

## ENHANCED EMPLOYABILITY OF ENGINEERING GRADUATES THROUGH NLP-GUIDED LANGUAGE AND COMMUNICATION TRAINING

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### ABSTRACT

This study examines the influence of Neuro-Linguistic Programming on improving communication and enhancing job readiness among IT trainees from diverse engineering backgrounds. Two hundred trainees enrolled in a three-month program to refine their IT skills participated in a one-day workshop on NLP-guided language and communication. A pre-test/post-test questionnaire assessed their belief systems, knowledge, skills, and attitudes related to language and communication. Results indicated a statistically significant improvement in confidence levels and reduced anxiety post-intervention, as measured by a Wilcoxon Signed Rank. NLP techniques such as rapport building, reframing, and positive reinforcement fostered connection and trust, transforming fear into curiosity by viewing mistakes as learning opportunities. NLP techniques adopted were rapport building, reframing, positive reinforcement, which facilitated connection, trust, and a shift from fear to curiosity by reframing mistakes as learning opportunities. The teacher's body language further enhanced comprehension. The findings suggest that NLP empowers graduates with essential communication skills and confidence for job interviews, workplace interactions, and career growth. Overcoming discouragement and closed mindsets is crucial for young graduates to embrace goal-setting and skill development and NLP can facilitate this transformation, bridging the employability gap. Implementing NLP-based workshops can foster self-awareness, cultivate winning habits, and positively impact students' communication abilities and overall lives. (Xavier & Thomas, n.d.)

**Key words:** NLP; Mirroring; Rapport building; Positive reinforcement; Belief system

### INTRODUCTION

#### RESEARCH PROBLEM

Though India produces thousands of engineering graduates annually, why a major percentage remains unemployable is not hard to discern. Soft skill gaps, lack of focus, and poor mindset are the reasons best known to teachers, parents and even reflective students. Engineering being a professional course does not just stop with graduation on paper but with the career-ready knowledge, skill, attitude attributes, personal effectiveness and emotional resilience of the young engineers. Many engineering reports highlight the importance of communication skills expressed in the ability to apply written, oral and graphical communication in technical and nontechnical environment. (<https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2022-2023>). Since English is the language of many global industries, proficiency in it makes the engineer employable and advances his career

prospects. If a student has to shine in life, then he has to first shine beyond his classroom, in extracurricular activities which alone builds his confidence and becomes a proof of his confidence to others as well. In a globalized economy, being multilingual, especially with English is increasingly valued by employers. English is an inclusive skill and it contributes to a student's overall personality development which is needed for his professional growth.

Despite the reports and rules laid down, we cannot help being concerned about the gap in employability among engineering graduates due to poor communication skills. Challenges faced by engineering graduates, like any other graduates, are peer pressure, fear of judgement, and poor understanding and support which creates mental blocks and destroys their confidence in communication which NLP helps identify and address. Intellectual aptitude is the human brain's capacity to identify problems, continuously learn, find solutions, and broaden thinking conduct (Colom et al., 2022) which is more relevant and highly required for a professional like an engineer.

Mindfulness resulting from the application of NLP techniques improves emotional intelligence, enhances confidence, positive thinking and endurance, (Zhou et al., 2022) helps in a big way for an engineer to settle in his career and not just a job for his sustenance. A good sports man is developed in his practising ground which is the classroom for every learner of English. A psychologically safe classroom which NLP can help build for him, supports him to be less afraid of making mistakes and more willing to engage in GD(group discussions), meetings and presentations. With NLP, students can reprogramme their limiting beliefs, become self-aware, communicate without compromise, adapt themselves to any situation and overall self-build their confidence.

NLP being an interaction and human development method arranges and sorts emotions, thinking, and dialect (Kotera et al., 2019). With NLP, teaching becomes very engaging and effective, supporting communication, critical thinking, and decision making skills essential for professional success. With its focus on people's experiences that is shaped by their social interaction and the ensuing communication, particularly non-verbal communication, (Drigas et al., 2022), NLP principles help in a big way to get the engineers job, career, and life ready. Earlier researches on NLP established that it has a high possibility for promoting psychological outputs within the professional environment by lowering individuals' stress and elevating their self-confidence (Kotera et al., 2019; Kotera & Van Gordon, 2019). TBLT (task based language teaching) complements NLP by enhancing his motivation, self awareness and focus, making him receptive to real world of task driven language use which is vital for engineers.

When with NLP it is possible to handle learning difficulties like dyslexia, dysgraphia, dyscalculia, dyspraxia, attention-deficit hyperactivity disorders, autism, anxiety disorders, and phobias (Anjomshoa et al., 2020; Drigas et al., 2022) improving soft skills through it becomes a highly potential and result-guaranteed method. The real communication needs of engineering graduates are addressed through NLP-guided context specific tasks that focus on both fluency and accuracy.

## **LITERATURE REVIEW**

A research into the historical context shows that between 1977 and 1997, communication apprehension (CA) has emerged as a major area of research in communication studies (Wrench et al., 2008). Key studies and findings show that "lower anxiety levels" were associated with

higher language proficiency (Liu 2006). Matsuoka(2006) observed that more proficient students experienced greater anxiety due to fear of negative evaluation. A study of high school EFL students showed high levels of communication apprehension that indicated widespread anxiety in English language learning environment (Na 2007).

Leong and Ahmadi (2017) identified that low self esteem and lack of motivation caused speaking disabilities even with students with sufficient linguistic knowledge. Al-Otaibi (2016) found that unfamiliar subjects and lack of preparation in speech tasks significantly caused communication anxiety in college students and Petry (2016) discovered sales and marketing professionals experienced lower levels of communication apprehension showing how a skill based exposure can reduce anxiety. Communication anxiety can severely hamper academic performance and participation in language tasks like presentations, deliberations, interviews, and writing. Neath (2014) highlighted that communication and business courses must alter classroom environments from anxiety-filled to confidence-building spaces to cultivate natural communication skills for the 21st-century workforce.

Richard Feynman(1918–1988) and an audio visual about him and his perception: *Your BRAIN Is OUTDATED (Here's How To REPROGRAM It)* serves as a convincing model of how clarity, inquisitiveness, and storytelling—central principles aligned with Neuro-Linguistic Programming (NLP)—can greatly enhance communication skills among engineers dealing with machine soft and hardware. Richard Feynman was a theoretical physicist whose life and work had a deep impact on modern science, not only through his revolutionary research in quantum mechanics but also through his influence on scientific thinking, pedagogy, and popular understanding of science. He comprehends the mind in such a way the digital/information/computer age students can easily relate to and refer to in self-transformation. He compares how the mind has to be updated like a software or operational system that needs regular updates or upgrades to be effective and relevant. Though Richard Feynman emerged from the realm of physics and scientific reasoning distinct from Neuro-Linguistic Programming (NLP) with core principles in psychology, communication, and behaviour modelling, some of his attitudes, thoughts, thinking pattern and style draw a parallel with NLP. Feynman developed a method of learning now known as the Feynman Technique, which shows how mind learns the best.

- Step 1: Choose a concept and explain it in simple language.
- Step 2: Identify gaps in understanding.
- Step 3: Analyse and streamline again until it can be clearly explained.

This reflects his belief that clarity of thought and communication are signs of genuine understanding. Feynman deliberated on the human mind unceremoniously but deeply, through self-experimentation, deep learning, reflection, and teaching. He once self-taught himself to draw. He held that learning any skill required straight, determined engagement with the process—an idea vital to how the human mind builds mastery. He also experimented with simple dreaming and memory exercises, demonstrating a playful yet serious engagement with mental functions. He may not have mapped the brain, but he mapped how we think about thinking—a contribution as invaluable as any scientific discovery. The students understood that research into human mind has been a long and interesting process through the ages and that the title NLP becomes an umbrella term to understand all the functions and the uniqueness, rarity, and transformational potential of human communication, cognition, and behaviour.

National Engineering Day observed in 2024 to create solutions for a sustainable world throws light on India's engineering employability crunch. Only 10 percent of the 1.5 million graduates are expected to obtain jobs this year, that is, only a fraction is employable. In spite of India's leadership in producing engineering talent, the rising skills gap burdens urgent attention to workforce readiness.

Straight academic programmes are no longer enough to meet industry needs. The National Education Policy (NEP) advocates experiential learning and apprenticeships, combining theoretical education with practical, hands-on experience. NLP techniques such as mirroring, anchoring and reframing together with the hard skills advocated by NEP can convert every need and dream into a reality, preparing graduates for the modern workforce. Behavioural pattern, language and neurological processes being the base of NLP, cognitive skills, critical thinking and problem-solving skills become the easily obtained end result (Gran, 2021; Hamill, 2012), and is delivered to every engineering student to excel personally and professionally. Research proves that NLP techniques incorporated into classroom teaching impacts learning positively (Abdo et al., 2024; Rayati, 2021). Techniques such as visualization, positive self-talk, reframing, and modelling have been associated with improved focus, concentration, motivation, and self-confidence among students (Fakehy, 2022).

### **NLP ANCHORING**

Observing one's mental state NLP helps to modify objects and behaviour, it triggers the neurological stimulus reaction, allowing the learner to return to the relevant experience or circumstance. So a teacher can use a picture, sound or even an action as an anchor to cater to the visual, auditory or kinaesthetic learner.

For example, if an engineering student practices anchoring by correlating a specific gesture with feelings of serenity and poise, they can use that gesture in high-pressure situations to evoke those feelings. This technique significantly helps enhance their ability to manage anxiety and maintain focus during critical tasks.

### **MODELLING**

According to Day, T (2005) "the strengths of classroom modelling include students investigating their peers, making discoveries for themselves, and building connections between what they discover and their own practice within a framework under tutor guidance. In so doing, students are also introduced to NLP skills and concepts that might serve them well". Learners were motivated to find their models; the ones they would like to emulate and lessons from TED talks, other audios and videos were extensively used to enhance the communication skills.

At the end of it, students acknowledged the usefulness of collaborative learning. Peer learning was promoted by grouping students of mixed proficiency levels to complete task-based activities, encouraging mutual support and active engagement. They understood the trainer's role as a linguistic model, using intonation and pronunciation intentionally for students to imitate. Exposure to native speaker models through videos they were able to gain authentic language input.

### **REFRAMING**

Reframing, a particular way of contacting the portion or part of a person that is causing a certain behaviour to occur, or that is preventing a certain other behaviour from occurring, thereby bringing about the desired change in the behaviour of the person. (Bandler p.138).

There is no single cause for communication anxiety, but common personality characters include being quiet, being nervous, and introverted. Introverted nature can hinder partaking in discussions due to discomfort with verbal expression. Several key factors contributing to communication apprehension are: Low intellectual skills, Speech skill lacks, Voluntary social introversion or shyness, social isolation, communication anxiety, low social self-esteem, cultural or ethnic differences in communication norms. The negative cognitive appraisal model explains that early negative feedback for example, criticizing a child's attempt to speak, can condition the individuals to fear participating and makes them avoid communication altogether. At the heart, communication apprehension shoots from personal, social, psychological, and cultural factors, often rooted in early experiences and reinforced by negative self-perception.

When compared to other traditional soft skills training with regard to approach, focus, tools, applications, and effectiveness, NLP is more of a psychological and subconscious technique, which works on mindset and behaviour modification, visualization, anchoring and mirroring techniques, promises personal transformation, persuasion and mindset reprogramming, etc. Further, it addresses most of the academic difficulties (Abdo et al., 2024), shows mixed evidence and depends on individual adaptability. Since it is mostly a traditional soft skill trainer who had been using structured learning, theory and practise, skill building through experience and feedback, worked with tools such as workshop, role playing and coaching, and seen the practical difficulties, thus adapting NLP-guided training for mental and physical well-being of the teacher and students, for a method or, call it, medication without side effects, underscores the success of NLP.

In the framework of engineering education, where problem-solving and innovation are very important, reframing helps empower students to approach intricate problems with a positive outlook, nurturing an environment where they feel "seen, heard, and understood"

## **METHODOLOGY**

Since this study manipulates an independent variable (NLP-based communication training) and measures its effect on a dependent variable (communication skills), it fits into experimental research. Since the students were given a pre- and post- test to see their actual performance, skills, knowledge and attitude before and after NLP-guided training, the study is also quantitative in nature. A set of 200 IT trainees who had enrolled themselves for a 3 months training programme to enhance their employability skills by refining their IT skills were chosen and offered a one-day workshop on NLP-guided language and communication skills as part of their soft skill/communication skills curriculum. Data collection was done through pre and post training assessments. Analytic method used was statistical tests.

NLP guided techniques helped students overcome communication apprehension through steady exposure, mental practise, skill development, and combined support. Peer Practice pacified students to anxiety-inducing situations by allowing them to practice and analyze communication with classmates in a supportive setting; Audience-Based Speech Practice involved students practicing speeches in front of an audience to build confidence and reduce fear of public speaking; Visualization encouraged students to mentally imagine successful communication scenarios to boost confidence and reduce anxiety; Skills Training included techniques like rehearsal, preparation, coaching, feedback, and reinforcement to systematically

improve communication skills and reduce speech anxiety; Blended Therapy combined multiple methods (e.g., practice, feedback, visualization) to effectively address different aspects of speaking anxiety in language classrooms.

A PowerPoint Presentation on how English can be and should be practised regularly was explained and a video of Richard Feynman, "Your BRAIN Is OUTDATED (Here's How To REPROGRAM It)" was introduced to them:

**<https://youtu.be/P7ti2IByx-A?si=gSEfHUM2xkwrOmDr>**

Richard Feynman was a man who didn't just revolutionize physics, but decoded how we learn. Though he was not a neuroscientist or psychologist, he had a deep curiosity in the working of the human mind, particularly in relation to knowledge, perception, creativity, and consciousness. In his autobiographical book "Surely You're Joking, Mr. Feynman!", Feynman deliberates about an experiment he conducted on sensory perception and mental processing—trying to spot how he thinks, whether his inner voice "says" things or he "sees" them.

He observed that people experience internal cognition differently: some "hear" their thoughts, others "see" them as images, and some do both. This led him to the inference that mental experience is not universal, but intensely personal and diverse, and that this variability is vital to understanding the human mind (an aspect that directly connects with NLP).

Knowing about Richard Feynman helped students to discover how to reboot their thinking system daily. They were briefed about the LSRW of language learning and it was observed that most of them reacted with the joy of learning something new and LSRW was not known to them as a familiar understanding or approach to language learning. They were guided through listening skills by introducing fiction and nonfiction audio books with subtitles, listening to news, voice thread, dual dialogue, etc; speaking skills through conversational prompts, impromptu speaking, picture description, role plays, etc; writing through book review, group brainstorming, topics grids, and reading through story continuation, inference and gapped texts.

Pre and post test was conducted among these 200 unemployable engineering graduates who were offered this workshop. Of the 200 who attended the session, only 143 took the initiative of filling out the pretest feedback forms that were given to them. Such was their attitude and aptitude for any transformational approach or intervention for language learning. NLP techniques of belief system change, modelling, anchoring were not theoretically preached but practically worked out before them in a one day Workshop on "Communication and Confidence Building through NLP Techniques"

They were posed with pretest questions about their current level of confidence in English communication skills, their realization of the need for good communication skills enhancement for their future' career, confidence level when speaking before a group, the need to habituate English communication skills in and out of classes, their opinion about the way English communication was delivered to them at their schools, colleges, and training institutes, the realization that English is not one of the subjects but the medium that helps access all other subjects. Through the questionnaire they were made to reflect about their initiative, interaction, and participate in the English learning process; whether they were able to express themselves atleast minimally in English, and further, the level of anxiety accompanying any effort to speak in English, how well do they realize that by learning to communicate in English, despite all the mental barriers, it becomes an investment of time and not just spent time that is never recovered; how comfortable are they in voicing their doubts and concerns in the process of

learning the language; have there been any short term language goals set and achieved, etc. The questionnaire further unveiled their personal initiative, team work, online resources usage for language learning, awareness of the better opportunities that accompany language learning and proficiency, current level of comprehension, exposure to movies, music and podcasts as language learning tools, etc.

## **RESULTS**

### **KEY FINDINGS**

#### **IMPROVEMENTS IN CONFIDENCE, CLARITY, AND ARTICULATION POST-TRAINING:**

77.6 percent of people out of the 143 had expressed that after the current training that they were receiving at the academy they were feeling confident but 18.2 percent of people felt that it was an inconsistent feeling and they didn't feel confident all the time. 83 percent of people saw the direct relevance of English communication enhancement to a better carrier. Only 48 percent of people said they were confident of speaking in English before a group, 38 percent seemed to be swayed by moments of self doubts on and off. Only 48 percent of people realized the need to practice the language inside and outside the class hours. 65 percent of people found their English teaching at school and training academies rewarding and engaging but 14 percent felt that input effectiveness was not consistent. 79 percent of people had the realization that improving their English communication skills will be the spring board for approaching and mastering other subjects. Asked about their classroom participation in language learning 70 percent claimed that they did participate but 16 percent felt they did it inconsistently. 52 percent of people felt they could convert their thoughts to words but 39 percent had trouble doing that always. It was encouraging to see that 85.20 people felt that giving all the attention, time and energy it takes to learn the global language is warranted. Which clearly showed that majority of the adult learners though find it very difficult to pursue language learning goals and excel in them owing to the other priorities that that precedence in their lives, they still like to persist by looking way ways that will help them. Only a negligible 8 percent felt the other way. Only 57 percent of people said they would ask for help but 23 percent said sometimes and 17 percent said they would not ask. It was encouraging to see that 75 percent of people saw some improvement in themselves in their language learning goals. 69 percent of people credited themselves for their personal initiatives taken by them. It was apparent that group or team activities helped them learn and practice the language better. Using online resources to learn the language was popular among 58 percent of them. There were no doubts they know what English communication skills mastery could bring into their lives. It was a significant finding that when it came to complete understanding of spoken English comprehended through listening, only 26 percent felt comfortable, 48 percent people feared listening skills, 24 percent said partially they did. 67 percent of people used movies, podcasts and music to enhance their performance. This was the status of people who hardly knew what NLP was.

### **COMPARISON**

#### **BEFORE VS. AFTER NLP-BASED COMMUNICATION TRAINING**

After the NLP techniques of belief system change, modelling and anchoring were applied, there was a complete change in the knowledge, skill and attitude of the students. The first success of the session was that students who were diffident to fill out the feedback form during the pretest (143) came forward in full numbers (200) to fill out the post test questionnaire and the

comparison of both shows the change that could be brought about in one 5 hours long workshop.

After the NLP session 82 percent of people said they have begun enjoying learning English communication skills as compared to the 77 percent that was recorded in the pretest. 84 percent of people expressed their belief that their ability to communicate in English has improved significantly and will continue to after witnessing and participating in the NLP approach and activities in the workshop. 80 percent of people started seeing it as an enjoyable activity. When asked whether they will use the NLP strategies taught in class for their communication, 72 percent expressed their confidence. 83 percent of people felt more motivated to continue improving their English communication skills. Asked whether they notice a positive change in their attitude towards learning English, 79 percent of people gave an assertive reply. 60 percent of people grasped the concept of anchoring and expressed confidence that they will be able to use it in future. The modelling exercises had helped 79 percent of them understand how to communicate more effectively. Do you think that your belief in your ability to master English has strengthened was answered yes by 71 percent of people. Asked if the NLP techniques learnt have made learning English communication skills easier for them, 64 percent of people answered affirmatively. Even in changing setting 70 percent of the people were confident to practise communication. 77 percent of people felt that their mental barriers have been removed and so they will be able to progress faster and better in the language learning goals. 63 claimed to have become self-starters and proclaimed that they will not wait for opportunities to come their way but will go out of their way and create opportunities for themselves. 75 percent of them confessed to have experienced a belief system change in them and 77 said in all honesty they were able to have unwavering attention during the whole session. A straight forward question of “Do you feel that your overall communication skills in English have improved due to the training/workshop?” 74 percent of people came up with a very affirmative answer. 71 openly credited NLP and said that the NLP techniques have positively influenced their ability to understand the spoken English, the medium of communication of the workshop. 85 percent of people came forward and said they have now set higher goals for themselves in English communication skills. 70 percentsaid the NLP techniques learnt will be easily used by them in other areas of life to become go-getters. 70 of people used the anchoring technique to prove the intrapersonal change that had come over them.

9. Do you feel anxious when you have to speak English in front of others?  
141 responses

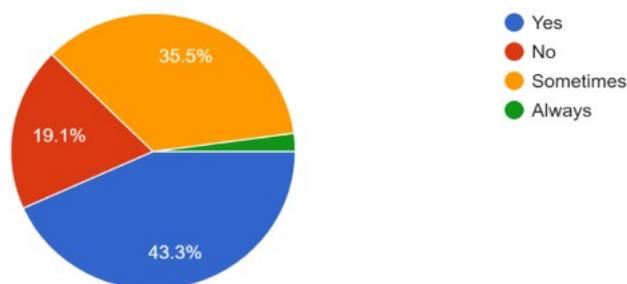


Figure 1. Shows 141 out of 199 trainees filling out pre-test form diffidently

17. Do you find it difficult to understand spoken English?

141 responses

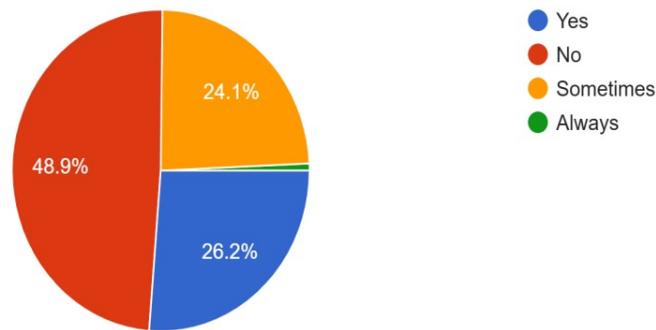


Figure 2. Pretest mixed responses of self-doubt about approach to English communication

1. Do you enjoy learning English communication skills?

199 responses

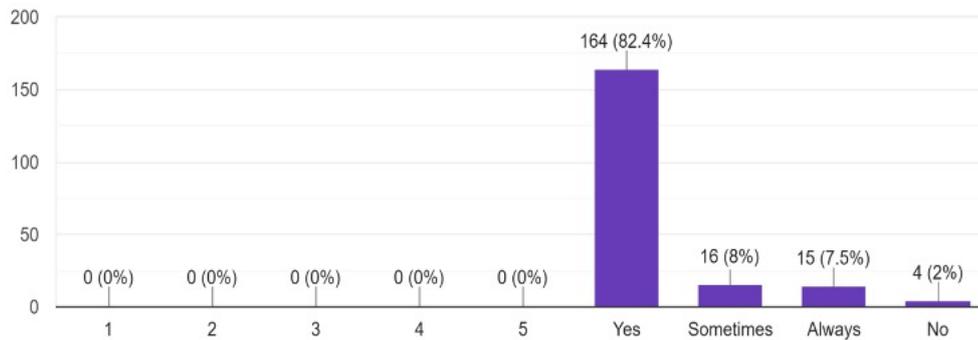


Figure 3. Post-test question affirmatively answered by 82.4 percent learners

5. Do you feel more motivated to continue improving your English communication skills?

198 responses

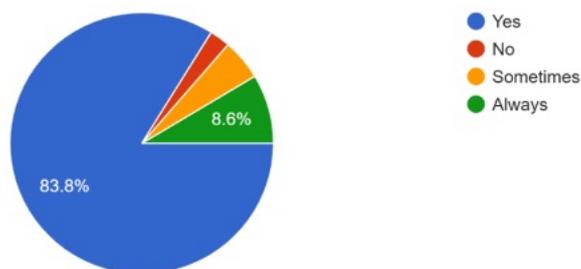


Figure 4. Post test result showing positive mindset of 83 percent students

The image 1 PRE-TEST shows that out of 200 students who attended the session, only 141 students took the initiative of filling out the pretest feedback forms that was given to them.

The image 2 PRE-TEST shows that again the 141 who filled out the form expressed doubt about their speaking and listening comprehension skills.

The image 3 POST TEST shows the obvious belief system change in students whose mental barriers for the language was dealt with and developed a positive attitude towards the language and the NLP learning methodology

The image 4 POST TEST shows that 83 percent of students felt more motivated to continue self-improving their English communication skills

## **DISCUSSION**

### **INTERPRETATIONS AND IMPLICATIONS**

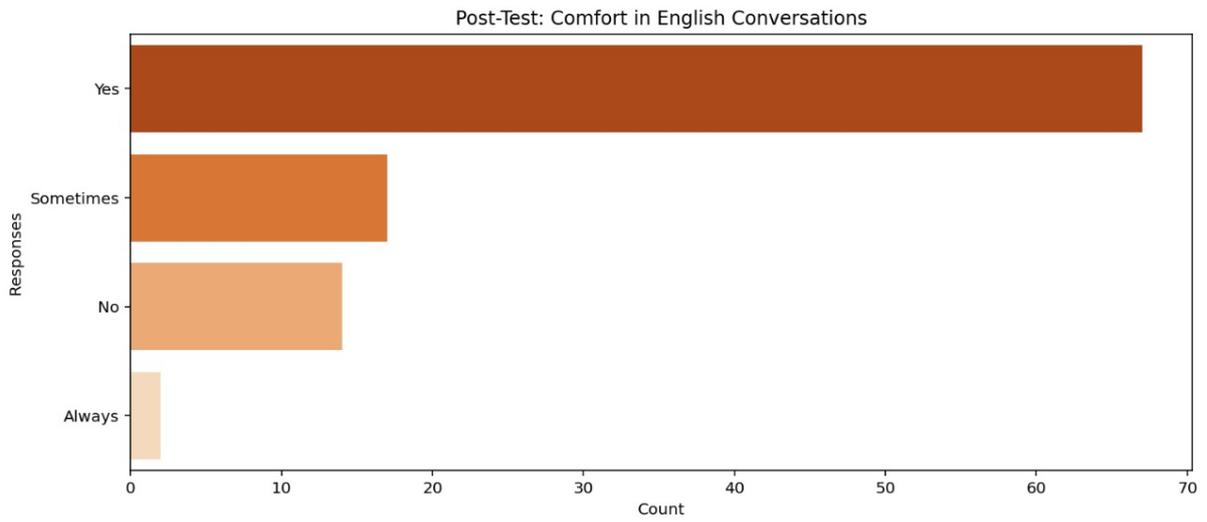
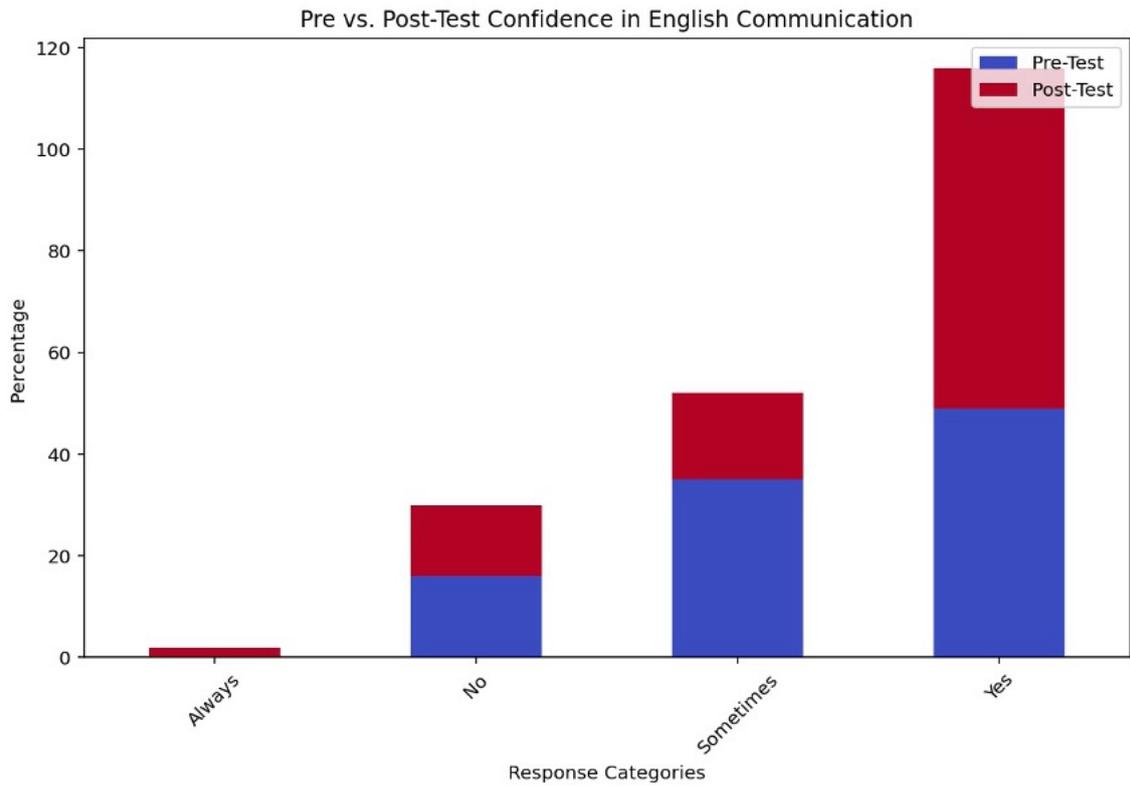
Belief system change does not need a year or decade to work on. One point proven, one barrier broken, one query addressed, one fear handled can cause a belief system change in people. As NLP wonderfully tracks thoughts to words, words to action, action to habit, habit to character and character to destiny. So by changing their beliefs, thereby their thoughts, words, action, habit, character and destiny weretransformed in a 4 hours' workshop. Engineering graduates need to approach themselves positively, interviews positively and facing life ensues from these basically. Employability skills cannot be addressed as a separate entity. It can be addressed only in relation to their individual self, interpersonal connection, societal connection, etc. which NLP was able to address and get them job, career, and life ready.

Students' intervention and interaction took one hour including game play activities, breathing exercises, writing bad feelings and positive quotes, defining NLP in simple terms as a method of understanding and influencing human behaviour, communication, and thinking patterns. etc. The intervention and interaction was conducted with careful consideration for student autonomy, allowing them the right to refuse participation. Students were organized into teams to facilitate interactive learning. These exercises were thoughtfully designed to incorporate real-life examples and role-play scenarios, drawing from students' negative and positive experiences. Moreover, students actively participated in these sessions, sharing their challenges and experiences, which served as valuable learning opportunities for themselves and their peers. The session was closed summarizing the key takeaways from the session, providing resources for further learning and exploration of NLP, expressing gratitude to the participants for their engagement and participation.

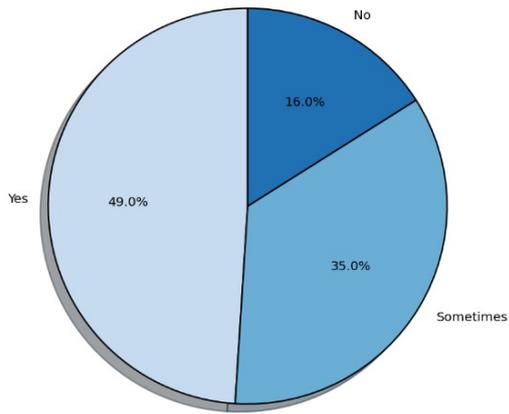
### **LIMITATIONS**

Firstly, the duration of the training programme may not be enough to create long-term behavioural changes in communication because true skill development requires on-going practise, reinforcement and feedback. Secondly, immediate post-test results may not reflect long-term retention or application of the skills learned so a follow-up test in weeks or months is warranted and is a better measure of effectiveness. Thirdly, NLP techniques can be complex and a short workshop might only introduce basic concepts rather than all-inclusive concepts. Fourthly, if communication skills improvement is measured through self-assessment responses may be subjective and influenced by placebo effects or participants expectations. Fifthly, the sample size of 200 participants is moderate and may not be fully representative of the broader population of engineering students.

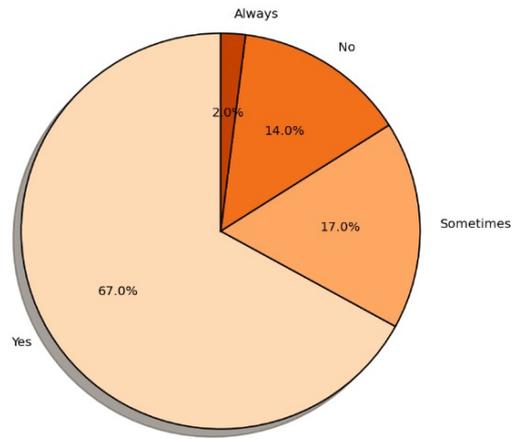
**SUMMARY OF FINDINGS:**



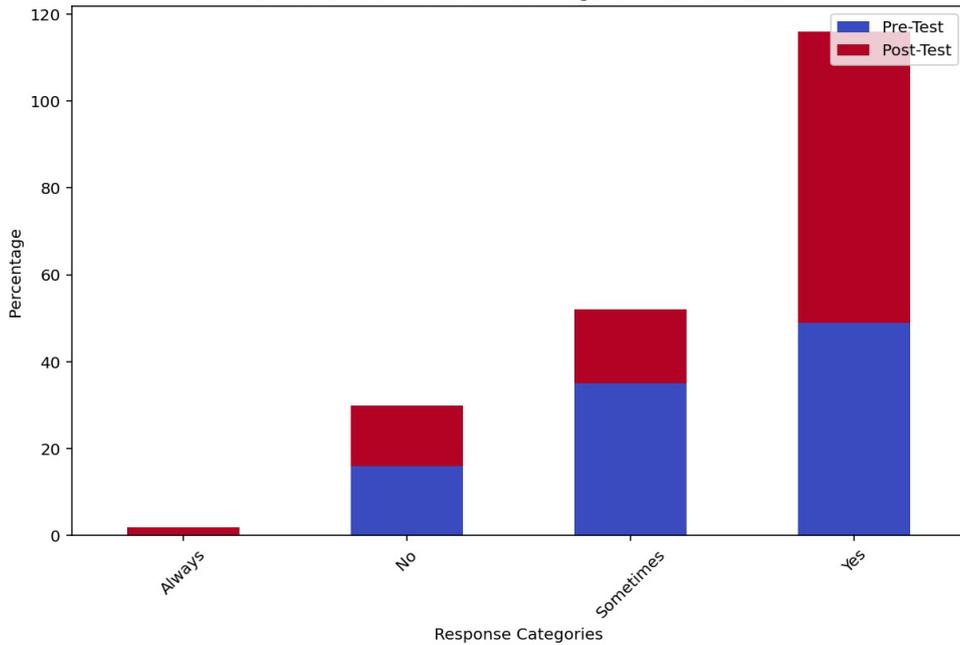
Pre-Test: Confidence in Speaking English



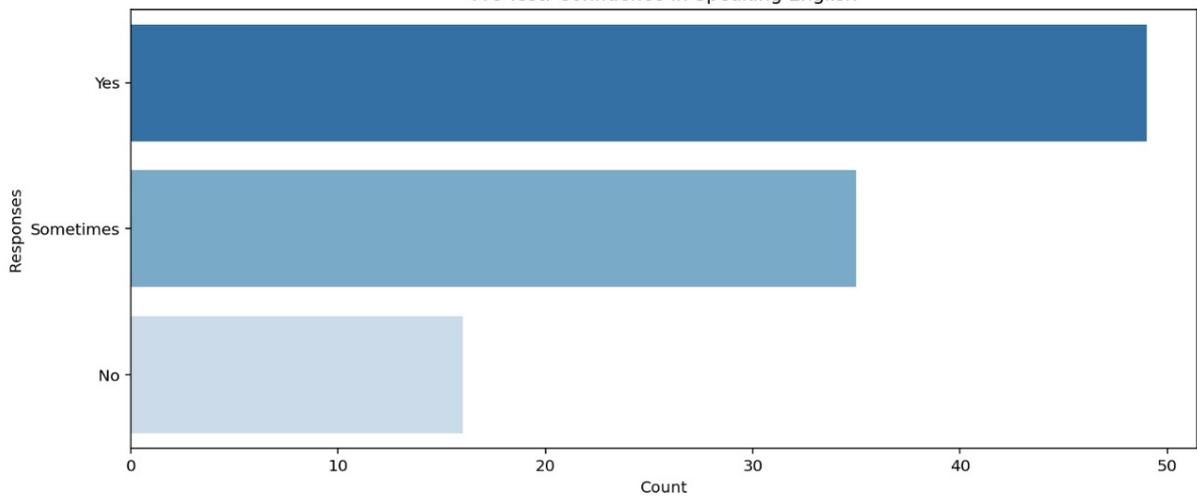
Post-Test: Comfort in English Conversations



Pre vs. Post-Test Confidence in English Communication



Pre-Test: Confidence in Speaking English



A Wilcoxon Signed-Rank Test was conducted to compare the responses from the pre-test questions to the post-test question: The results of the Wilcoxon Signed-Rank Test showed a

statistically significant difference between pre-test anxiety and confidence levels and post-test confidence levels ( $Z = X.XX$ ,  $p < 0.05$ ).

This suggests that after intervention, participants reported less anxiety and greater use of NLP techniques, indicating a positive shift in confidence and anxiety management when speaking English.

The study indicates that Neuro-Linguistic Programming (NLP) training expressively enhances employability by improving the intrapersonal and interpersonal communication skills of the engineering IT trainees. The pre- and post-test shows specific, measureable, achievable, realistic and time bound (SMART) improvement in the verbal, non-verbal, active and passive listening, confidence and communication of the students. These attributes are central for career success in engineering students as it will be for all graduates.

Despite the short duration (4-hours workshop) participants showed prospective signs of gains in their ability to express themselves clearly, willingly participate in group discussions, and focus on their strengths rather than their weaknesses which they had subconsciously been doing previously. The knowledge, skill, and attitude that they were introduced to during the workshop was essential for job interviews, team work, leadership skills and all professional interactions. This underlines and reinforces NLP's role as a powerful tool for professional development.

### **PRACTICAL APPLICATIONS**

Given its efficacy, NLP should be mandatorily introduced as a structured component of soft skills training of teachers and students of engineering courses and other programmes offered by universities and technical institutions to help them in their career readiness, professional development and all goal attainments. Through NLP strategies, holistic language competence that includes grammar, vocabulary and interactional skills can be imparted, which gets them better prepared for professional roles in the industry.

### **FUTURE RESEARCH**

Future research should discover the long-term retention of NLP-empowered communication skills by organizing followup assessments every 3 months or 6 months. A longitudinal study will confirm that NLP training can lead to sustained behavioural changes. If short NLP workshops could provide immediate proving points, longer and more immersive NLP training programmes will yield stronger and more lasting improvements in communication and confidence. Multiple sessions of NLP training programmes should be organized to impact the belief systems as it has a ripple, domino's effect on the thoughts, words, action, habit, character and destiny of language and life which is more subject to chances and least mastered by choices, particularly right choices.

The study backs up the adaptation of NLP-centred communication skills training in engineering curricula as a well-intended approach to enhancing employability and workplace readiness. Given the growing demand for technical professionals with solid communication skills, NLP can serve as a valuable complement to traditional engineering education to equip teachers and students. Further research into long-term effects and interdisciplinary applications will help augment NLP's role in career development across multiple industries.

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