

THE INFLUENCE OF NEURO-LINGUISTIC PROGRAMMING (NLP) AWARENESS AND PRACTICES ON THE INDIVIDUAL WORK PERFORMANCE OF LITHUANIAN STUDENTS

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ABSTRACT

The article examines the relation of NLP awareness and practices, and individual work performance (IWP) of Lithuanian postgraduate students. Hejase's approach (2015) was used to measure levels of NLP awareness and practices, and the individual work performance questionnaire (IWPO) by Koopmans (2014) was used to measure individual work performance levels. Furthermore, an altered IWPO was used to measure individual work performance levels at university. An internal consistency analysis showed that the employed models fit well into the Lithuanian environment. A bivariate correlation analysis revealed significant relationships between NLP determinants and individual work performance dimensions. A multiple regression analysis helped to determine how much NLP determinants contribute to IWP dimensions. Based on the findings, six NLP tools were recommended to Lithuanian companies and companies operating in Lithuania in order to provide their staff with the necessary NLP courses/trainings. These tools are NLP presuppositions, rapport building, modeling, framing, the Hierarchy of Neurological levels Model and representational systems.

Keywords: *Neuro Linguistic Programming (NLP), Individual Work Performance, NLP Presuppositions, Rapport.*

Introduction

The current wave of globalization has been significantly affecting our lives over the last four or five decades. A wide range of drastic changes have been occurring every day. Technological revolutions like the Internet and e-commerce have led to the exploitation of new business opportunities, whereas the free movement of labor and capitals has increased the level of competition dramatically between businesses and between individuals. Information and knowledge transfer is nowadays faster than ever. These changes force businesses and individuals, including managers and employees to adapt quite quickly to changing circumstances in order not to be left far behind their competitors and perhaps out of the game eventually.

The old ways of running businesses are no longer valid. The quality of products or services undoubtedly plays a major role for companies that are competing over similar products or services. However, the performance of the organization, which is mainly a result of its people performance (Huselid, 1995), is a much more important factor in the economic success of companies nowadays. The ideas of Joseph Schumpeter (1927) can be drawn upon in the case of the regions to emphasize the importance of innovation on one hand, and the danger of stagnation on the other. Schumpeter popularized the term “creative destruction,” by which he meant that innovation by entrepreneurs has the ability to radically change stagnant industries or an even an entire economy. Therefore, it is extremely important for business owners as well as managers to pay a lot of attention to the people that are working for them and the way they perform. Performance has become a hot topic to discuss. Campbell (1990) claims that performance is not only something observable, but also something unobservable which refers to a mental process. People are driven by emotions that come up from interpreting their own experiences either negatively or positively. Some studies show that people want to do something meaningful, feel valued, have a sense of belonging and make a contribution. When these aforementioned points are met, a positive emotional experience is created, which leads to a better performance. According to Achor (2012), the positive mental attitude and mindset of people in organizations contribute to 80% of business success. A positive attitude and mindset lead to enthusiasm and energy, which in turn lead to good outcomes. Hence, acquiring a positive mindset is of importance for businesses, as the biggest challenge of leaders and managers nowadays is not only engaging workforces and getting the best out of them, but also keeping them focused, motivated and, eventually, in the right mindset.

Much research has been done on NLP, mainly concerned with learning theory and teaching in education, for example, Craft (2001), Tosey et al. (2003), Tosey et al. (2005), Carey et al. (2010), Tosey et al. (2010). Moreover, other research of NLP with regard to Marketing and Communication has been done as well like Gray (1991), Skinner (2003), Mainwaring et al. (2009). However, linking NLP with Individual Work Performance has been taken for granted, which makes our study contribute to the field. Furthermore, NLP is applied in many different fields around the world, and it is popular especially in the United States of America, Britain and Australia, but it is not yet known that NLP applications are applied in the Lithuanian work places (which poses the need for this research). In its early stages NLP was used as a tool to treat people with phobias (Bandler et al, 1982). Then NLP applications were taken advantage of by many, as they could be applied in many different areas such as enhancing individual life quality, or improving business performance through increased sales and better negotiation skills (Yemm 2006).

The aim of the article is to determine the relation of NLP awareness and practices, and the individual work performance of Lithuanian postgraduate students.

In order to achieve this aim, 2 main tasks needed to be followed: 1- a literature review was conducted in order to give a general demonstration on what NLP is as a concept and how it is used, and to shed light on individual work performance. 2- correlation analysis and multiple regression analysis were conducted to reveal if NLP leads to a better individual work performance.

1. Theoretical analysis of NLP

There are many different definitions of NLP, as various scholars have distinct points of view on the subject. Some see it as a form of applied psychology (Balvister, Vickers, 2004), others describe it as “the study of human excellence”, “the new technology of achievement” and the difference that makes a difference” (Andreas, Faulkner, 1994). According to Bandler (1985), NLP stresses on the conceivable for self-determination through overpowering learnt self-limitation. Hence, NLP is associated with various types of professional practitioners embracing: “managers, trainers, sales people, market researchers, counselors, consultants, medics, lawyers, and more” (Tosey et al., 2005). On top of that, Dilts et al. (1980) highlight that NLP is “the study of the structure of subjective experience”. According to Linder-Pelz and Hall (2007), “Neuro” refers to how people perceive information through their five senses that are connected to the nervous system; and “Linguistic” means that people organize, give meaning to and code the information through the language patterns they know and use; “programming” refers to the people’s behavior that is based on different programs like beliefs, values, attitudes, etc.

NLP, as a label, thus, indicates the opinion that an individual human being is a whole mind-body system with connections that are patterned between internal experience (neuro), language (linguistic), and behavior (programming) (Tosey et al. 2005). Moreover, NLP has many tools. Since NLP is mainly concerned with the structure of subjectivity, its tools are all about influencing this subjectivity in a way that provides control over one’s mind by being aware of the preferred sensory inputs. Moreover, NLP tools pay attention to the formation of and the relation between beliefs and values of self, as they play a role in determining the subjective experience.

Presuppositions of NLP are things that are considered to be factual without further evidence. In the context of NLP, presuppositions are short statements that shape the basic epistemology upon which NLP methodology and technology are built. (Peker, 2010; Bodenhamer; Hall, 2000).

Representational systems (RS) in NLP refer to sounds, feelings, tastes, pictures and smells we perceive through our five senses. Nevertheless, NLP concentrates on three main RS that are Visual (which refers to pictures, images, etc.), Auditory (which refers to sound, voice, etc.) and Kinesthetic (which refers to feeling, emotion, etc.) (Brown-VanHoozer, 1999). In addition, Jun, Chunmei and Jun (2010) shed light on how these RS are expressed through language. When people have a certain preferred RS, their preference is reflected on the language or phrases they use. For instance, visual people may say, “I like the look of that” or “The future is looking brighter”. Auditory people might say, “I do not trust their offer, it sounds like a trap” or “I am all ears”. Kinesthetic people might say, “Nothing beats the taste of success” or “It feels good”.

Rapport Establishing rapport allows a person to get into another person's map of reality, resulting in a mutual understanding between two or more people (Bodenhamer, Hall, 2000). On the other hand, according to Zadeh (2009), there are some factors such as certain words or matching exaggeration (mimicking) that lead to rapport breaking. For instance, the use of the word “but” in a certain context may lead to rapport breaking (I agree with what you said, **but** we need to consider something else), which can be replaced with “and” (I agree with what you said, **and** we need to consider something else) so that the rapport may be upheld (Zadeh, 2009).

Anchoring. According to Tosey and Mathison (2008), we receive information through our senses in the forms of images, smells, words, sounds, gestures or tastes, which are considered as behavioral stimuli. Anchoring is the use of the aforementioned stimuli to trigger or call back a certain state (psychological or emotional) or experience. Tosey (2010) mentions “A *person’s physiological and neurological configuration*” in order to describe the mental state and memories. He also depicts the circle of excellence, which is one of the NLP techniques whose aim is to increase one’s capacity to change his or her state of mind whenever needed. He states: The individual “*accesses a number of highly positive experiences from their past, each time stepping into a vivid, imaginary circle in front of them. The combination of the positive experiences becomes anchored to the imagined circle. Then, whenever the person wants to access feelings of confidence and resourcefulness in future, they can imagine themselves stepping into that circle*”.

Reframing. New experiences and events are faced each day, good ones and bad ones, nice ones and ugly ones. When we describe such events or experiences, we describe our own interpretation of those events or experiences, which is based on subjectivity. The frame we put around an event profoundly influences our interpretation of an event. If we change the frame, the meaning will change as well (Bandler et al., 1982).

NLP was basically born through modeling successful psychotherapists. In addition, several of NLP presuppositions have a direct relation to modeling: “if one person can do something then anyone can learn to do it”, and “experience has structure” (Bandler, Grinder, 1975).

R. Dilts (1983) developed the Neurological Levels model. He puts the levels in order to form a logical hierarchy. According to the Neurological Levels model, these levels (purpose, identity, values & beliefs, capabilities, behaviors and environment) can be the basis to describe and understand the life of people in any system as well as the life of the system itself (Dilts, 2003). Peter Parkes demonstrates an example of these levels, as matter of simplification, he states “*If we say, ‘I am a professional project manager’ (identity), then it is the result of having operated in the context of projects amongst project managers, developed capabilities and competences through appropriate behaviors, and slowly built up certain beliefs about rights and wrongs*” (NLP for Project managers, p.64).

1.1. Measuring NLP awareness and practices

The aim of this research is to measure the awareness and practices of NLP among Lithuanian students (employed and not employed) and to check whether there is a correlation between NLP awareness & practices and individual work performance.

In order to measure the level of NLP awareness and practices, Hejase’s approach (2015) was utilized, as the latter measured the awareness and practices of NLP among employees and managers in the United Arab Emirate. He based his measurements upon three dimensions (technical knowledge of NLP, respondents’ attitude to NLP, NLP implementation). Unfortunately, Hejase’s approach is the only one found in the literature after reviewing seven scientific journals (between 01/09/2014 and 28/03/2016) like Sage journals, International Journal of Hospitality Management, Journal of Counseling Psychology, Professional Psychology (Research and Practice) and Management Decision, as well as using Google Scholar search engine. Hence, Hejase’s approach was used in this article, as it completely complies with its purpose.

Technical knowledge of NLP that is concerned with measuring the level of respondents’ awareness of the terminology and if they are interested in such a field or not, the authors believe that using the term Technical knowledge of NLP in this sense is not accurate, since Technical Knowledge of something refers to the ability to finish certain tasks related to a certain subject. Thus, the authors decide to name this determinant differently, as it goes: Familiarity with NLP terminology.

Attitude to NLP (ANLP). It helps in the evaluation of people's behaviors and feelings, and shows to what degree they believe in the concepts behind NLP. In other words, the statements of this dimension are taken from NLP presuppositions.

Implementations of NLP (INLP). It shows if people's behavior includes any NLP methods and patterns, as the statements included in the questionnaire are depictions of NLP mindset and already were discussed (Representational System, Rapport, NLP presuppositions, Anchoring, Modeling, Hierarchy of neurological levels and Framing).

2. Theoretical analysis of Individual work performance (IWP)

There was a major problem among researchers concerning the measurability and definition of employee performance, due to a lack of consensus not only between research fields, but also within research fields (Koopmans, 2014). Many terms are used interchangeably to refer to individual work performance, such as productivity, efficiency and profitability (Viswesvaran, 1993). One of the most significant researchers on individual work performance is John P. Campbell. Campbell (1990) articulates that IWP is the individual behavior of the employee, and outcomes are the results of performance and other factors. In order to predict job performance, he suggested an eight-factor model. These factors are: task specific-behaviors, non-task specific behaviors, communication, effort, discipline, helping out, leadership and management (Campbell, 1990). Murphy developed a more general framework with four dimensions: task-oriented behaviors, interpersonally oriented behaviors, downtime behaviors and destructive behaviors (Murphy, 1989).

2.1. Measuring IWP

L. Koopmans developed a really easy and viable way to measure employee performance. The questionnaire she developed does not represent, in its present form, a good suitability for comparing certain work-groups with others. It focuses on tracking changes of a certain group of workers over a certain period of time, which makes it of good fit for this research as the latter concentrates on the predecessors of IWP not comparing two industries' or business performance. In Koopmans work, she based the measurement of IWP on three dimensions, which are: Task performance (TP), Contextual performance (CP) and Counterproductive work behavior (CWB) (Koopmans, 2014).

TP sheds light on the degree of proficiency that somebody possesses while doing the job. For instance, quality, quantity and knowledge of the job are perfect indicators for TP (Koopmans, 2014).

CP describes the involvement of employees in secondary tasks, as in the workplace there are quite many situations not directly related to fulfilling technical tasks where one needs to take part in. For example, preparing new workers, attending gatherings/meetings or showing a high sense of engagement by initiating problem-solving plans (Koopmans, 2014).

CWB describes the harmful behaviors of employees that negatively affect the organization. CWB includes absenteeism, arriving late to work, wasting time by involving in off-task behavior and theft as well as substance abuse can belong to this dimension (CWB) (Koopmans, 2014).

Measuring Students' IWP in a University Context

In the context of university, students are expected to carry out different tasks such as homework, exams, projects, teamwork, class participation, presentations, tests and papers, which are considered the outcomes of performance (Campbell, 1990). Without forgetting that Campbell's domain was job performance, his points and ideas are applicable to an academic field. Universities all over the globe have a

rather similar grading system to evaluate students' performance. When students focus on obtaining high grades of a certain course/subject their interest of that course/subject fades away, they end up choosing the easiest assignments or tasks, and thus the degree of learning is being decreased (Kohn, 2011; Anderman and Murdock, 2007; Marshall, 1968). Students can be seen as employees from multiple points of view like meeting deadlines, failing too often leads to firing, assessment, working with groups that do not have sometimes dependable teammates, time management, etc. Nevertheless, there are additionally a few distinctions between students and employees: no additional pay if astoundingly great work, no customers or consumers to care about, etc. Since there are some academics like (Kohn, 2011; Anderman and Murdock, 2007; Marshall, 1968) who argued about the traditional way of assessing student's performance, the writers of this article propose the utilization of the Koopmans model in an adjusted rendition. In order to use Koopmans model for the university context, the authors chose some indicators that show a good fit in that context to be adapted. Starting with Task performance, the authors chose three indicators that fit in the university context, which is University Task Performance (UTP). Moving onto contextual performance, four indicators were chosen, which they fit in the university context, which is University Contextual performance (UCP). Last but not least, the authors followed the same procedures for counterproductive work behavior and chose three indicators that fit in the university context, which is University Counterproductive Work Behavior (UCWB). Furthermore, taking the average grade of students was as well considered in the analysis, in order to check if the results are good or useful for this measurement.

3. Research methodology

3.1. Research model and expectations

As seen in figure 1, the research model embraces eight main ordinal determinants: ANLP, INLP (which are independent variables), TP, CP, CWB, UTP, UCP and UCWB (which are dependent variables). ANLP includes NLP presuppositions, and it is concerned with NLP awareness. Whereas, INLP involves the NLP tools and it is concerned with NLP practices. In addition, TP, CP, CWB are the determinants to measure IWP at the workplace, while UTP, UCP, UCWB are the determinants to measure IWP at the university. The aim of the research is to find the correlations and to determine how much the independent variables contribute to the dependents ones.

Hence, the authors came up with a set of expectations, which are considered as priori estimates.

Since FNLPT is a nominal determinant, and it represents how students came across this concept, and it only measures if the respondents are aware of the term and if NLP is of interest to them, it does not necessarily have to correlate at all with the IWP type.

E1, E2, E7 and E8 (See table 1) are expected to correlate positively, since ANLP expresses the level that student believes in NLP and his (her) attitude towards its epistemology, whether student is aware of the terminology or not, since the statements concerning ANLP in the questionnaire are taken from NLP presuppositions that reflect the core belief system without mentioning the term NLP. Thus, the correlation between ANLP and TP as well as CP is expected to be positive. On the contrary, CWB and UCWB are expected to correlate negatively with ANLP (E3, E9) (See table 1).

INLP or some of its tools in the practical life whether at work or at university is more effective than just having basic knowledge about it or acquiring positive or negative attitude towards it. In other words, practice is the mother of knowledge. Since INLP describes the degree NLP is practiced and implemented among Lithuanian Master's Students at both work and university, it is logically expected to have high positive correlations with TP and CP (E4, E5, E10, E11) (See table 1). On the other hand, the correlation (negative-high) is expected to be the opposite for CWB, since the CWB contradicts the principles of NLP

(E6 and E112) (See table 1). It is worth noting that the statements concerning INLP (that are used in the questionnaire) are designed for everybody regardless of the fact that one is aware of the term NLP or not, for example, “When learning new things at work or university, I pay attention to my preferred way of learning (visual, auditory, kinesthetic)” is one of the statements that reflect the use of NLP RS without mentioning the term of NLP.

3.2. Research design

In order to collect data, the authors have used a descriptive survey questionnaire with a total of 63 questions included. The questionnaire contained the IWP Questionnaire (which is concerned with measuring the individual work performance at the work place), an altered form of the IWP Questionnaire (which is concerned with the University context), Koopmans (2014), Hejase’s approach (2015) that measures NLP awareness and practices (which consists of FNLPT, ANLP and INLP) and six demographic questions. IWP questionnaire and university IWP questionnaire included 19 and 10 items respectively, and they were both designed according to a Likert-scale from 1 (strongly disagree) to 5 (strongly agree), and an open question regarding the grade-average of students was included to help measure the IWP at the university. In addition, ANLP and INLP contained 8 and 11 items respectively, and likewise they were both created according to a Likert-scale from 1 (strongly disagree) to 3 (neither agree nor disagree) to 5 (strongly agree). FNLPT contained 4 items and demographic questions were 6, they both took the form of multiple choice.

A convenience sample was taken at both the faculty of Economics and the faculty of Medicine. Due to the fact that it is common in Lithuania to have full-time work during the daytime and doing Master’s studies in the evening and weekends, only Master’s students were asked to fill out the questionnaire. Therefore, this is what makes Lithuanian Master’s student a good subject for this research, since the aim of this research is to discover what companies working in Lithuania need to concentrate on in order to enhance the IWP of their employees, which poses the need to exclude foreign students from the study and focus only on Lithuanian Master’s students.

4. Analysis of Research Results

Firstly, the descriptive statistics (Nominal Data) of the data collected show that in total, 175 students answered the questionnaire, 36 of which came from the Faculty of Medicine, and the rest (139 students) came from the Faculty of Economics. No differences could be observed between the two faculties, which makes the authors include all the results together. From the whole group of respondents (175), 3 were removed because of invalid answers, which leaves us with 172 respondents. Out of 172, 115 were female and 57 were male, which means that the average female-male ratio of the sample taken from Vilnius University is ~ 2:1. The inclusion of the results from the Faculty of Medicine did not change this result to a big degree, The majority of the respondents’ age was between 24-26 years old (44,8%), followed by 18-23 years old (32,6%), whereas the respondents that were aged 27 years old and older take the least proportion (22,7%). Moreover, most of the respondents had work experience from 1 to 3 years (53,3%), while 22,7% of them had more than 5 years of work experience. Only 4 respondents (2,3%) did not have any work experience at all, and thus they were excluded from the results for IWP at the work place, but they are instead included in the results and analyses for IWP at the University. 60 students (34,9%) out of 172 have heard of NLP before. The majority of the students, who already heard of NLP, got to know about this field either through self-interest or through a friend or web search (14,19 and 12 students respectively). Whereas 8 students heard of it in a class at the university and 5 students got to know about NLP through their work, and 2 students had an NLP course before. 47 out of 60 students were familiar with NLP tools, and 41 students were interested in this field as a whole.

Secondly, the deployed model of IWP Questionnaire for the university context and the use of the measurement models in a different environment needed to be addressed according to special circumstances imposed by a new different environment. Hence, an internal consistency analysis was necessary to conduct. It showed that All IWP dimensions (TP, CP and CWB) produced Cronbach's Alpha score higher than 0,7 (0,779, 0,869 and 0,718 respectively). Moreover, the altered version of IWP, which fits the university context, likewise produced 0,717 for UTP, 0,807 for UCP and 0,718 for UCWB. In addition, ANLP produced 0,535, which made it necessary to remove the second item so that the Cronbach's Alpha score for ANLP became 0,725. Similarly with INLP, it produced a low score 0,502, but after removing the seventh item the score increased to 0,730. According to Nunnally and Bernstein (1994), if the Cronbach's Alpha score is greater than 0,7, the model is internally consistent and reliable.

Thirdly, The Means and Standards Deviations of the Ordinal Determinants Included elaborate that Lithuanian students show a positive attitude towards NLP (3,91), and they also show a high level of implementation of NLP (3,84). On top of that, Lithuanian students' TP and CP at the work place are quite high (3,98). On the contrary, their CWB at both the workplace and university are rather low to moderate (2,88 and 2,92 respectively). Furthermore, they show a quite high degree of UTP (3,76), followed by their UCP (3,41). Gender differences are rather small, as they fluctuate between 0,02 and 0,18, as UCWB, UCP and CP show the biggest differences (0,18, 0,13 and 0,17 respectively).

Fourthly, the results of Bivariate Correlation analysis show that on the one hand, ANLP correlates with both TP at the workplace and at the University at 0,34 and 0,38 respectively. Similarly, ANLP correlates with CP at the workplace at 0,41 and at the university at 0,30. On the other hand, INLP correlates with TP at the workplace at 0,36, where it correlates rather insignificantly with UTP at 0,19. Moreover, INLP correlates with both CP at the workplace and at the university at 0,42 and 0,32 respectively. Finally, it is worth noting that neither INLP nor ANLP correlates with both CWB at the workplace and at the university (See table 2).

Lastly, Multiple Regression analysis has been conducted to give more explanation, as it checks how much the independent variables (ANLP and INLP) contribute to the dependents ones (TP, CP, CWB, UTP, UCP and UCWB). The authors conducted the analysis on the NLP awareness and practices' two determinants (independent variables) and the six IWP determinants at the work place and at University (dependent variable). Hence, four multiple regression equations have been constructed.

$$TP_i = 1,931 + (0,220 * ANLP_i) + (0,308 * INLP_i) \quad (1)$$

The b_1 value of Attitude towards NLP (ANLP) ($b_1 = 0,220$) explains that if Attitude towards NLP average increases by 1 (on a scale from 1 to 5), the average of Task Performance will witness an increase by 0,220. The condition will only be realized if the b_0 (the intercept) value is held constant. Similarly, the b_2 value of Implementation of NLP (INLP) ($b_2 = 0,308$) explains that if Implementation of NLP average increases by 1 (on a scale from 1 to 5), the average of Task Performance will witness an increase by 0,308. The condition will only be realized if the b_0 (the intercept) value is held constant (See Equation 1).

$$CP_i = 1,171 + (0,308 * ANLP_i) + (0,396 * INLP_i) \quad (2)$$

The b_1 value of Attitude towards NLP (ANLP) ($b_1 = 0,308$) explains that if Attitude towards NLP average increases by 1 (on a scale from 1 to 5), the average of Contextual Performance will witness an increase by 0,308. The condition will only be realized if the b_0 (the intercept) value is held constant. Likewise, the b_2 value of Implementation of NLP (INLP) ($b_2 = 0,396$) demonstrates that if Implementation of NLP average rises by 1 (on a scale from 1 to 5), the average of Contextual Performance will witness an

increase by 0,396. The condition will only be achieved if the b_0 (the intercept) value is assumed constant (See Equation 2).

$$UTPi = 1,909 + (0,439*ANLPi) + (0,035*INLPi) \quad (3)$$

The b_2 value of Implementation of NLP (INLP) ($b_2 = 0,035$) explains that if Implementation of NLP average increases by 1 (on a scale from 1 to 5), the average of University Task Performance will witness an increase by 0,035. The condition will only be realized if the b_0 (the intercept) value is held constant. Since the tenth expectation (E10) is already rejected, there is no need to include b_2 Implementation of NLP and University Task Performance in the multiple regression equation (See Equation 3).

$$UCPi = 0,735 + (0,302*ANLPi) + (0,390*INLPi) \quad (4)$$

Finally, $b_0 = 0,735$ is the intercept or constant of the regression equation. Furthermore, the b_1 value of Attitude towards NLP (ANLP) ($b_1 = 0,302$) explains that if Attitude towards NLP average increases by 1 (on a scale from 1 to 5), the average of University Contextual Performance will witness an increase by 0,302. The condition will only be realized if the b_0 (the intercept) value is held constant. On the other hand, the b_2 value of Implementation of NLP (INLP) ($b_2 = 0,390$) explains that if Implementation of NLP average increases by 1 (on a scale from 1 to 5), the average of University Contextual Performance will witness an increase by 0,390. The condition will only be realized if the b_0 (the intercept) value is held constant (See Equation 4).

5. Discussion of Research Results

The findings support the theoretical foundation of the employed model, and that the model is indeed usable in another environment (Lithuania). However, not all of the theoretical expectations could be confirmed particularly those that are concerned with negative correlations between NLP determinants and CWB at the workplace and at the university. The reason behind that is likely due to the nature of the questions, as they truly shed light on negative aspects of a person's life. Hence, people are inclined towards not being completely honest about the negative parts of their lives, as it could be observed that the average scores of CWB at both the workplace and university are rather moderate (2,88 and 2,92 respectively), which means that the respondents mostly tended to stay neutral when they answered the section of CWB. Similarly, Koopman observed the same issue during the initial testing of the results of the IWP questionnaire (Koopmans, 2014). Only 8 expectations were confirmed out of 12. In addition, Anchoring (Anc.) was removed from INLP due to the results of the internal consistency analysis, as it did not fit into the Lithuanian environment.

Furthermore, when comparing the R square values of the deployed models, it is observed that the R^2 value of TP at the workplace explained by NLP determinants is less than the R^2 value of CP at the workplace ($17\% < 24\%$) (See Tables 3 and 4), which means that both NLP determinants contribute more to CP than TP. That makes perfect sense, since CP is all about taking additional responsibilities, in order enhance the overall individual work performance.

However, the R^2 value (15%) of UTP explained by NLP determinants is greater than the R^2 value of UCP (13%) explained by NLP determinants (See Tables 5 and 6). That does not make a lot of sense, and the reason behind that might be some differences between the work context and the university context and the greater amount of time spent at work compared with the one spent at the university.

Even though the tenth expectation (E10) is confirmed due to the statistical significant relationship between INLP and UTP, the surprising thing is that INLP does not overweigh ANLP as anticipated (E7 positive whereas E10 positive-high). According to the findings, INLP contributes more than ANLP to TP at

the workplace (E1 and E4)–unlike the case with TP at the university. This is likely because of some differences between the work context and the university context, the greater amount of time spent at work compared with the one spent at the university. The strong correlations of ANLP and TP as well as CP, INLP and TP as well as CP, ANLP and UTP as well as UCP, INLP and UTP as well as UCP support that the proposed theoretical model shows a good fit that can be taken advantage of in practice. The findings offer a basis for the recommendations for companies and individuals. Adopting and applying NLP tools helps develop awareness of oneself and others, and control oneself and influence others. All of that helps perform a task more effectively.

6. Recommended NLP Tools for Companies Operating in Lithuania

On the one hand, the results suggest that adopting an NLP mindset leads to both high TP and CP. In other words, it contributes positively to the productivity of a company; since the B-values (correlation coefficient) of ANLP with TP and CP are 0,220 and 0,308 respectively, as well as with UTP and UCP are 0,439 and 0,302 respectively. This NLP mind-set, in this research, is based on so-called NLP presuppositions that are considered as the core belief system of NLP, which, if adopted (as the results of this research showed) can give one a positive flexible perspective based on a can-do attitude rather than focusing on problems while conducting tasks either at the work place or elsewhere. Therefore, it is highly recommended to introduce NLP presuppositions to the overall culture of a company so that employees can focus more on being flexible and seeing problems as challenges.

On the other hand, the results show that students whose behaviors include NLP practices have a high TP and CP at the workplace and the university, which means that INLP contributes positively to the productivity of a company, since the B-values of INLP with TP and CP are 0,308 and 0,396 respectively, as well as with UTP and UCP are 0,035 and 0,390 respectively. INLP incorporates six main NLP tools: Rapport, Modeling, Framing, Hierarchy of Neurological levels Model, Representational Systems and Anchoring.

Conclusions

The models of the two NLP determinants and the IWP dimensions have been utilized in order to measure the level of Lithuanian students' ANLP, INLP and IWP. Afterwards, a correlation and a multiple regression analyses have been conducted to discover if the two NLP determinants lead to a high IWP, and to what degree each of the IWP dimensions can be explained by the two NLP determinants. Only 8 out of 12 expectations were confirmed (the ones that are concerned with NLP determinants and Task performance as well as Contextual Performance). 4 expectations were rejected, particularly those that are concerned with negative correlations between NLP determinants and Counterproductive Work Behavior at the workplace and at the university. The results are put together in order to come up with a set of recommendations. These recommendations can be taken advantage of by Lithuanian companies and companies working in Lithuania in order to offer their staff with the necessary NLP courses/trainings. Hence, the theoretical model of IWP is based upon: TP, CP and CWB. Starting from this point of departure, the potential beneficiaries of the findings and the recommendations should concentrate on what leads to a high level of TP and CP, and a low level of CWB.

This article is concerned with NLP awareness and practices of Lithuanian postgraduates at Vilnius University. Thus, this article is designed for this subject only (Lithuanian postgraduates), unless some adjustments and alterations are made so that it suits another subject circumstances. Since there are no other researches to date that took this approach, more researches are needed in the future to validate the findings.

In addition, the first part of this article is about assessing NLP awareness, patterns and behaviors as practiced by Lithuanian master's students, which means that this study is an exploratory one that aims at finding out the NLP practices within the behaviors of Lithuanian Master's students and comparing that with their respective individual work performance regardless of the fact that they are aware or not of NLP. Therefore, dividing the sample into two (respondents who are aware of NLP terminology and respondents who are not aware of NLP terminology), to compare them in relation with individual work performance, is out of this Master's thesis' scope.

The authors used a questionnaire as a means of measurement, and questionnaires in their nature are based on personal perceptions of the respondents, which change over time. Hence, there is no guarantee that the results will last for a long time. Nevertheless, the approach taken by the authors can be used over again to check changes in perceptions. Due to a lack of resources and some legal reasons concerning data collection of individual work performance at the work place and university (academic performance), the only viable method is self-perception of the student performance to collect this kind of data. Self-perception might differ from reality, and therefore there might be uncertainty about the findings.

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Table 1. Expected Correlations

	NLP Measuring Determinants	Correlation	Performance type
E1	ANLP (Attitude towards NLP)	Positive	TP (Task Performance)
E2	ANLP (Attitude towards NLP)	Positive	CP (Contextual Performance)
E3	ANLP (Attitude towards NLP)	Negative	CWB (Counterproductive Work Behavior)
E4	INLP (Implementation of NLP)	Positive-high	TP (Task Performance)
E5	INLP (Implementation of NLP)	Positive-high	CP (Contextual Performance)
E6	INLP (Implementation of NLP)	Negative-high	CWB (Counterproductive Work Behavior)
E7	ANLP (Attitude towards NLP)	Positive	UTP (University Task Performance)
E8	ANLP (Attitude towards NLP)	Positive	UCP (University Contextual Performance)
E9	ANLP (Attitude towards NLP)	Negative	UCWB (University Counterproductive Work Behavior)
E10	INLP (Implementation of NLP)	Positive-high	UTP (University Task Performance)
E11	INLP (Implementation of NLP)	Positive-high	UCP (University Contextual Performance)
E12	INLP (Implementation of NLP)	Negative-high	UCWB (University Counterproductive Work Behavior)

Table 2. Correlations of the NLP determinants and Individual Work Performance Dimensions at the workplace and university

		ANLP Average	INLP Average
TP Average	Pearson Corr.	,339**	,364**
	Sig. (2-Sided)	,000	,000
	N	168	168
CP Average	Pearson Corr.	,411**	,428**
	Sig. (2-Sided)	,000	,000
	N	168	168
CWB Average	Pearson Corr.	,063	-,007
	Sig. (2-Sided)	,416	,929
	N	168	168
UTP Average	Pearson Corr.	,384**	,197**
	Sig. (2-Sided)	,000	,010
	N	172	172
UCP Average	Pearson Corr.	,304**	,318**
	Sig. (2-Sided)	,000	,000
	N	172	172
UCWB Average	Pearson Corr.	,061	,087
	Sig. (2-Sided)	,425	,257
	N	172	172
**Correlation is significant at 0,01 (2-Sided).			

Table 3. R square Value of TP Explained by INLP & ANLP

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,412 ^a	,170	,160	,52863
a. Predictors: (Constant), INLP (Implementation of NLP), ANLP (Attitude towards NLP)				

Table 4. R Square Value of CP Explained by ANLP & INLP

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,491 ^a	,241	,232	,56483
a. Predictors: (Constant), INLP (Implementation of NLP), ANLP (Attitude towards NLP)				

Table 5. R Square Value of UTP Explained by ANLP & INLP

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,385 ^a	,148	,138	,61951
a. Predictors: (Constant), INLP (Implementation of NLP), ANLP (Attitude towards NLP)				

Table 6. R Square value of UCP Explained by ANLP & INLP

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,364 ^a	,132	,122	,79958
a. Predictors: (Constant), INLP (Implementation of NLP), ANLP (Attitude towards NLP)				

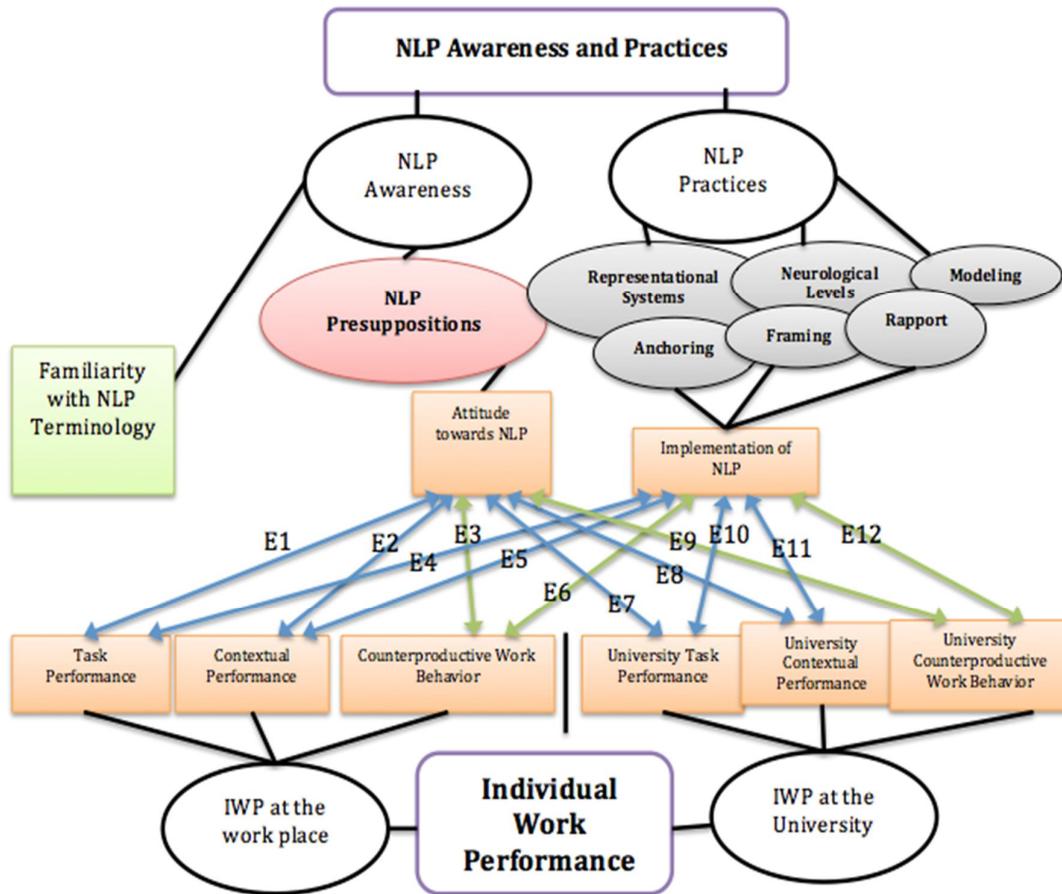


Figure 1. Research Model

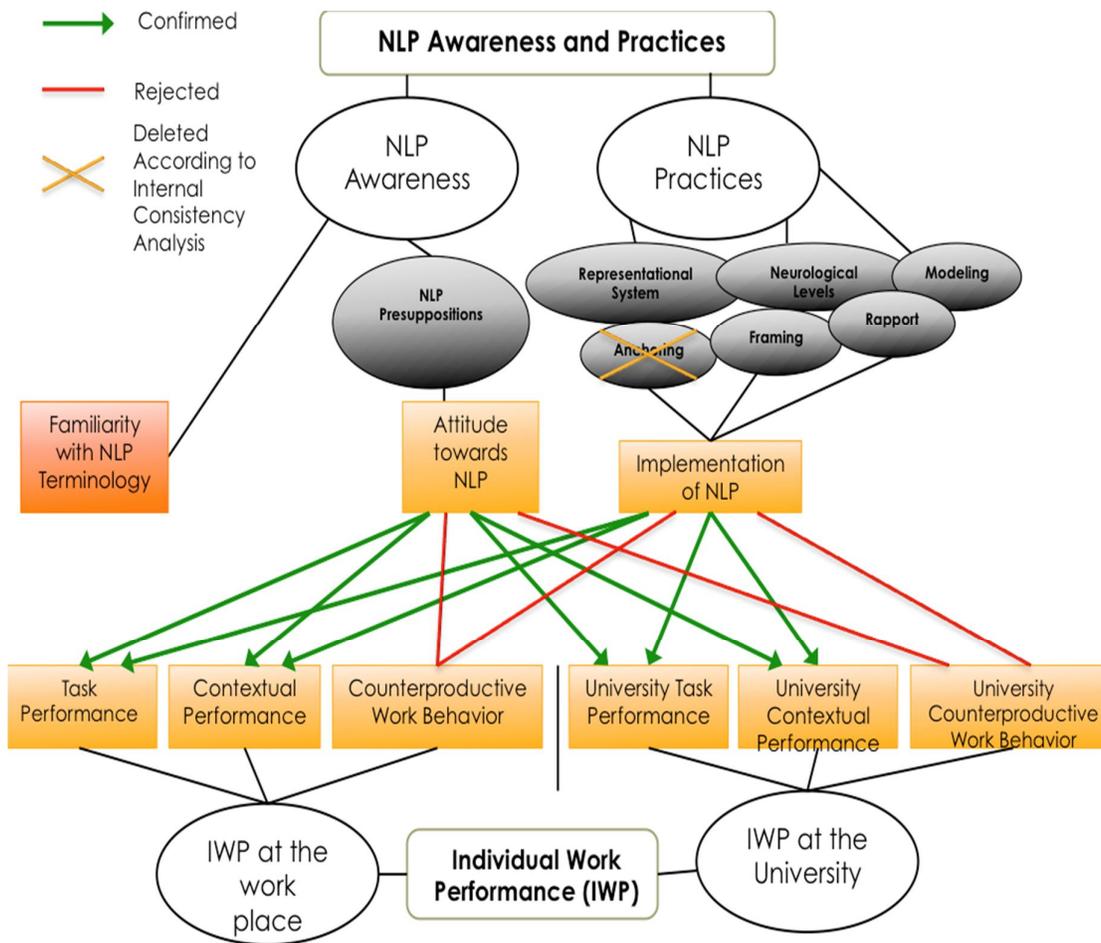


Figure 2. Research Model, Confirmed Relationships.