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MODELS USED IN NLP FOR MOTIVATION

Bogdan - Alexandru FURDUESCU

"Valahia" University of Targoviste, Romania

Abstract: *Organizations adapt and change at a faster pace than ever before, both in terms of structure, as well as the of the way in which they operate, in order to achieve their goal. Without taking regard to human resources within an organization, management is often blinded by making profit, forgetting or not knowing that profit can only increase if employee motivation and satisfaction grow. The costs of this goal are far too low compared to the loss caused by the dissatisfaction of the employees. Conflicts, sabotage, defensive behaviors are just some of the manifestations of employee dissatisfaction. also, intense fluctuation and permanent layof fs are costly solutions. Prestigious organizations that have learned over time how they can make a force from their human resources are now in the top of economic development, apply entrepreneurial strategies in human resources management and leadership, being - year after year - one of the most successful organizations.*

Keywords*: team; models; motivation; work; NLP*

1. INTRODUCTION

Many of the *Neuro-linguistic programming* (international acronym: NLP) models are applicable to communication within and outside the organization, in building publicity and advertising strategies, in sales, in organizing and conducting meetings, avoiding conflicts, and negotiations. Generally, NLP models coincide with each other or may include elements from other models within them, and all of them are similar in their main preoccupation: human behavior.

2. THE BAGEL MODEL

This model seeks to identify the behavioral keys of a person in order to decode as close as possible to the reality the internal processes of that person (Dilts, 2008:95). The *BaGEL model* of R. Dilts refers to a set of five behavioral cues which should be observed with the aim of identifying, balancing and improving the inner processes and states of an individual, respectively: (1) *Posture* – influences the quantity, quality and speed of the information transmitted by the transmitter, the way of interpreting and decoding the transmitted information and its intensity, (2) *Accessing cues* – non-verbal and auditory signals incorporate voice, pitch and tempo, and can indicate the feelings of a person, (3) *Gestures* – the movements of the body, especially of the head and hands, which express an idea, a feeling, an intention, (4) *Eye movements* – it is a cue of the representational system and (5) *Verbal expression patterns* – patterns of thinking, concrete mentality, attitudes, habits, way of verbal expression of a person.

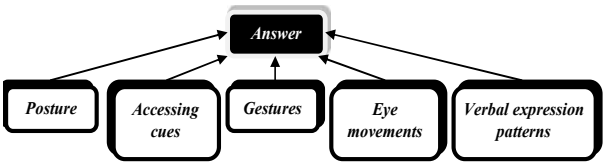

Fig. 1. General scheme of use of the BAGEL model
Source: adaptation after Iosif (2013:103)

All these five elements determine the intensity of the response that the receiver receives. The response given will have more of these characteristics as the transmitted elements have a higher intensity (sound pressure) and better quality.

3. THE BELBIN MODEL

One of the most famous models that refer to the problem of personality within a team is *BELBIN model* or *team roles model*. This model, developed in the 1970s by Belbin (researcher and theoretician in the field of team management) proved that balanced teams, consisting of people with different skills have superior performance compared to that of the unbalanced teams, representing a very important tool for staff management. In the book

Management Teams, published in 1981, Belbin defined the model as follows: "the tendency of a person to behave, contribute and interrelate with others in a particular way".

The *BELBIN model* gives us both a new and exciting way to perceive ourselves and perceive those around us, as well as the chance to better know and understand ourselves, to form a concept based on the information about our own behavior and to put into practice the effective model of action and decision. The information about our profile and team roles gives us a wide range of applications not only at the individual level but also at the level of the whole team we belong to. Team spirit is the result of four processes (Nicolescu & Verboncu, 1997:514):

> creating trust among the people involved, establishing clear mission and objectives to which these people should adhere, the development of participatory decision-making processes, strong motivation to maximize the contribution of individuals in the fulfilment of common goals.

Teamwork is fundamental in order to achieve organizational performance and fulfil the objectives pursued. Team formation and consolidation is a long chain of processes that require not only a considerable effort, but also a deep understanding of all the stages to be covered and the difficulties that may arise. A good manager can exploit all this information to improve performance and ensure the success of the organization. also, each individual within the team will benefit from a superior understanding of behavioral and interaction factors, and an enrichment of the baggage of knowledge that will entail improved organizational performance. and last but not least, the *BELBIN model* can also be used in the career planning process. In the book *Motivation in Work. From Theory to Practice* published in 2007, Vagu and Stegaroiu show that

> the theories of motivation, considered classical - both content and process theories - address the problems of motivation referring to the individual, motivation being implicitly considered as an intra-individual psychological process, not an inter-individual psychological process. However, some recent studies have shown that the individual's motivation changes by the mere presence of others [Vagu & Stegaroiu, 2007:522.

Table 1. The three elements of team management. Source: adaptation after West (2005:70-85)

Team leadership*	**Team management****	**Team training*****
Leadership involves / supposes:	Team management means / represents:	Training requires the following essential skills:
– **forming a team in every sense of the word, not only for the sake of its name;** – **imposing a precise direction on team activity;** – **modeling or designing the team so as to work efficiently;** – **gaining organizational support that helps the team reach its goal;** – **appropriate planning of interventions for success.**	– imposing precise common objectives; – clarifying the roles of team members; – assessing individual contributions; – providing feedback on team activity (team results, team viability, the progress and wellfare of team members, mental health of team members, team innovations, team relationships); – revising group processes, strategies and objectives. Also, team management refers to the development of individual roles; the manager must expresssubjective opinions about the activity of the team and his / her role is to ensure that there is a high degree of double-loop or reflexive learning in the team.	– the ability to listen (active listening, open listening, encouraging communication, reflective listening); – recognition and exteriorization of feelings; – giving feedback (being precise and focusing on the behaviors of members and their consequences); – jointly setting goals (the main task of the leader is to permanently ensure that the team knows exactly the common and individual goals, as well as the overall orientation).
Explanatory notes: *** generally refers to strategic guidance and involves reflection on issues related to the management of individuals;** **** takes into consideration medium-term planning and clarification of objectives;** ***** assumes daily direct contact with team members.**		

Researches on motivation in economic or sports teams have demonstrated that the application of the principles of individual motivation to teams determine them to be more motivated, effective and competitive, and it can be stated that everything that determines the growth or reduction of team performance refers to its motivation, where well-known factors such as

management and leadership, individual competencies and other mechanisms capable of influencing performance are considered motivational factors. The following factors are considered to have influence on team performance (Fenouillet, 2003:93-94): *the structure of the team* (hierarchical structure within the team), *team homogeneity* (team members compatibility), *team cohesion* (the feeling of belonging to a team), *the size of the team* (it is the responsibility of the manager and the leader to identify the optimal size of a team and to create the conditions for its efficient operation), *the characteristics of team activities* (there are numerous aspects both related to tasks and behaviors that decisively contribute and influence team effectiveness), *the organizational and environmental context in which the team operates* (the degree of formalization varies according to the cultural context), *the evaluation of results* (a periodic process aimed at objectively assessing the activities of members), *reverse connection* (*feedback*).

> In addition to these factors, the level of motivation in the group is influenced by social facility - the performances of an individual, in the presence of other individuals, are superior to those obtained when the individual acts alone and by social laziness or social flânerie – the mere presence of other individuals can have the effect of reducing the individual's motivation and performance. If, in the case of social facilitation, the performances of the individual separately obtained are compared with the individual's performances obtained in the group, in the case of social flânerie collective performances are compared with the individual's separate performance in co-action with others. (Vagu & Stegaroiu, 2007:524).

4. THE DISNEY MODEL

The *DISNEY model* is a method used for planning, creative problem solving and teamwork; is the method by which Disney (director, producer, animator, screenwriter and entrepreneur) has designed and led his projects. This strategy was taken over and studied by Dilts in the two volumes of the paper *Strategies of Genius* and adapted in NLP in order to provide models of thinking of successful people or more precisely, the way in which they use their basic perceptual skills (sight, hearing, kinesthetic) to organize and optimize the environment they live in.

The applicability of the *DISNEY model* is complex, and only the uses that proved to be useful and stood the test of time were reviewed:

> creativity in goal planning, self-confidence, creating high-performance teams, efficient brainstorming, conducting meetings, emotion control, stress management and development of creativity.

Creativity is a complex capacity of phenomena or actions that make it possible to create real or imaginary "*products*". Even if the main component of creativity is imagination, a creation of real value also requires motivation.

The *DISNEY model* is based on the following three stages involved in the process of creation that - in order to capitalize their effect - should be explored individually: *the dreamer* (must allow his /her mind to travel freely, cast away any element of the real world, thus favoring visual imagination), *the realist* (it is the stage where the dreamer returns to the real world full of ideas and motivated to put them into practice) and *the critic* (he finds, with a little bit of concentration, the flaws in the plan to put into practice one of the realist's ideas, thus avoiding the problems that could lead to failure). also, creativity involves the following distinctive features, each of them having its own significance: *fluidity* (the possibility to imagine, for a short period of time, a great number of ideas, situations, visions), *plasticity* (the ease of changing how to approach a problem when a process turns out to be ineffective), *originality* (is the expression of innovation, of novelty, which can be remarked by the rarity of the answer given by a person when he or she is thoroughly tested).

Table 2. Setting metaprograms for the three phases of the DISNEY model. Source: adaptation after Dilts, Lozier (2000:128)

Style	Dreamer	Realistic	Critic
Focus level	What?	How?	Why?
Representative preference	Vision	action	Logic m
Motivation direction	Pleasure	Pleasure	Pain
Temporal reference	Long term	Short term	Long / Short term
Time orientation / reporting	Future	Present	Future / Present
Weight point	Internal (itself)	External (middle)	External (other people)
Relation / Comparison	Granting	Granting	Disagreement

Another way to stimulate creativity is that indicated by Passuello (the author of *Litemind*, one of the biggest personal development blogs on the internet) who, starting from the Disney model, suggests four more roles (Bandler & Grinder, 2008:121): *the explorer* (use your curiosity, find as much interesting information as possible, talk to a lot of different people), *the artist* (flex your idea muscles, use your imagination, invent different concepts), *the judge* (be realist, criticize your ideas, see their traps) and *the warrior* (go ahead, overcome obstacles, be courageous and find the way to make your idea marketable). as long as all these stages and roles are taken seriously, NLP specialists say the results are unexpectedly good not only at individual level, but also within organizations. This strategy offers an opportunity to analyze an idea "*in integrum*", and the way it makes it permits the intensification of the strengths and the setting of risk mitigation methods, providing an overall view on the implementation of that idea.

5. THE MILTON MODEL

> The MILTON model is nothing but the inverted image of a meta model as it, in comparison to the meta model, uses un an ambiguous, nonspecific language (Dilts, 2007:129).
> The use of this pattern allows access to unconscious resources a person has at a certain time (Bandler, 2008:103).

This model uses the modern hypnotic techniques of Erickson (psychiatrist and psychologist) and is based on a series of sequences which aim to produce an altered state of consciousness – *trance* – and the indirect guidance of the person to the desired direction. Its succession assumes the following stages (Erickson & Rossi, 1980:430-451): *fixation of attention* (selective orientation and concentration of psychic activity on certain stimuli or tasks in order to obtain an optimum perception, proper solving of tasks, problematic situations and adaptation of sensory - motor, cognitive, and affective behavior to the mobility of outer conditions and the dynamics of person' reasons and purposes), *depontentiation of normal habits* (however, the conscious mind will continue only with the consent of the subconscious), *inserting stimuli of subconscious* (various subliminal messages only the subconscious can recognize) and *stimulating positive reactions* (which stimulate reflection and dialogue).

The *MILTON model* provides a special frame of working with the unconscious, appealing to creativity, that extraordinary characteristic of every person, that is often blocked by criticism and rigid mental patterns. People know more than they think they know, but they lose precious time because they limit and complicate themselves. The evolution of the home environment has taught the human being to believe that he / she has limited capacities, which is why most people get stuck in old mental patterns, preventing access to the subconscious. The principles of *MILTON model* are (Bandler & Grinder, 1982:129):

> (1) any person has his/her own inner map, (2) any person is liable for his/her own choices, (3) any person can identify certain resources to change, (4) any person must be understood through his/her own visions about the world, (5) any person communicates, (6) the more flexible a person is, the easier she/he can communicate.

This model is a modern approach that is used by one of the distinctive elements of *modern hypnotherapy*, namely *the indirect suggestion*, which is harder to resist because in most cases it is not recognized as a suggestion by the conscious mind, very often hiding in the form of a story, a comparison, or a metaphor. *Hypnotherapy* is the circumvention of the critical factor of the conscious mind and the establishment of acceptable selective thinking, which uses a command language, called *direct suggestion*. The language structure of *MILTON model* is based more on hypnotic language elements and less on concrete language elements. The hypnotic language is characterized by several specific elements (Knight, 2004:136), namely:

> it stimulates the conscious, as well as the unconscious of a person, it helps overcome conscious barriers and it avoids the appearance of new resistances in the communication process.

In order to access a person's hypnosis state, having a well-defined purpose, it is necessary to use a certain ensemble of visual, auditory and kinesthetic representations, K being mandatory to involve them simultaneously and completely.

The *MILTON model* is formed of: *the causal link* (which can be seen as the direct rapport between two events), *ambiguity* (represents the verbal elements of communication (words, commands) with multiple meanings that can be used to distract attention or interrupt conversation to convey a subconscious message; *phonetic ambiguity* targets a certain word that cannot be separated from the rest of the sentence, and

syntactic ambiguity targets the partial overlap of two sentences with a common part) and *changing the tone* (by means of which any message can become an order). The model developed by Erickson is one of the fastest growing and influential models, inspiring short-term strategic therapies, the rebirth of *guided imagery*, having the greatest influence on NLP. Bateson G. suggested that Erickson would have provided a very good therapy model to study for Bandler and Grinder, so they spent some time in his home in Phoenix, watching him work (O'Connor, 2012:395).

6. THE ROLE MODEL

The *ROLE model (Representational systems, Orientation, Links, Effect)* is credited to Merton (a sociologist) who hypothesized that individuals compare themselves with reference groups of people who occupy the social role to which the individuals aspire (Holton, 2004:514). This model refers to a person whose behavior, example or success is or may be imitated / copied by others, especially by younger persons.

Developed by Dilts within NLP, the *ROLE model* involves the representation of information so that the receiver is not overcome, providing him / her with relevant details that can be directly associated with other representations. This model explains the *maps* of people who are very creative and productive, as well as the maps of those who are very successful in their career. The main elements of the *ROLE model* are involved in strategies / methods or stages of cognitive modeling. The objective of the modeling process which is achieved with the help of *ROLE model* is to identify the essential elements of thinking and behavior to get a particular response (Iosif, 2013:101). This model is nothing but a succession of steps to be followed in order to achieve the proposed results so that all the principles and elements of the system are used. The connection that is established between the steps is nothing but a condition that verifies whether the solution found is correct or not and whether it satisfies all the parameters imposed in solving the problem (Iosif, 2013:102).

7. THE SCORE MODEL

To be able to function, the *SCORE model* needs a minimum amount of environmental information (Dilts, 2007:71). This model was developed by R.B. Dilts and T.A. Epstein in 1987 as an effective way of defining personal problems (financial, material, values, ideals, loyalty) and of creating the trajectories for solving them. The generic notion of *SCORE* term is: *Symptoms* (are the clues of a problem, either individual or social, which lead to the determination of the causes that generate it), *Causes* (are the elements that precede and, under particular conditions, cause the appearance of other elements that influence both the initial state and the behavioral modification), *Objectives* (what is to be accomplished after solving the problem in the desired way and which will replace, more or less, all *symptoms*), *Resources* (include some elements that can positively influence the achievement of goals and ensure the elimination of certain *symptoms*) and *Effects* (represent all the changes necessarily resulting from a particular cause as a result of behavioral changes over a certain period of time to achieve the desired final state).

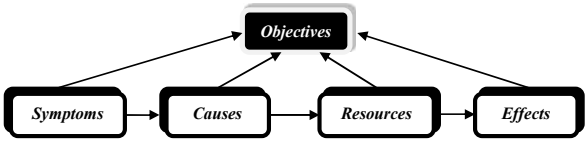

Fig.2. The general scheme for using the SCORE model. Source: adaptation after Iosif (2013:100)

In the NLP concept, an individual or social problem can be solved by using the following elements: *defining the problem* (the initial state), *setting the goal* (purpose, mission) and *identifying the steps required to achieve the established goal* (solution, value). Even if

> the goal is the same, the means to achieve it are different. […] The solutions given for one problem or another are usually multiple, sometimes even seemingly contradictory (Radulescu, 1999:8).

To fulfill its role, it is necessary that the components of *SCORE model* provide a minimum amount of information about the internal and external environment of an organisation, otherwise the model does not generate the process of change at the level of the initial state.

8. THE SOAR MODEL

The *SOAR model (State, Operator and Result)* is a *model of cognitive system architecture* (Newell, 1990:-544), built by Newell (researcher in cognitive informatics and psychology) and his research team, which

> allows to define the main steps in a change process, thus allowing you to relate to a desired state to

identify the changes that occurred (Molden, 2008:135).

Through this model, the terms *"sensation", "perception", "memory"* and *"representation"* are established, the knowledge being organized in production systems. The activation of the knowledge is done in parallel, and selection is based on the purpose or preference structure in the working memory (Miclea, 1999:331). Working memory contains a hierarchical structure of goals, a set of preferences for what needs to be accomplished at a given time and in what order, perceptual contents and motor commands (Miclea, 1999:320). When a person is facing a problem, the data of the respective problems are put in correspondence with a production system. The behavior of the person is seen as a virtual movement in the problem space until a path is found between the initial state and the final state, movement guided by the goal structure in the working memory and its production systems. Thus, the final state is nothing but a succession of intermediate states through which a number of specific objectives have been achieved. achieving goals within the organization determines a number of changes in terms of both the initial state, and the desired state, with the help of the processes of transformation within the problem space; in this way the individual adjusts according to previous experiences in similar activities, to his / her personality, age, availability and level. Transition from the initial state to an intermediate state is made with the help of operators (Miclea, 1999:320).

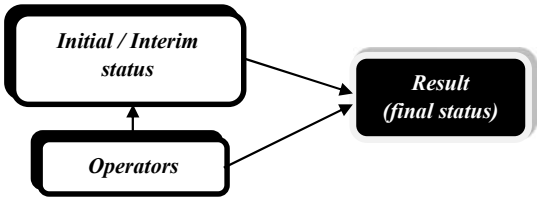

Fig. 3. The general scheme of using the SOAR model. Source: adaptation after Dilts (2007:48)

The *SOAR model* assumes the symbolic representation of stimuli, and uses systems to produce a way of imprinting and storing information and acquiring new knowledge. also, working memory is seen as an activated part of the long-term memory.

9. THE TOTE MODEL

This model, suggested by Miller, Gallanter and Pribram in the book *Plans and the Struc ture of Behavior,* published in 1960, is essentially

> a succession of activities in our representation systems that have consolidated into a functional behavioral unit to the extent that it is executed, typically, below the threshold of consciousness (Dilts et al., 2014:54)

and explains how, by using the princ iple of *feedback* and *feedforward*, the individual acts and reacts to fulfil all his / her objectives, to attain all his/her goals. The *TOTE model* represents an improvement of the classical *Stimulus → Response* relationship because it introduces the notions of feedback and result (Dilts, 2007:67).

The generic notion of *TOTE* is: *Test* (standard examination used to get a representation of the status of the problem), *Operate* (to intervene in any way), *Test* (*are the conditions that must be met before the response occurs* (Miller *et al.*, 1960:24), the test-operation feedback loop being repeatable until it meets the required condition) and *Exit* (evacuation). If the order of sequences is not observed, it is unlikely that the expected result is reached. The starting point of the *TOTE model* is the action model *Stimulus → Response* from the psychological theory known as *behaviorism*, a new perspective on the subject of Psychology following the publication of the article *Psychology as the behaviorist views it* by Watson (psychologist) in the *Psychology journal* in 1913. He considered behavior as "the set of responses adjusted to the stimuli that trigger it" (Zlate, 1994:71) and, therefore, Psychology would be reduced to the study of the *Stimulus → Response* couple. This psychological theory argues that only the stimulus and the response between which there is a direct relationship are impartial and can be studied by objective methods, and everything interposed between the stimulus and the response must be eliminated.

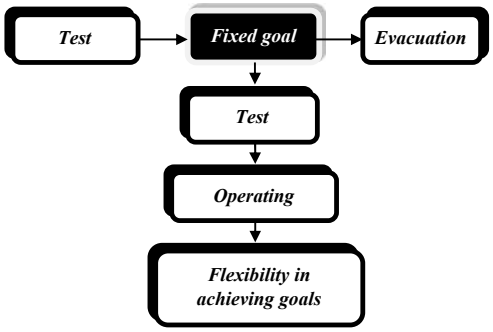

Figure 4. The general scheme for using the TOTE model. Source: adaptation after Dilts, 2007:65

The *TOTE model* was taken over in NLP and developed by Dilts, being the basis of the model of

strategic thinking (Perţea 2008:36), which assumes that behavioral efficiency depends on the existence of a goal for the future, of some sensory and behavioral evidence on the attainment of the goal and of a set of operations, procedures or alternatives with which the goal will be achieved. This model aims to apply resources to the present state in order to achieve a desired result. The individual acts to reduce the difference between a present state and a desired state (O'Connor, 2012:392) and continues to act until this difference disappears. The desired state is achieved through repeated testing of the present state compared to the desired results, by accessing and applying the resources until the two states reach the same level (Iosif, 2013:98). The objectives, strategies and directions of action are the way in which the individual organizes his/her thoughts and behavior when engaging in a task of any kind. They define *patterns* in behavioral and communication strategies, but also in the thinking styles of an individual. They always respond to a positive goal and can be influenced by beliefs. They are the result of a series of operations that our brains performed most often beyond the threshold of consciousness (Perţea, 2008:38).

Strategies consist of sequences of processes which the individual uses to motivate or depress, decide or act. The availability of effective strategies is the necessary factor for personal efficiency, which is why they are important components of the structure of subjective experience. a strategy assumes the existence of the following components: *a trigger factor* (an event, a conscious or unconscious stimulus), *internal states* (thought processes made up of emotions and sensations, images and sounds, inner dialogues), *internal stages* (o a combination of both what we see, hear and feel coming from outside, and the actions undertaken which are part of the strategy), *feedback* (if the objective is not reached, it allows us to take account of the result to not do the same thing again) and *exit* (when the outcome does not correspond entirely to the objective, the strategy must be changed). The main tool used is *comparison* (it highlights the current state and the desired state, and has three aspects: positive, comparative and superlative); with its help *TOTE model* occasions testing and improvement of the internal, physiological processes generated by a certain stimulus. The *TOTE model* is still used as a key strategy in NLP because it is a *cybernetic model* – the results of an action are reintroduced into the system and used as the basis for the following approach. Miller also introduced the idea that we can only process seven informational items with a 7 ± 2 variability at any given time. The things we pay attention and the way in which we order our experience influence how much we know and how many things we remember (O'Connor, 2012:392). also, the *TOTE model* is frequently used in disciplines where iterative methods are applied, such as engineering and artificial intelligence.

10. CONCLUSIONS & ACKNOWLEDGMENT

The specific techniques of NLP meet the managers, leaders and consultants halfway so that they can better understand the way in which employee qualities and methods of *motivation*, of boosting morale will be capitalized for engaging people in achieving goals. Most of the NLP advanced applications used in the business field usually refer to advanced linguistic models and superior observation tools that have the potential to explore deeper into the human subconscious, contributing to the programming process by creating new convictions and beliefs which will subsequently harmonize the individual with the internal environment of the organization. all these applications provide numerous means to cope with nonsense and real problems of current management, without which it would be very difficult, if not impossible, to exist a management capable of ensuring an efficient conduct of activities and an optimal level of professional satisfaction.

The author take full responsibility for the contents and scientific correctness of the paper.

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