

PNL Techniques Influence the Behavior of University Students

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Abstract

PNL offers teachers a new paradigm in teaching-learning. The objective of the research was to apply PNL techniques to modify behaviors in the students of the Marketing career of the Higher Polytechnic School of Chimborazo; The total population was 178 students from the sixth, seventh, and eighth semester, two parallels; The Disney strategy was applied in the diagnosis, dream, reality, and criticism were identified. For current and desired states, Robert Dilts' pyramid. The six sheets contain the techniques and contents such as: the postulate "map is not the territory" VAK language, rapport, calibration, metamodel, submodalities, anchoring, and metaphors. The results of the current state show at the Environment level that, there are toxic people who influence their behavior as friends, relatives and fellow students; at the conduct level, students are not disciplined and are not motivated; complies with academic activities on a mandatory basis, few consider that their academic training has allowed them to improve their personality; the Capacities Level, still does not have the skills and abilities to function in their profession and they are unaware of current market trends; the Beliefs Level considers it risky to start a business, they expect to be employees of public or private companies when they finish their studies; At the Identity Level, students do not identify the field of occupation of their career, and finally at the Transcendence Level, most want to be a professional. It is concluded that after applying the workshop and implementing PNL techniques, an improvement in the percentage of the desired state was ratified, and the objective proposed in the investigation was met.

Keywords: *PNL techniques, behavior, changes, beliefs, identity, states.*

1. Introduction

In today's world, stress, work, and emotional tension have generated anxiety behaviours, behaviour changes and lack of expectations in life in human beings, for this reason, it has been seen the need to stop for a moment to reflect on what is the behaviour, capabilities and beliefs of the student in terms of entrepreneurship? What are their life goals? And what should you do to be a better professional and human being? To guide their steps, the implementation of PNL techniques is proposed to motivate and generate changes in behavior, in their beliefs, and their identity in university students toward an entrepreneurial orientation. The questions mentioned above are easy to answer when the

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student has self-esteem and has defined his life objectives. Therefore, he can enhance his abilities, generate a business, rectify his mistakes, and continue his path of growth and maturity in his personal and professional life.

It is essential to understand that the human being has two states: current and desired. Starting from the current state in which you are and possibly do not like or want better and projecting yourself in a future state; To generate the current diagnosis, the model of the Roberts Dilts Pyramid or also known as the Neurological Levels of Thought was applied and later intervene with the application of PNL techniques to generate changes of thought and entrepreneurial behavior.

Peralta, Quezada, & Quezada (2002) developed six sheets to intervene in the change of behavior, beliefs and identity in students, with the application of PNL techniques. The objective of the study was the application of PNL techniques for an entrepreneurial orientation in the students of the marketing career of the Escuela Superior Politécnica de Chimborazo, which was applied to a total population of students enrolled in the sixth, seventh and eighth semester of the Marketing Career of the Escuela Superior Politécnica de Chimborazo, with six experiential sheets that allowed the student to make a diagnosis of the current state and then learn and apply PNL techniques, in order to reflect on their personal reality, and acquire some resources to initiate a change from your current state to the desired state with a higher valuation of yourself.

2. Methodology.

The study identified the "Present State and Desired State" in the present or current state, a diagnosis was made with the application of the Robert Dilts pyramid to the students enrolled in the sixth, seventh and eighth year of marketing in two parallels in total. 178, through the checklist instrument; In addition, the Disney diagnosis technique was applied, then a workshop was held with 6 NLP technical sheets to generate a change and obtain a desired state, to modify the mission and vision of the student positively.

Next, the Disney diagnostic technique is presented, then the six worksheets for the workshop.

Table 1. Disney diagnosis.

Dreamer:	<p>Students can incorporate new resources that contribute to a positive assessment of themselves.</p> <p>The teacher will apply PNL techniques before a group of students with a total population (178).</p> <p>The group of students will respond actively and enthusiastically to the proposed activities.</p> <p>The aim is for students to increase their self-esteem and change their beliefs.</p> <p>Students will obtain a positive evaluation of themselves and a change of beliefs.</p> <p>This technique is applied to various study groups to generate changes in beliefs and improve behaviors.</p>
Realistic:	<p>The project was carried out in a period of 6 sessions with 90 minutes in a week.</p> <p>The main actors are the sixth, seventh and eighth-grade students, to define their identity.</p> <p>Students show collaboration when dealing with issues related to themselves.</p> <p>The teacher has the didactic resources necessary for the implementation of the workshop.</p> <p>The teacher develops the PNL techniques and applies them to the students in 6 worksheets to exercise behavior changes.</p>
Critical:	<p>It is impossible for all students to respond in the same way to the activities suggested by the</p>

teacher.

The activities require a degree of concentration that might be difficult for some students.

The variability in the student's moods could influence the good development of the activities.

Lack of student identity and insouciance.

The institution's authorities could oppose the Workshop because they consider it far from traditional methods.

The teacher's lack of experience could make it challenging to achieve the workshop's objectives.

Table 2. Sheet No. 1: value yourself.

Issue: 1	Find an expert.
Objective:	Promote in students an introspection of the value that each of them has as a unique and unrepeatable being.
Neurological levels:	Beliefs.
Applied techniques:	Neurological levels, rapport and calibration.
Tools:	Metaphor: The true value of the ring (Annex 1). metaphorical language.
Activity time:	90 minutes.
Resources:	Soft background music in the narrative. Paper and pen.
Procedure:	<ul style="list-style-type: none"> • Using soft background music, the teacher narrates the metaphor "The true value of the ring" to the students. • Then, ask them to list the times they have felt like in the young man's metaphor, they have felt diminished, ashamed or not taken into account; the times they have not been listened to, valued, the times they have gone to different people in order to be understood, cared for or loved and have not received what they expected. • You will also ask them to record the times they have felt safe. • The times they have requested the help of a teacher. • The times they offered their ring to others and were not valued. • The times they discovered their value at the jewelers. • Who do you think can be the jeweler that discovers your own worth? • Next, you will ask them to express their notes.
Appendix 1. The true value of the ring.	<p>Master, I come because I feel so little that I have no strength for anything. They tell me that I am useless, do nothing right, and clumsy and quite stupid. How can I improve? What can I do to be valued more?</p> <p>The teacher, without looking at him, said:</p> <p>How much being a boy, I can't help you; I must first solve my problem. Maybe later... and pausing, he added: "If you wanted to help me, I could resolve this issue more quickly, and then maybe I can help you"</p> <p>Enchanted, master, the young man hesitated; however, he felt that he was once again devalued and his needs were postponed.</p> <p>Good, agreed the teacher. He took off a ring on the little finger of his</p>

left hand and gave it to the young man, adding: "take the horse out there and ride to the market" I must sell this ring because I have to pay a debt. You need to get as much money for it as possible but only accept a gold coin. Go and come back with that gold coin as fast as you can.

The young man took the ring and left.

As soon as he arrived, he began to offer the ring to the merchants. They looked at him with interest until the young man said the value he wanted for the call. When the young man mentioned the gold coin, some laughed, others turned their heads, and only an older man was kind enough to take the trouble to explain that a gold coin is too valuable to be given for the ring. After offering the call to more than a hundred people who came across the market, dejected by his failure, he mounted his horse and returned to the master.

How the young man would have wanted to have that gold coin himself, that he could then have given it to the teacher to free him from his concern and then receive his advice and help.

He entered the Master's room and said: "I'm sorry, it was not possible to get what you asked for." Maybe I could get two or three silver coins, but I don't think I can sell this ring to anyone for the value you ask.

He gets back on the horse and goes to the jeweler. Who else but them to know? Tell them you want to sell the ring and ask how much they give you for it. But no matter what they offer, don't sell it to them. Come back here with my ring.

The young man rode again, found a jeweller, and entered the store. The jeweller examined the ring in the light of the oil lamp, looked at it with his magnifying glass, weighed it, and then said: Tell the master that if he wants to sell it, I can't give him more than 58 gold coins for his ring, 58 coins! Exclaimed the young man, "Yes," replied the jeweller. - I know that with time we could get about 70 gold coins for it, because it is an urgent sale, I am offering you 58 coins.

The young man ran excitedly to the teacher's house to tell him what happened. Sit down, said the teacher to listen to him, "You are like this ring" a jewel, valuable and unique. And as such, only an expert can genuinely evaluate you. What do you do for life pretending that anyone discovers your potential, your true being, your values? Are you looking for someone who matters to you and who knows your potential?

Table 3. File N° 2: Perceptual position changes

Issue: 2	Different aproches
Objective:	Contrast the student's perception of himself with that of his classmates.
Neurological levels:	Beliefs.
Applied techniques:	Neurological levels, rapport and calibration.
Tools:	Metaphor: Anecdote or example. Perception matrix table (Annex 2).
Activity time:	90 minutes.
Resources:	Soft background music in the narrative. Matrix of perception and sphere.

- Procedure:
- An anecdote exemplifies the constant use of metaphors in our communication.
 - The value of the metaphor in the communication process is explained.
 - Students are asked to form groups of four people.
 - The perception matrix sheet is distributed and will be answered individually and then with classmates.
 - Once the matrix is completed, experiences and appreciations regarding the activity are shared.

Appendix 2.

Individual and group perception matrix.

Own (individual) perception.

Member/category	how do you look?	how do you see (A)	how do you see (B)	¿cómo ve a (C)
Metaphor				
Meal				
Musical instrument				
Animal				

Perception of others (group).

Miembro/categoría	how do you look?	how do you see (A)	how do you see (B)	¿cómo ve a (C)
Metaphor				
Meal				
Musical instrument				
Animal				

Table 4. File N° 3: Anchors

Issue: 3	Positive internal resources
Objective:	Develop students' ability to identify internal resources or personal experiences, using the submodalities to anchor a positive experience in their lives.
Neurological levels:	Beliefs.
Applied techniques:	Anchorage. Submodalities. Calibration. Report. Neurological levels: Capacities and Abilities
Tools:	Metaphor: Anecdote or example. Perception matrix table (Annex 3).
Activity time:	90 minutes.
Resources:	Relaxation music: New Age (Oxygen). Breathing.
Procedure:	• Students are explained that the experiences they have throughout their lives are resources and are present in each one of them, even if they think they

	<p>have forgotten them; and it is possible to bring them, revive them and treasure them so that they can be used when we need them.</p> <ul style="list-style-type: none"> • A relaxation exercise based on breathing is carried out with them, using New Age music (Oxygen) as support. • Then the self-application technique of anchors will be applied. <p>You are invited to comment, the experience lived.</p>
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Annex 3. Link:
 Relaxation technique, which includes hypnosis language. <https://www.youtube.com/watch?v=Rozsyf02kro>

Table 5. File N° 4: Map is not territory

Issue: 4	What I think does not have to be the same as what you think
Objective:	Develop in students the ability to think differently and that the perception of each one depends on the map. The main postulate of PNL is used and the submodalities will change the student's perception.
Neurological levels:	Beliefs.
Applied techniques:	<p>Postulate: Map is not the territory</p> <p>Calibration.</p> <p>Report.</p> <p>Metamodel.</p> <p>Neurological levels: Beliefs.</p>
Tools:	<p>Metaphor: Anecdote or example.</p> <p>Perception matrix table (Annex 4).</p>
Activity time:	90 minutes.
Resources:	<p>Bread</p> <p>Breathing.</p>
Procedure:	<ul style="list-style-type: none"> • Present a piece of bread and ask students to say what it means to them. Later, the teacher changes the conchANGEDSKING if they would give the same answer after fasting for three days. • The following Arabic proverb is written on the blackboard: "What a piece of bread can mean depends on whether or not you are hungry." • Then, the teacher will divide the students into groups of four people and give them a text that illustrates a fundamental principle of PNL, with the premise: "map is not the territory" • A personalized reading is carried out and afterwards the text is commented. • Finally, students are asked to perform a dramatization that exemplifies a similar event.
Annex 4.	<p>Susana meets a couple of friends, Pedro and Patricia, and tells them that she went to the recital of "Los Prisoneros" over the weekend. She found the band great; she sang all the songs and time flew by.</p> <p>Pedro, who had also gone, told him that the band had lost its touch and that the musicians were not well tuned, and that, in short, he had gotten bored.</p> <p>On her side, Patricia, who was also at the concert, thought that the sound was good, but that the vocalist sang lousy and that the only thing that stood out was the stage and lighting.</p>

Table 6. File N° 5: how do i look? ¿and how do others see me?

Issue 5:	Change of beliefs
Objective:	Become aware that perception varies according to the observer's filters.
Neurological levels:	Beliefs
Applied techniques:	Calibration. Report. Metamodel. Neurological levels: Beliefs
Tools:	Checklist (Annex 5)
Activity time:	90 minutes.
Resources:	Checklist.
Procedure:	<ul style="list-style-type: none"> • The student is asked to find a work partner. • Then they are asked to answer the following questionnaire according to her perspective and, later, ask her partner to complete the second column referring to her vision about him. • Finally, the teacher will receive the observations and comments to evaluate the work in a productive way.

Annex 5.

Characteristics	how do I look	how does my mom see me?	How does my partner see me?
Optimistic			
Responsible			
Collaborator			
Gentle			
Nice			
Aggressive			
Loyal			
Shy			
Pessimistic			
Haughty			
Comprehensive			
Loving			
Intelligent			
Clumsy			
Curious			
Rebel			
Independent			
Friend			
Loose			
Sincere			

Table 7. Sheet No. 6: Perceptions.

Issue: 6	My belief my perception of the world.
Objective:	Modify the perception of an interpersonal conflict
Neurological levels:	Credences
Applied techniques:	Calibration. Rapport. Perceptual positions. Neurological levels: Beliefs.
Tools:	Metaphor: Anecdote or example. Perception matrix table (Annex 6).
Activity time:	90 minutes.
Resources:	Bread Breathing.
Procedure:	<ul style="list-style-type: none"> The teacher will explain to the students that the point of view of ours that we are aware of is the (first position), the position of the other (second position) and the position of the objective observer (third position). Then, the technique of perceptual positions will be applied.
Annexo 6.	<p>Susana meets a couple of friends, Pedro and Patricia, and tells them that she went to the “Los Prisoneros” concert over the weekend. She found that the band was great, she sang all the songs and time flew by.</p> <p>Pedro, who had also gone, told him that the band had lost its touch and that the musicians needed to be better tuned, and that, in short, he had gotten bored.</p> <p>For her part, Patricia, who was also at the concert, thought that the sound was good but that the vocalist sang lousily and that the only thing that stood out was the stage and lighting.</p>

3. Theoretical framework.

The PNL methods are based on effective communication to create a condition that motivates students to change their environment, behavior, abilities and beliefs to reach their identity and transcendence as a human being. Next, the meaning of the desired state and the current state, the diagnostic technique used "Robert Dilts Pyramid" and the PNL techniques that allow to generate changes are described.

The desired states allow the human being to define a better future with clear and proposed objectives. This process of change integrates three stages: the determination of the current state from which we start, the desired state which we want to obtain, and the planning of actions step by step to achieve it. The current state allows us to set objectives that we want to obtain; know where to go and where we are at the moment. Generally, we are upset with the current state, in our comfort zone, and without trying to get out of there.

To identify if I don't like the current state, it is necessary to ask ourselves the following questions: Where am I?, how do I feel now?, what would I change at this moment?, what bothers me now?, what demotivates me ?, what happens in the here and now, am I

comfortable? These questions allow defining a desired state and identifying the current state.

Next, a practical example is presented for the process of changing to desired states based on personal objectives.

Table 8. Change to the desired state.

Issue:	Desired state	
Objective:	I don't want to work for others.	Desired state
Step 1: Identify the new desired state	a) Define the statement positively; specify what is desired/wanted instead of what is "not wanted". b) The new state is assumable and achievable. c) Apply sensory aspects: images, sounds and tactile sensations. (feel, see and listen)	I want to create a cafeteria. I can assume the initial investment of \$ xxxx The premises will be located on xxxx street and will have the following characteristics.... Perceive the aroma of coffee, and feel the comfort of the seats...
Step 2: Carry out a market study	How do you know when the desired objective has been achieved? What brand will my cafeteria have? Who will be my clients? The location is correct for my clients. How will I feel? Who will work with me? What is my internal dialogue?	I will achieve the goal: When will I open the cafeteria? How many will be my first clients? How will I cover the first running costs of the cafeteria? I will get the following benefits per month \$ xxxx
Step 3: Plan	Where, when and with whom do I want this? (Detail the context).	On street xxxx, within xxxx month/year. How many people would be my investors? What preliminary steps must I take to reach my goal?
Step 4: Determine your strengths	How will my desired goal affect my life? What will I gain and what will I lose when I reach this goal?	What are the benefits of reaching the goal and the drawbacks? It's worth a try? Am I willing to take the inconvenience to reach the goal? How would this idea or project affect my environment?
Step 5: Determine the Limitations	What is preventing me from achieving the desired goal?	Identify: what are my limitations? I lack experience... I need an initial investment....
Step 6: Available resources	What are the resources I have to reach the desired goal?	Identify: What resources help me achieve the desired goal? Material resources Economic resources

		Human Resources
Step 7: additional resources	What are the additional resources I need?	Identify the resources I do not have and can develop to reach the desired objective. Availability of hours or perhaps dedication time... I have someone who can help me...
Step 8: Alternatives	What other alternatives can I get?	Do you have another way to reach the goal? I can ask for a loan of \$.... I can train in the area that I lack experience
Step 9: possible difficulties	What is the worst that can happen to me?	Identify possible difficulties.
Step 10: Conclusions of acceptance or rejection of the desired state	What conclusions and lessons do I get?	What have I learned from the process to achieve or discard the desired state? What can I do to make the process easier?

Fuente: Vallejo-Chavéz, L. (2022).

Neurological Levels are a contribution of PNL made by Robert Dilts to generate change processes, applicable to different aspects of behavior when there is disagreement with something or someone and it affects us emotionally. It allows to identify where is the internal conflict in the person? To resolve it, to make changes to the desired state.



Figure 1. Levels of Thought (Dilts, 2003) The power of the word. The magic of changing beliefs through conversation.

Robert Dilts based his theory on the neurological levels proposed by Gregory Bateson, they are six interrelated levels that can be applied both personally, group or in an organization. (i) Environment: refers to the physical spaces and the people with whom we

are in contact on a daily basis. Answer the questions: How? and when? (ii) Conduct: these are the specific actions that are carried out on a daily basis, it is our way of acting. Answer the question: What? (iii) Capacity: they are the abilities, strategies or aptitudes. Answer the question: How? What will happen when...? When have you learned? (iv) Credence: refers to the generalizations of the important aspects that guide our behavior, they are ideas that are considered true. Responds to: Why? What is important? (v) Identity: it is innate and acquired over time, they are the values and mission of life. Answer to: Who am I? (vi) Transcendence or Spirituality: it is how we define ourselves within a system in spiritual connection. Responds to: Who else? By whom? What is our task here? and what is the vision of life? The levels of thought allow the mind to begin to open up to other options and possibilities, not to close ourselves off, to conflict with situations that are different from our way of thinking and that we cannot change, it is necessary to understand that each person, moment or situation is different.

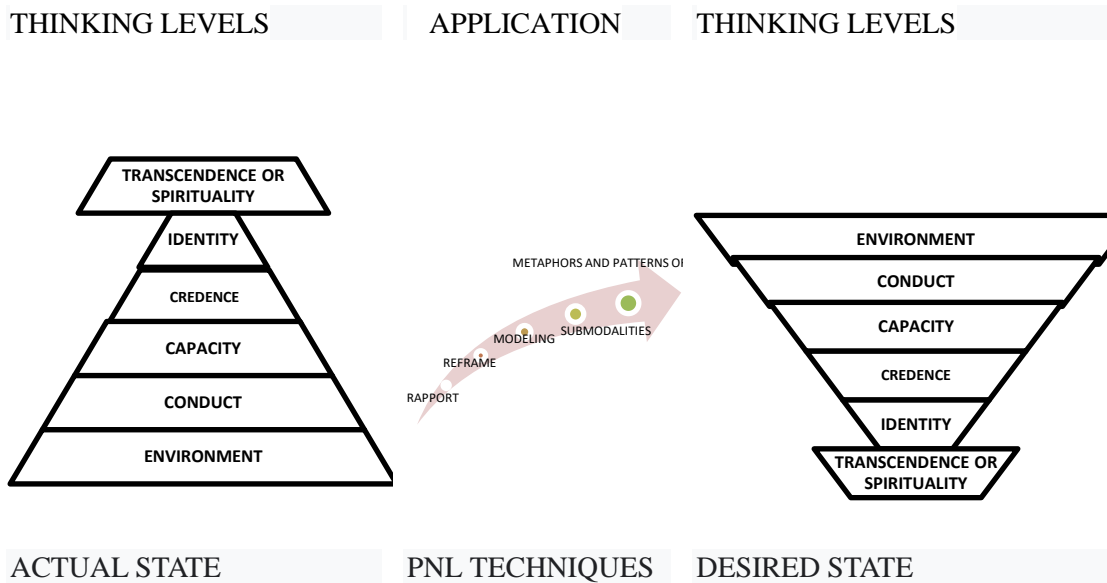


Figure 2. Proposed model.

3.1 Technique language VAK.

Jussieu (2020) “the evolutionary process of the brain over thousands of millions of years until it became the most advanced version of the human brain”. Therefore, each individual's brain is unique, its ability to learn, absorb and store in the unconscious all the information to which it has had access. Pérez (2010) “the brain is capable of filtering the valuable information that passes through its neural system to form systematizations and these in turn form beliefs that will lead and guide their entire lives. The human being is the product of his thoughts and experiences. “PNL recognizes that the human being absorbs and stores in the unconscious all the information to which he has had access during his life.

Thus, an PNL tool is the VAK system, which allows knowing the perception channel to acquire information, Chango (2016) these are "visual, auditory, and kinesthetic-sensor. In this way it is possible to identify how the student obtains the information? What is the main channel of access to information from the outside through the senses? Each student is different in learning and has a more developed perception channel than another”; therefore, Cabezas (2016) states that teaching must be adapted to the student's perception channels, so that the VAK language techniques that are implemented in education become an experience that stimulates the senses in students in the perception channel that they have mainly developed (p.29).

Cazau (2008) "Most students use representation systems unequally, promoting some and neglecting others; however, these representation systems develop the more they are used. Therefore, the teacher must apply teaching techniques involving all students to ensure that everyone understands, comprehends, and receives the information taught in the classroom through its most developed channel. PNL seeks that the teacher and student can use the correct language to obtain an efficient exchange of information, using all representational systems: visual (eyes - sight), auditory (hearing), and sensory (hands - touch, taste, feelings and practice). The teacher will use phrases such as "you see it clearly" (visual), "I want to say this very loud and clear" (auditory), "I feel what you want to say" (sensory) are indicative of the use of language directed to representational systems.

At the moment in which the students associate the information with the sensations and movements of the body, learning is generated, it is for this reason that the teacher when explaining the class must use non-verbal language so that the student creates confidence in learning, and can practice what has been taught through exercises, case studies, and others; this channel of representation is Kinesthetic. Learning using this system is slower compared to the visual and auditory system; However, the information that is linked to the mind is more profound and will be easily remembered by the student, because, learned with muscle memory that is more difficult to forget, the phrase comes in handy: "I learn better by doing", as a consequence these students will need more time to assimilate the knowledge. Cabezas (2016) states that gesticulation and movement can be used to complete the subject's content with words; teamwork is also important to generate learning "learning by doing".

On the other hand, Peralta, Quezada, & Quezada (2002) state that "predominantly visual students are those who can memorize or retain images and recreate them in detail, thus making it easier to capture information; among other characteristics, visual learners tend to speak rapidly and in a high, high-pitched voice, have shallow breathing, and have a somewhat tense upright posture. Auditory students capture information in a sequential and ordered way, they learn better through their ears and are explanatory when expressing ideas or thoughts, they tend to be selective with the use of words in their conversations; they generally have a deep tone of voice and steady, even breathing. They can memorize content aurally, but they must remember every word otherwise they get lost and cannot continue.

3.2 Technique the Rapport.

The Rapport technique for Muñoz Sierra (2012), in his article Integral Coaching, points out: "Rapport is the science of feeling comfortable with others and that others feel comfortable with one and refers to the development of teachers in the class and the reaction of the students during it" In the Rapport you enter the student's world model to understand the situation or moment that is happening. Understanding that communication has two channels: verbal and non-verbal language, according to rule 7-38-5, 7% the content of the words, 38% intonation, and body language covers 55%.

To generate Rapport it is essential to "match" the breathing of our receiver, it helps to receive the same speed, tone and timbre of voice. Paymal (2014) to build "Rapport, between the teacher and the student, security and discipline are needed in the class to create a harmonious environment, without nervousness and calm to reduce tension from the first day of classes, the key to Effective Communication is calibration, the teacher must learn to listen and observe mental states, body language, tonal language in this way applies rapport or synchronicity."

The word Rapport is an Anglo-Saxon term to refer to the comprehensive and harmonious relationship that must be created with students within the classroom, it is to measure the

attention of the teacher towards the student and vice versa, the definition of Rapport is to establish friendship ties with the student, with respect and obedience. It is essential to determine the hierarchy between teacher and student from the first day of class to control the activities to avoid breach of trust.

To apply the Rapport Technique in the classroom, the teacher must provide trust and connection with the students; First, students are invited to join the learning community. The teacher must be consistent in his teaching method and in the same way project security; other aspects influence the teacher such as posture, body movement, breathing and others.

Peralta, Quezada, & Quezada (2002) university students are in one of the most critical periods for the development of self-esteem, in this stage of life, there are fundamental questions, such as: their vocation for the profession, independence, falling in love, marriage, freedom, principles and values, among others. It is at the university where we spend approximately an average of 5 years, therefore this must be a welcoming place, which provides not only knowledge, but also resources for personal development.

Therefore, it is essential to help students define their environment, behavior, abilities, beliefs, and their identity. It benefits the positive attitude towards change and promotes and guides entrepreneurship as a resource for adult life and a desired state.

4. Results and discussion

The result of the current state and the desired state of the students were the following:

Table 9. Results of the current state and desired state.

ACTUAL STATE	YES	NO	DESIRED STATE Application	YES	NO
ENVIRONMENT					
Some toxic people influence my environment (friends, relatives and fellow students).	77 %	23 %	You would like vitamin people to exist in your environment.	98 %	2 %
CONDUCT					
He is disciplined in the activities that he proposes in his life.	49 %	51 %	You would like to be organized and disciplined in your life.	98 %	2 %
He is motivated in his career.	66 %	33 %	It motivates him to finish his degree and be a professional.	100 %	0 %
Comply with the activities that you must carry out in your academic training.	64 %	36 %	You would like to fulfill 100% of the activities of your profession.	100 %	0 %
He believes that his academic training at the moment has allowed him to improve his personality.	53 %	47 %	His academic training has allowed him to improve his personality.	93 %	7 %
CAPABILITIES					

He believes that he has the skills and abilities to function in his profession.	45 %	55 %	You would like to have enough skills and abilities to function in your profession.	97 %	3 %
Learn about current market trends.	48 %	52 %	You would like to learn more content on current market trends.	91 %	9 %
CREDESCENCE					
You consider it risky to start a business.	67 %	33 %	You would like to have a successful business.	88 %	12 %
He hopes to be employed by a public or private company when he finishes his studies.	92 %	8 %	He hopes to be employed by a public or private company when he finishes his studies.	95 %	5 %
He thinks his career has a future.	63 %	37 %	Your career will allow you to work and earn income in the future.	93 %	7 %
IDENTITY					
Clearly identifies your career field of occupation.	37 %	63 %	You would like to work in the occupational field of your career.	98 %	2 %
He / she likes his / her profession.	77 %	23 %	I am passionate about my profession.	92 %	8 %
TRANSCENDENCE					
To be professional	86 %	14 %	My profession will allow me to do what I like.	91 %	9 %

Table 9 shows the students' results enrolled in the sixth, seventh and eighth semester of the marketing career, where the current and desired states are identified. In the current state ENVIRONMENT: 77% some toxic people influence their environment as friends, relatives, and fellow students; BEHAVIOR: 59% of students are not disciplined in the activities that are proposed in their daily life; 66% of students are motivated in their career; 66% fulfill the activities that they must carry out in their academic training; 53% consider that their academic training at the moment has allowed them to improve their personality; ABILITIES: 55% think that they do not have the skills and abilities to function in their profession; 52% do not know current market trends; CREDESCENCE: 67% consider starting a venture risky, 92% expect to be employed by a public or private company when they finish their studies, 63% think that their career has a future; IDENTITY: 63% of students do not identify the field of occupation of their career; 77% like their profession; TRANSCENDENCE: 86% want to be professionals.

It can be seen that there are differences in the percentages in the current state and the desired one in the Robert Dilts Pyramid. However, in the desired state, a better result is ratified in the percentages after implementing the techniques used in PNL.

5. Conclusions

Through the techniques implemented in the study population, a change from the current state to the desired state is shown, motivating the student to generate changes in their attitudes and behavior.

The application of the Disney diagnosis, the dream, reality and criticism of applying these techniques in the study group were identified. The six files contain the methods and content for its application, such as: the postulate "map is not the territory" that is, the problems are not in reality but in our representation, in the meaning, we give it, in what we interpret each one, we all have the internal resources and potentials necessary to

achieve well-being, people have objectives, techniques were applied: rapport, calibration, anchoring and VAK language, metaphors. The results of the current state show that at the Environment Level there are toxic people who influence their environment such as friends, relatives and fellow students; at the Conduct Level, students are not disciplined in activities and are not motivated in their career; they fulfill the activities that are compulsory in their academic training; Few consider that their academic training at the moment has allowed them to improve their personality; the Capacities Level think that they do not have the skills and abilities to function in their profession and a high percentage do not know the current market trends; At the belief level, they consider starting a business risky, and they hope to be employed by public or private companies when they finish their studies, and a high percentage think that their career has a future; at the identity level, students do not clearly identify the field of occupation of their career, a high percentage of students like their profession, and finally at the Transcendence Level, the majority want to be a professional. After the workshop implementing PNL techniques, the percentage of the desired state was ratified, fulfilling the objective proposed in the investigation.

The proposed techniques contain a step by step so that it serves as a model for future research.

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