive behaviour. Although more proof is needed to determine this link it does show a need for NLP in organisations. This statement by Singh and Abraham (2008:141) is supported by stating that much can already be celebrated in NLP with regards to its contribution to business excellence. The contribution of NLP is not only related to the influence of executive behaviour on employees but also in the way that customers are being approached by meeting their unique communication needs (Singh & Abraham, 2008:141). This however is a new way of looking at organisational success and employees since employers shifted in recent years from looking for mechanistic and physical skills to rather seeking cognitive or socially inclined skillsets (Singh & Abraham, 2008:140). This is largely due to the globalisation of industries and better opportunities that have been created to increase organisational efficiency. Although even the traditional concept of organisational success does contain elements of employee well-being, as will be discussed below, the increasing radical changes and transformation of the nature of work have a significant impact on the psychology of employees that is calling for even further consideration of employee well-being (Abraham & Singh, 2008:140).

As the aim of this study is to correlate the use of NLP in organisations through intra- and interpersonal communication with organisational success, the measurement of what it means to be successful as an organisation, now needs to be determined.

### **2.5.1 Defining organisational success without considering NLP**

In this section key variables will be identified that are perceived to be at the cause of organisational success in a traditional sense without considering the macro-economic shifts that Singh and Abraham (2008:138) mention that have brought about radical changes to the pattern of work and change for employees. The measuring of organisational success from a traditional perspective will be discussed in the following section while organisational success from a NLP perspective will be discussed in the next section.

The four categories of organisational success, management skill and impact of owner and the four dimensions of organisational success are now discussed as elements through which organisational success can be identified. It should be noted that although the traditional definition of organisational success does not have an in-depth focus on NLP-related factors, it may already contain characteristics of NLP to a small degree.

#### **2.5.1.1 *Four categories of organisational success***

Fabling and Grimes (2007:383) compiled a study to determine what business practices or characteristics set successful organisations apart from others. The study included 3000 firms from various sectors of the New Zealand economy (Fabling & Grimes, 2007:383). According to Fabling and Grimes (2007:395) the performance of an organisation is determined by both the internal and external practices of the organisation and the heterogeneity of the firm. Internal practices refer to incentive-related employee practices, goals, values and organisational structure whereas external practices refer to economic trends and the nature of the specific sector (Fabling & Grimes, 2007:383). Four categories of business practices were found to be particularly important, namely capital-augmenting, labour-augmenting, research and development and market research (Fabling & Grimes, 2007:396). These categories are now discussed briefly.

Capital-augmenting refers to up-to-date capital equipment that influences the productivity and profitability of an organisation (Fabling & Grimes, 2007:395). More relevant to the current study, labour-augmenting refers to efficiency or enhancing-related employee practices that include innovation-related training, performance pay for all staff, measurement of employee satisfaction at least bi-annually, non-managerial staff for

example, having the authority to contact suppliers with regards to problems and more than 50% of staff rotating jobs in the last year (Fabling & Grimes, 2007:396). The research and development category as referred to by Fabling and Grimes (2007:396) includes practices such as having spent more than 20% of expenditures on research and development, the protection of innovations, having conducted in-house research and development over the past two years and commissioned external research and development over the past year. The final category, namely market research, contains practices that include focussing on new markets, a great deal of staff visits to major customers and the monitoring of competitors' goods and services (Fabling & Grimes, 2007:396). These categories have been measured against three business results namely relative productivity, relative profitability and market share (Fabling & Grimes, 2007:396). Research and development practices for example were positively associated with all three business results as where market share mainly and primarily contributed to the business result of increasing market share (Fabling & Grimes, 2007:396). According to Fabling and Grimes (2007:396) labour-augmentation practices such as performance pay and increased authority to staff resulted in profitability. Measuring employee satisfaction resulted in productivity whilst investing in innovation-related training results, resulted in an increase in market share (Fabling & Grimes, 2007:396).

The notion is also made by Fabling and Grimes (2007:395) that the ability to manage a competitive advantage contributes to the success of an organisation. Competitive advantage is influenced by both the capability and use of resources within the organisation (Fabling & Grimes, 2007:395). Fabling and Grimes (2007:395) noted that 90% successful firms emphasise mechanisms to incentivise and reward performance and pay attention to a range of human resource management practices ...+

### **2.5.1.2 Management skill and impact of owners**

Feindt, Jeffcoate and Chapell (2002:53) conducted a study to determine the success factors of Small to Medium Enterprises (SMEs) in the e-commerce industry and indicates that successful SMEs place more emphasis on soft issues than hard issues, meaning that more time is spent on people and their capabilities or needs than on technology or structure. According to Feindt *et. al* (2002:53) the concepts of the founders and their

management skills seem to be much more important than technical skills, the impact of the founders are the leading factor associated with organisational success. Burns and Harris (in Feindt *et. al*, 2002:53) refer to a report from the London Business School where six factors that are identified are associated with successful growth. These include an experienced owner with knowledge of the market and industry, close contact with customers and a commitment to quality of products or services, innovation and flexibility in marketing and technology, a focus on profit as opposed to a focus on sales and a good management system controlling costs, attention to employee relations backed by a bonus scheme and operating in a growing market (Burns & Harris in Feindt *et. al*, 2002:53). To support the notion of the importance of the leader, owner or manager in organisational success, Feindt *et. al* (2002:53) mentions several examples of where leadership and management skills of the owner proved to be the backbone of success. According to Feindt *et. al* (2002:53) the Dutch Ministry of Economic Affairs for example surveyed 300 high and low growth companies and concluded that in high growth companies the owner still played a crucial role. The SME Policy Unit (in Feindt *et. al*, 2002:53) state that internal business processes and unwillingness from the owner to incur risks are the factors that limit growth.

These factors do show an indication of a stronger focus on the individual, but what seems to be lacking are instruments that can change or improve the leadership behaviour or communication skills of employees rather than accepting that an owner should already have all the necessary skills in order to achieve organisational success.

### **2.5.1.3 Four dimensions of organisational success**

Tripathi and Tripathi (2002:161) studied five private and five public organisations to determine whether organisational climate affects organisational success. According to Tripathi and Tripathi (2002:163) organisational success consists of four dimensions that include effectiveness, job satisfaction, organisational commitment and the intention of employees to quit. The element of effectiveness in organisational success means environmental and internal problems are easily adapted to. The job satisfaction dimension refers to thoughts, feelings and behaviour that make up for the emotional component and determine the attitude of employees (Tripathi & Tripathi, 2002:163). Organisational

commitment is a belief and acceptance of the organisation's goals, a willingness to exert effort and a desire to maintain membership of the organisation (Tripathi & Tripathi, 2002:163). The last dimension referred to as the intention to quit simply means whether employees are willing to leave the organisation (Tripathi & Tripathi, 2002:163).

If climate is defined as the atmosphere that employees perceive, that is created through the practices, procedures and rewards of an organisation, then Tripathi and Tripathi (2002:161,169) mean that organisational climate does influence the elements of organisational success. Tripathi and Tripathi (2002:169) also state that a rewards and participation climate in an organisation is the best indicator for effectiveness in the organisation. According to Tripathi and Tripathi (2002:169) "an organisation where policies and roles are clear, relationships between employees and management are warm, employees are given fair chance to participate in decision making and they are motivated through the proper implementation of an appropriate reward system to show their best performance, there will be a better chance of achieving organisational success ..."

In another study where Tripathi and Tripathi (2001:291) identified which influence strategies affect organisational success, they concluded that Rational Rewards and Personalized Relationship enhance the success of an organisation the most of all other elements of a downward influence strategy. In this instance Tripathi and Tripathi (2001:291) explain Rational Rewards as the use of politeness, praise and the outcome of satisfactory performance evaluations. Personalised Relationships are described as assistance by managers with personal matters. The important aspect to be noted here is that managers who use appropriate influence strategies, whether it is upward, downward or lateral strategies, may cause organisational success. In the study of Tripathi and Tripathi (2001:284-285) they made use of downward influence strategies that also include elements of assertiveness, rationality, ingratiation, use of sanctions, showing expertise and the exchange of benefits. All of the aforementioned had an effect on three of the four dimensions of organisational success also mentioned above, namely job satisfaction, effectiveness and the intention of employees to quit.

From the discussion above it can be derived that a successful organisation is measured in terms of its capital-augmenting, labour-augmenting, research and development, market



research, the managing skills of the owners (organisational leaders), job satisfaction, effectiveness, organisational commitment, and the intention of employees to quit. These in turn are influenced by organisational climate and managerial influencing strategies. The following table summarises the discussion above.

**Table 6: Traditional framework of organisational success (OS)**

<b>Measurement of OS</b>	<b>Elements influencing measurement</b>	<b>Practical application</b>
<b>Profitability</b> <b>Productivity</b> <b>Market share</b>	Capital-augmentation	Employees doing regular checks and updates on machines Staying informed of latest technology in industry
	Labour-augmentation	Innovative training Performance pay Measurement of employee satisfaction (bi-annually) Authority to staff 50% staff rotation in last year
	R&D	Spending 20% of expenditures on R&D Protecting innovations Conducted in-house R&D in last year Conducted external R&D in last two years
	Market share	Researching new markets Visiting competitors Monitoring goods and service of competitor
<b>Competitive advantage</b>	Use of resources	
<b>Owner's management skill</b>	Experience	
	Commitment to quality of products and services	Close contact with customers
	Innovation and flexibility in marketing and technology	
	Employee relations	Bonus scheme
	Management system controlling costs	
<b>Job satisfaction</b> <b>Effectiveness</b> <b>Organisational commitment</b> <b>Intention to quit</b>	Organisational climate	Adapt easily when internal problems arise and to the environment Positive attitude Willingness to exert effort on behalf of organisation

		Intention not to quit or end membership to organisation
	Influence strategy	Use of politeness and praise Assistance to employees in time of need Assertiveness Ingratiation Use of sanctions Showing expertise Exchange of benefits

In the first column in Table 6 different elements by which organisational success is measured by authors such as Fabling and Grimes (2007:396), Feindt *et. al* (2002:53) and Tripathi and Tripathi (2002:163) are listed. These authors argue that different elements such as capital-augmentation or organisational climate influence or affect the different measurements of organisational success and are listed in the second column of the table. In the third column of Table 6 the elements that influence the measurements of organisational success are broken down into the practical behaviour of employees, leaders or the organisation as a whole, also derived from the discussion preceding the table. These behaviours are the practices in an organisation that may result in organisational success.

In the above section traditional elements such as labour relations, technology, capability to use resources, up-to-date equipment, good internal management systems, competitive advantage, organisational climate and especially the ability of the leader, manager or owner to manage and lead the organisation, have been identified.

The following section will address whether gaps exist in the traditional concept of organisational success and if so, argue whether NLP and intrapersonal communication have a useful role to play.

## 2.6 REDEFINING ORGANISATIONAL SUCCESS CONSIDERING NLP

Lewis, Goodman and Fandt (in Coetzee & Schaap, 2005:31) refer to the rapidly changing world of work by stating that this dramatic, unpredictable and complex change is redefining the way in which organisations are to be managed. According to Lewis *et. al* (in Coetzee &

Schaap, 2005:31) a realisation has emerged that knowledge, skills and experience of people are fundamental in organisational success and that it is expected that leaders will pay even more attention to the %people+aspect of the organisation.

It should be noted that the redefinition of organisational success in this section is not to discredit the traditional elements that are perceived to bring about organisational success. It is rather to serve as an essential addition that allows employees to not be expected to already hold all the necessary skills beforehand but to be granted the opportunity, through NLP techniques, to achieve all the necessary skillsets required to achieve organisational success irrespective of how drastic the business environment changes.

The minimal emphasis that has been placed on the %people+ factor by the traditional definition of organisational success includes employee attitude, reward systems and support. It does however seem as if it is still not taking into account the in-depth emotional attributes and rational aspects of every individual that Coetzee and Schaap (2005:31) refers to. These elements in the traditional concept of organisational success that focus on the %people+factor might be an indication of the need for employees to adapt quicker and to be nurtured better, but it is argued that NLP can add a dimension to organisational success that consists of an even deeper psychological development in the social and self-intelligence of employees. What seems to be lacking from the traditional measurement of success is the in-depth understanding of the people aspect in the organisation. The intrapersonal communication of leaders, managers and employees may be the understanding necessary to address the complex challenges organisations are facing.

Also calling for a better understanding of employees, Singh and Abraham (2010:139) are of the opinion that training programmes in organisations seldom relate to the competency employees need in different contexts and that the human factor is not taken into account. Making matters more complex is the rapid change in technological advancement and organisations are finding themselves in a dilemma of how to ensure a competitive advantage (Singh & Abraham, 2010:139). Globalisation is also making it difficult to manage %a human resource pools ...+(Singh & Abraham, 2010:139). According to Singh & Abraham (2010:139) organisations now realise that the competitive advantage lies in the people of the organisation. This is in contrast with the traditional definition of organisational

success where competitive advantage entailed product and process development and other industry factors (Fabling & Grimes, 2007:395).

As stated by Singh and Abraham (2010:139) successful organisations are the ones who redefine their responsibilities in the face of the revolutionary changes in the organisational context. One example of the change in organisational context is how performance appraisals have shifted from financial rewards towards the development and learning of individuals (Fletcher in Singh & Abraham, 2010:139). Another factor is that the balance of power has shifted from the employer to the employee that makes traditional downward influencing strategies less attractive. The concept of EQ also impacts on the realisation of organisations that employees are not just components of the organisation, but human beings with ideas (Sing & Abraham, 2010:140). Bearing in mind the distinctive challenges mentioned above that new organisations are facing, the following discussion revolves around several areas in an organisation where NLP is making useful and unique contributions to organisational success.

### **2.6.1 The management of emotions**

Coetzee and Schaap (2005:31) support the notion that a gap exists in the understanding of organisations by saying that a critical factor to organisational performance is reading and managing the emotions of others to gain loyalty and trust. Jemmer (2009:39) links the use and management of emotions to intrapersonal communication by stating that the element of inner speech is found in people's emotional experiences which manifest in verbal sets and instructions to the self. What can be derived from these statements is that emotions are even more crucial than organisations may realise and that the core of intrapersonal communication seems to be the management of emotions. If that notion is accepted then NLP may well be the technology that can be used to improve intrapersonal communication as to determine the outcomes and actions of leaders. Singh and Abraham (2010:141) note that there are more advantageous ways of managing human resources in the present scenario and NLP is a holistic approach for it, focusing on the individual ...+The practical application or practice of how to manage emotions with NLP techniques such as mapping across, swish pattern, circle of excellence and kinaesthetic anchors that can be used as intrapersonal skills to control emotions, will be discussed in

Chapter 3. Another practice of managing emotions is to view situations from an objective, dispassionate view that can assist in finding rational solutions (Yemm, 2006:16). This is referred to perceptual positions in NLP and will also be discussed in the following chapter.

### **2.6.2 Change management and adaptability**

Keeping in mind the rapid changing complex environment in which organisations find themselves as mentioned above, Agness (2010:159-161) places a great emphasis on the need for organisations to undergo constant change. She therefore places the ability of an organisation to manage change effectively as a prerequisite for success. Agness (2010:161) acknowledges that NLP can build leadership competency in certain critical factors of change management. Agness (2010:160) refers to five key factors for successful change management namely active and visible executive sponsorship, open communication around the need for change, structured change management, dedicated resources and funding and employee engagement. According to Agness (2010:161) an organisation using NLP to adapt to change, that is argued to be a measurement for organisational success in the current unpredictable environment, is better off in comparison to organisations not using NLP. Further, Agness (2010:161) then mentions several NLP practices that will influence the five elements of change management. These include, perceptual positions (seen from a different point of view), modelling the organisation to find how it managed change before, using the Meta and Milton model in NLP and setting out clear outcomes. These NLP techniques will be discussed in more detail in Chapter 3.

### **2.6.3 Managing inter- and intrapersonal communication**

Singh and Abraham (2008:142-143) argue that for organisations to be successful they should be able to retain the best people and this can be done through looking after the inner values of individuals. According to Singh and Abraham (2008:142-143) NLP intrapersonal skills are likely to achieve this and make it easier to hire and keep qualified individuals. This is based on the principle that managers need to understand and believe in themselves, before they can expect others to do the same in order to create a desirable workplace (Singh & Abraham, 2008:142-143). The influence of intrapersonal

communication as an unique practice that can influence organisational success can also be derived from the presuppositions of NLP (see section 2.3.1) and the four pillars of NLP (see section 2.3.2). The purpose of the next discussion is to supplement the list of characteristics of organisational success but in the context of the modern-day complexity and increased focus on the human factor. The unique contribution of presuppositions and the pillars to organisational success and their practical applications, as part of inter -and intrapersonal communication, will now be discussed.

The second presupposition in section 2.3.1 refers to the meaning of communication to another person is the response it elicits in that person, relates to the improvement of communication. Singh and Abraham (2008:143) make the statement that communication is crucial to the organisation and that miscommunication mostly occurs because the communication is speaker oriented. From this statement it can be assumed that communication is indeed a factor to consider when discussing the concept of organisational success. According to Singh and Abraham (2008:143) NLP offers unique solutions to the problem of miscommunication by placing the emphasis on the receiver and not just on the sender. Practically it involves taking the receiver's behaviour into account by mirroring the body language and movements of the receiver. Another practice derived from the presupposition is placing the emphasis on the receiver by understanding the preference of the receiver's senses and delivering the communication message in the senses he/she prefers. The more practical and linguistic manifestation of understanding a person's senses include the use of vocabulary that depicts the manner in which a person codes information, for example where a visual person may say "see what you mean" and an auditory person may say "hear you" (Skinner & Stephens, 2003:180). This technique of representational systems and using predicates in sensory acuity in NLP will be discussed in more detail in Chapter 3. The discussion of the presupposition also mentions that adapting the way in which one communicates can achieve better results. This implies that communication should be measured in accordance to the outcomes it should have achieved, and if the outcomes are not satisfactory the communication should be adapted or altered until the desired outcomes are reached. Bavister and Vickers (2010:59) state that the NLP technique of meta-programmes refer to different approaches one can take when coming across a situation. It involves more than 60 different ways of organising thoughts and focussing attention on the correct areas to achieve a certain result.

Another presupposition referred to in section 2.3.1 is that the mind and the body are part of the same cybernetic system, meaning that a neurological link exists between the mind and the body. The implication of this presupposition is that intrapersonal communication influences the physical body and mental state of leaders and *vice versa*. Lowther (2012:81-82) agrees with this notion by stating that how people use their bodies influence their level of motivation, creativity, and stress. Lowther (2012:81-82) also acknowledges that the mental well-being of people may result in how healthy they are and that neuroscience shows that chemicals that transmit messages to the brain interact with every cell in the body, making it possible for thoughts to affect the body. As indicated in the beginning of this section, the new competitive advantage lies with the people in the organisation and it is on this premise that the presupposition of the mind and the body being part of the same system becomes relevant to organisational success. The practical application of using the mind and the body to achieve better communication to the self (intrapersonal) and to others (interpersonal), include visualisation which is incorporated in the NLP pillar of outcomes thinking. Lazarus (2010:40) emphasizes the use of intrapersonal communication to get better results or improve effectiveness, he states that visualising positive experiences and using posture and body movements in a certain manner can make people more effective in achieving their objectives.

Another ability focussing on the human factor by increasing awareness of the way leaders use inter -and intrapersonal communication is EQ. As already discussed in section 2.4, management is becoming more aware of how EQ can improve organisational success. Coetzee and Schaap (2005:36) maintain that the level of EQ influences a leader's ability to influence behaviour, stimulate employees intellectually, instil trust and motivate employees. As derived from Table 5 the four skill quadrants needed for EQ is self-awareness, social-awareness, self-management and relationship skills. The practical way in which these skills can be achieved has already been touched on in section 2.4. Some practices have been argued in section 2.4 to improve the four skill-quadrants of EQ, they include feedback to assess whether a leader's behaviour is resulting in the desired outcomes by being empathetic to employees, ensuring and reminding employees what the purpose of the organisation is, being achievement oriented by setting clear goals and

encouraging others to achieve more, taking initiative in the workplace, having optimistic thoughts and managing conflict in a calm rational manner.

The following table is derived from the above section and summarises the measurements, elements and practices of organisational success in relation to NLP and the unique contributions it can make to the people factor needed in today's complex corporate environment.

**Table 7: People oriented framework of OS with NLP**

<b>Measurement of OS</b>	<b>Elements influencing measurement</b>	<b>Practical application</b>
<b>Managing emotions</b>	Intrapersonal communication	Mapping across Swish pattern Circle of excellence Kinaesthetic anchors
<b>Ability to adapt to change</b>	Active and visible executive sponsorship	Perceptual positions
	Open communication around the need for change	Modelling the organisation to find how it managed change before Meta Model Milton model
	A structured change management approach	Setting clear outcomes and business benefits
	Dedicated resources and funding	
	Employee engagement and participation	Meta Model Milton model
<b>Managing inter –and intrapersonal communication</b>	Placing the emphasis of communication on the receiver	Mirroring communication (rapport) Understanding the preference of the receiver's senses (representational systems, sensory acuity) Adapting communication for better result (meta-programmes)
	Using the body and mind as a system	Visualising positive experiences/goals/objectives (outcome thinking) Self-motivation through reframing, circle of excellence and kinaesthetic anchors
<b>Emotional Intelligence Spiritual Intelligence</b>	Self-awareness	Assessing whether behaviour matches the desired outcomes



		Improving self-confidence through the way information is processed (reframing)
	Social-awareness	Being empathetic (sensory acuity) Making employees more aware of the purpose of the organisation (outcome thinking)
	Self-management	Having an achievement orientation Taking initiative Being optimistic
	Relationship skills	Reacting to criticism using perceptual positions, rapport and hierarchy of ideas

In section 2.5.1 it was discussed what characteristics or practices can be found in a traditional organisation that makes it successful. In this section the people factor was explored more closely. It is argued that for organisational success to be achieved in a more complex ever-changing corporate environment, leaders with the necessary inter and intrapersonal skills are needed so that they can develop themselves and those around them. The above table addresses the practical applications that can result in making an organisation able to adapt to rapid change and ensure the loyalty of individuals. NLP practices that are argued to also influence organisational success, additional to elements in the traditional definition, should be added to the practices mentioned in Table 6. Thus, organisational success in this study is measured according to profitability, productivity, market share, competitive advantage, owner's management skill, job satisfaction, effectiveness, organisational commitment, intention to quit, the management of emotions, the ability to adapt to change, the management of inter . and intrapersonal communication and EQ.

The following table combines and integrates both the measurement for organisational success in a traditional context and NLP-based measurements needed in the current environment to maintain organisational success.

**Table 8: Integrated framework for OS**

<b>Measurement of OS</b>	<b>Elements influencing measurement</b>	<b>Practical application</b>
<b>Profitability Productivity Market share</b>	Capital-augmentation	Employees doing regular checks and updates on machines/technology Staying informed of latest technology in industry, for example reading industry related research, books and magazines
	Labour-augmentation	Innovative training Rewarding employees with performance pay Measuring employee satisfaction (bi-annually) Giving more authority to staff 50% of staff should rotate every year
	R&D	Spending 20% of expenditures on R&D Protecting innovations Conducting in-house R&D every year Conducting external R&D every two years
	Market share	Research new markets Visiting competitors Monitoring goods and service of competitors
<b>Competitive advantage</b>	Use of resources	Earmarking resources to build competitive advantage
<b>Owner's management skill</b>	Experience	Acquiring experience through education, diverse working environments or learning new skills
	Commitment to quality of products and services	Having close contact with customers
	Innovation and flexibility in marketing and technology	Constant re-evaluation of marketing strategy Having brainstorming sessions.
	Employee relations	Having a bonus scheme in place
	Management system controlling costs	Keeping track of costs and installing and updating management system

<p><b>Job satisfaction</b> <b>Effectiveness</b> <b>Organisational commitment</b> <b>Intention to quit</b></p>	<p>Organisational climate</p>	<p>Adapting to new environment and when problems arise having a positive attitude Willingness to exert effort on behalf of organisation Having the conviction not to quit or end membership to the organisation</p>
	<p>Influence strategy</p>	<p>Use of politeness and praise Assistance to employees in time of need Being assertive in time of crisis, being calm Ingratiation Use of sanctions when employees do not perform Showing expertise to employees Exchanging benefits with employees</p>
<p><b>Managing emotions</b></p>	<p>Intrapersonal communication</p>	<p>Changing negative emotions to positive ones by using mapping across, swish pattern, circle of excellence and kinaesthetic anchors Seeing situations from an objective point of view (perceptual positions)</p>
<p><b>Ability to adapt to change</b></p>	<p>Active and visible executive sponsorship</p>	<p>Perceptual positions</p>
	<p>open communication around the need for change</p>	<p>Modelling the organisation to find how it managed change before Meta Model Milton model</p>
	<p>A structured change management approach</p>	<p>Setting clear outcomes and business benefits</p>
	<p>dedicated resources and funding</p>	<p>Earmarking funds for implementing change</p>
	<p>employee engagement and participation</p>	<p>Meta Model Milton model</p>
<p><b>Managing inter –and intrapersonal communication</b></p>	<p>Placing the emphasis of communication on the receiver</p>	<p>Mirroring communication of others (rapport) Understanding the preference of the receiver's senses (representational systems, sensory acuity) Adapting communication for better result (meta-</p>

		programmes)
	Using the body and mind as a system	Visualising positive experiences/goals/objectives (outcome thinking) Self-motivation through reframing, circle of Excellence and kinaesthetic anchors
<b>Emotional Intelligence Spiritual Intelligence</b>	Self-awareness	Assessing whether behaviour matches the desired outcome Improving self-confidence through the way information is processed Changing the context of information through reframing
	Social-awareness	Being empathetic to employees, partners and competitors (Sensory acuity) Making employees more aware of the purpose of the organisation (Outcome thinking)
	Self-management	Having an achievement orientation, driving others to achieve more Taking initiative Being optimistic
	Relationship skills	Reacting to criticism using perceptual positions, rapport and hierarchy of ideas

This table summarises how organisational success is defined and how it can be measured through practical applications. Although many other aspects of an organisation can also influence organisational success, it is believed that this serves as an accurate summary of what several authors perceive to be some of the most important factors in achieving organisational success. It is important for the purpose of this study that an organisation using NLP is compared to an organisation not using NLP in order to determine whether there is a difference to be noted. It is for this reason that the above table is significant as it serves as a measurement by which this can be done.

## 2.7 COMPARING ORGANISATIONS WITH AND WITHOUT NLP

The integrated framework discussed in Table 8 consists of 14 measurements for organisational success, 24 elements that influence the different measurements and 52

different practices from which those elements are derived. The following section will discuss a case of an organisation not making use of NLP and thereby determining how many shared characteristics exist between such an organisation and the integrated framework for organisational success. The same will be done with a case of an organisation that is making use of NLP. The purpose of the discussion is to determine whether NLP makes an organisation more successful or not.

Different case studies and literature will be reviewed to examine as many characteristics of the organisation as possible and will determine how many similarities exist with the integrated framework of organisational success in Table 8. It should be noted that no organisation or case study will necessarily have applied all the necessary NLP techniques and that organisations that do not seem to have implemented NLP might still in some aspects behave in line with certain NLP principles. Cases are used that seem to either have implemented NLP techniques successfully or not at all at a certain point in time in the life of the organisation.

### **2.7.1 Organisations not using NLP**

An organisation that is seen as not using or as using NLP will be based on whether the organisation's activities correlate with what Singh and Abraham (2008:143-144) perceive to be characteristics of a company where NLP has been implemented successfully. Eleven characteristics are derived from the discussion of Singh and Abraham (2008:143-144) that focus on flexibility in communication, negotiation, creativity, customer care and state management. These characteristics also seem to echo the pillars and presuppositions of NLP. The following points summarise the findings of Singh and Abraham (2008:143-144) on which characteristics are evident in an organisation which has implemented NLP:

- Giving and receiving information in a preferred way.
- Reacting positively to criticism.
- Having rapport with others.
- Leaders continuously sharing the outcome of meetings and actions.
- Understanding motivating values and thinking styles of employees.
- Handling stress, identifying positive intention.

- Flexibility in working towards a goal.
- Allocating responsibilities to employees.
- Investing in the capabilities of employees.
- Replicating success.
- Using an informal communication structure.

The following case study of Home Depot seems not to have shown the majority of the above mentioned characteristics and is offered as an example of an organisation that has not implemented NLP techniques or practices. The case study of Home Depot will now be discussed.

Home Depot is one of the biggest home improvement retailers in the world and in 2004 they opened a new store in New York (Carpenter & Sanders, 2009:617). Carpenter and Sanders (2009:617) report that the company did extensive research before incorporating several new features to the store. The company's CEO, Bob Nardelli, said that the company continuously had new approaches to formats, new markets and new customers. Before the current CEO, Home Depot was always managed by one of its founders (Carpenter & Sanders, 2009:619). It is reported that Nardelli made no significant changes to the company's operations or its culture and was of the opinion that something that worked for 19 years should not be tampered with (Carpenter & Sanders, 2009:619). Nardelli also had no retail experience but had a great focus on detail and management processes. The company grew in a balanced manner after minor changes were made to the business strategy and activities were streamlined (Carpenter & Sanders, 2009:620). Home Depot seemed to struggle with technological advancements as their competitors had already switched to automated inventory management whilst they were still logging each shipment manually. Carpenter and Sanders (2009:620) mention that employees took more time to restock than to assist customers. The company did manage to keep a competitive advantage by offering installation services in some of their stores and even started to look to overseas markets (Carpenter & Sanders, 2009:622). Although Home Depot grew considerably at the time, many top executives resigned or threatened to resign as they could not accept the direction in which the company went. The Human Resources manager reported that many employees felt that their authority was being taken away by Nardelli. Seeing as Home Depot had a practice to employ more part-time staff it resulted in

demotivated employees not being friendly and helpful to customers (Carpenter & Sanders, 2009:623). Analysts later speculated that Home Depot would lose its market share to Lowe's, a large competitor in the market, while they were concerned that Nardelli was not able to manage growth effectively.

The above case study provides some clues to some aspects of how Home Depot was functioning as a company, leadership attributes within the company and in what areas they spent their resources. The argument was made that Home Depot has not implemented NLP, largely because of the lack of flexibility when change occurred and not allocating sufficient responsibility to employees who further felt that they were not being understood. Employees were also not prepared by providing them with information about what the future might hold in an outcome based manner or by placing the emphasis on the receiver in the communication process.

The specific characteristics that Home Depot has shown in that exact life stage of the company will now be compared with the 24 elements that are responsible for organisational success listed in Table 8. The reason for using the 24 elements in the framework for organisational success as a measurement instrument is because the measurements itself may be too abstract while practical practices in the framework may be too detailed to be identified in a case study. Both the measurements and practical practices in the framework for organisational success are used as supporting guidelines to determine whether characteristics of the case study correlate with the elements of organisational success. The following comparison articulates how an organisation not using NLP compares with elements that make for a successful organisation.

**Table 9: Comparison between elements of OS and Home Depot**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of Home Depot</b>	<b>Evidence for status</b>
Capital-augmentation	No	Have not checked or kept up-to-date with latest inventory management systems
Labour-augmentation	No	CEO limited authority to employees. Executives indicated intention to quit the organisation

R&D	Yes	Extensive research was done when new stores were incorporated
Market share	No	Analysts indicated a decline in market share
Use of resources (competitive advantage)	Yes	Resources were spent on competitive advantage of offering installation services
Experience	No	CEO had no retail experience
Commitment to quality of products and services	Could not be determined	
Innovation and flexibility in marketing and technology	Yes	Changes were made to the business strategy
Employee relations	Could not be determined	
Management system controlling costs	Yes	Activities were streamlined to save costs
Organisational climate	No	Executives indicated intention to quit the organisation
Influence strategy	No	Employees could not be motivated since they were mostly part-time workers Employees did not use politeness to influence customers
Intrapersonal communication	Could not be determined	
Active and visible executive sponsorship	No	Executives resisted the direction in which the company headed
open communication around the need for change	Could not be determined	
A structured change management approach	No	Company grew too fast while executives resisted the direction in which the company headed
dedicated resources and funding for change	Could not be determined	
employee engagement and participation	No	Authority of employees were limited
Placing the emphasis of communication on the receiver	Could not be determined	
Using the body and mind as a system	Could not be determined	
Self-awareness	No	Behaviour did not result in desired response in the market
Social-awareness	Could not be determined	



Self-management	Yes	CEO took initiative and indicated initial optimism
Relationship skills	Could not be determined	

Table 9 indicate that five characteristics of Home Depot could be positively correlated with the 24 elements that are responsible for organisational success. These five characteristics include Research and Development (R&D), allocating resources to its competitive advantage, showing innovation and flexibility in marketing and technology, implementing a management system to control costs and applying self-management as a leader of the organisation. Nine of the 24 elements could not be correlated to the characteristics of Home Depot due to insufficient information and a lack of focus in the given case study on these aspects. Lastly, 10 characteristics of Home Depot were negatively correlated to the elements of organisational success.

In conclusion it seems that only 20.8% of the characteristics of Home Depot positively correlated with those of organisational success.

### **2.7.2 Organisations using NLP**

The case study of Metronet Rail, a rail maintenance and a renewal company that was integrated into Transport for London in 2007, will now be explored. The change for Metronet Rail meant considerable difficulties as 6000 employees had to work in a whole new organisation. Before the changes were implemented, six of Metronet Rail's development team was sent for NLP training (Pollitt, 2010:20). The training had the purpose of ensuring that customers, employees and the development team receive support throughout the integration process (Pollitt, 2010:20). Pollitt (2010:20-21) reported that several NLP techniques have been implemented at the organisation and acknowledged that NLP assisted team members to deal with the integration process. NLP training focused on relationship building and developing trust among employees and the leadership of the organisation (Pollitt, 2010:20-21).

According to Pollitt (2010:20-21) picking up on language cues, having a sense of empathy and cause and effect motivators (meta-programmes) made interpersonal communication in the organisation more effective. McKenzie-Irvine, responsible for Learning and

Development at Metronet Rail, said that NLP training was valuable for them personally, enabling them to become more considerate, as well as for the business as a whole by creating a more effective and empathetic workplace (Pollitt, 2010:21). She noted further that NLP training made a great investment in people's personal and professional development and made employees understand the business values (Pollitt, 2010:20-21). Successful practices in other organisations and other departments were modelled to be implemented across the whole business (Pollitt, 2010:21). According to Pollitt (2010:21) people's thinking was aligned with the values of the organisation by taking individual needs into consideration. The way employees receive and process information was also adapted with NLP which gave employees and leaders more confidence and allowed everyone to understand why and how resources are utilised (Pollitt, 2010:21). Pollitt (2010:21) noted that positive responses and optimism made its way through the organisation and behaviours were changed with the help of NLP coaching sessions against new requirements, policies and procedures.

Singh and Abraham (2008:139-147) presented a study in which they compared primary research on the effect of NLP in an organisation to secondary research regarding the genesis of NLP. A significant improvement was found in many aspects of understanding, motivating and working with other people. Singh and Abraham (2008:144) noted how NLP had a profound effect on sales and marketing as it emphasized the fantasy of owning the product because of it being offered in the preferred senses of the customer.

Singh and Abraham (2008:142) pointed out that NLP influences business excellence through allowing Human Resource departments to retain employees and to foster leadership. In the same study, it is reported that 89% of respondents agreed that NLP enabled them to deliver information in a way the receiver needs to receive it, according to their preference senses (Singh & Abraham, 2008:144). NLP is also effective in reacting to criticism, recruitment and placement (Singh & Abraham, 2008:144). Yemm (2006:14) states that NLP helps managers to assist teams in working together, to solve problems and to improve managers's skillsets. Yemm (2006:14) mentioned other characteristics of a NLP workplace as being goal-oriented and flexible.

The following table shows how the implementation of NLP in an organisation correlates with the elements of organisational success as identified in Table 8.

**Table 10: Comparison between elements of OS and Transport for London**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of Home Depot</b>	<b>Evidence for status</b>
Capital-augmentation	Could not be determined	
Labour-augmentation	Yes	Much emphasis placed on employee satisfaction. Learning and Development team received Innovative NLP training Giving more authority to staff is identified as characteristic for successful implementation of NLP
R&D	Yes	Resources were spent on Learning and Development team
Market share	Could not be determined	
Use of resources (competitive advantage)	Yes	Resources spent on employee development, considered to be competitive advantage
Experience	Yes	Experience was gained before integration process started
Commitment to quality of products and services	Could not be determined	
Innovation and flexibility in marketing and technology	Yes	Behaviours were reassessed against new outcomes (requirements, policies and procedures)
Employee relations	Yes	Employees are rewarded and retained by giving more authority and unique training Financial rewards could not be determined
Management system controlling costs	Yes	Behaviours were reassessed against new outcomes (requirements, policies and procedures)
Organisational climate	Yes	Employees were able to adapt to the new environment Optimism and positive responses were noticed. Employees did not quit after the integration process
Influence strategy	Yes	NLP made employees more considerate and showed

		empathy NLP training was done with purpose of supporting employees in time of change Learning and Development team could show expertise after NLP training
Intrapersonal communication	Yes	NLP techniques were used to change the emotions of employees by making them optimistic and considerate towards others
Active and visible executive sponsorship	Yes	NLP training focussed on building trust between employees and leadership Perceptual positions were used to explain logic behind the use of resources
open communication around the need for change	Yes	Best practices were modelled that was implemented across the company Meta-programmes were used to improve interpersonal communication
A structured change management approach	Yes	Employee satisfaction and initiative to send employees for training indicate a structured approach to the change process
dedicated resources and funding for change	Yes	Resources were spent on training the learning and Development team to handle change
employee engagement and participation	Yes	Individual employees were considered when values were aligned with the organisation
Placing the emphasis of communication on the receiver	Yes	Sensory acuity was used to send messages in the preferred senses of employees Marketing of products is done according to the senses of the customer.
Using the body and mind as a system	Yes	NLP approach to deliver presentations, manage meetings and setting targets resulted in increasing confidence.
Self-awareness	Yes	Behaviours were reassessed against new outcomes

		(requirements, policies and procedures) NLP approach to deliver presentations, manage meetings and setting targets resulted in increasing confidence
Social-awareness	Yes	Employees learned to show empathy NLP organisations characterised as being goal-oriented
Self-management	Yes	Optimism and positive responses were noticed NLP organisations are categorised by taking initiative to solve problems and work in teams
Relationship skills	Yes	NLP enhances ability to react to criticism Rapport was created through utilising preferred senses and sensory acuity

An organisation where NLP has been implemented seems to correlate positively with the elements in the framework of organisational success as derived from the above table. 21 of the 24 elements are positively correlated with organisational success and three elements could not be confirmed. There were no elements from an organisation utilising NLP that could be negatively correlated against the elements of organisational success.

87.5% of the elements of organisational success are positively correlated with the characteristics of an organisation using NLP. Comparing this percentage with the 20.8% of characteristics that could be positively correlated with an organisation not using NLP, the difference seems significant. The assumption is then made that an organisation where NLP is implemented is 66.7% more likely to be successful than an organisation that does not make use of NLP.

## 2.8 CONCLUSION

The information in this chapter has led to the conclusion that NLP is not easily defined due to its rapid development and multifaceted use in different disciplines. Furthermore, a

theoretical basis for NLP seems to consist mainly of presuppositions and several core pillars which revolve around the concept of self-awareness. NLP is to be understood not only in a psychological manner, but also in a neurological and emotional manner where NLP contributes, to some degree, to the acquirement of skillsets that make leaders emotionally intelligent. Probably the most important aspect of this chapter is the discussion on organisational success where an integrated framework for organisational success has been created to compare the amount of success elements in organisations using NLP with another not using NLP. The result is that an organisation using NLP is 66.7% more likely to be successful than an organisation that does not make use of NLP.

Chapter 2 supplied a foundation for the understanding of NLP and compared the success of organisations using NLP against those that do not. Chapter 3 will build on the theoretical foundation in Chapter 2 by examining a deeper understanding of how NLP techniques can improve leadership and then measure the success of an organisation where leaders are using NLP and an organisation where leaders are not using them.

## CHAPTER 3

### THE RELATIONSHIP BETWEEN NLP AND LEADERSHIP DEVELOPMENT

#### 3.1 INTRODUCTION

Based on the purpose of this study as discussed in Chapter 1 an assumption should exist that NLP techniques influence the behaviour of leaders. It is for this reason that Chapter 3 will focus on what influence NLP has on the leadership development of an individual within an organisation. If the use of NLP techniques do benefit and contribute to certain skillsets that are useful for leaders, then there will be a sufficient basis for attempting to find the correlation mentioned above.

In order to contextualise what leadership is, it is useful to understand what the difference between leadership and management is. Maccaby (2000:57) explained management as administrating the functions that must be exercised in any business whereas leadership inspires organisations and people to change through a relationship with employees that energizes the organisation to be successful. Maccaby (2000:58) continues by explaining a manager's tasks in the form of planning, setting up budgets and facilitating processes. Leadership on the other hand is characterised by selecting talent in the organisation, motivating employees, building trust and coaching those that follow (Maccaby, 2000:58).

According to Dunn and Pope (2001:220) managers are required to draw upon leadership skills and effective attitudes to cope with today's rapidly changing environment. The difference that is required in the new era is described by Dunn and Pope (2001:220) as softer people handling skills. Batt (in Rappe & Zwick, 2007:313) explains the recent change in leadership roles as a shift from traditional supervision and control to an emphasis on coaching and facilitation. Rappe and Zwick (2007:313) contributed to the discussion on what type of leadership is needed in the new era by saying that the need for higher levels of competence in the area of interpersonal communication and additional leadership skills is becoming more evident. Gill (2003:307) emphasises the role of leadership in an organisation by stating that effective leadership is crucial in bringing about

change in an organisation. According to the arguments made above it can be accepted that leadership skills are becoming even more significant in the current global economy and that it has the ability to play an influential role in the success of an organisation.

Lavan (2002:183) proposes a solution for bringing about positive change in an organisation by referring to NLP as a technology that can be used to create change in people and also change the culture of the whole organisation. Not only is Lavan (2002:183) of the opinion that NLP can transform an organisation through transforming its human capital, but Thompson, Courtney and Dickson (2012:292) are debating that NLP will inevitably become part of good practice in an organisation. Illustrating the support for using NLP techniques for the development of leaders, Pollit (2010:21) states that NLP is essential for the effective operation of a business in today's environment. Singh and Abraham (2008:146) come to the conclusion that the use of NLP techniques by leaders, be it conscious or subconscious, improves areas in the organisation such as communication, trust, stress management and negotiation, which are essential for business excellence. These authors argue that the real difference between leaders is in the way they empower, motivate and influence others (Singh & Abraham, 2008:146). In the context of this study, identifying where and how NLP influences the way leaders behave; it will be possible to establish whether leaders in this study are in fact using NLP techniques and whether the use thereof correlates with the success of the organisation.

The following sections will include a discussion on the definition of leadership and what it means for the purpose of this study, followed by an in-depth review of the different NLP techniques and how it correlates with the requirements for effective leadership. These techniques will be assessed to identify what areas of leadership are influenced by them while the section thereafter will deal with how the use of these techniques can be detected in leaders.

### **3.2 REQUIREMENTS FOR LEADERSHIP**

The purpose of this section is to establish what softer people handling skills, as mentioned in the previous section, are associated with good leadership. The twelve abilities that depict effective leadership will be identified as well as the four dimensions of leadership.



### **3.2.1 12 abilities of effective leadership**

Looking at what tasks a leader should be able to excel in, Rappe and Zwick (2007:313) mention active communication, the ability to delegate, giving feedback and dealing with difficult subordinates as a prerequisite for leadership. Gill (2003:310) defines leadership as using personal power to win the hearts and minds of people to work together towards a common goal. The alignment of organisational goals is further emphasised by Gill (2003:316) when he states that even the ability to motivate and inspire arises from the alignment of organisational goals with the individual needs and values of people within the organisation. How a leader achieves this is through the use of positive and appealing language (Gill, 2003:316).

Wigglesworth (2006:2) mentions that leadership styles such as command and control, hierarchies and bureaucracies are limited in their effectiveness. He explains this to imply that exceptional leaders, such as spiritual intelligent leaders, can transform the level of effectiveness through certain strong leadership traits. Wigglesworth (2006:6) mention Gandhi and Mother Theresa as examples of spiritually intelligent leaders and explains their traits as being authentic, compassionate, patient, committed to service, inspiring, generous and open-minded. Wigglesworth (2006:6) come to the same conclusion as Gill when he states that leaders literally move people emotionally (their hearts), mentally (their minds) and physically towards a set of behaviours. The ability to move people emotionally, mentally and physically is seen in the example of Mother Theresa where she did not only create the Missionary of Charity but was also able to move people to act in kindness in hundreds of other countries. She was able to morally uplift her followers, share and convince them of a mutually rewarding vision and then transform the vision into reality by moving people towards a certain set of behaviours (Cardon, 2000:201).

The case study of Henry Ford and his grandson Henry Ford II gives a valuable insight into the role of good leadership in the success of an organisation. Maxwell (2007:142) explains how Henry Ford, the inventor and co-founder of the Ford motor company was the showcase of a success story in 1914 when 50% of automobiles in the United States were sold by Ford. But the often untold chapter of the success story is how Henry Ford refused

for almost 20 years to offer different models of automobiles. Ford refused to empower others in the organisation and by 1931 their market share had dropped to 28% (Maxwell, 2007:142). Maxwell (2007:142) notes that Ford continuously disempowered leaders in the organisation; he ascribes the downturn of the Ford motor company to the failure of using leadership to develop the company. After the death of Henry Ford's eldest son, Edsel, his grandson Henry Ford II took over the company. He had to face several obstacles including opposition from his grandfather's entrenched followers, a loss of a million dollars a day and a sceptical board of directors. Maxwell (2007:143) describes how Henry Ford II was able to receive backing from the directors and gather support from within the company using his leadership abilities. He also used his ability to empower others by attracting several outstanding leaders to the company in the form of Charles Thornton, Ernie Breech and a group of ten people of which six became vice-presidents and two presidents of the Ford motor company. Ford selected leaders on the basis of their ability to turn the company around, which involved a strong cognitive ability but also behavioural skills that will allow them to command the company in the right direction. Maxwell (2007:143) ascribes the success of the Ford motor company to the ability of one leader to attract more leaders, simultaneously creating a culture of leadership in the organisation. In 1949 Ford sold more than a million automobiles making it the best sales rate since 1927. Effective leadership consists of several abilities, such as the ability to empower others, which could make a difference in an organisation (Maxwell, 2007:142-143).

Below is a summary of the abilities mentioned by Wigglesworth (2006:6), Rappe and Zwick (2007:313), Maxwell (2007:142-143) and Gill (2003:310-116):

- Compassion.
- Patience.
- Inspiring and motivating.
- Active communication and feedback.
- Delegation.
- Handling conflict.
- Problem solving.
- Making decisions.
- Aligning values with vision of organisation.

- Creating a sense of worth.
- Self-control and responding appropriately.
- Empowering others.

The following section adds to the discussion on what is required to achieve effective leadership by exploring the four dimensions of leadership.

### **3.2.2 Four dimensions and requirements for leadership**

Leadership theory has developed over many different tracks in recent history, from the %Great man+ theories where a leader was seen as a male person born with exceptional qualities right through to transformational theories that are derived from the concept of where the leader envisions and implements change to transform the organisation (Bolden, Gosling, Marturano & Dennison, 2003:6). Between the %Great man+ and transformational theories, the trait, behavioural and situational theories have also emerged. Where trait theories focussed on lists of traits and qualities describing the virtuous man, behavioural theories attracted more attention by focussing on different leadership styles and what they do rather than just their qualities (Bolden *et. al*, 2003:6). Situational theories posed that different leadership styles should be used in specific situations, that a leader should be able to adapt his leadership style according to what the situation requires (Bolden *et. al*, 2003:6). Just before transformational theories were introduced, transactional theories were developed which emphasised the mutual benefits and relationship between leaders and followers. Gill (2003:311) considered these different developments in leadership theory and provided the requirements for effective leadership through four distinct dimensions, namely cognitive intelligence, EQ, SQ and behavioural skills.

### **3.2.3 Cognitive intelligence**

According to Gill (2003:311) the cognitive or intellectual intelligence dimension of leadership requires the ability to % perceive and understand information, reason with it, imagine possibilities, use intuition, make judgements, solve problems and make decisions...+. Gill (2003:311) is of the opinion that cognitive intelligence can help align people's goals with the vision of an organisation. Wolff (2004:6) describes cognitive skills

as analysing and considering the value of another's point of view and stepping into another perspective in order to understand a situation better. It is being argued that this change in perspective makes for more successful problem solving, building rapport and supporting team members (Wolff, 2004:7). The cognitive dimension is based on the assumption that it underlies the behavioural strategies that are chosen by leaders and the skill with which it is executed (Wolff, 2004:6). It is argued by Wolff (2004:7) that behaviour is dependent on the cognitive interpretation of a situation.

Côté and Miners (2006, 5) explain cognitive intelligence as the reflection of experience and learning of cognitive experiences such as the memory. Côté and Miners (2006, 5) make a positive relation between the dimensions of job performance and the dimension of cognitive intelligence. Côté and Miners (2006, 5) further argues that cognitive intelligence enhances task performance, procedures and rules that are related to the technical core of the job.

### **3.2.4 Emotional Intelligence**

In Chapter 2 (see section 2.4) the effect of EQ on leadership development and organisational success was discussed, the core of the discussion is that the a high level of EQ improves self-awareness. Another key factor in the discussion in EQ in Chapter 2 is that effective leadership has its roots in managing emotions (Caruso *et al.* in Coetzee & Schaap, 2005:35). It is from this ability that Gill (2003:311) incorporates the EQ dimension as a requirement for effective leadership since it involves the ability to understand other people, to understand oneself, to executing self-control, to respond in appropriate ways and to use personal power to influence others. Côté and Miners (2006:1-3) have also argued that EQ improves leadership competencies by using emotions to facilitate performance and regulate emotions in the self and in others.

According to Goleman (2010:37) EQ comprises of four domains which are closely intertwined, namely self-awareness, self-management, social awareness and relationship management (see Table 5). These domains suggest that EQ is: being aware of emotions, being able to manage them, use emotions in specific social contexts and transform all new knowledge into better relationships (Goleman ,2010:37-38). EQ consists of different skills

that include self-confidence, empathy, adaptability, service orientation and conflict management (Goleman & Boyatzis in Wigglesworth, 2006:17). Coetzee and Schaap (2005:31) emphasise the EQ dimension as being essential to effective leadership by arguing that it improves organisation effectiveness, has a direct relationship with leadership behaviour and the outcome of leadership.

### **3.2.5 Spiritual Intelligence**

According to Gill (2003:311) the spiritual dimension of leadership deals with creating meaning and a sense of worth for employees (Gill, 2003:311). Wigglesworth (2006:5) define SQ as the ability to act with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances ... This means that SQ is acting and making decisions in everyday life with the utmost feeling of deep love towards others, oneself and experiencing experiences as interconnectedness between the world and a higher power. Wigglesworth (2006:5) explains inner and outer peace as being non-attached to outcomes while still acting with passionate conviction. Wigglesworth (2006:8) divides SQ into four quadrants namely ego self-awareness, universal awareness, ego self-mastery social mastery or spiritual presence. These quadrants comprise of skills such as awareness of life purpose, values hierarchy, inter connectivity of all life, spiritual laws, commitment to spiritual growth and being a wise change agent, mentor, decision maker and having a calm presence (Wigglesworth, 2006:8). In an organisational and leadership context the SQ dimension is valuable to allow leaders to deal with the complexity of the global environment (Wigglesworth, 2006:7).

### **3.2.6 Behavioural skills**

Gill (2003:311) recognises that behavioural skills of leadership include the use and response to emotions through body language for example, but also takes other forms of communication into consideration. The behavioural dimension as a requirement for effective leadership entails effective communication through listening, writing and speaking for example (Gill, 2003:311-312). In simpler terms, behavioural skills reflect how a leader behaves, even in situations where strong emotions are not required. Gill (2003:312) mentions that communication is the lifeblood of any organisation and that certain

behavioural skills determine the effectiveness of such communication. Decker (2006:11-13) identifies verbal, vocal and visual cues as elements that determine how messages are received by others. Other areas where behavioural skills contribute to leadership ability include eye communication, posture and movement, gestures and facial expressions, dress and appearance, use of language and listener involvement (Decker, 2006:19-66).

It has been identified by different authors in this section what abilities are needed to achieve effective leadership. It also seems as if the four dimensions of leadership incorporate many of the twelve abilities of effective leadership, such as problem solving, inspiring and motivating and communication and feedback. Now that it has been identified what effective leadership means, its link with organisational success will be discussed.

### **3.3 THE RELATIONSHIP BETWEEN LEADERSHIP AND ORGANISATIONAL SUCCESS**

Lavan (2002:186) suggests a link between leadership and organisational success by stating that an executive's performance directly affects the performance of the organisation. To support this notion, traits from the four dimensions of leadership will now be analysed by linking them with the outcome of organisational success.

The ability to take initiative, as described in the above section as being a trait in the cognitive dimension of leadership, is identified by Goleman (2010:44) as a leadership strength linked with organisational success. Goleman (2010:46) also makes the link between emotional competencies, as a dimension of effective leadership, and organisational success, indicating EQ components has a direct effect on the financial results of an organisation. Goleman (2010:43-44) introduces several case studies where training in emotional competencies such as having the drive to succeed and working in collaboration with teams, resulted in an increase in profits. Wigglesworth (2006:7) state that research has conclusively proven that EQ creates better job performance in every job category measured over the past 50 years.

Indicating the possibility that the abilities in the spiritual dimension of leadership bring about organisational success, Wigglesworth (2004:6) makes the statement that the

development of SQ in individuals will benefit the companies they work for. Wigglesworth (2006:6) goes further by arguing that developing and growing SQ in groups can create more meaningful organisations, improved products and services and responsible corporate behaviour. Wigglesworth (2006:6) implies that SQ does in fact contribute to the success of an organisation. The last dimension to be linked with organisational success is the behavioural dimension of leadership, which is characterised by effective communication. Singh and Abraham (2008:141) admit that organisations, whether in hospitality, advertising or travel, have benefitted greatly from effective communication and changing the way customers and their preferred senses are approached.

The four different dimensions as a requirement for effective leadership are important because the abilities they comprise of seem to influence organisational success. In the above section the argument was raised that it can be assumed that effective leadership, or at least the four dimensions of leadership, has the potential of creating organisational success. It now leaves the question on whether NLP techniques can actually help develop some of these abilities that are assumed to cause organisational effectiveness.

### **3.4 THE RELATIONSHIP BETWEEN LEADERSHIP AND NLP**

Yemm (2006:13) admitted that NLP can enable managers and leaders to operate more effectively. Cooper and Lynn (2008:9) stated that understanding the principles of NLP can assist leaders in acquiring self-awareness and become excellent influencers. They further report that NLP enables a high sensitivity for others, flexibility in communication, establishing rapport with colleagues, the ability to manage emotions, inspiring and motivating others, improving the feedback process, manage conflict more effectively and enhance modelling of best performance (Cooper & Lynn, 2008:15-20).

Emphasizing the importance of using NLP in conjunction with leaders in an organisation, Wake (2011:123) makes the observation that %<sub>o</sub> NLP is only as good as the person who utilizes it ....+ Project managers for example can use NLP as a tool to improve their personal and social competencies (Bristol, 2010:8). Linder-Pelz and Hall (2007:13) also report evidence of NLP approaches emphasising the clarification of goals, finding solutions, harnessing strength and resources, creating empathy in the workplace as well

as managing physiological, neurological and emotional states directly. Considering these claimed outcomes, NLP seems to be worthwhile to a leader's repertoire of skills.

Singh and Abraham (2008:141) support the notion that NLP develops the abilities present in the four dimensions of leadership as they revealed that NLP has been instrumental in improving communication, aligning goals, reducing resistance to change and personal mastery. Yemm (2006:13) is also of the opinion that NLP improves communication and influence skills that enable leaders to operate more effectively. NLP is further linked to the abilities that make for effective leadership by Yemm (2006:17) where he acknowledges that NLP techniques improve the ability to encourage teams to work together more efficiently, create a vision others can relate to and provide techniques that enable people to be more flexible in presenting messages. Especially due to the behavioural and cognitive aspects of these abilities they form part of the four dimensions of leadership discussed at the beginning of this section.

NLP is explained in Chapter 2 (see section 2.4) where it is assumed that many of the outcomes and skillsets needed to achieve EQ can be achieved through NLP techniques. The basic assumption here is that because NLP techniques address the skillsets needed to become emotionally intelligent, it can be assumed that NLP can assist in the development of these intelligence levels.

Except for the four dimensions of leadership, Gill (2003:310-315) mentions the ability of a leader to adapt to change as a powerful trait and empowering others by stimulating their imagination and intellect. Effective leadership requires giving other people the opportunity and self-confidence to build organisational success. It is also important to note that the skill sets required to become emotionally or spiritually intelligent (see section 2.4), are levels of development that are intricately linked with effective leadership (Wigglesworth, 2006:15). Wigglesworth (2006:15) then makes the finding that the higher the stage of adult development, the higher level of EQ is achieved and the more effective a leader is able to deal with complex conditions experienced in the corporate environment. These arguments assist in the understanding of what traits and abilities are needed to be an effective leader.



To summarise the requirements for leadership it seems that it is the ability to influence the behaviour of others that makes the difference. The ability to align people's goals to the vision of the organisation was also accentuated as an important point. The discussion further implied that the level of leadership effectiveness seems to be shaped through acquiring abilities in different dimensions, whether it is spiritual, emotional, cognitive or behavioural abilities. An assumption is subsequently made that these abilities that make up the dimensions of effective leadership influences organisational success. The role of NLP in developing the very traits and abilities that are assumed to influence organisational success, should still be further established by understanding how NLP techniques work. The conclusion is that it seems as if NLP contributes to the development of effective leadership and the abilities that make it effective, while leadership abilities have the potential to make organisations more successful. This assumption should however be further supported by aligning NLP techniques with the traits that make for effective leadership.

The question whether these core concepts of what effective leadership requires are addressed through NLP techniques that make use of intrapersonal communication, will be discussed in the following section.

### **3.5 NLP TECHNIQUES FOR LEADERSHIP DEVELOPMENT**

Discussing the NLP techniques will broaden the understanding of how exactly NLP, as a tool to understand and improve the subjective human experience, is used through the use of intrapersonal communication or rather the internal dialogue that people use to render external information (Lazarus, 2010:10; Jemmer, 2009:37). The outcomes of these techniques will then be grouped with the four dimensions of leadership and also give an indication of how the techniques contribute to leadership and the organisation.

Dunn and Pope (2001:222) developed a leadership training programme by using NLP techniques such as rapport, perceptual positions and well-formed outcomes as a model to improve leadership. The programme also aimed to give leaders more choices and flexibility on how to handle tasks, situations and relationships. The development plan allowed leaders to explore their own values and also makes team development possible.

In order to develop such a plan or to know how NLP manifests itself in an organisation, it is necessary to know the outcomes of the different techniques that NLP has to offer. It will now be argued whether the following techniques have the same outcomes as those that effective leadership requires.

### **3.5.1 Sensory acuity and calibration**

The technique of sensory acuity, as described by Bristol and Yeatts (2010:8), allows a leader in the organisation to be aware of the sensory preference of others, and to present information in a way that matches that preference. This technique is also described by Wake (2011:124) as "... the ability to read moment to moment changes in someone's physiology ...". Sensory acuity involves observing and interpreting external cues received from others, to see and listen to non-verbal communication cues (Exforsys inc, 2007). Lazarus (2010:70) says sensory acuity can give clues on how to proceed during meetings or in conversations. People already use sensory acuity in its natural form with people they know well (Lazarus, 2010:70). Yemm (2006:14) describes sensory acuity as a pillar of NLP and that it allows leaders to understand other people. Sensory acuity's intrapersonal nature is identified by Tan (2003:4) where he refers to sensory acuity as the ability to see changes in the environment from within. He continues by saying that through sensory acuity people are able to make precise distinctions in the way they receive information.

The process of calibration is closely linked with sensory acuity, as where calibration involves not only being aware of changes in someone's physiology but in the process also makes a mental note of the outward signs of that individual in a certain state of mind (Lazarus, 2010:70). The ability to make these mental notes will allow a leader to know exactly how the other person is feeling (Lazarus, 2010:70). These mental notes can be made through paying attention to breathing patterns, fullness of the lower lip, skin colour (lighter or darker), gestures, tonality and facial movements (Lazarus, 2010:70-71).

The sensory preference can also be determined by noticing eye movement when giving information, where looking upwards indicates visualisation, looking sideways reveals auditory codes and looking downwards kinaesthetic codes. Eye movement to the straight left hand side (for right handed individuals) indicates that remembered sounds or words

that have been heard before are being recalled, while eye movement to the upper right position means that images are being constructed of visual pictures the person has not yet seen. Looking to the downward left-hand side will indicate that the person has an auditory sensory preference and is busy talking to themselves in their own internal voice, while downward to the right hand side means the person has a kinaesthetic sensory preference and is getting in touch with his/her emotions. These cues can be used to determine a person's sensory preference and to know when to use predicates for each sensory system. Predicates are the different uses of language and words that depict the preferred representational system of another person (Elston, 2010:29).

The application to leadership development is that a leader will be able to exert more influence, avoid miscommunication and facilitate rapport and relationship management by acquiring sensory acuity (Bristol & Yeatts, 2010:8). Sensory acuity aims to create awareness of non-verbal communication cues and therefore it would seem that this technique contributes to the behavioural skills dimension. It is assumed that sensory acuity contributes to organisational success through improved communication. This notion is supported by Bristol and Yeatts (2010:8) when reporting that sensory acuity improves communication in an organisation while Gill (2003:312) argues that communication is the core of any organisation and cannot function without it. The behavioural skills dimension (see section 3.2.6) is relevant because it refers to the way leaders communicate and how language is used to achieve better communication.

### **3.5.2 Representational systems**

Human beings process every encounter with the external environment through sensory system representations, which includes pictures, sounds and feelings (Skinner & Stephens, 2003:180). Information or experiences that are received is then coded internally in order to add meaning to it (Skinner & Stephens, 2003:180). Because people has a preference for the way they receive information, or rather a preference system through which they represent the outer world internally, it creates an opportunity where leaders are able to match people's preferred representational systems (Skinner & Stephens, 2003:180).

As mentioned before, people have a primary sensory orientation towards visual, auditory or kinaesthetic sensory representations. The sensory preference can be determined by the verbal statements or predicates being used, whether the words depict %seeing+, %hearing+ or %feeling+ when processing information (Skinner & Stephens, 2003:180). The technique of representational systems is relevant in professions where presenting information or allocating tasks is important, such as managers and salespeople (Lazarus, 2010:84). Skinner and Stephens (2003:180) use this technique to describe how marketing communication advertisers can capture a person's interest by ensuring that the recipient and sender are speaking the same language. Even in different market segments there are groups of individuals who %a speak different sensory languages because they use different preferred sensory representations ...+(Skinner & Stephens, 2010:188).

On account of the fact that people interpret information according to their own preference, this technique will allow receivers to understand messages better. In terms of leadership development this technique has the ability to improve the way a leader communicates, gives feedback, motivates and builds relationships. Lazarus (2010:84) indicates that this technique will not only allow leaders to be more flexible in the way they communicate but will also improve creativity if the leader becomes aware of his own preferred representational system. This technique can be categorised in the behavioural skills dimension because of its ability to contribute to more effective communication through the use of language.

### **3.5.3 Rapport, pacing and leading**

According to Lazarus (2010:72) rapport is a technique whereby trust and respect are created to make cooperation easier. Bavister and Vickers (2010:144) define rapport as the establishment of trust and harmony in a relationship. Rapport is the ability to manage relationships and is useful when selling, recruiting and doing appraisals (Lazarus, 2010:72). This technique involves the matching and mirroring of a person's body language and voice tonality when communicating (Lazarus, 2010:74). It is based on the assumption that people like the people that are like them and involves connecting with other people by making them feel comfortable and by creating flow in a conversation (Elston, 2010:19). Both Lazarus (2010:75) and Elston (2010:19) indicate that 38% of all communication

between two people is represented by the tone of voice and 55% is physiology or body language. According to Skinner & Stephens, (2003:182), preferred representational systems is also a way of building rapport. Lazarus (2010:76) reports that using words only represent 7% of the communication that occur between people. The author also indicates that rapport can be established with more than one person at a time (Lazarus, 2010:76).

Once rapport is used to match someone they can be influenced to take another direction (Bavister & Vickers, 2010:150). This is called pacing and leading. Pacing in NLP means to match a person's voice tonality or body language for a certain period of time (Lazarus, 2010:76). Tonality can be matched by means of speaking louder, softer, higher or deeper in a subtle way so only the subconscious mind can take note of it (Lazarus, 2010:76), whereas body language is matched through posture, movements and crossing arms for example. Leading is when rapport has been established and the other person subconsciously follows the body language or tonality of the one that initiated the rapport (Lazarus, 2010:77). Thereby, allowing a person to increase excitement or energy in the other person by leading their physiology (Bavister & Vickers, 2010:150-151).

By using rapport leaders will be able to calm down difficult situations, facilitate positive outcomes in meetings, enable people to feel at ease and establish in inter views how people really think and feel (Wake, 2011:124). Bavister and Vickers (2010:144) maintain that rapport is fundamental to effective communication and vital for maintaining relationships. Other applications of using rapport include influencing others to see an experience from a certain point of view, resolving conflict, negotiating win-win deals and coaching others to fulfil their potential (Bavister & Vickers, 2010:144). Except for leadership development rapport can also contribute to organisational success in terms of selling products or services which can directly lead to increased sales that may result in an increase in profits (Lazarus, 2010:220). Lazarus (2010:220-222) indicates that rapport can assist in an organisational context not only with selling, but also with strategic planning and recruitment. Yemm (2006:16) explains that rapport further benefits an organisation through improving customer service by means of resolving issues quickly, using good listening skills and calibrating the changes in the language of customers. With relation to the leadership dimensions for effective leadership, the rapport technique seems to contribute to skills relating to the dimension of spiritual intelligence. This assumption is made based

on rapport being a technique that aims to create trust within a certain relationship. This technique seems to be the core outcome of spiritual intelligent leadership because it enhances the ability to create trust, it creates an interconnectivity and can also create a sense of worth for employees if used with integrity. Because of the joint outcomes that rapport and SQ share, it is believed that they are in the same dimension.

### **3.5.4 Changing sub-modalities**

According to Bavister and Vickers (2010:44) a person uses his/her senses to experience the external behaviour but uses sub-modalities to code and make up the structure of the internal experience. Representational systems are directed to the method in which information is sent and received while sub-modalities deal with how the information looks after it has been received and processed. Bavister and Vickers (2010:44) make the case that every thought and every memory contains and is made up of different modalities that include pictures, sounds, feelings, tastes and smells. It is argued that changing the characteristics or sub-modalities of a thought or memory changes the emotion experienced by them (Bavister & Vickers, 2010:44-46). Bavister and Vickers (2010:50) say that the problem with past experiences is often in the way it is coded into the memory and that by changing crucial details in the way a memory is coded makes it possible to drain the intense emotion from the memory. It is not the content of the image that is important, but the sub-modalities that give the content its meaning, for instance the size of the picture, the brightness and the shape (Lazarus, 2010:152).

The change of sub-modalities involves the visualisation of an image that one would like to re-programme. The different sub-modalities present in the image are then identified and each one is changed separately in order to find the most influential one. For example, moving the image into the distance may have a significant effect on the way the feeling is experienced. Digital sub-modalities refer to sub-modalities that are either on or off, such as moving or still (Bavister & Vickers, 2010:48). On the other hand analogue sub-modalities are variable between two extremes, such as light and dark or quiet and loud (Bavister & Vickers, 2010:48-49). The most influential sub-modality is called the driver sub-modality, which often includes sub-modalities that deal with spectrum such as size, brightness, position and distance (Lazarus, 2010:152). They are usually easier than sub-modalities that come in pairs, like black or white, framed or panoramic and three-dimensional or flat.

When the driver sub-modality is identified the image can be changed according to a more preferred feeling. For example, a bigger and brighter picture may make one feel more excited about an upcoming meeting or a smaller picture makes the image of an intimidating person less intimidating. The new preferred image is then kept and saved in the manner that it is preferred (Lazarus, 2010:152). Bavister and Vickers (2010:50) explain the purpose of changing sub-modalities as either to diminish or amplify the intensity of a remembered experience, or more simply by changing the way one feels about a certain event.

The application of changing sub-modalities, either by means of the mapping across or swish pattern technique, to leadership development and organisational success is that leaders are able to quickly change negative memories and take away their negative power (Jemmer, 2006:19). Leaders can make certain activities more appealing, handle pressure situations better, stay motivated, overcome disappointments quickly and remove certain fears like public speaking, handling conflict or negotiating (Lazarus, 2010:146). Leaders can greatly improve themselves and their team members by changing their negative emotions and enforcing their positive ones (Lazarus, 2010:146). The direct benefit to organisational success is an increase in sales, because if internal representations are tuned to be more effective, sales calls for example will be done easier and with more confidence (Lazarus, 2010:221). Changing sub-modalities will most probably contribute to the EQ dimension. This assumption is made on the premise that changing the meaning of internal representations is done through a great deal of self-awareness and as confirmed by Wigglesworth (2006:7), self-awareness is core to EQ and is also one of the four domains of EQ.

According to Bavister and Vickers (2010:52) mapping across is a method used to % change the sub-modalities of an unpleasant memory to those of a pleasant memory ...+ Contrastive analysis is a method used with mapping across to identify the critical sub-modality that makes the difference between an unpleasant emotional memory and a neutral one (Elston, 2010:45; Bavister & Vickers, 2010:51). By finding this difference between the two memories, the mapping across technique can copy the sub-modalities from the neutral memory to the unpleasant memory in order to create a better association (Bavister & Vickers, 2010:52).

Another method of changing sub-modalities is through the swish pattern. Bavister and Vickers (2010:53) describe the swish pattern as valuable because it can generalise a pattern of thinking to different areas of a person's life. It is used to break habits such as smoking or nail-biting where it gives the person the option to do the behaviour again but does not make the person feel compelled to do so (Bavister & Vickers, 2010:52). It is a way of using critical sub-modalities to change how the neurological system experiences a certain habit (Bavister & Vickers, 2010:52-53). A designer swish technique is another method used whereby the swish pattern is tailor made for people who have either auditory or kinaesthetic cues related to their unwanted behaviour (Bavister & Vickers, 2010:55).

### **3.5.5 Reframing**

According to Jemmer (2006:20) the technique of reframing means to change the meaning that is attached to a certain belief, value, attitude or memory and allow leaders to design a better future for themselves and the organisation. This technique is based on the understanding that beliefs and values can be changed and that we can re-programme the meaning of things by changing the frame in which it is perceived. To summarise the explanation of Bavister and Vickers (2010:181), a frame can be defined as the boundaries or constraints of an event or experience that is derived from the perceptions of a person's internal representations which are filtered through the beliefs that the person holds. Reframing is finding alternative and more realistic perspectives on reality through the use of intrapersonal communication (Bavister & Vickers, 2010:186). Singh and Abraham (2008:144) report that 78% of employees in their case study agreed that the technique of reframing enhanced their ability to react to criticism. These authors ascribe the positive response from using reframing to being able to concentrate on the positive intention of a specific behaviour (Singh & Abraham, 2008:144). Lazarus (2010:172) takes reframing a step further by applying it not only to oneself by means of intrapersonal communication, but also emphasises that leaders can use it to coach others into seeing problems as opportunities.

Reframing allows leaders in an organisation to react to conflict in a more productive manner, get better results by being more positive and creating positive feelings (Singh & Abraham, 2008:144; Lazarus, 2010:172). Yemm (2006:16) says reframing benefits sellers



and negotiators by handling objections and finding better outcomes which directly benefit the organisation through improved customer service. Lazarus (2010:224) makes the observation that reframing can also allow for relationships to be built in an organisational context. The same as the change of sub-modalities, reframing seems to contribute to the leadership dimension of EQ. The reason for this assumption is that reframing is also dependent on self-awareness due to self-associations being adapted to be seen in a different context.

### **3.5.6 Perceptual positions**

According to Wake (2011:122) perceptual positions is a technique whereby a situation is viewed from different positions or perspectives. The first position is the person's own point of view with his/her own emotions and beliefs (Wake, 2011:122). This position is viewed in the mind's eye from a first person perspective (Bavister & Vickers, 2010:156). The second position involves a perspective of compassion, empathy and taking on the other person's beliefs, values and even their breathing or posture (Bavister & Vickers, 2010:157). The purpose of this position is to acknowledge what it is like to be at the receiving end of the behaviour of the first position (Bavister & Vickers, 2010:158). The third position is from the perspective of a detached observer in a helicopter view of the situation. This non-emotional perspective then comments on the interaction between the first and second positions (Wake, 2011:122). Lazarus (2010:168) supports the use of this technique by saying it is especially useful before meetings, presentations or when making decisions by using the different positions to advise oneself on how to improve.

Bavister and Vickers (2010:155) seem confident that reframing can assist leadership development by maintaining rapport, communication, demonstrating empathy, resolving conflict and negotiating more effectively. The organisation benefits from improved customer service and a creative environment is created where marketable products can be developed (Bavister & Vickers, 2010:155). In terms of the four dimensions for effective leadership, namely behavioural skills, cognitive, EQ and SQ, the technique of perceptual positions is best categorised with the EQ dimension. The reason for placing the perceptual positions technique in this dimension is grounded in the assumption that the EQ dimension places great emphasis on the ability of being empathetic (Wigglesworth, 2006:8).

Perceptual positions allow a person to view situations from different points of view for the purpose of demonstrating empathy for others (Bavister & Vickers, 2010:155). Both perceptual positions and EQ is focussed on the ability to understand other people (see section 3.2.4). It should be noted that the cognitive intelligence dimension for leadership may also be relevant since Wolff (2004:6) describes cognitive intelligence as the consideration of value of another's point of view and stepping into another perspective.

### **3.5.7 Association and disassociation**

The association and disassociation technique involves stepping in and out of memory in a way that changes the way a person feels about his own memory (Andreas, 1999:24). Being associated or disassociated with an image is similar to the first two points of view discussed in the perceptual positions technique.

Normally, being associated with an image allows one to re-experience the original feeling, but recalling a memory as disassociated means that a person may see himself having the feelings but not actually feeling it in his body (Andreas, 1999:25). Therefore, this technique enables leaders to recall pleasant memories as being associated with the memory and unpleasant memories as being disassociated, allowing them to only feel the feelings of the pleasant memories but just having the visual and auditory information of the unpleasant memories. After a while, once one has disassociated some unpleasant memories and associated pleasant memories, the brain will do this automatically with new memories (Andreas, 1999:25). This technique can also be used to get rid of phobia such as public speaking or snakes.

The application to leadership development and organisational success is allowing leaders in an organisation to be in a better state of mind and have a better attitude towards the future and work related matters. It can also equip leaders to lose any phobia that might be limiting them in any way (Andreas, 1999:26). Being in a better state of mind may result in a more positive work environment and can foster creativity. If association and disassociation is to be categorised according to the four dimensions for effective leadership, it would seem appropriate for this technique to be placed with the EQ dimension. The reason would be that EQ inherently connects with managing emotions and being able to control

emotions and to use it appropriately in different situations (see section 2.4), much as association and disassociation aims to do.

### **3.5.8 Anchoring**

Anchoring is described by Bavister and Vickers (2010:118) as an internal response that becomes paired or associated with an external or internal experience. This means that an anchor is something that triggers an automatic behaviour, whether it is a familiar song being associated with a loved one or the smell of freshly baked bread being associated with a new home. According to Bavister & Vickers (2010:119-120) anchors can either be created naturally through a single dramatic experience or be established through repetition over a period of time. Anchors can be in the form of words, smells, images, memories or feelings and can set off both negative and positive feelings (Bavister & Vickers, 2010:120). Anchors are also used in advertising to invite certain responses in reaction to a song or words that trigger certain emotions (Lazarus, 2010:133-134). This is useful in difficult meetings, appraisals and interviews for example where a person is able to manage his state of mind and trigger productive emotions for that particular situation (Lazarus, 2010:135).

Bavister and Vickers (2010:121) further state that an individual can create anchors for certain emotions or states of mind for situations in a future context. This allows leaders in an organisation to be able to manage how they feel, whether it is feeling motivated, calm or being critical in certain situations. This is called resource anchoring, where an anchor is created that makes it possible to enter an emotional state, such as being confident, whenever it is necessary (Bavister & Vickers, 2010:124). Taking resource anchoring a step further, Lazarus (2010:141) explains future pacing as a resource anchor that is being rehearsed in both associated and dissociated mental states. This means that the future situation is rehearsed in two different mental states that help a person react positively to different scenarios by using the resource anchor. In other words, the desired behaviour will occur in a specified context (Bavister & Vickers, 2010:133).

If a leader is able to rehearse for future situations and manage his/her own response to the situation, it is assumed from the above explanation that a leader will be able to be more

assertive, able to effectively handle conflict, make better decisions and benefit the organisation by generating better outcomes in difficult situations. Lazarus (2010:221) indicates that resource anchoring is a useful technique to increase sales through allowing salespeople to be in a better state of mind when making sales and using words to anchor states of mind in customers.

The circle of excellence is a method that enables people to intentionally improve their emotional state when needed for an appropriate purpose (Tosey, 2010:8). It involves the anchoring of certain emotions, such as being in a state of excitement, motivation, calmness, relaxation and happiness, but by way of mentally entering into experiences buried in the unconscious mind. Leaders in an organisation can access a number of highly positive experiences from their past (Bavister & Vickers, 2010:125). For example, recalling an experience where a state of relaxation was experienced the person can anchor the feeling of relaxation. This is done by creating an imaginary circle in the mind, eye and stepping inside the circle every time the feeling of relaxation is strong. When the emotional state of relaxation is then strongly linked with imaginary stepping into a circle, a person is able to step into the circle whenever that state is to be recalled.

The application to leadership development and organisational success of being able to create a circle with different anchored emotional states is that leaders will have the power to control their emotions and their state of mind (Tosey, 2010:8). They will be able to feel the appropriate emotions at any time and ensure that stress, depression, lack of motivation and procrastination do not keep them from accomplishing their goals.

Bavister and Vickers (2010:126-129) mention other forms of anchoring by using a kinaesthetic self-anchor. This means that a feeling can be anchored by touching the left wrist for example whenever the person is in a certain state of mind. Doing this repetitively will stack the feeling of that experience on top of each other and once it has been anchored, it can be triggered by simply touching the left wrist whenever it seems necessary to feel a certain way Bavister and Vickers (2010:127). Except for stacking anchors, chaining anchors, sliding and collapsing anchors are also used in a similar manner to move from one state of mind to another using kinaesthetic self-anchors.

It seems from the discussion above that the important principle of being able to anchor emotional states in different ways is that it allows a leader or manager to be in control and to use their emotions optimally in a specific context. The fact that anchors are created through a process of intrapersonal communication makes it seem useful for leaders to utilise their emotions in and before specific situations that require a certain mental state. Anchoring, including the techniques of circle of excellence, resource, kinaesthetic and other anchoring, looks to be contributors to the emotional intelligence dimension of effective leadership. This is argued because EQ includes the use of emotions to enhance or facilitate performance to improve organisational effectiveness (see section 3.2.4), the anchoring techniques seem to accomplish that by triggering useful emotions in specific situations.

### **3.5.9 Well-formed outcomes**

Well-formed outcomes is a technique used in NLP to ensure that a goal is accomplished for a reason (Yemm, 2006:14). A well-formed outcome is an outcome that meets the conditions derived from NLP theory (Lazarus, 2010:54). This is done by bypassing the conscious mind through the skilled use of language (Linder-Pelz & Hall, 2007:14). The core of this technique seems to be able to set goals in a way that they are more likely to be achieved. Singh and Abraham (2008:144) report that using the technique of well-formed outcomes improves the effectiveness of meetings and negotiations. This technique involves meeting nine criteria of effectively forming outcomes which is done through a process of intrapersonal communication; they will now be briefly discussed.

Both Bavister and Vickers (2010:95) and Lazarus (2010:55-60) mention similar conditions for well-formed outcomes, starting with stating the outcome in positive terms. This condition is derived from the premise that the mind cannot process negatives and therefore creates images for the words being used. For example, when an outcome is stated as not delivering poor service, the brain will process the words by means of creating images of the words 'poor service'. Bavister and Vickers (2010:96) describe this framing of outcomes as a crucial step in achieving better outcomes. The following condition is to ensure that the outcome is within the control of the organisation (Bavister & Vickers, 2010:96-97). This condition prescribes that a desired outcome should be specific to what

the organisation has jurisdiction over. Outcomes concerning the economy, government or social problems for instance cannot only be controlled by the organisation; therefore they should be stated in the context of what the organisation's role is. Instead of being offered three new tenders from government, the company may rather focus on establishing a better relationship with government.

Another condition against which a well-formed outcome is measured, is whether the outcome is specific enough (Lazarus, 2010:55-56). This condition is built on the premise that sensory specific language that is used in terms of what can be seen, heard and felt increases the achievability of the outcome (Lazarus, 2010:55-56; Bavister & Vickers, 2010:97). Having a sensory-based evidence procedure is the next condition that has to be met. This condition refers to stipulating how one will know, in terms of seeing, hearing and feeling when the outcomes have been achieved (Bavister & Vickers, 2010:98). This is to avoid abstract evidence procedures and compare the success of an outcomes to sensory-based evidence (Bavister & Vickers, 2010:98). The outcomes context should then be analysed by creating boundaries for the outcomes and by deciding in which context the outcomes are relevant and which not. For example, being more competitive in terms of pricing strategy may be relevant when attracting new customers but will not necessarily be used in the context of existing loyal customers who only care about quality.

The next condition prescribes that resources that are needed to accomplish the outcomes should be identified in detail, whether it is knowledge, money or equipment. Well-formed outcomes will also be more likely to succeed if the outcomes preserve existing benefits (Bavister & Vickers, 2010:99). According to Bavister and Vickers (2010:100) this condition was formed on the basis that secondary gains, which are benefits of current behaviour that may influence the outcomes of the goal negatively, should be taken into account as not to sabotage the process.

The last condition to meet is to check whether the outcomes are ecological (Bavister & Vickers, 2010:100). NLP places great emphasis on ecology which is based on the belief that every action has a wider consequence on the system as a whole (Bavister & Vickers, 2010:100). Lazarus (2010:61) suggests that the road to achieving certain outcomes

influence the lives of those who work to attain it. The core principle is to consider what the effect and trade-offs are for achieving particular outcomes.

From the discussion on the conditions that have to be met to create well-formed outcomes and using outcomes-oriented thinking to achieve them, it is assumed that the chances for organisational success are increased through setting more effective goals. Not only does this technique affect organisational success but also gives leaders a tool to make meetings and negotiations more effective (Smith in Abraham & Singh, 2008:144). According to Wake (2011:124), following the process to set more achievable goals can identify obstacles to success in strategic planning and help clarify goals in sales meetings. Lazarus (2010:222) reports that well-formed sales targets also benefit the organisation through a possible increase in sales. It is further argued that well-formed outcomes are an ability that belongs to the SQ dimension of leadership. This is due to the technique's ability to allow leaders to deal with complexities, have a higher form of self-awareness of their own world view and values and thus foster a sense of purpose in an organisation (Wigglesworth, 2006:8). Additional to this technique being in the SQ dimension, it is also present in its most basic form in the cognitive intelligence dimension. The reason is that a leader needs to be able to analyse and understand information about the organisation before he/she is able to ensure that the goals meet the criteria of a well-formed outcome. Another reason is the conviction of Gill (2003:311) that cognitive intelligence is about aligning goals with the vision of an organisation, which is also core to the technique of well-formed outcomes.

### **3.5.10 Hierarchy of ideas and lateral thinking**

Hierarchy of ideas is a technique used to help people move between an abstract concept and specifically detailed information and *vice versa* (Lazarus, 2010:95). According to Lazarus (2010:95) this technique helps leaders to plan projects, finalise agreements, fix problems, gain agreement in negotiations and developing the organisation's mission statement.

Lateral thinking helps with what is called in NLP as chunking up, a concept that can be described from the explanation of Lazarus (2010:96-97) as becoming more abstract in the

line of thinking about a problem or an opportunity. Lazarus (2010:96) maintains that this is done to make agreement easier and to link an idea to a bigger purpose. Chunking down refers to going into more detail that helps with implementation and getting more information about a problem (Lazarus, 2010:98). Hierarchy of ideas and lateral thinking is most often accomplished by asking questions and using language to either make a group think of more detail or more abstract concepts.

Wake (2011:124) suggests that using the hierarchy of ideas and lateral thinking technique helps with brainstorming, resolution of conflict and mediation between competing teams in an organisational context. The thinking process that goes with the hierarchy of thinking can be assumed to be intrapersonal in nature, since it involves the internal processing of answers that lead to different internal perceptions about different concepts. This technique is also linked with leadership development because of its suitable vision and ability to affect team work. Lazarus (2010:222) means that organisations can benefit from the hierarchy of ideas and lateral thinking technique through the way in which it can be utilised for sales and its ability to prevent conflict in a business environment.

This technique is being grouped with the SQ dimension for its ability to encourage awareness of the bigger picture or abstract ideas, these ideas include concepts such as fulfilment and peace (Lazarus, 2010:95). Because this technique can either move towards more abstract ideas or more detailed ideas, the dimension of cognitive intelligence is also relevant. When questions containing who, what and where are being used to chunk down an idea, it means that the concept is being analysed and being reasoned with (Lazarus, 2010:97). This ability of reasoning can be categorised with cognitive intelligence because of the manner in which problems are solved and information is used to make decisions.

### **3.5.11 Meta-programmes**

Meta-programmes are described by Bavister and Vickers (2010:59) as the deep unconscious filters that help people deal with sensory based information from the external environment. Meta-programmes refer to the way thoughts are organised and the approach that is taken when one comes across a certain situation (Bavister & Vickers, 2010:59). There are about 60 different meta-programmes; one for example is whether people act by



moving towards pleasure or act by moving away from pain. Another example is whether people are influenced by internal or external validation, act according to a pattern of options or procedures, seeing concepts in general or detailed and specific (Bavister & Vickers, 2010:59-68). Meta-programmes can only be changed once they are noted. This technique involves becoming aware of a person's own meta-programmes as well as that of others (Bavister & Vickers, 2010:76).

The power and relevance of this technique to leadership development and organisational success lie in creating self-awareness about other people's meta-programmes, making it possible to improve rapport, enhance influencing skills and assist in making better recruitment decisions (Bavister & Vickers, 2010:60). Meta-programmes and the use of deep filters are seen as an ability in the EQ dimension of leadership. The emphasis on self-awareness in meta-programmes links this technique directly with EQ since self-awareness is one of the four domains of EQ (see section 9 & 14.2.2).

### **3.5.12 Outcomes of analyses**

In the study of Dunn and Pope (2001:221) where they created and tracked the progress of a leadership development programme, they identified a workplace tool-kit that stipulated what is needed by leaders to be effective. These included listening and observing, relationship building attitudes, self-management, forming goal clarity as well as presentation and negotiation skills (Dunn & Pope, 2001:221). In order to develop these abilities Dunn and Pope (2001:222) used NLP techniques such as rapport and perceptual positions to create a training programme that focusses on the abilities mentioned in this tool-kit. The assumption is therefore made that NLP techniques can contribute to the development of abilities that are needed in the workplace.

The following table will assist in summarising which of the techniques discussed above contributes to which essential leadership abilities, how they benefit the organisation and according to which leadership dimension for effective leadership they can be categorised.

**Table 11: Benefits of NLP techniques to leadership development and OS**

<b>NLP technique</b>	<b>Benefits to developing leadership</b>	<b>Benefits to OS</b>	<b>Dimension of leadership</b>
Sensory acuity	Demonstrate empathy Identify how someone is responding to suggestions Exert more influence Improve communication Facilitate rapport Managing relationships	Healthy work environment can improve productivity Improved communication	Behavioural skills
Rapport	Enable people to feel at ease Easily calm situations down Improve communication Manage relationships. Exert more influence Resolving conflict Improve ability to negotiate Coaching others	Increase sales Improved customer service	Spiritual Intelligence
Mapping across	Assist someone in having more useful beliefs about their abilities Better confidence Managing emotions	Increase sales	Emotional Intelligence
Swish pattern	Assist someone in having more useful beliefs about their abilities Better confidence Controlling emotions Break negative habits	Increase sales	Emotional Intelligence
Reframing	Handling objections Improved presentation skills Managing relationships Resolving and preventing conflict Being motivated Improve ability to negotiate	Increase sales Improved customer service	Emotional Intelligence
Perceptual positions	Managing people Resolving and preventing conflict Strategic planning Improved presentation skills Managing relationships Making decisions Improve communication Demonstrate empathy Improve ability to negotiate	Increased sales Strategic solutions Improved customer service Innovative product development.	Emotional Intelligence Cognitive Intelligence
Association/Disassociation	Controlling emotions Better confidence Better state of mind Overcome phobias	Positive work environment may result in higher productivity and	Emotional Intelligence

		innovation	
Resource anchoring	Improved presentation skills	Increased sales Positive appraisals	Emotional Intelligence
Circle of excellence	Controlling emotions Being motivated Managing stress	Accomplishment of organisational goals Higher productivity with lower stress levels	Emotional Intelligence
Kinaesthetic anchors	Controlling emotions Being motivated Managing stress	Accomplishment of organisational goals Higher productivity with lower stress levels	Emotional Intelligence
Well-formed outcomes	Managing people and delegation Aligning values with vision Setting team goals Strategic planning Identify obstacles to success Develop objectives Clarify goal or purpose	Achievement of organisational goals Strategic solutions	Cognitive Intelligence Spiritual Intelligence
Hierarchy of ideas	Managing people and delegation Conflict prevention and resolution Managing relationships Exerting influence	Increase sales	Cognitive Intelligence Spiritual Intelligence
Meta-programmes	Change management in developing aspirant values that moves organisation towards greater success Motivating and influencing others in recruitment and selection		Emotional Intelligence
Representational systems	Meet all communication preferences Increase creativity Flexibility		Behavioural skills

(Adapted from Wake, 2011:124; Lazarus, 2010:220-224)

The above table shows that NLP techniques do not only have several benefits for leadership development and organisational success, but that these techniques can also be correlated with the four dimensions of leadership. The NLP techniques that have been

discussed were correlated with the four dimensions of leadership but can also be correlated with the 12 abilities of effective leadership.

The following table summarises which required leadership abilities, as mentioned in section 3.2.1, are assumed to be developed through the use of which NLP techniques.

**Table 12: Developing abilities for effective leadership**

<b>Required abilities for effective leadership</b>	<b>Relevant NLP techniques to be used</b>
Compassion	Sensory acuity Rapport Perceptual positions
Patience	Kinaesthetic anchors Circle of excellence Resource anchoring Swish pattern Mapping across
Inspiring and motivating	Kinaesthetic anchors Circle of excellence Resource anchoring Swish pattern Mapping across
Active communication and feedback	Sensory acuity Rapport Reframing Perceptual positions Hierarchy of ideas Representational systems Eye accessing cues
Delegation	Hierarchy of ideas Well-formed outcomes
Handling conflict	Rapport Reframing Perceptual positions Hierarchy of ideas Disney pattern Eye accessing cues
Problem solving	Perceptual positions Association/Disassociation Well-formed outcomes
Making decisions	Mapping across Circle of excellence
Align values with vision of organisation	Well-formed outcomes

Creating a sense of worth	Mapping across Swish pattern Hierarchy of ideas Well-formed outcomes
Self-control and responding appropriately	Mapping across Swish pattern Association/Disassociation Circle of excellence Kinaesthetic anchors
Empowering others	Mapping across Swish pattern Rapport

(Table derived from Wake, 2011:124; Lazarus, 2010:220-224; Wigglesworth, 2006:6; Rappe and Zwick, 2007:313, Maxwell, 2007:142-143 & Gill, 2003:310-116).

Due to the fact that specific NLP techniques can be identified for the development of some of the core requirements for effective leadership, it is implied that NLP has the potential to contribute to leadership development. Singh and Abraham (2008:141) describe an effective leader as a NLP-enabled leader, thereby suggesting that a leader who uses NLP guidelines encourages others to want to follow in his/her footsteps, effectively motivating employees, selecting effective communication channels and resolving conflict through mutually respecting solutions. Singh and Abraham (2008:141) found in their paper that NLP is instrumental in demonstrating the benefits of improved communication, aligning goals and reducing resistance to organisational change.

According to Nancarrow and Penn (in Skinner & Stephens, 2003:189) NLP is doing what people are already doing naturally. It means that NLP techniques are there to improve intrapersonal communication processes that already occur naturally. This assumption is important to note since many global leaders have shown several leadership abilities that are required to be effective by doing what comes naturally to them. Table 12 also seems to summarise the abilities from what Wigglesworth (2006:6) considers being characteristics of true global leaders and it seems that these are at least some of the abilities to which NLP can contribute. Wigglesworth (2006:6) mentions leaders such as Mother Theresa, Martin Luther King and Dalai Lama as leaders who seem to possess similar traits or characteristics. Wigglesworth (2006:6) continued by identifying characteristics that are associated with these leaders. They included honesty, high integrity, authenticity, inspiring,

being loving, compassionate, peaceful and having perseverance. The principle of these traits is described by Wigglesworth (2006:6) as trust, since he says that effective leaders are perceived to have the best interest of other people at heart. If the core of these effective global leaders is described as being able to be trusted, then it should be considered whether NLP can foster trust. Wake (2011:121) defines the NLP technique of pacing as a process of responsiveness that is based on trust and Bavister and Vickers (2010:144) mention trust as a basis for building rapport, which implies that NLP does focus on the principle of building trust in relationships with others.

This study has argued to a great extent that NLP influences leadership and the traits that are being influenced are linked with organisational success. The following section will aim to examine the exact practices in leadership in direct comparison with the framework of organisational success by comparing both leadership with NLP and leadership without NLP to elements that are responsible for success.

### **3.6 COMPARING LEADERSHIP WITH AND WITHOUT NLP**

In Chapter 2 (see Table 8) an integrated framework for organisational success was created and it has already been determined that 87.5% of the elements of organisational success can be positively correlated with the characteristics of an organisation using NLP. The same comparison can be made in terms of leadership practices without the use of NLP and leadership practices making use of NLP, and analysing whether NLP leadership contributes to organisational success.

#### **3.6.1 Leadership without the use of NLP**

The case study of Michael Eisner, CEO of the Walt Disney Company, is an example of leadership that did not necessarily make use of any NLP techniques. This assumption is based on the findings of Singh and Abraham (2008:143-144) who explained the implementation of NLP in 11 different characteristics (see Chapter 1, section 1.6.1.1).

The following case study on the leadership of Eisner of the Walt Disney Company does not share the above characteristics that typify the successful implementation of NLP.

In 2003 Roy Disney, vice chairman of Walt Disney Company and the largest stockholder, and Stanley Gold, an investment banker, resigned from the company's board. They blamed the company's CEO, Michael Eisner, and expressed that they have lost faith in the direction the company was heading (Carpenter & Sanders, 2009:852-853). Critique against Eisner's leadership ability was that he did not sufficiently consider the benefits of shareholders, difficult issues in the company were not discussed, resources were spent in an imprudent manner and fixing operational deficiencies were not made a priority (Carpenter & Sanders, 2009:853). Disney and Gold mentioned that a great deal of creative talent was lost under the leadership of Eisner, that he struggled to retain employees and that no planning was done for his own succession (Carpenter & Sanders, 2009:853). In the first 13 years under Eisner's leadership the market value of Walt Disney Company grew considerably but by 2003 earnings per share dropped significantly (Carpenter & Sanders, 2009:856-857). After 2003 the company did manage to increase their performance and stock prices started to grow, which made it difficult for some of the board members to call for Eisner's resignation. Analysts noticed that Eisner had too much authority and started to victimize upcoming leaders and prohibited them to serve on important committees (Carpenter & Sanders, 2009:856). Another factor that Eisner opposed was that bonuses or compensation should be linked to the company's performance which allowed him to grant himself an above market compensation package by means of stock options (Carpenter & Sanders, 2009:857). Another misuse of the finances of the Walt Disney Company was when Eisner was responsible for approving a severance package of Ovitz, a friend of Eisner's on the board, which represented 10% of Disney's revenues at the time. The severance package is described by analysts as too generous while Ovitz was considered as failing dismally at his position (Carpenter & Sanders, 2009:857). Later about 50 investment firms sent a letter to the board demanding the separation of the CEO and chairman position, that financial benchmarks and time-tables are set, a succession plan is formulated and that it is made easier for shareholders to vote for changes in the bylaws of the Walt Disney Company.

The case study implies that Eisner was a strong leader and had influence in the company but that employees or other leaders were not rewarded and had limited authority. Eisner also seems to have lost the support of many board members because of the way he made

decisions and communicated in which direction the company was heading. Clear goals were also a problem seeing as Eisner never planned for his succession, he was reluctant to bring about change in the leadership roles of the company and was requested to set financial benchmarks and time-tables. Financially the company did well for most of the time but experienced some difficulties as problems arose within the board. Eisner was not able to foster trust or establish enough rapport with his followers and used coercive influence strategies to victimize certain employees. Eisner's leadership style was described by analysts as too aggressive and that he often dominated people to get his way (Carpenter & Sanders, 2009:854).

The following table aims to correlate the characteristics of the leadership in the Walt Disney Company with the elements of organisational success.

**Table 13: Comparison between elements of OS and leadership in the Walt Disney Company**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of Walt Disney Company</b>	<b>Evidence for status</b>
Capital-augmentation	Could not be determined	
Labour-augmentation	No	CEO limited authority to employees Executives indicated intention to quit the organisation Employees were rewarded either excessively or were victimised Employee (leadership) rotation lacked
R&D	Could not be determined	
Market share	Yes	After 2003 stock prices and earnings per share were favourable irrespective of difficulties that were experienced
Use of resources (competitive advantage)	No	Resources were misused on compensation packages of Eisner and Ovitz
Experience	Yes	Eisner previously helped Disney re-establish its position in the entertainment industry (Carpenter & Sanders, 2009:854)
Commitment to quality of	Could not be determined	



products and services		
Innovation and flexibility in marketing and technology	Could not be determined	
Employee relations	No	Certain employees were prevented to serve on important committees
Management system controlling costs	No	CEO refused compensation of the CEO to be linked to company performance Role of CEO and chairman were not separated making checks and balances difficult CEO had too much authority in committees
Organisational climate	No	Several board members resigned because of lack of leadership CEO could not adapt to new environment and allow his succession to take place
Influence strategy	Yes	Although CEO leadership style is described as <del>%aggressive+</del> a strong downward influence strategy was used Strong influence gained in different committees and on the board Analysts report CEO had exercised a great control over the company
Intrapersonal communication	Could not be determined	
Active and visible executive sponsorship	No	Several board members resisted the direction in which the company headed Board members and investor firms requested change but CEO resisted
Open communication around the need for change	Yes	Much communication around the need for change came from outside the company, for example ex-board members and investor firms Internal communication took place regarding the need for new corporate governance norms (Carpenter & Sanders, 2009:855)
A structured change management approach	No	Investor firms requested clear goals in terms of financial

		benchmarks, time-tables and succession planning that was lacking from the board
dedicated resources and funding for change	Yes	Company appointed a corporate governance lawyer to make recommendations
employee engagement and participation	No	Authority of employees was limited
Placing the emphasis of communication on the receiver	No	CEO dominates employees to get what he wants+
Using the body and mind as a system	Could not be determined	
Self-awareness	Yes	Irrespective of aggressive leadership style the CEO did reassess strategy plan to create financial turnaround for Disney
Social-awareness	No	Analysts report CEO did not sufficiently consider the benefits of shareholders Dedication of employees to Disney's purpose decreased (Carpenter & Sanders, 2009:854)
Self-management	Yes	CEO took initiative and indicated initial optimism
Relationship skills	Could not be determined	

From the above table it is determined that seven elements (29.1%) of organisational success correlate positively with the characteristics of leadership that does not utilise NLP techniques. What is also significant is that 10 elements (41.7%) of organisational success have been negatively correlated with organisational success while the existing seven elements could not be determined from the case study. Thus, there are more characteristics of the leader in this instance that are preventing organisational success than characteristics that cause organisational success.

### **3.6.2 Leadership with the use of NLP**

The following case study does show several characteristics of an organisation that has implemented NLP. Replicating success, investing in the capabilities of employees, flexibility in working towards a goal, understanding motivating values and thinking styles of

employees, having rapport with others and giving and receiving information in a preferred way is especially visible in the time when Cisco Systems Incorporated, a data networking and software company, faced their biggest acquisition up to date (Carpenter & Sanders, 2009:766).

The leadership of Cisco decided to acquire and integrate with Summa Four, a systems company, although they knew it would be extremely complex due to the challenge of integrating the two manufacturing units (Carpenter & Sanders, 2009:766). David Keller was at the head of the team responsible to successfully mitigate risks and integrate these two diverse companies (Carpenter & Sanders, 2009:766). Keller had the help and experience of CEO John Chambers and Chairman John Morgridge. Chambers had experience at IBM and Wang where he experienced the devastating effects of not being able to adapt to changing market conditions (Carpenter & Sanders, 2009:767). Chambers, Morgridge and Ed Kozel, the chief technology officer, had set up a strategic plan for Cisco that included the assembly of a broad product line to supply customers with one-stop shopping, systematising the acquisition process, defining industry-wide software standards and picking the correct strategic partners (Carpenter & Sanders, 2009:767-768). Cisco's strategy was to use partnerships and acquisitions to gain access to the newest technologies (Carpenter & Sanders, 2009:770). For example, Cisco's partnership with Microsoft allowed them to develop intelligent network systems within 18 months, where it would have taken them four years had they tried to develop it themselves (Carpenter & Sanders, 2009:768).

Chambers specifically focussed on employees as a competitive advantage and argued that Cisco's acquisitions were not necessarily motivated by just technology but also by acquiring people (Carpenter & Sanders, 2009:770). Chambers continued to say that their employees are being compensated well since they believe they are acquiring future market share through improving employees' futures (Carpenter & Sanders, 2009:770). It is reported that Cisco went through great efforts to retain employees in an acquisition because the leadership of the company believed that it was critical to the success of the company (Carpenter & Sanders, 2009:770-771). They ensured that they also acquired several senior managers from within the acquired company to guide the integration

process as to establish rapport with employees and create trust (Carpenter & Sanders, 2009:775-776).

Cisco also spent several weeks before the acquisition developing a transition plan where time frames, benefits and compensation policies for employees were determined and to tailor-make the transition plan according to the needs of the employees (Carpenter & Sanders, 2009:770). Employees were also given retention bonuses and stock options to keep them motivated (Carpenter & Sanders, 2009:770-771). The experience of Chambers in employee retention is emphasised as a crucial part of Cisco's success (Carpenter & Sanders, 2009:770-771).

A new product introduction process was also used at Cisco which incorporated marketing, engineering and manufacturing into the product design which is believed to ensure functionality and cost-effectiveness (Carpenter & Sanders, 2009:771). This process also resulted in a strong performance of Cisco's stock prices (Carpenter & Sanders, 2009:770).

By analysing the above case study the following table attempts to compare the characteristics of Cisco System Incorporated with the elements of organisational success as it was compiled in Chapter 2.

**Table 14: Comparison between elements of OS and leadership in Cisco Systems Inc.**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of Cisco</b>	<b>Evidence for status</b>
Capital-augmentation	Yes	Regular successful acquisitions indicate leaders stayed informed of their industry Chambers indicate that acquisitions were done to acquire new technology
Labour-augmentation	Yes	Head of Human Resources (HR) believed that employees should receive retention bonuses HR team tailor-made transition plans according to the needs of employees Chambers report that employees are compensated

		well
R&D	Yes	Extensive research is done on possible acquisitions, transition plans and product development
Market share	Could not be determined	No reference is made to market share, although Cisco invested in employees for the sake of future market share Cisco's market value topped the \$100 billion mark in a record time
Use of resources (competitive advantage)	Yes	Resources used on acquisitions, partnerships and employee retention are emphasised
Experience	Yes	Chamber had experience as vice-president at Wang. Morgridge had been CEO of Cisco before Keller had done several acquisitions before
Commitment to quality of products and services	Yes	New product introduction process is developed to improve product design Strategy plan of Chambers, Morgridge and Kozel included the assembly of a broad product line to supply customers with one-stop shopping in strategic plan
Innovation and flexibility in marketing and technology	Yes	Marketing and technology is continuously altered as a result of regular new acquisitions
Employee relations	Yes	Employees are compensated for being loyal to Cisco by receiving retention bonuses
Management system controlling costs	Could not be determined	Reference is only made to system being implemented to achieve cost-effectiveness with regard to product development
Organisational climate	Yes	Transition plans allow employees to easily adapt to change Efforts are exerted to retain employees when acquisitions take place
Influence strategy	Yes	Employees are supported in

		times of uncertainty by HR and leaders in Cisco (Carpenter & Sanders, 2009:770)
Intrapersonal communication	Yes	HR professionals are reported to have gone through great lengths to set up transition plans in accordance with employees' needs. Strategy with the integration process was approached from the perspective of employees. (Carpenter & Sanders, 2009:776). Possible reference to perceptual positions technique
Active and visible executive sponsorship	Yes	Senior manager from within the acquired company is used as integration team leader. Leaders in Cisco followed a strategy with the integration process that approached employees from their own perspective (Carpenter & Sanders, 2009:776). Possible reference to perceptual positions
Open communication around the need for change	Yes	HR professionals are reported to have gone through great lengths to set up transition plans in accordance with employees' needs. Group discussions are held to discuss change (Carpenter & Sanders, 2009:770)
A structured change management approach	Yes	Several weeks is spent to develop transition plans
dedicated resources and funding for change	Yes	Resources are spent on benefits for employees in the change process (Carpenter & Sanders, 2009:770)
employee engagement and participation	Yes	Group discussions are held to discuss change (Carpenter & Sanders, 2009:770)
Placing the emphasis of communication on the receiver	Yes	Rapport is created in acquisitions through appointing senior managers from within the firm to guide the integration process
Using the body and mind as a system	Could not be determined	

Self-awareness	Yes	Scenario planning and regular check points in product development by leaders in Cisco imply level of self-awareness and measuring behaviour against outcomes (Carpenter & Sanders, 2009:771-775)
Social-awareness	Yes	Empathy is shown when HR decided to add new health care provider to employee benefit option for newly acquired employees so they could keep their existing doctors (Carpenter & Sanders, 2009:770)
Self-management	Could not be determined	
Relationship skills	Could not be determined	

Table 14 indicates that 19 (79.1%) from the 24 elements of organisational success are positively correlated with the characteristics of Cisco Systems Incorporated, a company which seems to have implemented several NLP techniques. Five elements could not be determined from the case study of Cisco Systems Incorporated while no items were negatively correlated with organisational success.

In a case study of an organisation where it seems that the leadership is not making use of NLP there is a positive correlation of as little as 29.1% with organisational success while an organisation where its leaders do make use of certain elements of NLP a 79.1% positive correlation with the elements of organisational success could be noted. No leader necessarily uses 100% of all NLP techniques, but the presence of NLP in leadership seems to be making a difference. According to Tables 13 and 14 an organisation is 50% more likely to be successful if the leadership implements NLP in the organisation.

### 3.7 CONCLUSION

Through the four dimensions of leadership it has been established what a leader requires to be effective. The relation of these requirements with NLP and organisational success have also been discussed where after NLP techniques were analysed to examine what

outcomes they generate, what their benefit to the organisation is and whether the outcomes fit with the four dimensions of leadership.

Yemm (2006:12) concluded his study with the conclusion that NLP in an organisation focusses on management, leadership, sales, negotiation and customer service. This conclusion by the author emphasises NLP's role in leadership development as well as its ability to contribute to organisational success. What can be derived from the discussion and analyses of this chapter is that it seems as if the abilities that are needed for effective leadership are in many cases the outcomes that are generated through the use of NLP techniques. What is more, is that these outcomes have the potential of being linked with organisational success.

Now that the relationship of leadership between organisational success and NLP has been explored, the following chapter will focus on the relationship between communication models, NLP and organisational success.



## CHAPTER 4

# THE RELEVANCE OF NLP IN COMMUNICATION MANAGEMENT AND THEORY

### 4.1 INTRODUCTION

Chapters 1 to 3 dealt with the usefulness of NLP theory in relation to leadership development and organisational success with reference to intrapersonal communication. In chapter 3 it was also attempted to find a relationship between the requirements and outcomes of leadership and NLP techniques. Thus far the following arguments have been made:

- NLP's theoretical framework consists of presuppositions such as 'the map is not the territory', 'the mind and the body form a cybernetic system', and four core pillars namely rapport, sensory acuity, flexibility and outcome thinking, all of which are centred around the principle of self-awareness.
- NLP can contribute to the skill sets of EQ which may result in effective leadership and organisational success.
- It is implied that the utilisation of intrapersonal communication is needed to accomplish many of the outcomes of NLP and leadership development due to sub-modalities, values and beliefs being deeply embedded in the subconscious of the mind.
- There are four dimensions required for effective leadership namely behavioural skills, cognitive, emotional and spiritual intelligence.
- An analysis of NLP techniques showed that the outcomes of using certain techniques are in many cases the same outcomes required in terms of the four dimensions for effective leadership.
- Based on previous studies, effective leadership can contribute to the organisational success, given the outcomes of effective leadership are relevant to the organisation.

The next correlating component, after organisation and leadership behaviour to be addressed is communication. This study has to be contextualised in terms of communication management as a discipline because it may be possible that the influence of NLP can not only influence leadership development but also existing communication models and theories. In order to determine whether this possibility exists, an exploration of NLP in communication management, theory and practice is required to establish to what extent communication in NLP makes a difference in contributing to organisational success.

#### **4.2 RELATIONSHIP BETWEEN COMMUNICATION MANAGEMENT AND NLP**

Communication is described by Vickrey (2001:315) as the sending and receiving of messages in the form of verbal and nonverbal symbols to generate meaning. According to Vickrey (2001:316) leaders communicate in four different contexts. The first is a personal or intrapersonal context, which is a symbolic interaction with one self, whereas the other contexts in which leaders communicate is either in a group, organisational or in a public context (Vickrey, 2001:316). The focus in this study is communication in an intrapersonal context, which represents the connection between the personal context and NLP in this study. Jemmer (2009:37) describes this study as being engendered with the techniques of NLP. Vickrey (2001:316) notices that leaders try and communicate mostly in the context in which they are most successful and that the same messages may not produce the same response from listeners in different contexts. Vickrey (2001:316) describes leadership as a language game where leaders have the responsibility to create meaning, make sense of situations and communicate it to others in a way that they can understand. The communication model of NLP (that consist of the deletion, distortion and generalization of information), is essential in understanding exactly how meaning is created from the information that leaders process from external experiences (Lazarus, 2010:22-23). It is deduced that communication is closely linked with NLP through its intrapersonal nature and through NLP techniques being engendered with specifically communication in an intrapersonal context.

Vickrey (2001:316) is of the opinion that communication is the very process by which leadership is exercised and not simply a tool to accomplish effective leadership. In the presumption that effective leadership is an outcome of using certain NLP techniques such

as anchoring or well-formed outcomes, the opinion of Vickrey (2001:316) that communication and leadership outcomes are inextricably intertwined, might well indicate that communication is essential for the accomplishment of the outcomes of NLP.

Communication management might be playing a key role in NLP techniques as it is argued that people's inner work environment, consisting of feelings, thoughts, desires and emotions, are affected by communication (Singh & Abraham, 2008:143). The inner work environment of leaders in an organisation manifests in a corporate culture and it is NLP techniques that are likely to influence these patterns of language, practices and expectations that create the culture of an organisation (Singh & Abraham, 2008:143). Linder-Pelz and Hall (2007:12) and Bavister and Vickers (2010:2) explain NLP as being a communication model since it deals with how people communicate with themselves and with others.

According to Linder-Pelz and Hall (2007:12) the word *linguistic* in NLP refers to the way language is used to make sense of the world, and how the experience is captured and communicated to others. The way that NLP is defined gives a clue on the relationship between NLP and communication as a discipline. Roderique-Davies (2009:60) also noticed the element of communication at the core of NLP by considering the core of NLP to be focused on feedback mechanisms. As mentioned in previous chapters, and concurred by Linder-Pelz and Hall (2007:15), NLP research lacks a wider connection with disciplines such as communication, however communication as a wide field of study should equally be able to connect with NLP even if it was originally developed as a form of psychotherapy (Martin in Linder-Pelz & Hall, 2007:5). From the above discussion it does seem as if communication plays an integral part in the techniques and outcomes of NLP, but from a communication discipline perspective it should be explored what it is that NLP can do for communication.

Singh and Abraham (2008:143) report that NLP has a profound effect on the flexibility of communication since it places a great deal of emphasis on the receiver. In the study done by Singh and Abraham (143-144) respondents had to indicate whether NLP techniques assisted them with certain abilities such as for example, communicating with peers. In one instance, 89% of respondents in the study agreed that calibration, eye accessing cues and

being aware of representational systems allowed them to communicate better (Singh & Abraham, 2008:144). Heap (2008:5) and Bavister and Vickers (2010:9-10) agree with the notion that NLP can help achieve effective communication through techniques like matching, mirroring and pacing verbal and non-verbal communication behaviour. According to Tan (2003:1) NLP goes beyond the basic skill of expression, but allows individuals to communicate powerfully, coherently and effectively using gestures, body language, tone of voice and the deliberate choice of words.

NLP also appears to be contributing to communication in other contexts such as education for example. Communication management responsibilities such as solving problems are already being resolved in the educational sector through the use of NLP (Gill, 2003:308-311). In support of this notion, Legall (2006:13) formed part of a study where NLP was used as a tool to improve the motivation and quality of the relation between teachers and students. Legall (2006:13) also added that changes and the effect of NLP are so subtle and fine that the changes in behaviour are only detected several years later (Legall, 2006:13). Irrespective of the subtle effect, Tosey and Mathison (2003:5) believe that NLP holds great potential for not only education, but also for communication as a discipline.

According to Tosey and Mathison (2003:2), NLP is used by managers, sales people, market researchers, consultants and lawyers as a method for better communication and improved personal development.

Based on what has been discussed in previous chapters and now, NLP, leadership and communication management appear to be intertwined through the use of intrapersonal communication. It can thus be derived from the above discussion that communication is core to the use of NLP, that leaders need to be effective communicators and that NLP can also contribute to improved communication management.

Seeing as NLP techniques have the ability to give more dimension and flexibility to the way people communicate, especially in a corporate context, the relevance of using NLP theory in communication management is worth exploring. The following section will explore certain communication theories and models that seem to share common ground with the presuppositions and techniques of NLP.

### 4.3 COMMUNICATION THEORIES AND NLP

The communication discipline holds many theories and models with the purpose of explaining the communication process or at least different aspects thereof. Krauss (2002:2) states that all communication systems operate on the same principle namely signals transmit messages from a source to a destination. The way in which leaders communicate, whether interpersonal or intrapersonal, influences their ability to be effective, it should be valuable to explore some of these communication theories that explain the communication process. Theories and models, whether simple or complicated, is a way in which communication can be explained. According to Oswick, Fleming and Hanlon (2011:318) borrowing is an inevitable and integral facet of theory development in all disciplines. The following section will explore whether NLP can show relevant similarities or additional contributions to certain communication theories based on the principle of Krauss that is mentioned above. The theory of dialogic ethics, the transactional model of communication, the psychological theory and the symbolic interactionism theory will now be discussed.

#### 4.3.1 Theory of dialogic ethics

Arnett (2009:79) describes dialogic ethics as communication ethics that offer reasons for particular behaviour in any given moment. The theory of dialogic ethics is a response to different ethical backgrounds that cause contrasting ideas of what is seen as good (Arnett, 2009:79). The elements of dialogic theory are explained by Jans (1999:1) as the acknowledgement of the other person, showing mutual respect, being willing to listen and sharing a shared experience between two people. Both Jans (1999:1) and Arnett (2009:82) emphasise the distinction in Buber's theory of dialogic ethics between dialogue and monologue. Monologue is a means to an end and looks to the self for answers without attending to the feelings of the other person and acting strategically without the consideration of ethical ramifications (Jans, 1999:1; Arnett, 2009:82). Dialogue on the other hand is conscience-oriented and is aimed at finding an ethical outcome. Jans (1999:1) also explains an important part of dialogic communication called the narrow ridge, where different points of view are taken to improve understanding of the situation. Jans (1999:1) explains how not only rapport but also different perspectives of a particular

situation can cause valuable dialogue that can help people understand each other better. It is important to note that dialogue is not normal or a common mode of communication but rather a unique way of communicating where new insight emerges between two people (Arnett, 2009:83).

Considering Buber's theory of dialogic ethics there may be certain elements of this theory that is also found in the theory of NLP or in the outcomes of NLP techniques. Jans (1999:1) and Arnett (2009:83) mention the importance in this theory of temporarily changing one's perspective on a situation from the viewpoint of the other person. A similar view in NLP is described in Chapter 3 (see section 3.5.6) in the form of a NLP technique called perceptual positions, where a situation is viewed from three different positions as to better resolve conflict and make decisions. NLP also contributes to allowing people to understand each other better and allow insights to emerge by using particular questioning systems to find out how others think (Lowther, 2012:7).

Van der Walt (2006:410) made the observation that dialogue in Buber's dialogic ethics theory is a synonym for ethical communication. NLP patterns and processes are also based on a sound ethical principle referred to as the ecology frame. According to Bavister and Vickers (2010:182), the ecology frame in NLP is used to assess what effect any technique or change in communication pattern may have on the other person and the systems to which he/she belongs. The shared principle in this instance is that changes in the communication process are done on a morally justifiable basis that aims to achieve a better outcome with authenticity rather than manipulation, with either the theory of dialogic ethics or NLP. From the above discussion it looks as if NLP is relevant to the theory of dialogical ethics because the principle of questioning systems, perceptual positions and ecology framework relate and are relevant to the elements of this theory.

#### **4.3.2 Transactional model**

According to Van der Walt (2006:405) a transactional process is one in which the people communicating are mutually responsible for the outcome of the communication encounter as they transmit information, create meaning and elicit responses ...+. The transactional model incorporates the whole environment in the communication process,

including physical location, personal experiences and cultural backgrounds (Communication studies, 2012). The environment that is explained in the transactional model also refers to psychological noises that might impact the communication process for example fatigue and the unwillingness of the communicator to listen. The context in which the communication takes place is emphasised in the transactional model of communication. Van der Walt (2006:405) further describes the transactional view on communication as an exchange of messages between communicators where meaning is created and with which relationships are being maintained.

The emphasis placed by the transactional model on the context or environment in which the communication process takes place can relate with the NLP technique of reframing. Reframing, as discussed in Chapter 3 (section 3.5.5), involves the ability of a leader to change to context in which a memory, belief or situation is experienced. From the above explanation it can be seen that personal experience is also included as part of the environment that the transactional model takes into consideration. Reframing particularly focusses on reframing personal experiences for the sake of being in a more productive state of mind. The transactional model shifts the emphasis and importance from the sender to both the sender and receiver by referring to both people in the dialogue as communicators. It can be argued that due to the acknowledgement of the receiver also having an influence on the meaning of the message as a communicator, the NLP technique of rapport is also relevant in this instance. The reason is that rapport acknowledges the flow of communication between two people and aims at creating a sincere mutual trust with the receiver in order to improve the communication process (Lazarus, 2010:72). Thus, accepting that the value and effectiveness of the message is determined by both communicators by means of rapport.

### **4.3.3 Psychological theory**

According to Van der Walt (2006:376) the psychological view of communication argues that the important events in the communication process occur in the minds of individuals. Krendl, Ware, Reid and Warren (2003:6) describe psychology based communication theories as messages being filtered through individuals and not channels. This is argued from the premise that the communicator is more important than the actual communication

channel, meaning that the comprehension of how communication works are dependent on information filters such as the beliefs, values, needs and attitude of the individual (Van der Walt, 2006:173-74). It should be noted that these filters are also core to the communication model of NLP where it explains that all external information or events are either deleted, distorted or generalized through filters such as language, beliefs, values, meta-programmes, attitudes and experiences which then determine the internal state and physiology of the individual (Lazarus, 2010:20). Considering the NLP communication model, there seems to be a significant overlap with the psychological theory of communication.

Krendl *et. al* (2003:6) mentions another interesting basis of psychology based communication theories when stating that "one person's outward behavior affects the cognitions or behaviour of another ...". It seems that this is precisely what the NLP technique of rapport is doing by matching and mirroring outward behaviour to affect the way the other person feels about the message that is being communicated. The psychological theory is further explained by Krendl *et. al* (2003:6) by the assumption that the meaning of words or messages are determined by the personal experience filter which creates a context for interpreting the message. In other words, an individual's experiences create the context in which messages are interpreted. This assumption is also inherently part of the NLP communication model where personal experience is identified as a filter that determines the outcomes of the communication process (Lazarus, 2010:20).

It seems that similarities do exist between the psychological theory of communication and NLP, but NLP may also be able to contribute to the communication process of this theory. As has been determined, this theory recognises the sender and receiver as equally important and emphasises the continuous two-way exchange of information between two individuals who have different contexts from which messages are being interpreted (Van der Walt, 2006:379). In this context, Elston (2010:15) comments that communicator's internal representations or rather perceptions of reality are reliant on the filters being used to interpret the information. Elston (2010:15) continues to mention that NLP allows individuals to change the filters they use to process information in order to achieve a more desirable outcome for the communication process taking place. This means that although the content of messages in the psychology theory of communication are continuously



dependent on the filters of individuals, individuals can be given the ability to change their personal experience, values, beliefs and language filters for the purpose of aligning them with the preferred outcomes of both communicators.

#### **4.3.4 Symbolic interactionism theory**

Nelson (1998) referred to symbolic interactionism as a study of human conduct and group life. The theory focusses on how people communicate using symbols such as gestures, words, roles and rules. Symbolic interactionism can also be defined as communication that is facilitated by words or gestures and other symbols that have acquired conventionalised meanings (Dictionary.com, 2012). Nelson (1998) outlined three principles of symbolic interactionism namely meaning, language and thought. The first principle namely meaning, is based on the premise that people act towards other people based on the meaning they have internally attached to them (Nelson, 1998). The second principle is language, which is a means that humans are given to negotiate meaning through the use of certain symbols (Nelson, 1998). What is important to note here is that meaning is considered to be created through the process of interaction or engaging in an act of speech with someone else and not through the intrinsic psychological elements of a person (Blumer, 1986:4). Thought is the third principle, it refers to how individuals interpret symbols based on the language they use (Nelson, 1998). According to Blumer (1986:5) the basis for this principle is that the use of meaning occurs through an interpretative process and is not simply an application of the meaning that was formed in a social context and then derived by the person in the interaction. Nelson (1998) describes the thought process in this context as the mental dialogue that requires role taking and considering different points of view.

NLP's first presupposition, the map is not the territory, as discussed in Chapter 2 (section 2.3.1) means that people respond to their own perception of reality and not necessarily to reality itself. Lowther (2012:52) explains that a unique meaning is created by means of one's internal representation of the outside world. Therefore saying that people act in accordance with the internal map they created of someone or something. This seems to correlate with the first principle of the symbolic interactionism theory of meaning since it is also based on the grounds that people act from their internal map created to make sense

of the outside world. There is however a difference between NLP and the principle of meaning in this theory, where the symbolic interactionism view of meaning is that it is not created through psychological elements but in a social context. NLP theory supports the idea that meaning is shaped through psychological elements like deep filters for example but also by interaction with others. Lowther (2012:53) supports this notion by stating that meaning in NLP is often affected by other experiences, whether an internal filter or an interaction with another person.

The second principle of the theory relating to language being a way to create meaning can be noticed in the NLP technique of preferred representational systems. This technique was discussed in Chapter 3 (section 3.5.2) where its application includes language being used to fit different representational systems, such as visual, kinaesthetic or auditory, in order to ensure that the receiver's preferred manner of interpreting messages is matched. The basis of this technique is that language is being used to determine the meaning the other person attaches to a certain message. The second principle of symbolic interactionism appears to share the same belief because of the similarity of the manner in which language determines the meaning.

Thought, which is the third principle, also overlaps with NLP's first presupposition mentioned above in the way that interpretation is reliant on the inner representation of a person's world. The manner in which the thought process is described in the theory of symbolic interactionism, is also closely related to perceptual positions in NLP because of the emphasis placed in both instances on considering different points of view.

Communication theories or models, such as Buber's theory of dialogic ethics, transactional model, psychological and symbolic interactionism theory seems to share certain principles with NLP relating to the communication process. As derived from the above section, perceptual positions, ecology framework, reframing, rapport, the map is not the territory presupposition, representational systems and the NLP communication model, all indicate some similarity with certain theories or models of the communication discipline.

## 4.4 AN INTEGRATED MODEL FOR THE COMMUNICATION PROCESS

This chapter has so far attempted to indicate the integration of NLP in communication theory. Based on the assumption made in the first section of this chapter, namely that communication is a fundamental part of NLP and leadership and *vice versa*, a model containing the shared principles of these two disciplines has the possibility of adding value to address difficulties in the modern day communication process.

The discussion on the similarities between communication theories and relevant NLP techniques resulted in the following table that is derived from the communication theories discussed in this chapter, and relevant NLP techniques and possible unique contributing principles of NLP, discussed in Chapters 2 and 3.

**Table 15: The integrated model for the communication process**

<b>Communication theory/model</b>	<b>NLP theory/technique</b>	<b>Shared principle</b>	<b>NLP's contribution</b>
Theory of dialogic ethics	Perceptual positions	Viewing a situation from different point of views Viewing and comparing situations with each other in the final stage of the thought process	
	Ecology frame	Changes in communication process must be morally justifiable	
Transactional model	Rapport	Equal acknowledgment to sender and receiver in creation of meaning of the message	Interconnectedness exists between communicators
	Reframing	Environment where communication takes place influences meaning of message	Environment or context where communication takes place can be changed to influence meaning of message
Psychological theory	Rapport	Outward behaviour affects cognition of other	Individuals can change the filters they use to process information in order to achieve a more desirable outcome

Symbolic interactionism	The map is not the territory	People act on perception of reality and not on reality Meaning is created by means of social interaction	Meaning is also created through intrinsic psychological elements
	Preferred representational system	Language determines the meaning attached to a message	Meaning that is being attached to messages can be influenced through matching another person's communication system

The basis for Table 15 is the similarities between certain communication theories and NLP techniques as discussed earlier in this chapter. Table 15 also indicates which principles, with regards to the explanation of the communication process by the four different communication theories, can be improved with NLP theory. The above table shows that where communication theories may attempt to explain the communication process, NLP also supplies workable solutions. For example, as can be seen in the table above the added principle from NLP with relation to the transactional model, is the principle of interconnectivity between communicators, meaning that not only do both communicators create meaning in dialogue but that the mind and body of both communicators are interlinked. The transactional model in Table 15 shares the principle with NLP that the environment where the communication takes place influences the meaning of the message. NLP adds the principle that a leader can reframe the context in which the message is communicated to influence the meaning of the message. As can be seen in the table above the psychological theory acknowledges that outward behaviour affects the cognition of another person. NLP also acknowledges this point but adds that despite the cognition determining the message, the filters that code the message can be influenced in order to achieve a desired outcome. In relation to symbolic interactionism NLP posits that meaning is not only created by means of social interaction but that internal filters, such as personal experience, beliefs and values, also play a role in the creation of meaning. Also with the symbolic interaction theory NLP proposes that it is not only the words or linguistics that attach meaning to messages but that matching another person's language can also change the meaning in which the message is received.

If NLP techniques do share in the roots of communication theory it would be valuable to explore whether the lack of utilisation of NLP in communication management can be detected in certain business cases. If NLP proves to be helpful in improving the communication process practically in organisations, the relationship between the communication discipline and NLP will become more evident.

#### **4.6 NLP AS A PRACTICAL COMMUNICATION SOLUTION**

Thus far NLP has been contextualised in communication management through its shared principles with several communication management theories. It has also been argued that communication is essential to effective leadership and is an integral part of the outcomes of NLP. If these assumptions are accepted it should be weighed against the practical communication contributions it can make in the management of an organisation.

Several case studies of businesses that experienced difficulties in terms of their communication processes will be discussed in the next section. It will then be further analysed to identify whether NLP could have made a difference or unique contribution to the different business cases and scenarios.

##### **4.6.1 Hornby plc**

Hornby is a renowned manufacturer of model trains and other educational toys. The company experienced a difficult financial position in the 90s and its CEO Keith Ness then risked a large amount of investment money to diversify its product line (Carpenter & Sanders, 2009:646-647). The diversification failed and the company's senior management had to be replaced, Peter Newey took over as CEO in 1995. The Product Development Director described Newey's management style as having a %a lack of interpersonal skills ...+ (Carpenter & Sanders, 2009:647). He also stated that employees suffered under his management style and that it was difficult to approach Newey which discouraged employees to propose new ideas (Carpenter & Sanders, 2009:647-649). The case study implies that the management style of Newey relates with the decisions he made and he did not necessarily spend time to get the buy-in from employees or maintain relationships within the company (Carpenter & Sanders, 2009:647-648). Despite improved product

quality, reduced labour cost and an optimised manufacturing process under the leadership of Newey, the recorded sales dropped from £21,5 million to £1,2 million in 2000 (Carpenter & Sanders, 2009:647). The drop in sales could be attributed to a lack of understanding of the target market and a breakdown of communication between the company and its customers (Carpenter & Sanders, 2009:647-648).

The situation for Hornby improved after Frank Martin took over in 2001. He felt strongly about building confidence and motivating stakeholders, employees, distributors and shareholders (Carpenter & Sanders, 2009:648-649). Carpenter and Sanders (2009:648-649) indicate that Martin was much easier to approach and that he spent time on building creativity, engage with employees and establish well-defined outcomes for the company. Martin focussed a lot on setting clear objectives, every morning he held an informal meeting where he discussed ideas, reviewed and revised targets and made sure the agenda is flexible as to allow people to give their opinions and feedback in a constructive environment (Carpenter & Sanders, 2009:648). By 2004 Hornby had increased its profits, its market share and has been the winner of the %Company of the Year Award+in 2002 and the %Best Investor Communication Award+in 2003 (Carpenter & Sanders, 2009:650).

This case study indicates the importance of managing relationships, having a two-way communication model between the company and customers, senior management and employees and shareholders and senior management. It is derived from Carpenter and Sanders (2009:646-647) that the first CEO was replaced due to a lack of trust and communication with shareholders. In this instance, NLP's technique of well-formed outcomes and perceptual positions is relevant. In Chapter 3 (section 3.5.10) the outcomes of the well-formed outcomes technique is listed as being able to set team goals, improve strategic planning, identify obstacles to success, develop objectives and clarify goals and purpose. Perceptual positions are listed as being able to improve innovative product development (see Table 11). These two techniques would have been able to assist the CEO in ensuring that the product they used to diversify the product range is innovative enough and then to ensure through well-formed outcomes that the purpose behind the product was in line with what shareholders wanted, strategically fits with the company and that the sales thereof can be accomplished with clearly defined objectives.

NLP would also have been relevant in the instance where the new CEO, Peter Newey was appointed. The improvement of Newey's interpersonal skills may have led to better relationships but could also have caused more creativity and knowledge sharing within the organisation. As was recalled by the Product Development Director, Newey would not have been open to a new innovative idea from an employee (Carpenter & Sanders, 2009:649). Table 11 indicates several NLP techniques that address interpersonal communication skills. Singh and Abraham (2008:145) posit that NLP is a behavioural technology that does not only help with what goes on inside leaders (intrapersonal communication) but also what happens when they deal with others (interpersonal communication). Singh and Abraham (2008:145) observe that NLP benefits both interpersonal and intrapersonal communication through harnessing the power of the unconscious mind. Addressing interpersonal communication, the NLP technique of representational systems could have helped leaders to meet the communication preferences of others while the reframe technique could assist in managing relationships. The swish pattern in NLP could have assisted with having more useful beliefs about one self, rapport could make people feel more at ease and sensory acuity could help demonstrate empathy and exert more influence (see Table 11).

The arrival of Martin at Hornby was another turning point for the company, he seems to have several abilities emphasised in the four dimensions of effective leadership. The four dimensions are discussed in Chapter 3 (section 3.2.2) as behavioural skills, cognitive, emotional and spiritual intelligence. The abilities of Martin discussed at the beginning of this section include the ability to motivate, make people feel at ease, get feedback, set goals and encourage creativity and innovation. Judging from Table 5 in Chapter 2 where the abilities for EQ, which is one of the four dimensions of effective leadership, are set out, Martin seems to possess skills in each of the four quadrants. The case study indicates that Martin shares the following skills in the EQ dimension: Teamwork and collaboration, change catalyst, organisational awareness, accurate self-assessment and self-confidence. It is argued that these skills can be attributed to Martin because of the changes to the bottom line the company experienced, his focus on building confidence with all stakeholders of the organisation and the regular feedback he received. It has already been assumed in Chapter 2 (see section 2.4), that NLP can be used as a tool to improve EQ,

therefore also assuming that the effective leadership of Martin may have been due to certain NLP techniques.

#### **4.6.2 Daimler Chrysler**

Daimler Chrysler was the product of a merger between Daimler-Benz and Chrysler Corporation in 1998 (Carpenter & Sanders, 2009:836). In 2000 Chrysler US market share fell from 16,2% to 13,5% and when production cost increased the company reported an operating loss (Carpenter & Sanders, 2009:839). The company failed to reform itself after two turnaround attempts before becoming profitable again in 2002 (Carpenter & Sanders, 2009:842). Most noticeable about the merger was the effect of corporate governance issues such as integration challenges and differing expectations of each company's shareholders (Carpenter & Sanders, 2009:843). Carpenter and Sanders (2009:843-844) mention that the bureaucracy that was involved was considerable and caused conflict in the company. The communication model was changed by strong leaders such as Lee Lacocca who had people "think outside the box ..." (Carpenter & Sanders, 2009:845). The way meetings were held and the decision making processes were changed in order to deal with the increasing complexity (Carpenter & Sanders, 2009:847). The complexity with governance structures and communication seemed to be in line with a difference in organisational culture and rules.

In a case study where an integration process occurred between Metronet Rail and Transport for London, Pollitt (2010:20-21) indicates that NLP made the integration process easier by developing trust and ensuring more effective interpersonal communication between team members. In the Daimler Chrysler case study NLP could also have played a significant role in making use of the same NLP techniques as with Metronet Rail. Addressing the failure of Daimler Chrysler to align the different expectations of each company's shareholders, well-formed outcomes and meta-programmes seem to be the relevant NLP techniques that could have assisted the company. The reason is that well-formed outcomes represent goals in a way that make them easier to achieve and is able to align values with the vision of the organisation (Lowther, 2012:88). Meta-programmes is a filter through which information is coded and relates to the way people or teams think rather than what they think (Lowther, 2012:36). Meta-programmes allow people to



recognise the thinking pattern of others that allow them to communicate more effectively and manage change (Bavister & Vickers, 2010:60).

It is argued that the conflict in the Daimler Chrysler case study that arose from the complexity of the merger, an integration of different cultures and the rules about how decisions should be made could also have been made easier with NLP. The NLP technique of hierarchy of ideas and lateral thinking is discussed in Chapter 3 (see section 3.5.11) as either chunking an idea up or down for the purpose of gaining agreement. In this case more abstract ideas and a sense of purpose would possibly have resolved the conflict. This technique would have required leaders in the organisation to chunk up information, according to Elston (2010:74) managers need to process and communicate larger chunks of information than their employees. Meaning that managers do not only need to match their employees level of communication but also communicate in more abstract terms such as the purpose or vision of the merger for example.

#### **4.6.3 British Airways**

In 1992, the two airlines British Airways (BA) and USAir confirmed that they have formed an alliance (Carpenter & Sanders, 2009:732). According to a senior BA executive the alliance was formed between the two CEOs because they shared a common vision and got along well personally (Carpenter & Sanders, 2009:732). It is noted that a foundation of personal relationship and shared beliefs was what made the alliance work well (Carpenter & Sanders, 2009:732). Although other airlines and the U.S President at the time, George Bush, blocked the alliance at first, they were still able to win the approval for the deal afterwards. Carpenter and Sanders (2009:745) describe the reasons for going forward with the alliance as a combination of a grand vision between two CEOs, personal rapport and gut feeling. BA and USAir had been involved in other strategic alliances before that did not work out, while BA worked with KLM, United and Northwest and USAir was involved with Lufthansa and Air Canada. The reasons given why these alliances did not survive are cultural incompatibility and strategic differences.

This case study illustrates the importance of building rapport and how communicating from a position of a shared belief system can cause successful strategic decisions. The outcomes of using rapport have already been outlined in Chapter 3 (see page 29), it

improves a leader's ability to negotiate and manage relationships. This technique is important because it can not only be used person to person, but also with groups of people. According to Lowther (2012:107-108;110) rapport is effective in negotiations or in the workplace because it causes a shift in the nervous system and can cause blood vessels to dilate and influence people's physiology, which then determines their emotions. Bavister and Vickers (2010:145) state that rapport allows leaders to negotiate win-win deals, which may have been the case with the strategic alliance between BA and USAir and may have been absent in previous involvements these two companies had had with other companies.

The reasons identified for the failure to overcome certain obstacles in the above three case studies include conflict situations that arose due to cultural differences, outcomes not being clearly defined, decisions being made without being aligned to a purpose, interpersonal skills that are lacking, product development not seen from the point of view of the customer, employees communicating on different levels, employees not being motivated and a lack of rapport terminating valuable strategic alliances. It is therefore assumed that after identifying the contribution NLP could make in each case, that the absence of NLP negatively influenced organisations' communication ability.

According to Lowther (2012:7) the structure of organisations are becoming more flat with a greater reliance on technology and a greater need for support in a diverse workforce. Effective communication seems to become harder and more important, but NLP can work out effective communication strategies for different individuals and groups ...+ Lowther (2012:7) argues that NLP can be used to structure communication to achieve organisational goals.

The following table summarises the discussion above of all three case studies and list the initial communication practices that occurred in the different case studies before diagnosed with NLP, the NLP techniques that could have achieved a different outcome, the practical application of the technique, and the presumed end result that the application of NLP could have had.

**Table 16: Summary of NLP's practical communication solutions**

<b>Case study</b>	<b>Initial situation</b>	<b>Applicable NLP technique identified</b>	<b>Practical NLP application</b>
<b>Hornby</b>	Lack of interpersonal skills	Representational systems Reframing Rapport Swish pattern Sensory acuity	Being open to new ideas Having knowledge-sharing meetings Meeting communication needs of others
	Difficult to approach leader	Reframing	Treating employees as an important stakeholder and as a competitive advantage
	Discouraged new ideas	Perceptual positions	Seeing product development from the customer's point of view
	One-way communication	Perceptual positions	Seeing purpose of products from the stakeholder's point of view Two-way communication
	Lack of trust and communication	Well-formed outcomes	Identify possible obstacles
<b>Daimler Chrysler</b>	Differing expectations among employees	Well-formed outcomes Hierarchy of ideas Lateral thinking	Setting clear goals Two-way communication Placing emphasis on the receiver
	Integration challenges	Well-formed outcomes Hierarchy of ideas Lateral thinking	Setting clear goals Two-way communication Placing emphasis on the receiver
	Strong sense of bureaucracy	Meta-programmes	
<b>British Airways</b>	Common vision	Rapport already in use	Mirroring behaviour

It can be seen from the above table that several NLP techniques such as perceptual positions, well-formed outcomes, hierarchy of ideas, rapport and meta-programmes are seen to have the potential to improve the communication process in organisations. As summarised from the three case studies the initial communication situation or practices included one-way communication, employees having different expectations, a lack of interpersonal communication, bureaucracy type of communication and issues with integration and approaching the leadership in an organisation. The practical application of NLP techniques includes placing the emphasis of the communication process on the

receiver, having two-way communication and identifying obstacles to better communication.

The similarity between communication theories such as the dialogic ethics, transactional, psychological and symbolical interactionism and NLP has been identified in Table 16 and also what contributions NLP can make to these theories. From the discussion in section 2.4 it has been concluded that NLP shares its roots in communication management and section 4.6 showed how the lack of NLP can be identified in different case studies. It has also been assumed that the absence of NLP negatively influenced organisations' communication ability. If the lack of NLP in the communication model of an organisation negatively influences the communication ability of the organisation it is assumed that the contribution of NLP would also be noticed when it comes to organisational success. Therefore communication models where NLP is both present and absent should be measured against the elements of organisational success to test what influence NLP has in the communication model of an organisation.

#### **4.7 COMPARING COMMUNICATION MODELS WITH AND WITHOUT NLP**

The following discussion will aim to identify a typical communication model not making use of NLP techniques and then compare those characteristics with the elements of organisational success as formulated in Table 8. The same will be done with a typical communication model that does make use of NLP.

##### **4.7.1 Typical communication model without NLP**

The integrated model for the communication process in Table 15 is a summary of the similarities between NLP and communication theory and proposes how NLP can contribute to organisations by way of a new integrated communication model. Both the shared principles between NLP and the four communication theories, and the contributions of NLP listed in the integrated model for the communication process can serve as a theoretical guideline of what a communication model should look like in the presence or absence of NLP. As a practical guideline Table 16 can be used to identify communication

practices or processes that are seen to either be without the implementation of NLP or include the elements thereof.

Taking the theoretical guidelines discussed in this chapter into consideration it means that a communication model not using NLP will consist of characteristics that include a sender-oriented communication process, the sender determining the meaning of messages, no interconnectedness between receiver and sender and messages are independent or isolated from the environment or psychological elements. Considering the practical guidelines of what a communication process looks like where NLP has not been implemented, characteristics such as one-way communication, lack of emphasis on interpersonal communication, bureaucracy and a top-down communication process is included.

An existing communication theory that share characteristics of the above description of a communication model not using NLP is the transmittable communication theory. The transmittable communication theory relates to the classical communication model consisting of a sender, the message, a channel through which the message passes and a receiver (van der Walt; 2006:366). These elements are seen to function independently of each other or its environment, much like the theoretical guidelines above indicate that the message in the communication process functions independently (van der Walt; 2006:366). The transmittable theory relates to one-way communication and the message does not take into account the different frames of reference of the sender and the receiver, therefore not acknowledging the context of the person receiving the message (van der Walt; 2006:366-368). On a more practical level van der Walt (2006:372-373) identifies principles associated with the transmittable view as communication through formal channels such as oral or in writing, making long and short term goals of the business clear, using manipulation to change opinions and attitudes, communicating pre-determined managerial decisions and communicating only the basic information. Other principles include managers who are unreceptive to suggestions and communication occurs with little indication of any feedback (van der Walt; 2006:373).

The theoretical and practical guidelines together with the explanation of the transmittable communication theory give some clues to the characteristics of a communication model

that does not make use of NLP techniques. These characteristics will now be correlated with the elements of organisational success, as defined in Table 8 and will thereafter be correlated either positively or negatively with the characteristics that can be derived from the above discussion.

**Table 17: Comparison between elements of OS and a communication model similar to the transmissional communication theory without NLP**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of a communication model without NLP</b>	<b>Evidence for status</b>
Capital-augmentation	Could not be determined	
Labour-augmentation	No	Employee satisfaction as a form of feedback is not general practice in a one-way communication model Little indication of feedback is expected in the transmittable communication model
R&D	Could not be determined	
Market share	Could not be determined	
Use of resources (competitive advantage)	Could not be determined	
Experience	Could not be determined	
Commitment to quality of products and services	Could not be determined	
Innovation and flexibility in marketing and technology	Could not be determined	
Employee relations	Could not be determined	
Management system controlling costs	Could not be determined	
Organisational climate	Could not be determined	
Influence strategy	No	Support to employees will be absent from a top-down communication model Exchanging benefits with employees to influence them will be absent from a bureaucratic one-way communication model
Intrapersonal communication	No	Guidelines indicate a lack of interpersonal communication Seeing situations from another point of view would be to assume focus is being

		put on the receiver, which is not the case when NLP is not present
Active and visible executive sponsorship	Could not be determined	
Open communication around the need for change	No	Transmittable view has a principle of only giving the most basic information to employees Pre-determined managerial decisions are communicated
A structured change management approach	Yes	Principle of transmittable view indicates that short and long term business goals are made clear
dedicated resources and funding for change	Could not be determined	
employee engagement and participation	No	The context of the receiver is not taken into consideration Managers are unreceptive to suggestions
Placing the emphasis of communication on the receiver	No	Emphasis of the communication is on the sender
Using the body and mind as a system	No	No interconnectedtivity exists between sender, message and sender
Self-awareness	No	Context of the message is not taken into consideration Little indication of feedback Is expected in the transmittable communication model
Social-awareness	Yes	Although empathy to employees will be absent from a top-down communication model, the principle of transmittable view indicates that short and long term business goals are made clear. Social-awareness of goals might increase while loyalty and trust of employees decrease
Self-management	Could not be determined	
Relationship skills	No	Rapport and perceptual positions are central to the principle of the sender and receiver being equal. This model is a sender-oriented model

The above table attempts to correlate the available characteristics of a communication model without NLP with the elements of organisational success. As indicated above two (8.3%) elements, namely a structural change management approach and social-awareness is positively correlated with organisational success while nine elements are negatively correlated. The majority of elements could not be determined. The reason for many elements not being able to be correlated is that characteristics of a communication model are not directly relevant to elements such as capital-augmentation, market share or research and development. However, what is important is that negatively correlated elements are more than three times the number of positively correlated elements, which gives a clear indication that a communication model without the application of NLP is not convincing in terms of being able to bring about organisational success.

#### **4.7.2 Typical communication model with NLP**

Theoretical and practical guidelines can again be derived from Table 15 and 16 as to identify what a communication model will look like when NLP techniques are implemented. Theoretically such a communication model, as derived from the theories of dialogic ethics, transactional model, psychological and symbolic interactionism, will have interconnectivity between the sender and the receiver, meaning that the sender and the receiver can influence each other. Another significant principle derived from Table 15 is that with NLP the environment or context in which the message is can be changed as to influence the meaning of the message. In a typical NLP-based communication model individuals can also control the filters used to process information as to achieve different outcomes. Such a model will also include the principle of psychological elements being able to influence the meaning of the message in the communication process.

As can be derived from the practical guidelines set out in Table 16 the characteristics of a communication model where NLP is implemented will include senior management being open to new ideas, continuously sharing knowledge within the organisation, meeting the communication needs of employees, allowing different points of view and having two-way communication to sustain regular feedback. A NLP communication model will include the



re-evaluation of information to identify possible obstacles, setting clear goals and placing the emphasis on the receiver by establishing rapport.

One communication theory that seems relevant to the approach and principles of NLP is the psychological communication theory discussed earlier in this chapter (see section 4.3.3). As noted earlier, the psychological theory recognises that communication does not only consist of the visible elements of the communication process but also of the minds of the individuals participating in the process (van der Walt, 2009:376). The significant overlap of the psychological communication theory and the NLP communication model, as referred to in section 4.3.3 in this chapter, share the characteristic that outward behaviour affects and is affected by the cognitions and behaviour of the other. It is important to note that the NLP communication model emphasises the influence of intrapersonal communication of both the receiver and the sender. Elston (2010:12) and Lowther (2012:11) respectively mention values, beliefs, linguistics, attitudes and memories as factors that determine the meaning of the message and therefore the manner in which it is experienced.

Considering the different characteristics that make for a typical NLP communication model, the following table will be correlating the elements of organisational success with these characteristics and determine the possibility of whether the presence of NLP in a communication model influences an organisation's success.

**Table 18: Comparison between elements of OS and a NLP-based communication model (related to dialogical ethics-, transactional-, psychological, and symbolic interactionism theories)**

<b>Elements of OS</b>	<b>Status of correlation between element of OS and characteristic of a NLP communication model</b>	<b>Evidence for status</b>
Capital-augmentation	Could not be determined	
Labour-augmentation	Yes	Two-way communication sustains regular feedback
R&D	Could not be determined	
Market share	Could not be determined	
Use of resources (competitive advantage)	Could not be determined	
Experience	Could not be determined	
Commitment to quality of products and services	Could not be determined	

Innovation and flexibility in marketing and technology	Yes	Knowledge is shared from within the organisation Senior management is open to new ideas Different points of view are allowed
Employee relations	Could not be determined	
Management system controlling costs	Could not be determined	
Organisational climate	Yes	Individuals have the ability to control their own filters and adjust the outcome, for example a positive attitude, being motivated and being loyal to the organisation
Influence strategy	Yes	Outward behaviour influences inward cognitions Rapport is a way in which behaviour is matched and mirrored to gain trust and be able to influence the receiver
Intrapersonal communication	Yes	Different points of view are allowed Individuals have the ability to control their own filters and adjust the outcome
Active and visible executive sponsorship	Yes	Management sees different points of view (perceptual positions)
Open communication around the need for change	Yes	Feedback, being open to new ideas and allowing different opinions can create open environment to discuss change
A structured change management approach	Yes	Setting clear goals are part of the principles of NLP-based communication models
dedicated resources and funding for change	Could not be determined	
employee engagement and participation	Yes	Two-way communication model
Placing the emphasis of communication on the receiver	Yes	Emphasis is placed on the receiver since the receiver's context can influence the meaning of the message
Using the body and mind as a system	Yes	The sender, receiver and the message is considered as interconnected
Self-awareness	Yes	Re-evaluation of information

		and identifying possible obstacles are part of the communication model Individuals have the ability to control their own filters and adjust the outcomes
Social-awareness	Yes	Emphasis is placed on the receiver Trust is established through rapport Empathy is created through considering different points of view
Self-management	Yes	Individuals have the ability to control their own filters and adjust the outcomes
Relationship skills	Yes	Reacting to criticism using rapport and perceptual positions

The table suggests that 15 (62.5%) elements of organisational success can be positively correlated with the characteristics of a typical NLP communication model. It should be noted that each element of organisational success consists of several possible practices (see Table 8) but if a single practice could be positively correlated with the element, it is in general considered to be in line with the characteristics of a typical NLP model. No element could be negatively correlated with these characteristics while nine elements could not be correlated due to either a lack of information or it was not relevant to the communication model.

Comparing the amount of positively correlated elements from a communication model without NLP to a communication model with NLP, it seems that there is a 54.2% difference in favour of a NLP-based model with regards to achieving organisational success.

#### 4.8 CONCLUSION

In conclusion NLP is contextualised in the communication discipline as a tool that shares similarities with communication theories; it is practically useful in different corporate communication scenarios and can add benefit to the existing communication process. Communication is essential for the outcomes of NLP and NLP can contribute to the further

understanding of the communication process. Thus, NLP can prove to be valuable to communication management and communication management theory can contribute to the outcomes of NLP, making for a convincing reason to bring these two theories closer to each other.

Furthermore, the shared principles between NLP and theories or models such as the dialogic, transactional, psychological and symbolic theory are identified and the possible contributions that NLP can make were discussed. The last significant finding was that organisations that appear to use NLP-based communication models show a stronger tendency to achieve organisational success, which supports Cooper and Lynn (2008:14) in their statement that % forward-thinking organisations embrace NLP because they benefit from its positive effects on individuals, teams, and overall business performance ...+

The following two tables summarise the findings made in Chapters 2, 3 and 4 on the comparisons made between organisations, leaders and communication models using NLP and those using it only to a limited degree or not at all.

**Table 19: Relation between NLP and OS**

	<b>Positively correlated (+)</b>	<b>Negatively correlated (-)</b>	<b>Could not be determined</b>
<b>Organisation</b>	21	0	3
<b>Leadership</b>	19	0	5
<b>Communication model</b>	15	0	9
<b>Total</b>	55	0	17
<b>Percentage (%)</b>	76.4%	0%	23.6%

The table above summarises the comparison of three aspects of the organisation to the elements that are perceived to cause organisational success. These three aspects are an organisation as a whole (Chapter 2), the leadership of an organisation (Chapter 3) and a communication model (Chapter 4). Resulting from the table is that in total the different organisations that have incorporated NLP in their organisation as a whole, their leadership behaviour and communication model respectively, is seen to be 76.4% successful according to the 24 elements of organisational success.

**Table 20: Relation between limited or non-NLP and OS**

	<b>Positively correlated (+)</b>	<b>Negatively correlated (-)</b>	<b>Could not be determined</b>
<b>Organisation</b>	5	9	10
<b>Leadership</b>	7	10	7
<b>Communication model</b>	2	9	13
<b>Total</b>	14	28	30
<b>Percentage (%)</b>	19.4%	38.8%	41.7%

Resulting from the above table, is that in total the different organisations that have implemented limited or no NLP in their organisation as a whole, in their leadership behaviour and communication model respectively, are seen to be only 19.4% successful according to the 24 elements of organisational success. In relation to the previous table there is a 57% better chance of being successful when using NLP in comparison to not using NLP. In fact, Table 20 shows that 38.8% of elements were in total negatively correlated with the elements of organisational success and 41.7% could not be correlated at all.

The following chapter serves as a preparation for the data collection process by giving a sufficient profile of the Solidarity Movement and the respondents who are sampled to take part in the case study. The outcomes that are expected will be explored and it will be argued whether the respondents that are used can be perceived as effective leaders.

## CHAPTER 5

### INTRODUCING THE SAMPLE ORGANISATION AND RESPONDENTS IN THIS STUDY

#### 5.1 INTRODUCTION

Tosey (2005:146) explored the process of learning in monitoring and mapping a senior manager's experiences in terms of organisational change, management and the exploration of the link between the individual and the organisation. According to Tosey (2005:146) there seems to be a lack of attempts to research the experience and learning of managers. Different dimensions of transformation are identified in Tosey's study with the help of NLP through doing a longitudinal study on how a manager learns (Tosey, 2005:147-148). What is relevant from Tosey's study to the current study is the ability of NLP to explain intrapersonal communication in managers. According to Tosey (2005:164) NLP is used as a framework to make sense of experiences. This may imply that NLP is an effective tool in the investigation of the intrinsic dimensions of managers or leaders. The assumption that is made from the above arguments is that measuring learning and transformation seems to be much more focussed on the experiences of the leader or manager as an individual rather than in the form of a collective of the organisation.

In the study of Singh and Abraham (2006:139) the role of NLP is examined in building organisational capabilities. Singh and Abraham (2006:141) set the aim of examining NLP within the organisation and understanding NLP techniques in order to promote performance and production for the purpose of achieving organisational success. The study was done through structured interviews and a questionnaire with individuals in several companies in India (Singh & Abraham, 2006:139). The focus is put on collecting data from different individuals and the individual experience of leaders, making it seem that choosing the correct respondents may be even more important than selecting a single successful organisation. In this case respondents received NLP training for a month where after a follow-up analysis was done that revealed the success of NLP (Singh & Abraham,

2006:142). This chapter will set out to introduce the sample units for this research and explain the context in which the research was conducted.

The following section aims at giving a background of the sample organisation and why an assumption can be made that they do reflect characteristics of a NLP.

## **5.2 ORGANISATION PROFILE**

### **5.2.1 History of the Solidarity Movement**

Solidarity is one of the oldest trade unions in South Africa and goes back to 1902. Solidarity was first named the Mine Workers Union (MWU) and was then named MWU-Solidarity after other trade unions joined in the 1990s. The trade union became a Movement when it started initiatives such as AfriForum and Helping Hand.

AfriForum is an independent initiative started by the trade union Solidarity and addresses the apathetic withdrawal of minorities in particular. AfriForum describes the withdrawal as a spiral that holds negative consequences for %a. minorities themselves, for democratic principles and for the country as a whole ...+ (About AfriForum: 2011). The apathetic withdrawal refers to minorities, and specifically to Afrikaners, who started withdrawing from public participation and debate after the African National Congress (ANC) took over power in 1994. This withdrawal came to give Solidarity a unique purpose of representing a minority group in South Africa, not only in the workplace as a union, but also later as a Movement with a civil rights organisation protecting Afrikaners' rights outside of the workplace. Dr. Hermann, Deputy General Secretary of Solidarity, pointed out that an increasing change in the economic landscape, the collapse of government support structures once offered to whites and the transfer of public jobs to blacks under positive discrimination started to create extreme white poverty in South Africa (UNPO, 2011). In 2001 the Solidarity Movement started the Helping Hand fund which was later registered as an independent non-profit organisation.

Since the administration of President Thabo Mbeki an accelerated programme called Africanisation was introduced that reformed almost all spheres of public life in South Africa

that left Afrikaners feeling marginalized (Visser, 2004:2). It is the protection of marginalized Afrikaners that the Solidarity Movement saw as their purpose after the fall of many Afrikaans institutions following the change in political power in 1994. Visser (2004:2) describes Solidarity as the biggest Afrikaner-based worker constituency in South Africa and shares an article by Buys in which the disillusion of the Afrikaner is explained. The article explains how Afrikaners wanted a full equal democracy but did not anticipate their own rights to be marginalized (Visser, 2004:3). The article further explains how Afrikaners started to feel like second-class citizens and targets of racial discrimination; what is more is they did not anticipate their families leaving the country or for their history to be criminalized by the government. Afrikaners began to notice how the ANC takes control of Afrikaans institutions and that the democratic legal state in 1994 changed into a transformation state that strives for black control under the pretext of representation. It is in this context that the Solidarity Movement has succeeded in building and maintaining themselves as a Christian Afrikaans organisation in the post-apartheid era. The reason why the Solidarity Movement is seen as a unique success is because many Afrikaners seem to have lost their faith in Afrikaner institutions after 1994.

Today Solidarity is known as the Solidarity Movement and except for being a labour union, it now incorporates several organisations under its umbrella such as:

- AfriForum, a civil rights organization;
- Solidarity Helping Hand, a welfare organization;
- Sol-Tech, a technical college;
- Akademia, a telematic higher education institution;
- Solidarity Financial Services;
- Solidarity Growth Fund;
- The Solidarity Investment Company;
- The Solidarity Property Company;
- Maroela Media, a new internet-driven media house;
- Kraal Publishers;
- The Solidarity Research Institute (Solidariteit, 2013a).



The union has more than 20 offices country-wide, more than 200 staff members and 1275 trade union representatives in different companies (Solidariteit, 2013b). Other organisations such as AfriForum and Helping Hand are also member driven organisations.

### **5.2.2 Success factors of the Solidarity Movement**

In this context, Solidarity is the largest independent trade union and has the largest labour law department of all trade unions in the country. It is also the only trade union in South Africa which has a call centre (About Solidarity, 2011). Between 1 000 and 2 000 members join Solidarity every month and an online radio station has also been established (About Solidarity, 2011). The Movement started its own technical college in 2007 which trains more than 500 students in scarce skills every year and manages a pass rate of 96% (Solidariteit tydskrif, 2010). The Movement is also building its own independent Afrikaans university which will include a satellite campus. The trade union has further announced the successful negotiation of approximately R200 million regarding compensation claims relating to occupational health and safety in 2010, which is a major increase from just R47,7 million in 2009 (Solidarity legal services: 2011). Helping Hand paid out over R5 million for study bursaries in 2009 in comparison to R1 million in 2008 (Solidarity legal services: 2011). Helping Hand consists of 116 branches in South Africa. The civil rights organisation AfriForum generates between R2 million and R3 million worth of media coverage every month. The organisation launched its own investigation unit, environmental protection unit, community protection initiative, an active youth organisation called AfriForum Youth and a come-back-home campaign for skilled South Africans that had emigrated from South Africa. More than 50 000 people joined the Solidarity Movement in 2010, which is a record growth for the Movement (Solidarity legal services: 2011).

The growth shown by the Solidarity Movement indicates that it is a successful organisation that has managed consistent growth in a complex political context. Therefore, the Solidarity Movement seems fit for this study where the use of NLP techniques can be correlated with the success the organisation experienced in recent years.

The following management practices indicate that elements of organisational success and NLP in the Solidarity Movement may potentially exist. These practices will also be correlated with specific outcomes in the following chapter:

- Solidarity makes use of research regarding member satisfaction every three months (Solidariteit Hoofraad, 2010a:2) while regular service audits are conducted (Solidariteit Hoofraad, 2010c:1).
- Solidarity regularly does research to identify new markets and to understand their current target market better (Solidariteit Hoofraad, 2010b:3-4);
- Processes are put in place to increase synergy between different organisations in the Solidarity Movement that result in record growth year after year (Solidariteit Hoofraad, 2010b:3-4);
- Solidarity is focused to continuously use new media and communication platforms as to ensure that communication takes place in different forms (Solidariteit Hoofraad, 2010b:3-4);
- In depth research and development is done before any new project is either launched or developed or any new organisation is created (Solidariteit Hoofraad, 2010c:5);
- Creating a culture of learning in the organisation is listed as one of the top 5 goals (Solidariteit Hoofraad, 2010e:3).
- Solidarity has set clear short, medium and long term goals for the organisation (Solidariteit Hoofraad, 2010d:4-5).

These elements indicate that the Solidarity Movement has a strong focus towards research and development, an organisational culture of learning, well-formed outcomes and the use of new media technology, all of which can be correlated to the framework of organisational success discussed in Chapter 2.

### **5.3 RESPONDENT PROFILES**

#### **5.3.1 Flip Buys**

As mentioned in Chapter 1 (see section 1.5) Buys is well known in the South African media and was appointed in 1997 as Chief Executive Officer of Solidarity (Solidariteit,

2013b). Buys was largely responsible for the reforming process of the Mine Workers Union (MWU) and has grown Solidarity's membership from 30 000 to approximately 160 000 members (Retief, 2011).

Buys is also the chairperson on the board of directors of AfriForum and is often described in news articles as a great leader and a visionary who has managed to build one of the most successful organisations in South Africa (Retief, 2011).

In an interview conducted with Buys (see Appendix B, Digital recordings, Respondent 5a) on 14 January, he explains that he had a long term vision for Solidarity as he anticipated a growing need in the Afrikaner community to have their interests protected more effectively after the change in government in 1994. Buys continues by saying that he made a study of how a union can become an instrument to protect the interest of a small minority and he knew that the old MWU could not satisfy those needs, but that the solution was in the creation of a network of community institutions (see Appendix B, Digital recordings, Respondent 5a). He always had the vision of creating community institutions for two reasons, the first being to protect peoples interests in different terrains and secondly to deliver the services that the current government are not able to do (see Appendix B, Digital recordings, Respondent 5a). He further explains how he went about turning his vision into reality and says the first thing he did was to explain to people the bigger picture of what is happening in South Africa, why it is happening and what the results would be (see Appendix B, Digital recordings, Respondent 5a). He admits that he relied a lot on the broader vision, what they want to create and why it is important. Buys argues that if people do not know where they are heading or what role they need to play they start to reject organisational change (see Appendix B, Digital recordings, Respondent 5a). The next step for Buys was to set up a roadmap and decide to first turn the MWU around and make a success of it and then start to create institutions outside of the union (see Appendix B, Digital recordings, Respondent 5a). Buys posits that some of the most important factors in the creation of the strategy for Solidarity was to find shared values between people and ensuring that they buy into the same uniform vision (see Appendix B, Digital recordings, Respondent 5a). He further mentions that the main ingredient responsible for the success of the first few steps in starting an organisation is internal communication (see Appendix B, Digital recordings, Respondent 5a).

The biggest success to date, according to Buys, is that while most of the Afrikaner organisations closed their doors after 1994, Solidarity has managed to grow by ten times its original size (see Appendix B, Digital recordings, Respondent 5a). Many of the practical work done by Solidarity counts under its biggest successes, including supporting and protecting employees in the labour market, being able to influence the economy and bringing about a balance in the labour market (see Appendix B, Digital recordings, Respondent 5a). He also emphasises creating a business division that allowed them to start other projects such as Sol-Tech and Helping Hand (see Appendix B, Digital recordings, Respondent 5a). He says their greatest accomplishments were when they were able to create different institutions outside of the union which created a multiplying effect that allowed other institutions to plough back into Solidarity once they reached their maturity phase (see Appendix B, Digital recordings, Respondent 5a).

Based on the above discussion, Buys shows at least characteristics of perceptual positions, well-formed outcomes and hierarchy of ideas. Buys used perceptual positions to anticipate the Afrikaner community's needs and being able to foresee how certain institutions would flourish due to the new political landscape, not just from the Afrikaner point of view but also from government's point of view. Buys further showed the ability of forming outcomes in a way that they are more likely to be achieved. Outcomes regarding the fostering of new institutions for example met the criteria of being stated in positive terms, ensuring the outcome is within the means of the organisation, being specific with regards to which institutions they wanted to create and for what reason. Resources were identified in creating a business division with the purpose of creating funding opportunities and the outcomes were tested against whether it is ecological, especially at the beginning of the organisation. Buys also showed signs of using hierarchy of ideas when trying to sell the vision of the Solidarity Movement and emphasised the greater vision at first and afterwards convinced people about their detailed role in this vision (see Appendix B, Digital recordings, Respondent 5a).

### **5.3.2 Dirk Hermann**

Dr Hermann is a well-known leader in the South African media and acts as the director of Helping Hand (see Appendix B, Digital recordings, Respondent 3a). He started in 1998 as

a labour organiser and was later appointed as the head of the communication department after which he was subsequently offered an executive position as the Deputy General Secretary of Solidarity. He is now responsible for the functioning of several departments within Solidarity and takes responsibility for building the brand of the Solidarity Movement, aligning the different institutions and to ensure that all employees are bound by the same strategy (see Appendix B, Digital recordings, Respondent 3a).

In an interview with Dr Hermann he describes the reforming process of MWU in 1999 as a total redesign of the organisation where a new frame of ideas had to be created which was much more than just a name change (see Appendix B, Digital recordings, Respondent 3a). Dr Hermann assisted in establishing the union's place in the public domain once again by building a new brand as Solidarity (see Appendix B, Digital recordings, Respondent 3a). He ascribes the successes of the organisation as being able to appoint the best people and has managed to find exceptionally strong leaders (see Appendix B, Digital recordings, Respondent 3a).

According to Dr Hermann (see Appendix B, Digital recordings, Respondent 3a) the most critical time in the growth of Solidarity was the necessary change management at the beginning when MWU was transformed into Solidarity. He further mentions that with Solidarity's name now being changed to the Solidarity Movement, it again requires the management of new ideas and more institutions (see Appendix B, Digital recordings, Respondent 3a). Dr Hermann was specifically involved with the establishment of Helping Hand and with creating a solid growth strategy (see Appendix B, Digital recordings, Respondent 3a). At that time Solidarity was one of the first organisations to start using the call centre model in order to increase its membership. The other institution in which Dr Hermann was directly involved was the creation of Maroela Media which is now the biggest online Afrikaans media house (see Appendix B, Digital recordings, Respondent 3a). Other institutions Dr Hermann took responsibility for was Kraal Publishers and Akademia (see Appendix B, Digital recordings, Respondent 3a).

Dr Hermann's ability to manage change and allow the organisation to adapt and foster a continuous orientation towards service are a few examples from the above discussion of what Goleman & Boyatzis (in Wigglesworth, 2006:17) identify as traits of EQ. Although the

presence of definite NLP traits in these respondents will only be confirmed through collection instruments the assumption is that Dr Hermann shows characteristics such as adaptability, achievement orientation, optimism, organisational awareness, teamwork and collaboration and inspirational leadership, all of which are EQ skills mentioned in Chapter 2 by Goleman and Boyatzis (in Wigglesworth, 2006:7). Based on the assumption made in Chapter 2 that the accomplishment of EQ may be strongly reliant on the successful use of NLP techniques, it is argued that because Dr Hermann indicates certain characteristics of EQ, that the possibility also strongly indicates that he will show traits of a NLP leader.

### **5.3.3 Kallie Kriel**

Kriel joined the MWU in 1999 when it became Solidarity and was head of marketing. He was then appointed as the Chief Executive Officer of the civil rights organisation AfriForum at its formation in 2006. Kriel explains AfriForum as being "a civil rights initiative to mobilise civil society and specifically minority communities, in order to take part in democratic debate ..."(Trapido, 2008).

AfriForum's members doubled in the last year and the organisation has shown rapid growth, especially in the last two years. According to a press release of AfriForum (2013) the organisation currently has more than 56 000 paying members. According to a radio interview Kriel (2013) said AfriForum has managed to establish 103 branches across South Africa during 2012. Kriel (2013) further explains the focus of AfriForum in 2013 as being able to mobilise South Africans even further and to establish a stronger basis with which AfriForum can influence government, while developing stronger national structures and increasing the international exposure (Kriel, 2013).

Examples of successes in the past two years that AfriForum has accomplished under the management of Kriel is the hate speech court case against Julius Malema, the then youth leader of the African National Congress (ANC) youth league as well as several service delivery issues in municipalities that have been resolved including problems related to the supply of water and electricity. More examples include an international focus that has been placed on the declining tolerance for Afrikaans in education and a victory in a court case

against the Zimbabwean government regarding brutal land reform policies (Kriel, 2013). A *Rapport* (Joubert, 2010) article describes Kriel as being confident, inviting and friendly.

Kriel exhibits optimism, self-confidence and especially outcomes thinking, one of the four pillars of NLP. Outcome thinking, as mentioned in Chapter 2 (see section 2.3.2), relates to linking our communication to an intrinsic reason or purpose. Kriel seems to often link interviews and discussions, for example his interview on Afrikwensie (Kriel, 2013) and in *Rapport* (Joubert, 2010) to the outcome of the organisation and has a strong sense for intrinsic purpose.

#### **5.3.4 Gideon du Plessis**

According to an interview with Du Plessis (see Appendix B, Digital recordings, Respondent 4) he joined Solidarity in 2008 and started working in Solidarity's core business, namely industries. The main industries in which Solidarity is involved are metal and engineering, mining, the electrical industry, telecommunications, the chemical industry, agriculture and general industries, among them tertiary institutions, aeronautics and other specialised areas (Solidariteit, 2013b). Du Plessis is the deputy secretary general of the trade union Solidarity and oversees all the different industries in addition to handling labour related issues (see Appendix B, Digital recordings, Respondent 4). He also has experience as a negotiator (see Appendix B, Digital recordings, Respondent 4).

According to Du Plessis (see Appendix B, Digital recordings, Respondent 4) the labour relations department in Solidarity was to a large degree dysfunctional, lacked teamwork and had too few formal procedures. He says Buys gave him the instructions to devise firstly a team and secondly a plan, which is what he did. Du Plessis (see Appendix B, Digital recordings, Respondent 4) was largely responsible for the repositioning of Solidarity in the union industry and to ensure that the behaviour of employees was aligned with the values of the organisation. He mentions one example where he had to let six people go in the first year he worked for Solidarity (see Appendix B, Digital recordings, Respondent 4). He also had to work on the image of Solidarity and instil a value system where the employer is not seen as the enemy and where more productive principles are used to protect members (see Appendix B, Digital recordings, Respondent 4).

It is assumed that Du Plessis shows characteristics of NLP leadership in that he was able to change the meaning of the values that employees aspired to and worked on the premise that belief systems and values can be changed, values closely related to the NLP technique of reframing. From the emphasis that Du Plessis placed on teamwork and setting up the correct team, it could be assumed that he possesses the EQ skill of teamwork and collaboration in the relations skill quadrant mentioned in Table 5. It also presumed, based on the nature of his work as a negotiator in labour relations, that he is to some degree at least exposed to the principles of rapport and sensory acuity.

### **5.3.5 Henk Schalekamp**

According to an interview with Schalekamp (see Appendix B, Digital recordings, Respondent 2) he was appointed in 1998 with the MWU, became the chief operating officer of Solidarity in 2008 and also the chairman of its investment group. His focus was specifically on internal management and to build the capacity of the Solidarity Movement to allow them to execute what he refers to as their calling (see Appendix B, Digital recordings, Respondent 2). Schalekamp (see Appendix B, Digital recordings, Respondent 2) assisted in streamlining the financial management of the Movement and was largely responsible for the repositioning of the Solidarity Investment Company (SBM). He refocused SBM and implemented a narrower focus that allowed it to perform well financially (see Appendix B, Digital recordings, Respondent 2). Schalekamp (see Appendix B, Digital recordings, Respondent 2) was further responsible for managing people and he also had to oversee administration in Solidarity. Where Dr Hermann was responsible for external management he was mainly responsible for internal management and growth planning (see Appendix B, Digital recordings, Respondent 2).

According to Schalekamp (see Appendix B, Digital recordings, Respondent 2) he was successful in making the internal structures of the organisation work more effectively and building the capacity that was necessary to satisfy the expectations that people had from the outside. He also refers to his success as being able to ensure a sound financial strategy for Solidarity and for the first time started to deliver satisfactory financial reserves (see Appendix B, Digital recordings, Respondent 2). Schalekamp was part of growing



most of the institutions that were built up to create what is now called the Solidarity Movement (see Appendix B, Digital recordings, Respondent 2).

The Head of Human Resources, Leana Leonard, describes Schalekamp as an empowering and influential leader and that he shows great insight in business while having the ability to turn this insight into strategy. Leonard further says that Schalekamp is held in the highest regard for his interpersonal relationships and that he supports the development of everyone reporting to him (Leonard, 2013).

Indicating that Schalekamp shows signs of NLP traits is an article he wrote where he describes the importance in understanding that effective resting, a healthy diet and exercise are linked with how a person's body is conditioned to function optimally and that a holistic view on health ensures a balanced lifestyle and increases energy levels (Schalekamp, 2011a). This explanation is closely related to one of the presuppositions of NLP namely that the mind and the body form a cybernetic system. In another article of Schalekamp (2011b) he describes how people form their view of the world through the way they grew up, their education, personality, value system or religion. He goes further to explain the importance of learning and listening to the ideas of others in order to develop a better comprehension of each other (Schalekamp, 2011b). These statements relate to NLP techniques such as reframing and perceptual positions as it is aligned with how thinking is framed and the principle of seeing situations from another perspective.

#### **5.4 CONCLUSION**

It can be concluded that the different respondents show the potential of strong leadership and the possibility of using NLP techniques. The enormous growth the Solidarity Movement has shown in the past 15 years, the end results that Buys has been focussing on since the beginning, the adaptability of Dr. Hermann and Du Plessis to reposition the entire organisation, the dedication Kriel clearly has to a larger intrinsic purpose and the close link between the philosophies of Schalekamp and NLP presuppositions all indicate that the sample to be used for this study exerts certain behaviours that could have led to the success of the organisation. Although this chapter indicates that a relevant sample has been chosen that had a considerable influence on the organisation, it is however left to the

results of the data collection to indicate whether NLP has been successfully implemented in the organisation, whether the communication behaviour of respondents are in line with the NLP communication model, whether the elements of organisational success can be positively correlated with the leadership behaviour of respondents and if it is indeed NLP that is being used to reach EQ.

## CHAPTER 6

### EXPLORING CORRELATIONS BETWEEN NLP, COMMUNICATION, LEADERSHIP BEHAVIOUR AND ORGANISATIONAL SUCCESS

#### 6.1 INTRODUCTION

The outcome of this chapter is to answer the research objectives that have been set out in Chapter 1 and discuss the results from the analyses of the data collected by means of a questionnaire and semi-structured interviews.

The analyses of the data however is to determine the following objectives:

1. Whether and to what degree the five respondents agreed to the importance of implementing NLP in the organisation.
2. Whether the communication behaviour of the five research respondents are aligned with the specific elements in the NLP-based communication model discussed in Chapter 4.
3. Whether most of the 24 elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research respondents within the Solidarity Movement.
4. To determine whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels.
5. To analyse if, and to what degree, NLP is present in the research respondents in the Solidarity Movement and if so, whether these NLP techniques are used to improve the four dimensions of leadership (discussed in Chapter 3), necessary to achieve effective leadership.

Chapter 2 to 4, aimed to answer the following research objectives:

6. Whether an organisation, leader and communication model with NLP are more likely to achieve organisational success, in comparison to an organisation, leader and communication model without NLP.

7. Integrating the theory of NLP with relevant theory in the communication discipline.

It is argued that once the above research objectives are answered it would then be able to make a conclusion on the last two research objectives of:

8. To find a correlation between the presence of NLP techniques in the intra- and interpersonal communication- and leadership behaviour of the selected research respondents and the success of the organisation they work for namely, the Solidarity Movement.
9. To determine whether NLP is relevant to the communication discipline.

In Chapter 2 different case studies indicated that an organisation with NLP tends to be better correlated with the framework for organisational success, to such a degree that an organisation where NLP is implemented is 66.7% more likely to be successful than an organisation that does not make use of NLP. In Chapter 3 a conclusion was reached in the discussion regarding leadership with and without NLP that indicated that the presence of NLP in leadership seems to be making a difference and in terms of the integration of NLP theory Chapter 4 found that communication theories, such as Buber's theory of dialogic ethics, transactional model, psychological and symbolic interactionism theory seems to share certain principles with NLP. Perceptual positions, ecology framework, reframing, rapport, the presupposition that the map is not the territory, representational systems and the NLP communication model all indicate some similarity with certain theories or models of the communication discipline.

This chapter will be aimed at answering the remaining research objectives by analysing the data captured in both data collection instruments. The most significant findings in this study will be highlighted and the correlations between NLP, leadership behaviour and organisational success, will be determined within the context of this study.

## **6.2 ANALYSIS OF DATA CAPTURED VIA THE QUESTIONNAIRE**

The first data collection instrument (see Appendix A), the questionnaire, consisted of 46 Likert-scale questions, two open ended and two closed-ended questions. Table 2 in Chapter 1 shows the breakdown of the questions and the measurements in accordance to

the different research objectives. Each set of questions in the questionnaire measured a different research objective through measurements such as the 11 characteristics for successful implementation of NLP, characteristics of the practical application of NLP in a communication model, elements of organisational success and the core EQ skills. Table 21 below for example shows which characteristics were measured with each question in the first set of questions in the questionnaire. From here on Kallie Kriel, Henk Schalekamp, Dr Dirk Hermann, Gideon du Plessis and Flip Buys will be referred to as Respondent 1, 2, 3, 4 and 5 in no specific order, for the sake of objectivity.

### **6.2.1 Characteristics of NLP (question 1.1 – 1.10)**

Table 21 consists of the characteristics or variables on which the five respondents agreed as important NLP characteristics that need to be implemented in an organisation. Questions 1.1 . 1.10 answered the research objective of whether and to what degree the five respondents agreed to the importance of implementing NLP in the organisation. Out of the 11 variables discussed in Chapter 1 (see section 1.6.1.3) 10 form part of the characteristics for the successful implementation of NLP used in the first section of the questionnaire. One variable, namely sensory acuity is not included in the Likert-scale question set since it is measured in the semi-structured interviews. Table 21 below shows the number of times all the respondents agreed with a statement containing a relevant NLP characteristic. Respondents had the option to strongly disagree, disagree, agree or strongly agree. The table counts both %agree+ and %strongly agree+ in column three and %disagree+ and %strongly disagree+ in the fourth column. These columns take into account each time every respondent either agreed or disagreed with a statement, for example the total of column three would imply that from all five respondents responding to the 10 questions, it was agreed in 44 of the 50 responses containing characteristics that are important for the implementation of NLP in the organisation.

**Table 21: NLP characteristics measured in question 1.1 - 1.10**

Question	NLP characteristic	Number of times respondents agreed with statement	Number of times respondents disagreed with statement
1.1	Ability to react to criticism	4	1
1.2	Outcomes-based thinking (meetings)	4	1
1.3	Understanding motivating values	5	0
1.4	Identifying the positive intention behind stress	4	1
1.5	Outcomes-based thinking (goals)	4	1
1.6	Flexibility pursuing goals	4	1
1.7	Informal communication	5	0
1.8	Allocating responsibilities	4	1
1.9	Replicating success	5	0
1.10	Investing in people	5	0
<b>Total</b>		<b>44</b>	<b>6</b>

According to Table 21 the five respondents agreed 44 out of 50 (88%) times to the set of 10 statements. Agreeing to a statement in this instance means that the respondent agrees to the importance of the characteristic and that they implement the said characteristic in the organisation in which they work. From the 44 responses that respondents agreed to the importance of implementing NLP in the organisation, 63.6% of the answers indicated that they **strongly agreed** with the statements and in 36.4% of instances the respondents merely agreed. From the 6 times respondents disagreed with the statements, only one was indicated as **strongly disagreeing**.

**Respondent 1** disagreed with statements regarding the following NLP characteristics: Outcomes-based thinking in meetings and flexibility in pursuing goals. The respondent disagreed strongly with outcomes-based thinking with regard to goals. The respondent agreed to the ability to react to criticism and strongly agreed with understanding the motivating values of employees, identifying the positive intention behind stress, making use of informal communication, allocating responsibilities, replicating success and investing in the abilities of people.

**Respondent 2** disagreed with statements regarding the following variable: Identifying the positive intention behind stress. The respondent agreed to the ability to react to criticism, outcomes-based thinking in meetings and understanding the motivating values of employees. The respondent strongly agreed with outcomes-based thinking in terms of goals, having flexibility in pursuing goals, using informal communication, allocating responsibilities, replicating success and investing in the abilities of people.

**Respondent 3** disagreed with none of the statements and agreed with outcomes-based thinking in terms of meetings, understanding the motivating values of employees and having flexibility in pursuing goals. Respondent 3 strongly agreed with having the ability to react to criticism, identifying the positive intention behind stress, outcomes-based thinking in terms of goals, using informal communication, allocating responsibilities, replicating success and investing in the abilities of people.

**Respondent 4** disagreed with statements regarding the following NLP characteristics: Ability to react to criticism, and allocating responsibilities. The respondent agreed to the variables pertaining to outcomes-based thinking in terms of meetings, understanding motivating values of employees, identifying the positive intention behind stress, outcomes-based thinking with regards to goals, and flexibility in pursuing goals. The respondent strongly agreed with using informal communication and replicating success.

**Respondent 5** disagreed with none of the statements and agreed to the importance of having the ability to react to criticism, outcomes-based thinking in terms of meetings and using informal communication. The respondent strongly agreed with understanding motivating values of employees, identifying the positive intention behind stress, outcomes-based thinking with regard to goals, flexibility in pursuing goals, allocating responsibilities, replicating success and investing in the abilities of people.

It can be derived from Table 21 that the respondents reflected 88% of the characteristics which indicate that NLP is important and has been implemented in the Solidarity Movement. Only one respondent strongly disagreed with a single statement. The implementation of NLP can however vary from time to time and Singh and Abraham (2008:146) rightfully mention that NLP in an organisation requires effort from management.

In Chapter 5 (see section 5.2.2), it is mentioned that the Solidarity council's newsletter, contains a statement in which it is mentioned that the culture of learning is listed as one of the top five goals and that it supports the notion that NLP has been implemented.

Because there is an agreement of 88% among the five respondents with regards to the importance of NLP and its implementation into an organisation, it can be derived that NLP has been implemented in the Solidarity Movement. This notion is also supported by the respondents' reaction to statements containing NLP characteristics where they **strongly agreed** to them 63.6% of the time. It is noted that respondents may possibly be subjective towards aspects of the organisation that is specifically dependent on their own leadership behaviour, for the reason that people may be less critical on specific questions regarding their own abilities but if results obtained from the interviews show an extreme lack of ability in a certain area of expertise, or contrast sharply to results obtained in the questionnaire; this will be pointed out and discussed.

### **6.2.2 Communication behaviour of respondents related to NLP (questions 2.1 to 2.5)**

Question 2.1 - 2.5 in the questionnaire contains variables that depict the practical application of a NLP-based communication model in an organisation. These variables had the aim to measure the following research objective: Whether the communication behaviour of the five research respondents are aligned with listed NLP characteristics in a NLP-based communication model discussed in Chapter 4.

**Table 22: Variables related to a NLP communication model (questions 2.1 – 2.5)**

<b>Question</b>	<b>Variable</b>	<b>Number of times respondents agreed with statement</b>	<b>Number of times respondents disagreed with statement</b>
2.1	Open to new ideas	5	0
2.2	Knowledge sharing	5	0
2.3	Two-way communication & Employee engagement	5	0
2.4	Identifying obstacles	5	0



2.5	Setting clear goals & Structured change management	5	0
<b>Total</b>		<b>25</b>	<b>0</b>

Respondents who agreed to questions between 2.1 . 2.5 indicates a positive correlation between the communication model used by these respondents in the Solidarity Movement and that of NLP. It should also be noted that question 2.3 and 2.5 also contain evidence for aspects that underwrite organisational success, namely employee engagement and structured change management, that will be discussed in the next section. The above table indicates that respondents agreed with 100% of the statements regarding variables related to their use of a NLP-based communication model. A total of 60% of responses by the five respondents **strongly agreed** that they considered their communication behaviour to be aligned with the statements in Table 22, and 40% **agreed**

**Respondent 1** agreed to statements containing the variable of being open to new ideas and strongly agreed to engage in knowledge sharing meetings, engaging in two-way communication, identifying obstacles and setting clear goals.

**Respondent 2** agreed to the statement containing the variable of engaging in knowledge sharing meetings and strongly agreed to being open to new ideas, engaging in two-way communication, identifying obstacles and setting clear goals.

**Respondent 3** agreed to have had knowledge sharing meetings and setting clear goals, the respondent strongly agreed with being open to new ideas, engaging in two-way communication and identifying obstacles.

**Respondent 4** agreed to engaging in two-way communication, identifying obstacles and setting clear goals. Respondent 4 strongly agreed with being open to new ideas and having knowledge sharing meetings.

**Respondent 5** agreed to statements containing the variables of engaging in knowledge sharing meetings, engaging in two-way communication and identifying obstacles. The respondent strongly agreed with variables such as being open to new ideas and setting clear goals.

The positive correlation between the communication model used by the five respondents in the Solidarity Movement and that of a NLP-based communication model is supported by a statement made in the council's newsletter (see Chapter 5, section 5.2.2) where it is stated that the organisation sets clear short, medium and long term goals. Based on Table 22 above which indicates that respondents agreed 100% with implementing all the variables in the questions pertaining to a NLP-based communication model, it is demonstrated that the communication behaviour of respondents are in line with the successful application of a NLP-based communication model. Also, because the majority (60%) of statements were strongly agreed to, it is also an indication that the data positively answers to the research objective that the communication behaviour of the five research respondents are aligned with a NLP-based communication model. The significance of this finding is explained by Singh and Abraham (2008:143) where they state that communication is an indispensable aspect of an organisation, especially in an over-communicated society where managers have to learn to communicate more effectively (Singh & Abraham, 2008:146). It is assumed that the five respondents of the Solidarity Movement agree with this view of Singh and Abraham.

### **6.2.3 Leadership behaviour (question 2.6 – 2.36)**

Question 2.6 . 2.36 of the questionnaire contains traditional and NLP-based elements that determine organisational success (see Table 8). It is argued that these elements measure, through practical applications, whether an organisation is successful. These elements are useful in answering the research question of whether most of the elements of organisational success can be positively correlated with the leadership behaviour of the research respondents within the Solidarity Movement. In measuring organisational success the focus is placed on leadership behaviour because of the strong arguments made by Lavan (2002:186) that the performance of a leader directly influences that of the organisation. The link between leadership and organisational success was also emphasised in Chapter 3 (see section 3.3) where the four dimensions that are needed for effective leadership were individually linked with organisational success.

It should be noted that question 2.27 . 2.29 will be taken into account in the next section because emotional self-awareness is part of three core skills essential for EQ (see Chapter 2, section 2.4).

**Table 23: NLP elements of OS measured via leadership behaviour in the Solidarity Movement (question 2.6 – 2.36)**

<b>Question</b>	<b>Variables related to leadership behaviour of each respondent</b>	<b>Number of times respondents agreed with statement</b>	<b>Number of times respondents disagreed with statement</b>
2.6	Open communication about change	5	0
2.7	Capital-augmentation	5	0
2.8	Labour-augmentation (retention bonuses)	5	0
2.9	Employee relations	5	0
2.10	R&D	5	0
2.11	Market share	4	1
2.12	Experience (industry)	5	0
2.13	Experience (leadership)	5	0
2.14	Experience (communication)	5	0
2.15	Organisational climate (risk) & Executive sponsorship	4	1
2.16	Commitment to quality	4	1
2.17	Innovation & Flexibility	5	0
2.18	Intrapersonal communication & Executive sponsorship & Relationship skills	5	0
2.19	Organisational climate (attitude) & Self-management	5	0
2.20	Organisational climate (motivation)	5	0
2.21	Organisational climate (loyalty)	5	0
2.22	Influence strategy (politeness)	5	0
2.23	Influence strategy (praise)	5	0
2.24	Influence strategy (support)	5	0
2.25	Placing emphasis on receiver	5	0
2.26	Labour-augmentation (employee satisfaction)	5	0
2.27	Emotional self-awareness	4	4
2.28	Emotional self-awareness	3	2

2.29	Emotional self-awareness	3	2
2.30	Self-awareness (self-confidence)	5	0
2.31	Social-awareness (honesty)	5	0
2.32	Self-management	5	0
2.33	Relationship skills (inspiration)	5	0
2.34	Relationship skills (conflict management)	5	0
2.35	Relationship skills (teamwork)	4	1
2.36	Social-awareness (purpose)	5	0
<b>Total</b>		<b>136</b>	<b>4</b>

According to Table 25 the respondents agreed 90.6% in total to the 28 questions concerning their own leadership behaviour in the organisation. As indicated in the previous section, questions 2.3 and 2.5 also measured elements of organisational success, namely employee engagement and structured change management. All five respondents agreed with both these statements which equates to respondents agreeing 146 (97.3%) out of 150 times. This number is calculated without taking questions 2.27 . 2.29 into account. These questions are however listed in Table 23 as a reminder that although they form part of this question set, they will be measured in the following section. It should be noted that several elements of organisational success was not included in the questionnaire. They include the variable of %the body and mind as system+ for example which is measured in the interview as its practical use is manifested in NLP techniques such as reframing, well-formed outcomes and anchoring. The variable of %management system controlling cost+ was also left out because it involves updating and installing management systems and keeping track of costs. The Solidarity Movement is a non-profit organisation and therefore automatically, due to the nature of the organisation, has a limited focus on financial gain, which is more relevant to a private company. All the sampled respondents do not necessarily deal with installing management systems to track costs which will result in some respondents not being able to answer to what degree they do in fact agree with the variable being implemented in the Solidarity Movement. In 59.5% of instances the respondents **strongly agreed** to the given statements. This illustrates that although respondents strongly agreed to applying leadership behaviour (in alignment with NLP leadership elements) 40.5% of respondents only **agreed** with the statement. Thus, based on the above table it can be derived that most of the elements of organisational success

related to NLP elements of leadership behaviour can be positively correlated with leadership behaviour of respondents within the Solidarity Movement.

One of the points of criticism in this finding might be that the responses from respondents could have been cross-checked with another collection instrument measuring the same variables from the point of view of respondents's sub-ordinates, for example, which would have removed the possibility of respondents being over confident in their own leadership ability. However, noticing that the number of times that respondents agreed to apply leadership behaviour aligned with NLP leadership elements are 97.3%, the research objective is still achieved. It should also be noted that there are several different practical applications that could have been used to measure each variable or element, but that in most cases only one practical application of organisational success has been used for each variable. Organisational success was measured specifically in terms of the leadership behaviour of respondents.

Chapter 5 (section 5.2.2) support several of these variables with different practical applications, for example the Solidarity council's newsletter points out that Solidarity conducts research regarding member satisfaction every three months (research and development), does in depth research before a new product or project is launched (research and development), performs regular service audits (competitive advantage), makes use of research to identify new markets (market share) and continuously uses new media and communication platforms to get their message across (innovation and flexibility).

The following table shows which variables, in the section of elements of organisational success related to leadership behaviour the different respondents either agreed, strongly agreed, disagreed or strongly disagreed with.

**Table 24: Results for elements of OS related to leadership behaviour for Respondent 1**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
-	Organisational climate (risk) & Executive sponsorship	Open communication about change	Capital-augmentation

-	-	Labour-augmentation (retention bonuses)	Employee relations
-	-	R&D	Market share
-	-	Innovation & Flexibility	Experience (industry)
-	-	Intrapersonal communication & Executive sponsorship & Relationship skills	Experience (leadership)
-	-	Influence strategy (support)	Commitment to quality
-	-	Placing emphasis on receiver	Organisational climate (attitude) & Self-management
-	-	Labour-augmentation (employee satisfaction)	Organisational climate (motivation)
-	-	Social-awareness (honesty)	Organisational climate (loyalty)
-	-	Relationship skills (conflict management)	Influence strategy (politeness)
-	-	Relationship skills (teamwork)	Influence strategy (praise)
-	-	-	Self-awareness (self-confidence)
-	-	-	Self-management
-	-	-	Relationship skills (inspiration)
-	-	-	Social-awareness (purpose)
-	-	-	Experience (communication)

As can be derived from the above table Respondent 1 disagreed with a single statement, agreed with 11 and strongly agreed with 16 statements regarding elements of organisational success in the leadership behaviour of the Solidarity Movement.

**Table 25: Results for elements of OS related to leadership behaviour for Respondent 2**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
-	-	Capital-augmentation	Open communication about change

-	-	Labour-augmentation (retention bonuses)	Employee relations
-	-	Market share	R&D
-	-	Experience (industry)	Experience (leadership)
-	-	Commitment to quality	Experience (communication)
-	-	Innovation & Flexibility	Organisational climate (risk) & Executive sponsorship
-	-	Intrapersonal communication & Executive sponsorship & Relationship skills	Organisational climate (attitude) & Self-management
-	-	Placing emphasis on receiver	Organisational climate (motivation)
-	-	Relationship skills (inspiration)	Organisational climate (loyalty)
-	-	Relationship skills (conflict management)	Influence strategy (politeness)
-	-	-	Influence strategy (praise)
-	-	-	Influence strategy (support)
-	-	-	Labour-augmentation (employee satisfaction)
-	-	-	Self-awareness (self-confidence)
-	-	-	Social-awareness (honesty)
-	-	-	Self-management
-	-	-	Relationship skills (teamwork)
-	-	-	Social-awareness (purpose)

There are 10 statements with which Respondent 2 agreed and 18 with which he strongly agreed in relation to leadership behaviour variables that can determine success in the Solidarity Movement.

**Table 26: Results for elements of OS related to leadership behaviour for Respondent 3**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
-	-	Open communication about change	Capital-augmentation
-	-	R&D	Labour-augmentation (retention bonuses)
-	-	Market share	Employee relations
-	-	Commitment to quality	Experience (industry)
-	-	Innovation & Flexibility	Experience (leadership)
-	-	Labour-augmentation (employee satisfaction)	Experience (communication)
-	-	Self-awareness (self-confidence)	Organisational climate (risk) & Executive sponsorship
-	-	-	Intrapersonal communication & Executive sponsorship & Relationship skills
-	-	-	Organisational climate (attitude) & Self-management
-	-	-	Organisational climate (motivation)
-	-	-	Organisational climate (loyalty)
-	-	-	Influence strategy (politeness)
-	-	-	Influence strategy (praise)
-	-	-	Influence strategy (support)
-	-	-	Placing emphasis on receiver
-	-	-	Social-awareness (honesty)
-	-	-	Self-management
-	-	-	Relationship skills (inspiration)
-	-	-	Relationship skills (conflict management)



-	-	-	Relationship skills (teamwork)
-	-	-	Social-awareness (purpose)

The above table show the responses from Respondent 3. In the leadership behaviour skill set, there were seven statements where agreement was shown and 21 where strong agreement was indicated.

**Table 27: Results for elements of OS related to leadership behaviour for Respondent 4**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
-	Relationship skills (teamwork)	Labour-augmentation (retention bonuses)	Open communication about change
-	-	R&D	Capital-augmentation
-	-	Market share	Employee relations
-	-	Experience (leadership)	Experience (industry)
-	-	Experience (communication)	Commitment to quality
-	-	Organisational climate (risk) & Executive sponsorship	Innovation & Flexibility
-	-	Intrapersonal communication & Executive sponsorship & Relationship skills	Organisational climate (motivation)
-	-	Organisational climate (attitude) & Self-management	Organisational climate (loyalty)
-	-	Labour-augmentation (employee satisfaction)	Influence strategy (politeness)
-	-	Self-awareness (self-confidence)	Influence strategy (praise)
-	-	Social-awareness (honesty)	Influence strategy (support)
-	-	Relationship skills (inspiration)	Placing emphasis on receiver
-	-	Social-awareness (purpose)	Self-management
-	-	-	Relationship skills (conflict)

			management)
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Table 27 shows that Respondent 4 disagreed with one statement, agreed with 13 and strongly agreed with 14 statements measuring the organisational success of the Solidarity Movement in terms of leadership behaviour.

**Table 28: Results for elements of OS related to leadership behaviour for Respondent 5**

Strongly disagree	Disagree	Agree	Strongly agree
-	Market share	Labour-augmentation (retention bonuses)	Open communication about change
-	Commitment to quality	Employee relations	Capital-augmentation
-	-	R&D	Experience (industry)
-	-	Experience (communication)	Experience (leadership)
-	-	Organisational climate (risk) & Executive sponsorship	Organisational climate (loyalty)
-	-	Innovation & Flexibility	Influence strategy (politeness)
-	-	Intrapersonal communication & Executive sponsorship & Relationship skills	Influence strategy (support)
-	-	Organisational climate (attitude) & Self-management	Placing emphasis on receiver
-	-	Organisational climate (motivation)	Self-awareness (self-confidence)
-	-	Influence strategy (praise)	Social-awareness (honesty)
-	-	Labour-augmentation (employee satisfaction)	Self-management
-	-	Relationship skills (inspiration)	-
-	-	Relationship skills (conflict management)	-
-	-	Relationship skills (teamwork)	-

-	-	Social-awareness (purpose)	-
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Table 28 shows the results for Respondent 5 for the question set measuring organisational success, the respondent disagreed with two statements, agreed to 15 and strongly agreed to 11 statements regarding the leadership behaviour in the Solidarity Movement.

Table 24 . Table 28 shows that respondents are to a large degree confident that these elements of organisational success are implemented in their own department. So far it has been determined that NLP is, to a reasonable degree, successfully implemented at the Solidarity Movement, and that there is a positive correlation between the communication model of the Solidarity Movement used by the respondents and a NLP-based communication model. It has also been established that most of the NLP elements of organisational success can be positively correlated with the leadership behaviour of these respondents.

The elements of organisational success have been correlated specifically with leadership behaviour because of the weight that Singh and Abraham (2008:146) place on a manager's ability to understand and motivate employees. Also emphasising the importance of leadership behaviour is where Singh and Abraham (2008:146) state that a NLP-oriented manager is sound in all aspects, is given a quantum leap in terms of work efficiency and excels at what is called the people factor.

Coetzee and Schaap (2005:31) reason that EQ allows employees to enhance results and be more effective leaders, the following section discusses the open- and closed-ended questions in the questionnaire that deals with the EQ of respondents.

#### **6.2.4 EQ as an element of NLP (question 3 – 6)**

Although the Likert-scale questions in the questionnaire dealt with many skills that are also part of the four quadrants of EQ skills (see Chapter 2, Table 5), the purpose of question 3 to 6 was specifically to focus on the three core skills that are described in Chapter 2 (section 2.4) as foundational skills for EQ. They include emotional self-awareness, empathy and emotional self-control. Emotional self-awareness has been measured in the

Likert-scale in questions 2.27 . 2.29 while empathy is measured in question 3 and 4, and emotional self-control is measured in questions 5 and 6.

#### 6.2.4.1 *Emotional self-awareness*

Table 29 shows the number of responses where respondents had agreed and disagreed with statements containing the variable of emotional self-awareness in question 2.27 . 2.29.

**Table 29: EQ variables measured in questions 2.27 – 2.29**

<b>Question</b>	<b>Variable</b>	<b>Number of times respondents agreed with statement</b>	<b>Number of times respondents disagreed with statement</b>
2.27	Emotional self-awareness	4	1
2.28	Emotional self-awareness	3	2
2.29	Emotional self-awareness	3	2
<b>Total</b>		<b>10</b>	<b>5</b>

As can be seen in Table 29, respondents agreed 66.7% of the time with statements regarding their own emotional self-awareness. Agreeing with a statement in this instance indicate that the respondent does possess the EQ skill of emotional self-awareness related to NLP.

Respondent 1 showed a low emotional awareness since two statements were disagreed to and only one was agreed to. Respondent 2 showed moderate emotional self-awareness where the respondent agreed to two statements and disagreed with one. Respondent 3 showed considerable emotional self-awareness, as two statements were strongly agreed with and one was disagreed with. Respondent 4 also showed moderate self-awareness with agreeing to two statements and disagreeing to one. Respondent 5 is the only respondent who agreed with all the statements. Respondent 5 strongly agreed with two statements and agreed with the other, which indicates considerable emotional self-awareness. Four of the five respondents disagreed with at least one of the statements containing the variable for emotional self-awareness.

In summary, four of the five respondents indicated a sufficient level of emotional self-awareness as an important skill for establishing and maintaining NLP. It is therefore deduced that most of the respondents achieved emotional self-awareness, as a skill necessary to achieve EQ as an intelligent level of leadership behaviour.

#### **6.2.4.2 Empathy**

This particular section will discuss the results of question 3 and 4 that measured empathy as a core skill to acquire EQ. The answers from respondents from these questions will be reported where after a conclusion will be made based on the results.

In question 3, asking respondents if they often show empathy to colleagues or subordinates when experiencing an extreme emotion, all respondents marked the 'Yes' option in the closed-ended question to indicate that they do often show empathy to colleagues or subordinates.

Question 4 is an open-ended question that asked the following: 'Please explain how you show empathy in terms of body language (posture, movements), voice tonality (with regards to volume) or vocabulary (words or phrases that are used) to someone who is experiencing anger, grief or insecurity in the workplace?' (see Appendix A).

The aim was to measure whether a person is able to truly show empathy, which is a skill in the second quadrant (social awareness) in the four EQ quadrants of Goleman and Boyatzis (in Wigglesworth, 2006:7). This can be measured by determining whether the respondent's answer reflects the skill set of the first quadrant (self-awareness) since it is argued that a person who has low self-awareness has a very low likelihood of developing social awareness, of which empathy is an integral part (Wigglesworth, 2006:7). The skill set that has to be reflected in the respondent's answer include the skills of accurate self-assessment and self-confidence. Emotional self-awareness is also included in the skill set of the first quadrant but because this skill is sufficiently measured in question 2.27 . 2.29, only the other two skills in the skill set should be reflected in respondent's answers. In other words, in order for a respondent to prove they have acquired empathy as a skill, they

should first reflect that they have the skills of accurate self-assessment and self-confidence.

Table 30 to Table 34 measures the skill of empathy in the answers of each respondent separately.

**Table 30: Measuring empathy in the answer of Respondent 1**

<b>Respondent's answer</b>	<b>Evidence for accurate self-assessment</b>	<b>Evidence for self-confidence</b>	<b>NLP techniques that are evident</b>	<b>Question 3: Ability to show empathy</b>
Project calmness through body movements. Lean forward. Speak at a lower volume. Provide an intro to the discussion by recognising the problem, then listen to the employee's response. Guide the discussion depending on the response.	The respondent is able to describe his body language and voice volume in an accurate manner and seems to be aware of his ability to react on the response of the employee	Calmness and leaning forward indicate signs of self-confidence	Rapport Calibration	Yes

Based on the analysis of Respondent 1's answer in Table 30 it seems to reflect the skill set required for acquiring the NLP skill of empathy. Table 30 supports the respondent's answer in question 3 that he can show empathy. Respondent 1 however, has indicated a low emotional self-awareness (see section 6.2.4.1 in this chapter), which is one of three skills in the skill set in quadrant 1 needed to be able to acquire empathy as a skill in quadrant 2 (see Chapter 2, Table 5). Although Respondent 1 shows that the majority of skills needed to acquire empathy as a skill, the result is not necessarily convincing, the reason being that Respondent 1 showed low emotional self-awareness, which is one of the three prerequisites for acquiring empathy.

According to the applicable research objective inquiring whether NLP techniques are used by the Solidarity Movement to achieve the skill sets necessary to achieve EQ, it is established that Respondent 1 does possess various EQ skills where NLP played a role. This is important since it has been determined that NLP techniques are used to acquire

core EQ skills (see Chapter 2, section 2.4). The last column shows that rapport is relevant in this instance since the respondent indicated an adoption of a different voice volume and also by matching the receiver through recognising the problem and referring to the NLP technique of calibration by ~~guiding the discussion~~.

The respondent adhered to two of the three skills in the first quadrant of EQ that are necessary to have empathy and does reflect using NLP techniques to have acquired EQ skills.

The result for measuring empathy in the answer of Respondent 2 is reported in the following table.

**Table 31: Measuring empathy in the answer of Respondent 2**

<b>Respondent's answer</b>	<b>Evidence for accurate self-assessment</b>	<b>Evidence for self-confidence</b>	<b>NLP techniques that are evident</b>	<b>Question 3: Ability to show empathy</b>
Posture, movements: I don't make big movements and my attitude is calm and quiet. I would rather sit than stand. Voice tonality: My voice tone is softer and more even. Vocabulary: I choose alternative words depending on how the person sees it. If the person is embarrassed I will focus on the growth aspect and choose words that support it. Sometimes the situation is different and I just listen and use supportive words+	The respondent is able to describe his body language, attitude, voice tone and vocabulary in a sufficient manner	Calmness as well as the awareness of knowing what posture makes him the most comfortable, indicates signs of self-confidence	Rapport Perceptual positions Reframing	Yes

Based on the above table Respondent 2 also seems to reflect both self-confidence and accurate self-assessment as necessary skills for the acquirement of empathy. Respondent 2 showed moderate emotional self-awareness in question 2.27 . 2.29 (see section 6.2.4.1). Based on this result, and that the respondent answered %Yes+ to question 3 regarding the ability to often show empathy to colleagues and sub-ordinates, it can be deduced that Respondent 2 does show empathy as a core EQ skill.

The last column of Table 31 shows three NLP skills that could be derived from the respondent's answer. Rapport is evident in the written answer of the respondent where he explains that he adapts his voice tonality, vocabulary and movements based on the situation. Perceptual positions is seen in the written statement in the open ended question where the respondent mentions adapting vocabulary according to the viewpoint of the receiver, meaning that the respondent is able to see the situation from another point of view or at least make a deduction from the response of the other person. Proof of reframing can be found where the respondent writes that when the person is embarrassed, he focusses on %growth+to reframe the situation or message into something more positive.

In essence Respondent 2 satisfies the skill set needed to accomplish empathy as a core EQ skill and also reflects the use of NLP techniques to show empathy.

Table 32 measures, through testing for the presence of accurate self-assessment and self-confidence, the written answer of Respondent 3 in the questionnaire regarding the ability to show empathy.

**Table 32: Measuring empathy in the answer of Respondent 3**

<b>Respondent's answer</b>	<b>Evidence for accurate self-assessment</b>	<b>Evidence for self-confidence</b>	<b>NLP techniques that are evident</b>	<b>Question 3: Ability to show empathy</b>
%show empathy and give recognition for the person's emotions. Listening techniques are essential in this process. The person wants to feel that they are heard.	Respondent is critical on what not to do and assesses the situation sufficiently. Can also accurately report his own responsibility to	There is no clear evidence that supports or rejects self-confidence although the solution is proposed in a confident manner	Perceptual positions	Yes



<p>The fact that the person is talking and you are listening assists them in structuring their thoughts and can help them to find solutions for their problems by themselves. The ideal is to lead a person to resolve their own problems and to not immediately act as <del>Mr Fix-it</del></p>	<p>listen and recognise emotions</p>			
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Respondent 3 showed considerable emotional self-awareness (see section 6.2.4.1) in the Likert-scale questions and in terms of the above table the respondent shows both accurate self-assessment and to a lesser extent, some evidence for self-confidence. In question 3 Respondent 3 also reacted positively to being able to show empathy and it can be concurred, taken into account the skill set needed for empathy, that Respondent 3 indeed has the ability to show empathy. The NLP technique that was reflected in the respondent's answer is perceptual position, this is based on the answer of the respondent in Table 32 being given almost in its entirety from the point of view of the other person.

**Table 33: Measuring empathy in the answer of Respondent 4**

<b>Respondent's answer</b>	<b>Evidence for accurate self-assessment</b>	<b>Evidence for self-confidence</b>	<b>NLP techniques that are evident</b>	<b>Question 3: Ability to show empathy</b>
<p>Will lower my voice and shake my head to show that I don't appreciate the situation the person finds himself in. I will use words to comfort the person by confirming that I understand the difficulty the person is experiencing and offer assistance to mitigate the situation. I will make sure that I lean</p>	<p>Respondent is very aware of body language, voice tonality and vocabulary. Also indicates what should not be done, namely crossing arms</p>	<p>Leaning forward and believing in his/her own ability to mitigate the situation</p>	<p>Rapport</p>	<p>Yes</p>

forward and don't cross my arms, to show that I am open for assistance and that I don't send a negative message+				
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For the first skill in the skillset needed to achieve empathy as a core EQ skill, Respondent 4 indicated a moderate amount of emotional self-awareness (see section 6.2.4.1). For the two other skills needed in the skillset Table 33 reflects the achievement of accurate self-assessment and self-confidence in the answer to question 4 in the questionnaire. The respondent also agreed to question 3 asking whether the respondent often shows empathy to colleagues and sub-ordinates. Based on the results of question 3, 2.27 . 2.29 and Table 33 it can be concurred that Respondent 4 has acquired empathy as an EQ skill. In addition to that, Table 33 shows that the NLP technique of rapport is reflected in the written answer of Respondent 4, which gives a description of the respondent shaking his head for example, using voice volume and vocabulary to suit the mood of the other person.

Table 34 reports the findings made with relation to Respondent 5's ability to show empathy.

**Table 34: Measuring empathy in the answer of Respondent 5**

<b>Respondent's answer</b>	<b>Evidence for accurate self-assessment</b>	<b>Evidence for self-confidence</b>	<b>NLP techniques that are evident</b>	<b>Question 3: Ability to show empathy</b>
Active listening is important. It means to show empathy with your body language, to summarise and to test whether you understand the person correctly and to use an empathetic voice tone when necessary. I also try to reassure and motivate people and assist in drawing up	Respondent is very aware of body language, voice tonality and vocabulary. Is able to report his/her exact behaviour	Leaning forward and believing in his/her own ability to mitigate the situation	Rapport Well-formed outcomes Reframing	Yes

an action plan (ideas) for them to reach their goals+				
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Respondent 5 showed considerable emotional self-awareness and also agreed to the statement in question 3 of often showing empathy. As Table 34 indicates, Respondent 5's answer to question 4 also reflects signs of accurate self-assessment and self-confidence. Thus the respondent satisfies all three skills in the skill set needed for empathy as a core EQ skill. Table 34 reports three NLP techniques in the answer of the respondent to question 4, namely rapport, well-formed outcomes and reframing. Rapport is reflected in the answer where the respondent shows empathy through specifically body language and refers to using an empathetic voice tone which shows the matching of voice tone by Respondent 5. Well-formed outcomes are picked up in the statement where Respondent 5 reports ~~the~~ assisting+ the receiver with drawing up an action plan to reach his goals. This indicates at least an outcomes thinking trait in the respondent and the intention to set clear goals. Reframing is evident where the respondent mentions ~~the~~ reassuring and motivating+ the receiver, which refers to reframing the negative situation into something that motivates the other person.

In summary, four respondents indicated the ability of all three skills in the skillset needed to show empathy and one respondent was only successful in two of the three skills. Overall, based on the research objective, it can be derived that most of the respondents used NLP techniques to achieve empathy, as a skill necessary to achieve intelligence levels such as EQ

#### **6.2.4.3      *Emotional self-control***

Emotional self-control was measured in the questionnaire with question 5 and 6. This section will determine whether respondents, according to the research objective, used NLP to achieve the skill of emotional self-control. Initially it has to be determined whether respondents acquired the skill and if they have, it has to be analysed whether NLP is reflected in their answers.

Four respondents answered %Yes+ to Question 5, which is a closed-ended question. %Yes+ in this instance means that respondents agree to be able to control their own emotions. Respondent 4 indicated %No+.

In discussing the measurement of emotional self-control in question 6, an open-ended question, the following should first be noted. In the four quadrants of EQ (see Chapter 2, Table 5) the first quadrant namely self-awareness, has a skill set with three skills that is foundational for the second quadrant called social awareness, which also has a skill set of three skills of which empathy is part. In the previous section empathy was only possible if respondents showed the foundational skills of the first quadrant. Now, the skill to be measured in question 6, namely emotional self-control, is in the third quadrant called the self-management quadrant. Wigglesworth (2006:7) argues that the first quadrant (self-awareness) is foundational not only for the second quadrant (social awareness) but also for the third quadrant (self-management), that the second and third quadrants are foundational for the fourth quadrant called the relationship skills quadrant (Wigglesworth, 2006:7). The result is that in order to measure whether respondents are able to have the skill of emotional self-control, they should have proven to have acquired all the skills in the skill set of the first quadrant, which was the same case with the measurement of empathy in the previous section. Therefore, respondents that have managed to acquire the skill set in the first quadrant also have the ability to have acquired the skill of emotional self-control, since the first quadrant is foundational for both skills in the first and the second quadrant.

Respondentsqanswers for question 6 will be measured in accordance with their ability shown in the foundational skill set measured in the previous section, statements in their answers in question 6 that either support or reject the notion that respondents have the ability to self-control their emotions, their response to question 4 and then NLP techniques that are found in their answers will also be listed.

The following tables measure emotional self-control in the answers of respondents in question 6 of the questionnaire.

**Table 35: Measuring emotional self-control in the answer of Respondent 1**

<b>Respondent's answer</b>	<b>Performance in the first quadrant (self-awareness)</b>	<b>Evidence for emotional self-control</b>	<b>Question 4: Ability to control emotions</b>	<b>NLP techniques that are evident</b>
What would the consequence of each of the possible reactions be. What response would achieve most in addressing the source of the emotion. What would be gained by the response and what would the negative outcomes be+	2/3	Considering different responses. Considering different outcomes and consequences	Yes	Outcome thinking

Respondent 1 showed evidence of emotional self-control in his answer and agreed with the statement in question 4. Respondent 1 only achieved two of the three skills in the first quadrant skillset but the level of emotional self-control seems sufficient. The reason is that out of the three columns that measure self-control namely the first three, Respondent 1 is sufficient in both the second and third. Although the results do not indicate a considerable level of emotional self-control, it does however show enough to make the conclusion that Respondent 1 at least knows how to control emotions irrespective of not having acquired all the necessarily skills in the self-awareness quadrant. In other words, Respondent 1 met two of the three requirements in Table 35 and therefore showed adequate ability to control his emotions.

NLP in the form of outcome thinking is reflected in the answer of Respondent 1. The respondent shows a clear technique of considering different outcomes and of adapting his behaviour or thought patterns based on that information.

Table 36 will now draw conclusions from the written statements made by Respondent 2 in terms of acquiring the skill of emotional self-control.

**Table 36: Measuring emotional self-control in the answer of Respondent 2**

<b>Respondent's answer</b>	<b>Performance in the first quadrant (self-awareness)</b>	<b>Evidence for emotional self-control</b>	<b>Question 4: Ability to control emotions</b>	<b>NLP techniques that are evident</b>
%dknow I talk to myself although I am not sure what the exact words are. I know I use: "Concentrate", "it is not that bad", "try again", "keep calm" and "make a joke"	3/3	Clear internal dialogue is used to stay calm. Respondent attempts to change his emotions through several incantations. Humour is a strong emotion to use to change emotions	Yes	Reframing

Based on Table 36 Respondent 2 shows good performance in self-awareness His statement reflects sufficient evidence of the ability to control emotions through the use of internal dialogue to stay calm and the deliberate use of humour. Respondent 2 also agreed in question 4 that he has the ability to control his emotions. Based on these factors, it can be deduced that Respondent 2 has emotional self-control.

The NLP technique of reframing is detected in the statement of Respondent 2, especially with statements in his internal dialogue such as %b is not that bad+and %make a joke+that points out that the respondent reframes the extreme emotion into a scenario where it either is not that bad in comparison to something else and where the emotion is changed if reframed as something humorous and funny. NLP is therefore evident in the statement of Respondent 2.

Table 37 reports on the results that can be derived from the written statement of Respondent 3 regarding emotional self-control, which is measured by means of self-awareness, emotional self-control and the answer to Question 4 in the questionnaire on controlling emotions.

**Table 37: Measuring emotional self-control in the answer of Respondent 3**

Respondent's answer	Performance in the first quadrant (self-awareness)	Evidence for emotional self-control	Question 4: Ability to control emotions	NLP techniques that are evident
"At first I rationalise the emotion. I then determine exactly what lead to it. If you understand the emotion you can handle it. The energy of the emotion can then rather be used to discharge it"	3/3	Indication of ability to discharge emotion is a powerful technique. Trying to understand the emotion indicates internal dialogue taking place	Yes	Hierarchy of ideas

Respondent 3 shows sufficient performance in the self-awareness quadrant, sufficient evidence for emotional self-control in his answer and agreed with having the ability to self-control emotions. The statement "If you understand the emotion you can handle the emotion" points out that the respondent spends time analysing his own emotions. Supporting this notion is the statement "rationalise the emotion" which gives a strong indication that Respondent 3 makes use of extensive internal dialogue before acting on the extreme emotion. Respondent 3 shows considerable ability to self-control his emotions.

The NLP technique that is reflected in the answer is hierarchy of ideas in the sense that the respondent moves from experiencing an overwhelming extreme emotion to specific detail that assists him in planning the next behaviour. Evidence for this is "rationalise" and "determine exactly what lead to it". Respondent 3 demonstrates NLP in the way he applies the skill of emotional self-control.

Table 38 measures the ability of Respondent 4 in emotional self-control.

**Table 38: Measuring emotional self-control in the answer of Respondent 4**

Respondent's answer	Performance in the first quadrant (self-awareness)	Evidence for emotional self-control	Question 4: Ability to control emotions	NLP techniques that are evident
Not available	3/3	Could not be determined	No	Could not be determined

As derived from the above table Respondent 4 indicated in question 4 that he does not have the ability to self-control his emotions and thus no answer was given as to how he goes about controlling his emotions. The performance of Respondent 4 in the self-awareness quadrant was sufficient, indicating that the respondent has the ability to accurately assess himself and it is assumed that the respondent sees emotional self-control as a weakness. This argument is based on Table 38 which reflects that the respondent indicated in the questionnaire that he does not have the ability to control his emotions but shows in column 2 of Table 38 that he does acquire self-awareness. Wigglesworth (2006:17) explains self-awareness as being able to see oneself clearly and understanding one's actions. This makes the argument that if Respondent 4 is aware of himself and his own abilities, he might perceive self-control as a weakness by indicating that he does possess the skill. It is therefore accepted that Respondent 4 has low emotional self-control and that it could not be determined if NLP is evident in the way he deals with extreme emotions.

The following table measures emotional self-control in the written answer of Respondent 5.

**Table 39: Measuring emotional self-control in the answer of Respondent 5**

<b>Respondent's answer</b>	<b>Performance in the first quadrant (self-awareness)</b>	<b>Evidence for emotional self-control</b>	<b>Question 4: Ability to control emotions</b>	<b>NLP techniques that are evident</b>
1. I first determine whether I have heard the person correctly. 2. Determine if I understand the person correctly. 3. I try and differentiate between the man and the ball, man meaning that you focus on what the person says and not on who says it. 4. Try and find out why someone would say something destructive, in other words the person may be under a lot of pressure. 5. Think of the bigger	3/3	Reaction to emotion is based on whether it will improve the situation. Analysis takes place where it is first decided whether extreme emotion is necessary.  Breaking up the idea helps with seeing the bigger picture and calming emotions	Yes	Perceptual positions Hierarchy of ideas



<p>picture and don't get involved in small fights. 6. Think about what you can say or do to improve the situation+</p>				
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According to results in Table 39 Respondent 5 performed well in the self-awareness quadrant, showed sufficient evidence of being able to show empathy and agreed to being able to self-control his emotions. Significant evidence in the answer of Respondent 5 in Table 39 is the internal dialogue that takes place before a reaction to the extreme emotion is chosen. Points 1 . 3 in the answer show an in-depth rationalisation of the emotion before a decision is made on what to say or do to improve the situation or emotion. Respondent 5 therefore indicates ability to self-control his emotions.

Two NLP techniques is also evident in the answer to question 5, in point 4 in the answer of the respondent where he says he attempts to find out why someone would say something destructive that may have caused him to feel the extreme emotion and that it may be that the other person is under a lot of stress. This confirms the use of perceptual positions because the respondent is viewing the situation from a different point of view. In point 5 in the answer the respondent exerts hierarchy of ideas in breaking up the problem or difference of opinion into a bigger picture where it becomes more and more irrelevant. Respondent 5 demonstrates the use of NLP in the manner in which emotional self-control is applied.

In measuring the skill of emotional self-awareness in the five respondents answers, it can be derived from this section that three respondents exerted a considerable ability to apply emotional self-control. One respondent showed adequate ability and another respondent showed low emotional self-control. Thus, most of the respondents demonstrated the ability to self-control their emotions. Furthermore, four respondents reflected NLP in the way that they apply emotional self-control and one respondent was not able to be measured in terms of NLP since no answer was submitted. It should be noted that not all skills in the four skill sets of EQ were tested, only the foundational skills, and that there is room for a more in-depth analysis of the respondents EQ abilities.

In terms of the research objective it can be said that most of the respondents used NLP techniques to achieve emotional self-awareness, as a skill necessary to achieving intelligence levels such as EQ. This finding supports the notion from Caruso *et al.* (in Coetzee & Schaap, 2005:35) that good leadership is rooted in the ability of managing emotions. Signifying that the positive result of respondents' EQ ability can also be seen in the results where elements of organisational success were positively correlated to the leadership behaviour of respondents.

### **6.2.5 Conclusion of questionnaire findings**

The questionnaire supplied results to four research objectives namely:

10. Whether the five respondents agreed to the importance of implementing NLP in the organisation.
11. Whether the communication behaviour of the five research respondents are aligned with listed NLP characteristics in a NLP-based communication model discussed in Chapter 4.
12. Whether most of the elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research respondents within the Solidarity Movement.
13. To determine whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels.

Each research objective was addressed by different measurements that included:

- Characteristics for successful implementation of NLP.
- Practical application of a NLP-based communication model.
- Elements of organisational success.
- Core EQ skills.

The analysis of the questionnaire exhibited several important points, such as all respondents agreeing to the majority (88%) of statements containing the characteristics that prove the successful implementation of NLP in the Solidarity Movement. The second vital finding in the questionnaire in terms of the research objective was that all respondents

agreed with 100% of statements that contain the variables of a NLP-based communication model. The third significant finding in the analysis was that respondents agreed in 97.3% of instances to statements containing the variables of organisational success and in almost 60% of these instances respondents strongly agreed with the statements. This also supports the notion that the Solidarity Movement can be seen as a successful organisation because of the leadership behaviour of the respondents. Lastly, there was also sufficient evidence to show that the majority of respondents have not only acquired the core skills necessary for EQ, but that they also reflect NLP in the manner in which they apply or have gained these foundational skills. It was also evident from the analysis that not all respondents had the equal ability in some of the foundational skills namely emotional self-awareness, empathy and emotional self-control but that in each case, at least the majority of respondents showed sufficient ability. Through these findings it can be established that the four research objectives that the questionnaire aimed to address, were addressed. The following table lists the different findings in relation to the relevant research objectives.

**Table 40: Summary of findings in the analyses of the questionnaire**

<b>Question</b>	<b>Measurement</b>	<b>Research objective</b>	<b>Evidence supporting research objective</b>
1.1 . 1.10	Characteristics for successful implementation of NLP	Whether and to what degree the five respondents agreed to the importance of implementing NLP in the organisation	Respondents agreed 88% of the time with statements related to implementing characteristics that determine whether NLP is implemented successfully in the organisation
2.1 . 2.5	Practical application of a NLP-based communication model	Whether the communication behaviour of the five research respondents are aligned with listed NLP characteristics in a NLP-based communication model discussed in Chapter 4	Respondents agreed with implementing 100% of the variables pertaining to a NLP-based communication model
2.6 . 2.36	Elements of organisational success	Whether most of the elements of organisational success as defined in Chapter 2 can be positively correlated with the leadership behaviour of the research	Respondents agreed 97.3% of the time with statements regarding the elements of OS that are implemented at the Solidarity Movement

		respondents within the Solidarity Movement	
3 - 6	Core EQ skills	To determine whether NLP techniques are used by the research respondents in the Solidarity Movement as a means to obtain the skill sets necessary to achieve emotional intelligent leadership levels	Most of the respondents have the ability of emotional self-awareness, empathy and emotional self-control. In most cases, NLP is reflected in the way these skills are applied

Now that these four research objectives have been dealt with, the last research objective still needs sufficient evidence. The following section will analyse the findings from the personal interviews and will establish whether respondents use NLP to ensure their effectiveness as leaders.

### 6.3 ANALYSIS OF DATA CAPTURED VIA INTERVIEWS WITH RESPONDENTS

The semi-structured interview consisted of 11 questions pertaining to 10 NLP techniques discussed in Chapter 3. The interviews were transcribed and translated into English. The data from the interviews was then analysed to determine whether each respondent is using the relevant NLP technique and if so to what extent it is being used. The data was then analysed to determine whether the respondent uses NLP techniques that at least satisfy each of the four leadership dimensions, namely cognitive, emotional, spiritual and behavioural skills. If it is established that a respondent uses NLP to a sufficient degree and uses at least one NLP technique for each of the four dimensions, it will support a positive correlation between NLP and effective leadership.

In order to measure the data from the interviews, different categories for each NLP technique needs to be created in order to make it possible to judge whether the comments of a respondent reflects a foundational, intermediary or expert level of use. The categories will consist of the definition of the technique as described in Chapter 3 (page 13 . 28), and according to the different aspects in each question in the data collection instrument. After the categories have been described each respondents answer for every question will be analysed and grouped within the relevant category.

### **6.3.1 Categories of measurement**

Each category for every technique in the questionnaire is discussed below in terms of what foundational, intermediary and expert level of use of the technique will mean. The respondents answers will then be measured against these categories.

- Foundational is the core aspect of each technique that a respondent has to acknowledge or prove as to be considered adequate in the use of the technique.
- Intermediary is a level above foundational and pertains to skills, level of awareness or ability to apply the foundational principle in such a manner that the NLP technique adds more value if used.
- Expert is the highest level of competence in a NLP technique and a respondent would have had to practice and perfect the relevant technique to be able to utilise it to its fullest.

It should be noted that for a respondent to be categorised in the intermediary level both the foundational and intermediary level requirements should be accomplished. For a respondent to be categorised as an expert in one of the NLP techniques all the requirements for foundational, intermediary and expert level should be satisfied. These categories are now discussed with relation to each NLP technique measured in the semi-structured interview.

#### **6.3.1.1 *Sensory acuity***

Foundational: For sensory acuity respondents should have acknowledged that they pay deliberate attention to a person's body language and that they are at least aware of another person's non-verbal cues. The focus on this level is on awareness, since Bristol and Yeatts (2010:8) imply that the first step in this technique is about being aware of the sensory preference of others (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: After being able to be aware of the sensory acuity of others, Bristol and Yeatts (2010:8) say the next step is to present information in a way that matches that

preference. The intermediary level for this technique expects a respondent to not only be aware of a person's non-verbal cues but to also be able to draw a conclusion from it. A greater focus is placed at this level on interpretation of external cues received from others. To be acknowledged as intermediary the respondent should also be able to apply sensory acuity on themselves by giving examples of how their own body language changes in certain situations. Lazarus (2010:70) also mentions the steps of sensory acuity in this order where one first becomes aware of it to gather information and then be flexible enough to change one's approach (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: Being an expert at sensory acuity will mean that one has the ability to not only interpret external cues but to also be able to apply the best communication practices of other successful people on their own behaviour. Respondents should be able to model the sensory behaviour of experts in their field as to improve their own skill sets. Modelling is categorised in the expert level because it is only possible once a respondent becomes aware of sensory cues of others and has interpreted and determined what each cue means (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

### **6.3.1.2 Representational systems**

Foundational: The foundational level for representational systems requires respondents to indicate that they have noticed that people receive information differently. The foundation to prove sufficient ability in this technique is to be aware that there are different ways in which people prefer to receive information (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: For intermediary level a person should be able to convey the manner in which it was possible to know that one person prefers to receive information differently from another. The focus on this level is on whether a respondent can indicate sufficiently what it was that made them realise what preference a person has. A respondent should also have the ability to recognise and convey what his own representational system is (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: In order to be considered an expert in representational systems a clear indication should be given that a person is using different predicates and choice of words with the purpose of adapting to another person's representational system. The focus here is on the deliberate use of certain predicates with the purpose of influencing someone (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

### **6.3.1.3 Rapport**

Foundational: To be considered as having an adequate ability in rapport a respondent should indicate that he has matched another person's physiology before. An example of matching at least one aspect of a person's physiology is necessary to achieve the foundational level of rapport (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: On intermediary level a respondent should be able to give examples of previous encounters where he/she used different ways of matching another person's physiology (physical, emotionally, voice, vocabulary or eyes). The respondent should report of having the ability to match or mirror more than one aspect of the person's physiology at once (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: The expert level in rapport requires a respondent to use both matching and mirroring and also to indicate that he/she has the ability to make use of cross-over mirroring (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

### **6.3.1.4 Changing sub-modalities**

Foundational: The foundational level for this technique involves an acknowledgement that the respondent was familiar or aware of the visual, kinaesthetic and auditory differences in the pictures that are created in one's mind. Having noticed any differences in the characteristics of pictures people create, will be sufficient for the foundational level of sub-modalities (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: The intermediary level requires a respondent to have not only noticed the different characteristics of the pictures in their minds but also to have an understanding that the emotion of a picture lies in the characteristics thereof and that it is possible to change any belief or value one holds (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: Being an expert involves the ability to change sub-modalities with the purpose of changing the emotion and association to the picture, memory or experience. Using the swish-pattern is also an indication that a respondent has reached the expert level (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

#### **6.3.1.5 Reframing**

Foundational: To achieve the technique of reframing at a foundational level will mean a respondent can show awareness and an understanding that different frames of mind exist and that it does influence the way in which information is processed. Specifically with handling critique, the respondent should be able to illustrate the ability to rationalise his own frame of mind when processing the critique (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: At an intermediary level of reframing there is not only an awareness of different frames of mind and the rationalisation thereof, but also a move towards focussing on the positive intent of the criticism (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: At expert level a respondent is able to use intrapersonal communication to work through the critique and to move on. This can be done by either using humour or by repeating certain incantations or phrases that change the meaning that was initially attached to the critique. At this level a respondent should have reframed his initial mindset of negativity to where intrapersonal communication is used to embed the positive intent initially realised at the intermediary level. Being an expert in reframing requires that the positive intent of the critique is experienced and that internal growth takes place (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).



### **6.3.1.6 *Perceptual positions***

Foundational: The foundational requirement of perceptual positions is to be able to at least think from different points of view. The core for perceptual positions is the ability to think from different perspectives or to be aware of the different points of view of other people, whether it is in an argument, a meeting or stakeholders of the organisation (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: The next level for perceptual positions, intermediary, is when a respondent is able to apply the awareness of different points of view to the current situation by taking them into consideration and adapting an existing behaviour or plan to accommodate other perspectives. A respondent should be able to apply his awareness of different perspectives to a speech, strategy or conflict resolution techniques (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: For a respondent to be categorised as an expert it is essential that perceptual positions is being used and applied on a constant basis by the respondent and not just in certain situations. An expert in perceptual positions is constantly aware of the different perspectives of different stakeholders and constantly applies them to their own behaviour (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

### **6.3.1.7 *Association and disassociation***

Foundational: The foundation for practising the association and disassociation technique is to naturally be associated with positive memories or disassociated from negative ones. The essence of the foundational level with this technique is to show that a respondent is able to accurately store either positive memories as being associated or negative memories as being disassociated (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: The intermediary level requires the respondents to accurately store positive and negative memories. This means that they should be able to show that most of their

positive memories are seen from their own eyes and most negative memories are seen from a third person perspective (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: To reach the expert level in this technique, additional to the first two levels respondents should also be able to show the ability of deliberately re-programming their brain to be associated with positive memories and disassociated from negative ones. This is done by thinking of a certain memory and literally changing the perspective or point of view from which the memory is seen. In other words the picture in the mind's eye is altered to where a person sees the picture either from his own eyes or from a helicopter third person view. The core for being an expert at association and disassociation is the deliberate alteration of how memories are seen in the mind's eye and deliberately checking on a regular basis whether memories are accurately stored (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

#### **6.3.1.8 Anchoring**

Foundational: The foundational level for anchoring requires a respondent to report that he/she does visualise him/herself performing a certain behaviour as a means of preparing for an important event. It entails rehearsing a certain exact response or behaviour one wants to exert in a certain situation. As an example, a respondent should indicate that he/she does visualise him/herself performing a speech in a successful manner before actually performing the speech. This demonstrates that the person anchors a specific behaviour in his/her mind beforehand and that when actually arriving in the situation a predetermined behaviour is triggered (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: To be categorised as intermediary level in anchoring it is important that a person reports the regular use of anchoring as a means to change the way he/she feels. For example if anger is experienced and the person knows that classical music calms his/her mood because of a previous positive association with that type of music, a music anchor is used to change the state of the person's emotions. The core for this level is being able to use anchoring not only in one way through visualisation but that a

respondent can also use other physical or mental anchors to change the way he/she feels at a specific moment (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: At the expert level of anchoring a person is able to enter any desired emotional state through either the use of a mental circle of excellence (see Chapter 3, section 3.5.8) or physical anchors. This means that a person can feel motivated or energised whenever he/she wants to by triggering pre-set anchors. For an example, a person anchors the feeling of being calm repeatedly by touching his own shoulder and whenever it is necessary to experience calmness the emotion can be triggered by touching the shoulder. As an expert in anchoring a person should be able to enter any emotional state that is desired by having pre-determined ways of triggering those emotions (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

#### **6.3.1.9 Hierarchy of ideas**

Foundational: In order to show that the foundational level of hierarchy of ideas has been achieved it has to be proven that the respondent can either use lateral thinking in the correct situation or chunking down in the correct situation. Lateral thinking is used in disagreement or when trying to convince someone, meaning more abstract vocabulary is necessary in situations where agreement is sought. Chunking down should be used in situations where directives or instructions are given as to give more detail to ensure successful implementation. For the foundational level a respondent should use at least one of these two methods in the correct situation (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Intermediary: In the intermediary level a respondent should indicate that he uses both methods in hierarchy of ideas in the correct situations. The respondent then uses lateral thinking and abstract vocabulary when he seeks agreement and detailed descriptions when giving instructions. Where foundational level only requires one method being used correctly, intermediary level requires that both methods are used correctly (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert: Except for reaching the intermediary level by using the two methods available in hierarchy of ideas, a person can also reach the expert level by showing that the technique is used to increase productivity or by using the technique in group format. In group format the technique can be used to increase creativity by chunking ideas up and down as to allow for in-depth brainstorming of ideas. If a respondent reports using the methods in hierarchy of ideas in a group format or recognises its ability to increase creativity or productivity, the expert level can be assigned to that individual (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

#### **6.3.1.10 Meta-programmes**

Foundational: To prove adequate use of the meta-programmes technique, the ability to identify what motivates employees in the organisation is vital. Examples of how different employees are motivated, by money or recognition for example, will serve as sufficient proof that the respondent is able to identify the motivation drivers in a department or organisation. Understanding meta-programmes is the core of the foundational level and thus a respondent also has to indicate that he/she understands the pain and pleasure principle which explains that people make decisions based on different motivating factors (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

Expert and Intermediary: Although not much opportunity is created in the interviews with respondents where the intermediary and expert level could be proven, the core of having the ability to be on the intermediary or expert level is changing unproductive meta-programmes to ones that are more valuable. For example, if a person is able to change his thinking that taking risks equals fear or failure to a thinking of risk rather equalling opportunity or innovation (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

As the interviews took place in a semi-structured format it should be noted that all questions to respondents were not exactly the same and that the result is that not all respondents were necessarily probed to the same length. It is for this reason that less attention is given to the variation in the level a respondent accomplishes and more attention to whether a respondent actually implements the core or foundational requirements for each NLP technique. All respondents had the equal opportunity to at

least show the foundational ability for each technique (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

The transcription of each respondent is analysed as to determine whether their statements correlate positively or negatively with the foundational, intermediary and expert categories discussed above. All relevant statements is used as evidence to determine to what degree a respondent shows the foundational ability for each NLP technique (derived from Chapter 3, section 3.5 & Appendix B, Interview transcriptions).

See Appendix B (NLP technique competency levels) for the complete result and discussion report of Respondent 1 . 5 in terms of each of the ten NLP techniques.

### **6.3.2 Conclusion of findings**

In this section different categories, foundational, intermediary and expert level, were designed to measure the extent to which each respondent is able use each specified NLP technique. Each respondent was then analysed separately and the results were reported for Respondent 1 to Respondent 5 by means of correlating all relevant statements in the interview with the different categories and according to each separate NLP technique.

The purpose of analysing the data from the interviews is to draw a positive correlation between NLP and effective leadership. This is only possible once it has been found that the respondents all use the majority of NLP techniques to a sufficient degree and that the respondents use NLP techniques that at least satisfy each of the four leadership dimensions identified in Chapter 3. This research objective is important since Gill (2003:208, 309, 317) explains that the use of a leadership model incorporating the four dimensions of leadership is a tool by which change can be managed in an ever-changing society through effective leadership.

The following table serves as a summary of the results reported on in this section from the interview data. Each NLP technique is listed in the first column. Respondent 1-5 is listed in the second column and is coded according to the different levels of ability that has been determined for each respondent based on the analysis of the interviews with them.

Answers are coded according to the following metrics: Not efficient = 0; Foundational = 1; Intermediary = 2; Expert = 3. For example, sensory acuity for Respondent 1 is coded as 3, meaning that this respondent proved to be an expert at sensory acuity. The last column is derived from Table 11 in Chapter 3 and shows which NLP technique relates to which leadership dimension.

**Table 41: Summary of findings from interview analyses**

NLP technique	Respondent level of ability					Leadership dimension
	R1	R2	R3	R4	R5	
Sensory acuity	3	3	3	3	0	Behavioural skills
Representational systems	2	2	2	2	2	Behavioural skills
Rapport	2	2	2	2	0	Spiritual intelligence
Changing sub-modalities	0	0	0	0	0	Emotional intelligence
Reframing	3	1	3	1	3	Emotional intelligence
Perceptual positions	3	2	3	3	3	Emotional & cognitive intelligence
Association and disassociation	1	1	2	0	2	Emotional intelligence
Anchoring	1	2	1	2	2	Emotional intelligence
Hierarchy of ideas	1	2	1	1	1	Cognitive and spiritual intelligence
Meta-programmes	1	2	1	1	1	Emotional intelligence
<b>Total</b>	<b>17</b>	<b>17</b>	<b>18</b>	<b>15</b>	<b>14</b>	

The total scores in the bottom line of Table 41 is the total of coded techniques ascribed to each respondent, which serves as a rough guideline to determine to what overall degree each respondent is able to apply NLP techniques. As mentioned before, a greater focus is placed on the ability of whether a respondent can implement a technique at least at a foundational level than analysing the exact degree to which it is done. If each respondent only achieved the foundational level (one point) for every technique their total score would be 10. This number can be used as a median from which the scores in the table can be judged. The reason being that if a respondent scored one for every NLP technique it would still prove sufficient use of the NLP techniques for the purpose of this study. The scores of each respondent however show that all respondents achieved a score well above the proposed median, thus answering the research question to what degree respondents in the Solidarity Movement are using NLP techniques. The scores do show that NLP is being used to a considerable degree by the respondents from the Solidarity Movement.

Then, answering the second aspect of the research question of whether the use of these NLP techniques improve the four dimensions of leadership, namely cognitive, emotional, spiritual and behavioural skills necessary to achieve effective leadership, is visible in Table 41 above and in Table 11 in Chapter 3. The last column indicates that every respondent uses at least one NLP technique from each of the four leadership dimensions. For example Respondent 5, who uses seven NLP techniques at minimum at a foundational level, covers all four leadership dimensions since the respondent's ability to use representational systems covers the behavioural leadership dimension, his reframing ability covers the emotional intelligence leadership dimension, perceptual positions covers the cognitive intelligence dimension and the ability to use hierarchy of ideas covers the SQ leadership dimension.

The following deductions can also be made from Table 41:

- Respondents 1, 2 and 3 showed a slightly better ability to practice NLP techniques than Respondents 4 and 5.
- Respondent 3 showed the greatest degree of using NLP techniques and Respondent 5 the least.
- Respondent 1 and Respondent 2 are the only respondents to achieve the expert level with three different NLP techniques.
- Respondent 1, 2 and 3 showed inefficiency at one NLP technique (changing sub-modalities), Respondent 4 showed inefficiency at two NLP techniques and Respondent 5 at three techniques.
- In general, respondents showed above average efficiency at sensory acuity, representational systems, reframing and perceptual positions.
- Together all respondents showed an average foundational ability of 86%.

These findings underline the arguments from Gill (2003:311) that the abilities that make up the four dimensions of leadership produces vision, purpose, shared values and strategies to win people over. Therefore it is not surprising that once an organisation has proven to have implemented NLP, uses a NLP-based communication model and that organisational success has been accomplished with the leadership ability of these respondents, a people driven organisation, as explained by Respondent 5 also positively correlates with the application of the four dimensions of leadership. The analyses of interviews with

respondents ultimately addressed the research objective of determining the degree to which respondents in the Solidarity Movement are using NLP techniques to improve the four dimensions of leadership, namely cognitive, emotional, spiritual and behavioural skills that are necessary to achieve effective leadership.

## **6.4 CONCLUSION**

In this chapter the data gathered by means of the questionnaire and semi-structured interviews has been analysed and discussed. The results from these reports were aimed at addressing the different research objectives mentioned at the beginning of the chapter. The characteristics of NLP was measured in the questionnaire and showed that respondents agree with the notion that NLP is being implemented in the Solidarity Movement. Thereafter the communication and leadership behaviour of respondents, in relation to NLP in the organisation was measured that proved a strong correlation with organisational success. The majority of the sampled leaders in the Solidarity Movement also proved to be emotionally intelligent through the use of NLP. In the interviews it was determined whether and to what degree respondents in the Solidarity Movement are using NLP techniques to improve the four dimensions of leadership in order to achieve effective leadership.

This conveys some much needed confidence in NLP. Firstly because an organisation measuring well against the elements of organisational success shows to be using a NLP-based communication model and secondly, that the respondents that are perceived to be effective leaders are exerting the leadership behaviour needed in a successful organisation. Tosey (2010:2) mentions that NLP seems attractive to the business setting but that leaders are asking the questions of what NLP can be used for, whether there is research behind it and how exactly the theory of NLP works. The analyses of the characteristics of NLP in the Solidarity Movement, the communication model used by respondents, their leadership behaviour in relation to organisational success, leadership EQ as an element of NLP and proving that NLP techniques satisfy the four dimensions of leadership, are a contribution that can assist in answering the questions that Tosey refers to.



The conclusion of the evidence reported in this chapter as well as the rest of the study is discussed in the next chapter as to give a holistic view of the purpose that the results of this study serve.

## CHAPTER 7

### CONCLUSION AND FUTURE RESEARCH

#### 7.1 CONCLUSION OF FINDINGS

According to Triphati (2012:16) the real worth of employees can only be supported by enabling them to understand themselves better in order to understand others in a better way. Triphati (2012:16) rightfully argues that it is through NLP that the psychological patterns of the behaviour of an individual can be understood after which skills and competencies can be truly developed. This study has emphasised the same point, that NLP's ability to use intrapersonal communication to improve the behaviour of leaders, results in benefits to the organisation as a whole. This has been done by investigating a successful organisation and determining the degree of presence of NLP principles.

The literature review of this study raised several key points for consideration on the relevance of NLP in the success of organisations. Reflecting on these points it can now be concluded on whether the results of the study is able to confirm not only the research objectives but also some of the most important theoretical assumptions discussed earlier in this study. It has been argued that NLP is relevant for organisations since it has the ability to motivate people and allow leaders to select the most effective way of communicating (Singh & Abraham, 2008:139-141). This is especially being done through making use of NLP techniques in intrapersonal communication to allow a leader to have immense self-awareness, as confirmed by Jemmer (2009:37). Yemm (2006:14) agreed with this notion saying that the most important application for NLP in organisations is that it improves the self-awareness of a leader's intrapersonal dealings. Looking at the results of this study it shows that these leaders, who have been argued to be successful and have already applied NLP principles, are aware of the manner in which they communicate with and motivate people in the organisation. This is based on the results that leaders in the Solidarity Movement are emotionally intelligent and therefore comprises of the self-awareness skill set. It also confirms another assumption made in the literature review

namely that NLP contributes to the acquirement of skills sets that make leaders emotionally intelligent.

In the theoretical discussion in Chapter 3 for example the assumption was made that NLP techniques directly contribute to leadership (see Table 11). In the results it is seen that the respondents showed above average competence at NLP techniques and that organisational success, in terms of their leadership ability, indicated favourably (97.3%) in terms of the integrated framework for organisational success. Thus, proving that a relationship exist between the leadership of respondents, their competency in NLP techniques and organisational success.

As for the research objectives of this study the following conclusions will aim to explain the value of the achievement of each research objective. Results found in both the questionnaire and the interviews will also be related back to the theoretical chapters in this study. The purpose is to show the correlations between the different variables measured and to provide an answer as to whether there is a correlation between the application of NLP techniques on the intra- and interpersonal communication and leadership behaviour of leaders, and organisational success.

A short summary will now be given of each chapter and its key findings or assumptions where after a single conclusion will be made that will address all the research objectives simultaneously. Each chapter discussed a different part of the puzzle that was required to find a correlation between the application of NLP techniques on the intra- and interpersonal communication behaviour of leaders and organisational success.

The first assumption that was made, in terms of the research objectives, was that the outcomes and skill sets required to achieve EQ can indeed be achieved through NLP techniques. This deduction was made from arguing that the very skills in the skill sets of EQ can be accomplished through the use of certain NLP techniques (see Chapter 2, section 2.4). This assumption has been confirmed in Chapter 6 where evidence from the questionnaire showed that the majority of respondents have not only acquired the core skills necessary for EQ, but that they also reflected NLP in the manner in which they applied or have gained these foundational skills.

The creation of an integrated framework for organisational success led to the second important deduction made in this study. The integrated framework is a traditional measurement of organisational success that has incorporated or added additional measurements related to NLP that integrated the people factor even more. The importance of this framework is that it can measure organisational success through the practical behaviour of organisations, leaders or communication models in a way that NLP is also measured.

In applying an integrated framework by measuring the correlation between leadership, communication and organisational success, the second significant finding was made namely that a positive correlation can be established between the implementation of NLP and the success of the Solidarity Movement. Evidence for this correlation is found in:

- Chapter 2 (see section 2.8) where it is found that an organisation that implements NLP is 66.7% more likely to be successful than an organisation that does not make use of NLP.
- The results from the questionnaire showing that respondents agreed in total to 88% of statements containing references to NLP characteristics which is an indication that NLP (through communication and leadership behaviour) is successfully implemented in the Solidarity Movement; (see Chapter 6, section 6.2.1)

The third important outcome in the study was where it is argued that the four dimensions of leadership, which is a requirement for effective leadership, comprises of abilities that influence organisational success. What is more is that the outcomes of NLP techniques were positively correlated with the abilities needed for the four dimensions of leadership. This strengthens the argument that the implementation of NLP has the outcomes required for effective leadership, which in turn contributes to organisational success. Results to confirm the correlation between the implementation of NLP and effective leadership in the Solidarity Movement is seen:

- In section 3.6.2 in Chapter 3 it was established that, with the integrated framework for organisational success, an organisation is 50% more likely to be successful if the leadership implements NLP in the organisation. This is true for the Solidarity Movement.

- In the case study of the Solidarity Movement, where respondents agreed 97.3% of instances that the elements of organisational success, as they are measured by means of their own leadership ability, are implemented in the organisation.
- Research done on the case study of the Solidarity Movement where the scores in the interviews showed that NLP is being used to a considerable degree by respondents and that every respondent uses at least one NLP technique that correlates with each of the four leadership dimensions.

The fourth substantial argument was made that communication, and NLP and leadership are of mutual importance to each other. A model containing the shared principles of these two disciplines was created to address difficulties in the modern day communication process and to also show that NLP shares its roots with the communication discipline (see Table 15). The relationship between NLP and the communication discipline became even more evident after NLP proved helpful in improving the communication process in different case studies (see Table 16). The following empirical evidence is used to argue that successful organisations have leaders whose behaviour is in line with the successful implementation of a NLP-based communication model:

- When correlating organisational success to the integrated framework through the communication model, the amount of positively correlated elements from a communication model without NLP in comparison to a communication model with NLP, there seems to be a 54.2% difference in favour of a NLP-based model with regards to achieving organisational success.
- The questionnaire from the case study showed that respondents agreed with implementing 100% of the variables in the questionnaire pertaining to a NLP-based communication model, which very strongly demonstrates that the communication behaviour of respondents are in line with the successful application of a NLP-based communication model.

The fourth argument above shows that NLP is relevant to communication as a discipline and therefore supports assumptions made (see section 2.4) that NLP and communication management is intertwined and that NLP can be described as a communication model in its own right. The mere fact that a NLP-based communication model increases the chances of an organisation's success is a call for NLP to be integrated in communication

management as a discipline. The relevance of NLP in the communication discipline is especially evident in the statement from Singh and Abraham (2008:139-141) that NLP allows leaders to select appropriate and effective communication channels, which is core to communication management. If Coetzee and Schaap (2005:36) can make the conclusion that EQ is directly linked to leadership because it improves job performance and empathy in the workplace (Wigglesworth, 2006:7), then NLP is relevant to the communication discipline if it can allow leaders to accomplish EQ through intrapersonal communication. This statement is based on the result that respondents in the case study who have proved to be competent users of NLP techniques, were also emotionally intelligent. Thus, because intrapersonal communication is already an integral part of EQ in the form of self-awareness, NLP cannot be left out since it is proving to be a vital part of EQ.

To further substantiate the relevance of NLP to the communication discipline is the results in the questionnaire that showed that respondents uses two-way communication, are open to new ideas, shares knowledge and engages with other employees, all of which are present in the NLP-based communication model. This result supports the viewpoint of Vickrey (2001:316) where he emphasises the responsibility of leaders to create meaning and communicate in a way that others can understand and the discussion in Chapter 4 (see section 4.2) where it was assumed that NLP can help leaders to process external information in such a way to create valuable meaning.

The research objective of determining whether NLP is relevant to the communication discipline is therefore answered, namely that NLP is indeed relevant due to the shared importance of intrapersonal communication in both NLP and communication management, the roots that is shared in several theories such as dialogic ethics, the essential role NLP is playing in improving communication management results such as motivating and engaging with employees and the results showing that an organisation with a NLP-based communication model has a tendency to be more successful than an organisation without one. Lastly, the relevance of NLP to the communication discipline is affirmed by the results that show that an already successful organisation (Solidarity Movement) makes use of NLP communication principles that focuses on the in-depth people factor+ that is being argued to be necessary in the complex corporate environment experienced today.

With answering the different research objectives in this section the correlation between the application of NLP techniques on the intra- and interpersonal communication behaviour of leaders and organisational success is clear. It has been found that NLP has successfully been implemented in the Solidarity Movement, the communication behaviour of respondents are in line with the successful application of a NLP-based communication model, most of the 24 elements of organisational success can be positively correlated with the leadership behaviour of respondents within the Solidarity Movement, NLP techniques are used to a sufficient degree by the Solidarity Movement to achieve the skill sets necessary to achieve intelligence levels such as EQ, respondents in the Solidarity Movement are using NLP techniques to a considerable degree to improve the four dimensions of leadership that are necessary to achieve effective leadership, that an organisation, leader and communication model with NLP are more likely to achieve organisational success, that the theory of NLP and communication management as a discipline could be integrated and that NLP is relevant to the communication discipline.

The arguments in this section allow one to derive to the conclusion that NLP improves the intra- and interpersonal behaviour of leaders and that leaders, in turn, contribute to organisational success by applying NLP in their communication and leadership behaviour. Thus, confirming the argument from Singh and Abraham (2008:141) that NLP is instrumental in the workings of an organisation.

## **7.2 VALUE OF RESEARCH CONTRIBUTION**

In Chapter 1 (see section 1.1.4) it was noticed that research called for NLP to be applied widely across other disciplines, for example business (Weaver, 2009:41). This study has done that by taking psychological tools such as NLP, together with intra- and interpersonal communication and EQ, and applied it to the discipline of communication management. Supporting this notion is the finding in the above section that communication is a fundamental part of NLP.

Weaver (2009:40) explained that a major goal of the launch of the NLP journal, *Current research in NLP*, was to make NLP more accessible to people outside of the NLP world

and implied that there is a need for establishing a bridge between academic and real world activity. The call from the author for academic research to be used in practice is met in this study since an integrated framework of organisational success is created which organisations can use to measure their organisational success, leadership behaviour or communication model, against a framework that includes essential aspects of NLP in all instances. According to Weaver (2009:40) more research in neuroscience and cognitive linguistics are being done that supports the use of NLP. This study has created a basis, together with studies from Singh and Abraham (2008:139-146) in India for example, for research being done where NLP is correlated with the success of leaders and organisations. What is even more unique in the study at hand is that only techniques that make use of intrapersonal communication have been used, showing the importance of especially intrapersonal communication in the communication management discipline.

The other problem that Weaver (2009:40) emphasised was that NLP is not mainstream psychology and a lot of it is still unexplored. This identifies potential for further research but also makes this study significant in that a positive correlation could be found between intrapersonal NLP communication techniques, effective leadership and organisational success. The practical examples discussed in this study of what a NLP communication model entails and how it can be applied, and the use of NLP in employee motivation and conflict management for example, has shown that NLP is useful within organisational contexts and not only in the medical fields where NLP is explained within the limitations of how the brain functions (Weaver, 2009:41).

This study reviewed current communication theories and the traditional concept of what makes an organisation successful and has contributed to the current question of how to use NLP in the social context of work rather than only the physical and mechanistic skills used in the past (Parker *et al.* in Singh & Abraham, 2008:40).

The focus of intrapersonal communication in the investigation of NLP in organisations is of great importance since Singh and Abraham (2008:41) emphasised the paradigm shift of how understanding human behaviour determines the effectiveness of leaders. The contribution of this study is summarised in the call from Singh and Abraham (2008:41) that more ways should be found in which the people factor in the current scenario can be



managed. This study has contributed by showing ways in which leaders use NLP techniques, through intra- and interpersonal communication, to manage human resources in their organisation.

This study, as a first of its kind in a South African context, seems valuable, firstly to the communication discipline where NLP theory is shown to be well integrated with that of the communication discipline. This means that traditional communication models and theories can be viewed from a NLP point of view to create solutions for changing communication problems. Secondly, the confirmation that NLP is useful in a corporate context and in leadership development is a basis that can be valuable if explored even further. Thirdly, a clear list of NLP techniques with unambiguous outcomes can serve as a toolkit for leaders. Fourthly the link established between NLP and intra- and interpersonal communication and EQ, does not only confirm existing studies but also adds credibility to the use of NLP in communication management. Fifthly, the integrated framework for organisational success allows a new measurement for organisational success. Another core aspect of the study is the collection instruments that allow measurement to take place with regard to the implementation of NLP, the use of a NLP-based communication model, the use of NLP for the acquirement of EQ and the extent to which NLP is implemented in the organisation. It is therefore derived that the current study serves as an important basis from where further integration of NLP in the business world and communication theory can be explored, since the empirical evidence that Tosey (2010:10) has called for, has received attention throughout the present study.

### **7.3 FUTURE RESEARCH**

Future research is still necessary in creating more evidence supporting the credibility of NLP techniques and its link with specific aspects of an organisation such as the bottom line, risk management and reputation management for example. There is still ample room for research determining the value contribution of NLP to all elements of organisational success because leaders have a considerable influence on these elements.

More research is also necessary in the form of a longitudinal study tracking the success of an organisation or leader before, during and after the implementation of NLP. A study

where NLP principles are deliberately implemented in order to enhance success will add value by way of a simpler demonstration of the effect of NLP on organisations. This will be an integral part of re-affirming the influence of NLP by removing other contributing factors to organisational success. A study with a larger sample size or in different contexts might also prove to add credibility to the current study. Further integration of the theory of NLP and communication management should also occur as to allow the presuppositions of NLP to be absorbed into the communication theory.

Research in NLP and its uses in other fields of communication than intrapersonal communication, such as group- and organisational communication will also open the door for further exploration into the valuable contribution of NLP. In essence, research exploring the beneficial link that NLP might have with other aspects of the organisation, leader or communication model, will make a useful contribution in understanding the degree to which NLP should be perceived as a necessary communication toolkit for organisations.

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**APPENDIX A**  
**- Data collection instruments -**

Resp. no.

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**- Questionnaire: Improving organisational leadership through intrapersonal communication development -**

Dear respondent

Thank you for your willingness to complete this survey. The purpose of the survey is to find a positive correlation between organisational success, effective leadership and the application of intrapersonal communication techniques. The survey should not take more than **20 minutes** to complete. This is an anonymous and confidential survey. You cannot be identified and the answers you provide will be used for research purposes only.

Q1. Please indicate on the below table to what extent you either agree or disagree with each statement. Where 1 is %strongly disagree+ and 5 is %strongly agree+. (*Tick the relevant option with a X*)

		Strongly disagree	Disagree	Agree	Strongly agree
1.1	When I am criticised I focus on the positive intention of the statement	1	2	3	4
1.2	When chairing a meeting I state the outcomes of the meeting at the start of the meeting	1	2	3	4
1.3	I know what motivates my colleagues or sub-ordinates	1	2	3	4
1.4	I can deal with stress well	1	2	3	4
1.5	I focus on the end result rather than short term objectives needed to achieve the result	1	2	3	4
1.6	I achieve my goals irrespective to how the situation or circumstance have changed	1	2	3	4
1.7	I make use of informal communication to create an open environment for employees to discuss ideas	1	2	3	4
1.8	I regularly allocate meaningful and	1	2	3	4

	important responsibilities to employees				
1.9	I learn from successful people	1	2	3	4
1.10	I invest in the skills and abilities of employees	1	2	3	4

Q2. Please indicate on the below table to what extent you either agree or disagree with each statement. Where 1 is %strongly disagree+ and 5 is %strongly agree+. (Tick the relevant option with a X)

		Strongly disagree	Disagree	Agree	Strongly agree
2.1	I am open to new ideas from my employees	1	2	3	4
2.2	I regularly have knowledge sharing meetings in my department	1	2	3	4
2.3	When I give information to employees I allow them to give feedback	1	2	3	4
2.4	I am part of a team who regularly identify and update the obstacles that can prevent the success of the organisation	1	2	3	4
2.5	I am part of a team that set clear goals for my department/organisation	1	2	3	4
2.6	Me and my employees have open discussions around changes that should take place in the organisation	1	2	3	4
2.7	I continuously stay informed of the latest information in my industry	1	2	3	4
2.8	Employees should receive retention bonuses when they show potential	1	2	3	4
2.9	A bonus scheme for employees should be used in the organisation	1	2	3	4
2.10	I ensure that proper research is done before a I start a new project	1	2	3	4
2.11	I monitor the services of my competitors	1	2	3	4
2.12	I continuously improve my industry-related knowledge	1	2	3	4
2.13	I continuously improve my leadership skills	1	2	3	4
2.14	I continuously improve my communication skills	1	2	3	4
2.15	I am prone to take risks	1	2	3	4
2.16	I have close contact with members or clients that have joined the organisation	1	2	3	4

2.17	I organise regular brainstorming sessions in my department/organisation	1	2	3	4
2.18	I always view difficult situations from different points of views	1	2	3	4
2.19	People at work will describe me as someone with a positive attitude	1	2	3	4
2.20	I am motivated to do my job	1	2	3	4
2.21	I am loyal to the organisation	1	2	3	4
2.22	I am polite in my approach when I influence my employees	1	2	3	4
2.23	I use praise to influence my colleagues or sub-ordinates	1	2	3	4
2.24	I assist employees in time of need	1	2	3	4
2.25	I pay deliberate attention to how a person reacts and behaves when I talk to them	1	2	3	4
2.26	I agree that employee satisfaction should be measured bi-annually	1	2	3	4
2.27	I am very aware of my emotions on a daily basis	1	2	3	4
2.28	My emotional state determines how effective I am at work	1	2	3	4
2.29	I am aware of what type of behaviours make me feel extreme emotions	1	2	3	4
2.30	I am emotionally very confident about how I see myself	1	2	3	4
2.31	People at work will describe me as someone who is honest	1	2	3	4
2.32	I often take the initiative in my team	1	2	3	4
2.33	I easily inspire others	1	2	3	4
2.34	I am able to resolve conflict between others	1	2	3	4
2.35	I work well in a team	1	2	3	4
2.36	I actively make employees more aware of the purpose of the organisation	1	2	3	4

**Please answer the following questions as thorough as possible**

- Q3. Empathy is the ability to mutually experience and understand the thoughts, emotions, and direct experience of others. Do you often show empathy to your colleagues or sub-ordinates when they are experiencing an extreme emotion? *(Tick the preferred answer with a X)*



Yes	1
No	2

*If you chose to answer “Yes”, please proceed to the next question.*

*If you chose to answer “No”, please move on to question 5.*

Q4. Please explain how you show empathy in terms of body language (posture, movements), voice tonality (with regards to volume) or vocabulary (word or phrases that are used) to someone who is experiencing anger, grief or insecurity in the workplace.

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Q5. Emotional self-control is the ability to manage emotions in a manner in which it is useful in particular situations. Would you say that you have the ability to self-control your emotions?  
*(Tick the preferred answer with a X)*

Yes	1
No	2

*If you chose to answer “Yes”, please proceed to the next question..*

*If you chose to answer “No”, this is the end of the survey. Thank you for participating.*

Q6. Internal dialogue or intrapersonal communication is soundless, mental conversation that arises the instance when a thought process is activated, an experience is recalled or when a problem is solved. Please describe step by step the internal dialogue that you experience when attempting to control an extreme emotion such as anger?

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Thank you very much for your participation in this academic research study.

Resp. no.

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**- Structured Interview: Improving organisational leadership through intrapersonal communication development -**

Dear respondent

Thank you for your willingness to complete this survey. The purpose of the survey is to find a positive correlation between organisational success, effective leadership and the application of intrapersonal communication techniques. The interview should not take more than **30 minutes** to complete. This is an anonymous and confidential interview. You cannot be identified and the answers you provide will be used for research purposes only.

Q1. Sensory acuity is the ability to read moment to moment changes in someone's physiology. It involves observing and interpreting external cues received from others, to see and listen to non-verbal communication cues. Examples include making mental notes of someone's breathing patterns, posture, fullness of the lower lip, skin colour (lighter or darker), gestures, tonality, eye movement and facial movements to know how the other person is feeling. Sensory acuity is the ability to observe people's non-verbal behaviour and decode what is being communicated outside of our conscious awareness.

1.1 Think back to a recent instance where you gave either very good or very bad news to a colleague you know well. Did you pay deliberate attention to the person's physiology, body language or tone of voice?

1.2 If so, what did you notice?

1.3 Did you draw a conclusion from interpreting the information you have gathered?

1.4 Calibration is correlating the signs you see and hear with sensory acuity with the state of that person. It's the process of identifying behavioural cues that go with a particular state. If you think back to recent conversations you had, did you pay

attention and made a mental note of how behavioural cues correlate with the state of emotion of that person?

Posture: *How do proper sit or stand when they are alert, relaxed, happy, sad, fearful, joyful etc?*

Gestures: *What unconscious movements do others make? Tap their fingers on a desk? Jiggle their foot as they speak? Hand gestures?*

Breathing: *Do people breathe in the upper, middle or lower chest/abdomen? How does it change according to their state of emotion?*

Voice: *How does voice tone vary in volume, pitch, tempo, rhythm and quality?*

Skin tone: *Colour of face, blushing? When blood pressure goes up there are changes in skin colour, what patterns do you detect?*

Facial expressions: *Micro expressions that come quickly or movements of tiny muscles around the eyes and mouth.*

1.5 Can you notice sensory acuity and calibration with yourself? For instance feelings of doubt, how your own physiology changes when you experience your internal voice expressing certain emotions/feelings?

1.6 Do you tend to model the physiology of a person or an aspect of the behaviour in a certain context of that person you see as your mentor, superior or expert?

*Posture, voice tonality, gestures*

Q2. Human beings process every encounter with the external environment through sensory system representations, which include pictures, sounds and feelings. People have a primary or preferred sensory orientation towards visual, auditory or kinaesthetic way of receiving information. People with a visual orientation prefer seeing pictures and will use phrases such as %see what you mean+. Auditory people prefer sounds and will use phrases such as %hear what you are saying+ while kinaesthetic oriented people might prefer feeling when processing information and say things like %Something feels wrong+. As the examples indicate the preferred orientation can be determined by the spoken and verbal statements being used by a person, whether the words depict %seeing+, %hearing+ or %feeling+.

2.1 Have you noticed before that certain people prefer to receive information either visually, auditory or kinaesthetically?

- 2.2 If so, how did you notice it or what made you realise that the person preferred to receive information either visually, auditory or kinaesthetically?
- 2.3 Do you notice how you prefer to receive information?
- Q3. Rapport is a technique that involves the matching and mirroring of a person's body language and voice tonality when communicating. It is based on the assumption that people like the people that are similar to them and involves connecting with another person by making them feel comfortable and creating flow in a conversation.
- 3.1 Recall a time that you have tried to influence or convince a person in the workplace. Did you match the other person's body language, voice tonality, upper or lower body posture, head tilt, gestures, facial expression, physical movements, pauses in the conversation, breathing patterns, eye direction, using similar vocabulary, voice speed, volume, common experiences, rhythm or emotionally?

*Explain cross over mirroring*

- Q4. A person uses senses to experience the external world and as information is received it is coded or structured to fit our internal experience. Every internal thought and memory is made up from pictures, sounds, feelings, tastes and smells. It is argued that changing the characteristics of these internal thoughts or memories changes the emotion experienced by them. Put more simply, changing crucial characteristics of the way we make up or structure the pictures, sounds, feelings, tastes and smells in our thoughts is what determines how we feel about that memory.
- 4.1 Recall a picture or image of a negative memory or a time where you have experienced immense pain. Allow yourself to tune into the visual (picture), auditory (sound) and kinaesthetic (feeling) aspects of the image:
- Visual: Associated/Disassociated; Moving/Still; Framed/Panoramic; Foreground/Background; Horizontal/Vertical; Location of image; Dull/Bright; Black and white/Colour; Fast/Slow. Near/Far; Clear/Blurred; 3Dimensional/2Dimensional; Shape and Size*
- Auditory: Stereo/Mono; Location of sounds; Loud/Soft; Tone; Pitch; Tempo; Close/Far; Rhythm; Melody; Quality; Continuous/Discontinuous; Soft/Harsh; number of sound sources; Kind of sound (music, voice etc.)*

*Kinaesthetic: Constant/Intermittent; Location of sensation (internal or External); Strong/Weak; Large/Small area; Dry/Wet; Rough/Smooth; Hot/Cold; Pressure (Heavy/Light); Still/Moving; Intensity*

- 4.2 Now do the same by recalling a positive memory and notice whether you see a single difference in comparison to the previous image you recalled. Have you noticed any of these visual, auditory or kinaesthetic representations before?
- Q5. Reframing means to change the meaning that is attached to a certain belief, value, attitude or memory and to find alternative and more realistic perspectives on reality through the use of intrapersonal communication. Frames are simply habitual ways of thinking and once people change the context in which they add meaning to an event or experience, they also change the way they feel about the experience. For example, if a person has the belief that he/she is not doing a good job, employees that offer assistance with a certain project might be framed in a way that makes the person feel as if everybody thinks he/she is doing a poor job. But when a person offers assistance to help carry a box of papers to the car, it might just be framed as politeness and not as an attack on the perceived ability of that person.
- 5.1 When people receive criticism for instance they focus on something specific since they are in a specific frame of mind. Pushing someone for instance in self-defence might save your life while pushing someone in polite conversation might cause you to be shunned. In the same way, the internal context in which information is received determines how people react. What do you focus on when you receive criticism from an expert colleague of yours? Please vocalise the internal discussion you have with yourself after receiving criticism.
- 5.2 Do you focus on the intention of the criticism, from who the criticism comes from or on whether your own abilities or lack of ability are being questioned?
- Q6. Perceptual positions is a technique whereby a situation is viewed from different positions or perspectives in the mind's eye of a person.
- 6.1 Do you view the following situations in your mind's eye from more than one person's perspective? In other words, do you view the experience from the point of view of other people or stakeholders that might also be present in these situations?
- Before you deliver a speech;

- Before you deliver a presentation;
- Before you go into a meeting;
- After you had an argument;
- Doing strategic planning.

Q7 The association and disassociation technique involves stepping in and out of memory in a way that change the way a person feels about his own memory. Associated means to see the memory from a first-person perspective as where disassociated means to see the memory from a distant, objective or third person perspective.

7.1 Recall a negative memory and notice whether you are associated or disassociated with the image. Do this several times with different memories.

7.2 Recall a pleasant memory and notice whether you are associated or disassociated with the image. Do this several times with different memories.

Q8 Anchoring is described as an internal response that becomes paired or associated with an external or internal experience. This means that an anchor is something that triggers an automatic behaviour, whether it is a familiar song being associated with a loved one or the smell of freshly baked bread being associated with a new home.

8.1 Before addressing a crowd or having an important media interview, do you visualise the situation before hand and anticipate how you will behave, speak or feel for example? In other words do you rehearse your response to certain situations?

8.2 Do you ever make use of anchoring to change your state of mind, for example with music, memories, and kinaesthetic movements?

Q9 Consider the following two questions:

9.1 Would you say that you use more abstract or more detailed ideas or vocabulary when trying to get people to agree with you?

*What is the bigger purpose?*

*We can all agree that we want to end up with a mutually beneficial outcome*

*What is it that you really want to accomplish in the long run?*

*What is the intention of your request?*

9.2 Would you say that you use more abstract or more detailed ideas or vocabulary when trying to get people to implement a certain idea?

*Clarity seeking questions requesting detail*

Q10 Consider the following two questions:

10.3 Can you identify what are your employees motivated by and how do they differ?

10.2 Can you identify whether certain employees rather move towards pleasure or away from pain?



**APPENDIX B**  
**- Electronic copy -**

Electronic copy contains the following folders and files:

- Data collection instruments
  - Questionnaire
  - Structured interview
- Informed consent forms
  - Respondent 1
  - Respondent 2
  - Respondent 3
  - Respondent 4
  - Respondent 5
  - Original consent form
  - Permission letter from Solidarity Movement
- Completed questionnaires
  - Respondent 1
  - Respondent 2
  - Respondent 3
  - Respondent 4
  - Respondent 5
- Interview transcriptions
  - Respondent 1
  - Respondent 2
  - Respondent 3
  - Respondent 4
  - Respondent 5
- Analyses of interview transcriptions
  - Respondent 1
  - Respondent 2
  - Respondent 3
  - Respondent 4
  - Respondent 5
- Digital recordings
  - Respondent 1

- Respondent 2
- Respondent 3a
- Respondent 3b
- Respondent 4
- Respondent 5a
- Respondent 5b
- Respondent 5c
- Respondent 5d
- Respondent 5e
- Respondent 3f
- Questionnaire data summary
- Copy of complete dissertation
- NLP technique competency levels
  - NLP technique competency levels Respondent 1 to 5