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Development of a Neuro-Linguistic Programming-Based Debriefing Guide for Supervisory Skills Training in a Garment Factory

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Abstrak

Penelitian ini bertujuan untuk menyusun panduan evaluasi pasca-pelatihan guna meningkatkan efektivitas Pelatihan Keterampilan Supervisi bagi pelatih internal di lingkungan kerja sektor garmen. Tantangan utama dalam menyusun panduan ini meliputi budaya kerja yang bersifat instruksional serta masih beredarnya mitos-mitos kepemimpinan negatif yang menghambat kenyamanan di tempat kerja. Selain itu, pemahaman yang terbatas mengenai pembelajaran berbasis pengalaman dan pemrograman neuro-linguistik (NLP) di kalangan pelatih internal menyebabkan kualitas debriefing yang kurang optimal selama sesi pelatihan. Penelitian ini menggunakan pendekatan kualitatif dengan model 4D. Data dikumpulkan melalui diskusi kelompok terfokus (FGD) dan dianalisis menggunakan teknik triangulasi sumber dan teoretis. Temuan menunjukkan bahwa panduan debriefing yang dikembangkan berhasil mengintegrasikan prinsip-prinsip pembelajaran pengalaman dengan teknik NLP ke dalam struktur berbasis kompetensi. Validitas panduan ini dikonfirmasi melalui masukan ahli dari akademisi, praktisi, dan pengguna. Panduan ini dianggap layak sebagai alat reflektif untuk meningkatkan kualitas fasilitasi dalam pelatihan kepemimpinan tingkat supervisi.

Kata Kunci: *Pembelajaran Berbasis Pengalaman; Debriefing; Pemrograman Neuro-Linguistik; Pelatihan Supervisi.*

Abstract

This study aims to develop a debriefing guide to enhance the effectiveness of Supervisory Skill Training for internal trainers in garment-based work environments. The primary challenges in developing the guide include an instructional work culture and the persistence of negative leadership myths that hinder workplace comfort. Additionally, limited understanding of experiential learning and neuro-linguistic programming (NLP) among internal trainers contributes to the suboptimal quality of debriefing during training sessions. This research employs a qualitative approach using the 4D model. Data were collected through focus group discussions (FGDs) and analyzed using source and theoretical triangulation techniques. The findings indicate that the developed debriefing guide successfully integrates experiential learning principles with NLP techniques into a competency-based structure. The validity of the guide was confirmed

through expert input from academics, practitioners, and users. The guide is deemed feasible as a reflective tool to improve the quality of facilitation in supervisory-level leadership training.

Keywords: *Experiental Learning; Debriefing; Neuro-Linguistic Programming; Supervisory Training.*

INTRODUCTION

The urgency of improving supervisor productivity in garment factories through the optimisation of leadership interactions reflects a growing concern for organisational effectiveness, work discipline, and supervisory support within labour-intensive industries (Suhardoyo et al., 2022; Supartha, 2007). In response to these challenges, the International Labour Organization and International Finance Corporation, through the Better Work Indonesia programme, introduced Supervisory Skills Training (SST) as a strategic intervention to strengthen supervisors' leadership capacities, communication skills, and workplace relations. The programme was designed not only to improve managerial competence, but also to encourage more participatory and reflective leadership practices capable of fostering fairer and more collaborative relationships between management and workers. However, despite the programme's implementation across garment factories, workplace culture in many factories remains strongly dominated by instructional and hierarchical leadership approaches, accompanied by persistent negative myths surrounding authority and supervision (Goleman et al., 2013). Such conditions often limit supervisors' ability to internalise reflective leadership values and reduce the transformative impact expected from SST implementation. Nevertheless, studies indicate that SST facilitated by master trainers has contributed positively to changes in supervisors' behaviour and competencies, particularly in communication, leadership practices, and the management of workplace relations.

As part of the sustainability strategy of the programme, SST implementation was followed by the expansion of Training of Trainers (ToT) sessions for SST alumni from each garment factory. Through this mechanism, selected supervisors are expected to function as internal trainers capable of continuously disseminating SST materials within their respective workplaces. However, observations reveal a considerable gap between training facilitated by SST master trainers and that delivered by internal trainers, resulting in inconsistencies in content delivery, facilitation quality, and the effectiveness of follow-up training at the factory level (Duffy, 2024). This disparity appears to stem from several interrelated factors, including differences in facilitation competencies, the continued reliance of internal trainers on instructional teaching methods, limited mastery of experiential learning principles, and insufficient ability to apply reflective communication techniques within the learning process (Kolb, 2015; Kyndt et al., 2017). Consequently, the absence of a standardised facilitation framework capable of bridging these competency gaps has become a critical issue in ensuring the continuity and quality of SST implementation.

Within leadership training contexts, experiential learning has been widely recognised as an effective facilitative approach because it transforms participants' work experiences into meaningful learning resources that stimulate reflection, abstraction, and behavioural transformation (Kuraoka, 2018; Ningrum et al., 2022). In the SST programme, experiential learning enables supervisors to reinterpret workplace experiences critically and connect them with leadership practices relevant to organisational realities. The effectiveness of this process largely depends on the facilitator's ability to guide participants through cycles of experience,

reflection, conceptualisation, and behavioural experimentation (Beard & Wilson, 2018; Kolb, 2015). In particular, the debriefing stage serves as the central mechanism through which participants analyse experiences, reconstruct meaning, and connect practical situations with broader learning objectives (Decker et al., 2021; Dreifuerst, 2012; Eppich & Cheng, 2015; Johns et al., 2017). Through reflective dialogue during debriefing, supervisors are encouraged to develop greater self-awareness, interpersonal sensitivity, and leadership effectiveness, making debriefing a crucial element in generating sustainable behavioural change (Beard & Wilson, 2018; Kolb, 2015; Priest & Gass, 2018).

However, effective debriefing requires more than structured reflection alone; it also depends on the facilitator's communicative competence in constructing empowering dialogues that encourage participants to reinterpret experiences positively. In this regard, Neuro-Linguistic Programming (NLP) provides a relevant communicative framework capable of strengthening facilitation processes through adaptive linguistic strategies (Rakami & Rokeman, 2023). NLP principles such as rapport building, elicitation, clarification, reframing, suggestion, internalization, and anchoring enable facilitators to guide participants in accessing personal experiences, reconstructing the meaning of those experiences, and designing integrated behavioural changes aligned with individual cognitive patterns (Dilts, 1998). Within experiential learning-based facilitation, NLP techniques may enhance the quality of debriefing interactions by supporting facilitators in formulating reflective questions and structured statements that stimulate awareness, deepen interpretation, and direct participants towards constructive behavioural transformation (Eppich & Cheng, 2015; Wake, 2008). Thus, NLP has the potential to complement experiential learning processes by strengthening the communicative and psychological dimensions of reflective leadership facilitation.

Despite the growing body of literature supporting the effectiveness of experiential learning and NLP independently, studies explicitly integrating experiential learning debriefing and NLP techniques within a unified leadership facilitation framework remain limited. Existing research predominantly discusses experiential learning as a reflective pedagogical approach and NLP as a separate communication or behavioural intervention strategy, rather than examining their combined application in leadership development contexts (Rakami & Rokeman, 2023). This gap is significant because the integration of NLP techniques into experiential learning-based debriefing structures may strengthen reflective and transformational facilitation processes by simultaneously addressing cognitive, emotional, and communicative dimensions of learning. Empirical evidence suggests that effective debriefing promotes meaningful reflection and facilitates learning transfer into workplace behaviour (Kumar & Somerville, 2024; Lymer & Sjöblom, 2024), while NLP-based interventions contribute positively to the development of managerial and interpersonal competencies relevant to leadership transformation (Çinar & Baykal, 2022). Furthermore, the integration of evidence-based facilitation strategies has been shown to increase the effectiveness of leadership development programmes (Geerts, 2024). Therefore, integrating experiential learning and NLP within SST facilitation represents a promising approach for strengthening the competencies of internal trainers and improving the sustainability and transformative impact of leadership training programmes in garment factory settings.

METHOD

This study employed a qualitative research approach using the 4D development model introduced by Thiagarajan (1974), consisting of four sequential stages: Define, Design, Develop, and Disseminate. The 4D model was selected because it provides a systematic

framework for developing educational and training products through iterative analysis, validation, revision, and implementation processes within authentic learning contexts (Anderson & Shattuck, 2012; Barab & Squire, 2004; F. Wang & Hannafin, 2005). In this study, the model was used to develop a debriefing facilitation structure integrating Experiential Learning (EL) principles and Neuro-Linguistic Programming (NLP) techniques for the Supervisory Skills Training (SST) programme in garment factories.

At the Define stage, a preliminary needs analysis was conducted to identify gaps in facilitation competencies between SST master trainers and internal trainers. This stage involved field observations during SST implementation in garment factories, document analysis of existing SST facilitation modules, and preliminary interviews with programme users and trainers. The analysis focused on identifying weaknesses in debriefing practices, instructional communication patterns, facilitators' reflective competencies, and the absence of structured NLP-based facilitation techniques. Data collected during this stage were then mapped into thematic categories related to experiential learning cycles, reflective facilitation, and communication dynamics within leadership training contexts.

The Design stage focused on constructing the initial framework of the EL–NLP debriefing model. Based on findings from the Define stage, the researchers designed debriefing flow structures, facilitator dialogue patterns, reflective questioning techniques, NLP-based communication strategies, and facilitation scenarios aligned with experiential learning principles. The design process also included the preparation of facilitation guidelines, competency indicators, observation sheets, and validation rubrics. The validation rubric consisted of four assessment dimensions: (1) conceptual relevance to experiential learning principles; (2) appropriateness of NLP integration; (3) clarity of facilitation procedures; and (4) applicability within SST contexts. Each dimension was assessed using a five-point qualitative scale ranging from "very inappropriate" to "highly appropriate".

At the Develop stage, the prototype model was subjected to expert validation and limited field testing. Validation involved a broader range of stakeholders than initially planned in order to strengthen the credibility of the findings. The validation participants consisted of five programme users from garment factories, four experiential learning practitioners, four NLP practitioners, and four academic experts in training and leadership development. The validation process was conducted through Focus Group Discussions (FGDs), individual interviews, and practical simulations of the debriefing model. Feedback from validators was analyzed and used to revise the facilitation structure iteratively. Subsequently, limited implementation trials were conducted with SST facilitators and participants to observe the applicability, clarity, and responsiveness of the developed debriefing framework in authentic training situations.

The final stage, Disseminate, involved the refinement and distribution of the validated facilitation model to SST internal trainers and programme stakeholders. Dissemination activities included training workshops, facilitation simulations, and the distribution of revised debriefing guidebooks. This stage also aimed to evaluate the practicality and transferability of the model across different training contexts within garment factories.

Data Sources

The primary data sources in this study consisted of SST facilitators, programme participants, programme users, experiential learning practitioners, NLP practitioners, and academic experts involved throughout the development process. Specifically, the study involved five programme users, four experiential learning practitioners, four NLP

practitioners, four academic experts, six SST facilitators, and twelve SST participants participating in limited field trials. Participants were selected using purposive sampling based on their expertise, experience in training facilitation, and involvement in SST implementation. This broader participant composition was intended to enhance the depth, credibility, and triangulation of the findings.

Data Collection Techniques

Data collection was conducted through semi-structured interviews, participant observation, Focus Group Discussions (FGDs), and documentation analysis. Semi-structured interviews enabled participants to explain their experiences, perceptions, and evaluations regarding the implementation of EL–NLP facilitation in depth (DiCicco-Bloom & Crabtree, 2006). Participant observation was conducted during training sessions to capture facilitation dynamics, trainer–participant interactions, reflective dialogue processes, and behavioral responses emerging during debriefing activities (Strauss et al., 2015). FGDs were used to generate collective reflections and validate the conceptual integration between experiential learning and NLP approaches. Documentation analysis included facilitation modules, observation sheets, reflective notes, validation forms, photographs, and training recordings used to support data interpretation.

Data Analysis

The data were analyzed using thematic analysis following the interactive model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing/verification. The coding process was conducted systematically in three stages: open coding, axial coding, and selective coding. During open coding, researchers identified initial concepts and recurring statements related to facilitation competencies, debriefing practices, reflective dialogue, and NLP integration. Axial coding was subsequently used to connect similar categories and identify relationships among themes, such as rapport building, reflective questioning, abstraction processes, and behavioral transformation. Finally, selective coding was conducted to construct overarching themes that explained how NLP techniques strengthened experiential learning-based debriefing structures within SST facilitation contexts.

To strengthen analytical rigor, the study employed multiple trustworthiness strategies based on the criteria proposed by Lincoln & Guba (1982), including credibility, transferability, dependability, and confirmability. Credibility was enhanced through prolonged engagement during programme implementation, member checking with participants and validators, and peer debriefing among researchers. Transferability was supported through detailed descriptions of the research context, participants, and facilitation processes. Dependability was ensured through audit trails documenting revisions, coding decisions, and validation procedures throughout the study. Confirmability was strengthened by maintaining reflective notes and cross-checking interpretations among researchers and validators.

Concrete triangulation procedures were also applied to improve the validity of findings. Source triangulation was conducted by comparing perspectives from facilitators, participants, programme users, EL practitioners, NLP practitioners, and academic experts. Method triangulation involved integrating findings from interviews, observations, FGDs, and documentation analysis. Investigator triangulation was implemented through collaborative coding and interpretation among researchers to minimize subjective bias. These triangulation

processes enabled the researchers to validate emerging themes and ensure consistency across different sources and methods.

Table 1. Familiarisation of Thematic Needs for Debriefing

Practitioner Statements	Needs Identified	Themes in Line with EL Principles
"I tend to focus more on the debriefing after the material has been presented, based on the initial reflection."	The guide needs to provide a debriefing process that starts with experience before moving on to theory	The Experiential Learning Cycle, ensuring learning begins with concrete experience and progresses towards abstraction
"Facilitators or trainers need to capture the core theoretical principles and link them to the participants' experiences."	Guidance is needed to integrate theory with participants' reflections	Abstract Conceptualisation, linking reflective experiences with theoretical understanding
"Integrating experience with the theory or material presented as the essence."	The guide must include methods for connecting participants' experiences to core training materials	Active Experimentation, encouraging participants to apply new insights into future workplace behaviour

Table 2. Analysis of NLP Theme Integration for Debriefing Structure

Competency Unit	Competency Element	NLP Theme Requirements
Conducting Reflection	Ensuring participants' condition and readiness	Trainers need to observe participants carefully, utilise sensory acuity, and establish rapport to ensure psychological readiness for reflective dialogue
	Establishing connections between participants and training material	Trainers build connections through elicitation techniques, exploratory questions, clarification strategies, and relatable metaphors
	Exploring participants' experiences relevant to the material	Trainers guide participants to express experiences through elicitation, prompting questions, meta-model exploration, and reflective dialogue
	Clarifying the reality of participants' experiences	Trainers help participants unpack distortions, assumptions, and generalisations using clarification techniques such as chunking and meta-model questioning
	Summarising participants' experiences	Trainers facilitate participants in formulating reflective conclusions and behavioural commitments using suggestion and anchoring techniques

RESULTS & DISCUSSION

The The results of the Focus Group Discussions (FGDs), expert validation sessions, and limited facilitation trials indicate the strategic relevance of integrating Neuro-Linguistic Programming (NLP) techniques into the debriefing structure for internal trainers within the Supervisory Skills Training (SST) programme. Rather than demonstrating definitive effectiveness, the findings suggest that the integration of NLP techniques has the potential to strengthen experiential learning processes by supporting reflective dialogue, participant engagement, and adaptive facilitation practices during supervisory training activities (Beard & Wilson, 2018; Dreifuerst, 2012; Eppich & Cheng, 2015). Participants and validators consistently emphasised that reflective facilitation requires not only structured experiential

learning stages but also communicative strategies capable of creating psychological safety, encouraging self-awareness, and guiding participants towards constructive interpretation of workplace experiences.

The thematic analysis identified eleven NLP techniques perceived by participants, facilitators, and validators as highly relevant for inclusion within the debriefing guide structure. These techniques were not positioned as universally effective interventions, but rather as facilitative communication strategies that may support reflective learning processes within SST contexts.

First, Rapport Building was considered essential for establishing trust, emotional safety, and openness during reflective dialogue processes, particularly in workplace cultures that remain hierarchical and instructional (Burke-Smalley, 2018; O'Connor et al., 2011). Second, Outcome Thinking was viewed as helpful in directing dialogue towards clear learning objectives and behavioural intentions aligned with the goals of supervisory development (Dilts, 1998; Gunawardana & Karunarathna, 2023). Third, Sensory Acuity enabled facilitators to recognise subtle verbal and non-verbal responses from participants, thereby supporting more responsive and adaptive interactions during debriefing sessions (Wake, 2008). Fourth, Flexibility allowed facilitators to modify communication styles according to participants' emotional and cognitive conditions, which participants perceived as contributing positively to engagement and interaction quality (Deed et al., 2020; Grimley, 2016).

Fifth, the Clarification (Chunk Down) technique was identified as important in helping facilitators unpack assumptions, simplify complex experiences, and guide participants towards more concrete reflections. This finding aligns with studies on information chunking, which suggest that breaking down complex information into smaller meaningful units may reduce cognitive overload and improve understanding (de Koning et al., 2010; Dilts, 1998). Sixth, the Chunk Up technique encouraged participants to connect specific experiences with broader leadership principles and organisational goals, thereby supporting abstraction and conceptualisation processes within experiential learning cycles (O'Connor et al., 2011; Q. Wang et al., 2022). Seventh, Equality Building through chunk side strategies and metaphor usage was perceived as useful in reducing hierarchical communication barriers and creating a more inclusive learning atmosphere. The use of metaphors and analogies enabled facilitators to construct shared meanings and support collaborative reflection amongst participants (Herranz-Hernández, 2025; Lakoff & Johnson, 2003).

Eighth, Elicitation emerged as a central strategy in encouraging participants to explore and articulate personal workplace experiences as sources of learning. Participants reported that exploratory questioning techniques facilitated deeper reflection and increased awareness of leadership behaviours in everyday supervisory situations (Andreas & Faulkner, 2011; Husebø et al., 2024). Ninth, Conditioning and Framing were considered important in directing participants' mental focus towards relevant learning contexts and preparing them psychologically for reflective engagement during debriefing activities (Hickey et al., 2020; Wake, 2008). Tenth, Reframing (Content and Context) was perceived as particularly relevant for helping participants reinterpret workplace experiences more constructively, especially experiences involving conflict, communication difficulties, or leadership challenges (Bandler et al., 1983; Dilts, 1998; Zulfiana et al., 2021). Finally, Meaning Reinforcement, including affirmation, anchoring, visualisation, and internalisation techniques, was viewed as potentially valuable in strengthening reflective insights and encouraging participants to retain personally meaningful learning experiences beyond the training setting (Bandler, 2020; MCQueen & Klein, 2006).

The integration of these techniques conceptually aligns with experiential learning theory, particularly the emphasis on reflection, conceptualisation, and behavioural application as interconnected learning stages (Kolb, 2015). However, the present study does not claim that the integration has empirically proven effectiveness in improving leadership performance outcomes, since the research was limited to development, validation, and limited implementation stages. Instead, the findings indicate that NLP-based facilitation strategies were positively perceived by validators and programme users as potentially supportive of reflective and transformative learning processes. Existing literature has generally discussed experiential learning and NLP separately, while studies integrating both approaches structurally within leadership facilitation frameworks remain limited (Beard & Wilson, 2018). Therefore, this study contributes primarily at the conceptual and developmental level by proposing a structured EL–NLP debriefing framework for supervisory training contexts.

The findings also correspond with leadership development literature emphasising adaptive communication, emotional awareness, and reflective practice as important foundations for leadership transformation and interpersonal effectiveness (Goleman et al., 2013). Within the SST context, the integration of NLP strategies into debriefing practices was perceived as potentially helping internal trainers move beyond purely instructional approaches towards more participatory and reflective facilitation models. Nevertheless, further empirical studies involving larger-scale implementation and longitudinal evaluation are required to examine the actual impact of the guide on facilitator competencies, participant learning transfer, and workplace behavioural outcomes.

The development of the debriefing guide also reflects a systematic integration between facilitation content and structural design. This integration produced a coherent framework consisting of competency units, competency elements, dialogic indicators, and reflective facilitation tools designed to standardise debriefing practices amongst internal trainers. Specifically, the guide includes: (1) competency units formulated using operational and measurable terminology; (2) detailed descriptions of competency elements; (3) performance criteria accompanied by reflective dialogue indicators; and (4) structured facilitation tools in the form of guiding questions, reflective prompts, and NLP-based communication strategies. These components were designed in accordance with instructional design principles emphasising clarity, sequencing, and competency alignment to support meaningful learning processes (Lawlor & Tovey, 2011; Thiagarajan, 1974).

The use of performance-based indicators and reflective questioning structures further strengthens the guide's orientation towards reflective competence development and metacognitive awareness during facilitation processes (Garraway, 2022). Moreover, the integration of dialogic and reflective strategies supports experiential and transformative learning approaches by encouraging facilitators and participants to co-construct meaning through reflective interaction (Carter & Kurtts, 2019; Formenti & Jorio, 2019). Although the study remains limited to validation and preliminary implementation stages, the findings contribute to ongoing discussions regarding the development of structured debriefing frameworks capable of bridging instructional training traditions and more reflective leadership development approaches within workplace learning environments. The evaluation stage was conducted to assess the overall effectiveness of the developed learning media. The findings demonstrated that the ethnopedagogical-based interactive learning media fulfilled the criteria of validity, practicality, and effectiveness.

The average pretest score of students was 55.275, indicating relatively low initial conceptual understanding. After the implementation of the developed media, the average posttest score increased to 80.335. Furthermore, the average N-Gain score of 0.561 indicated a moderate improvement in students' conceptual understanding.

These findings suggest that the integration of interactive digital technology with local cultural contexts can support more meaningful and contextual Social Studies learning experiences. The developed media also encouraged active student participation and helped students connect abstract Social Studies concepts with real-life situations familiar to their daily experiences.

Table 3. Feasibility Validation by Users, Practitioners and Academics

Respondent Category	Number of Respondents	Feasibility Focus	Key Findings on Feasibility
Users	2	• Relevance of the guidelines to field practice • Impact when facilitating dialogue and reflection	• The guide facilitates the process of reflective dialogue • The content of the guide is considered practical and relevant to field needs
Practitioners	4	• Integration of techniques for guiding *debriefing* • Effectiveness in facilitating the dynamics of interaction	• Integration of EL and NLP enhances facilitation dynamics • NLP techniques are suitable for supporting the interaction process
Academic	2	• Consistency with adult learning approaches (andragogy) • Validity. of the pedagogy and methodology of the guide.	• A guide in line with competency-based instructional design standards • The structure and format of the guide support the adult learning process

CONCLUSION

The development of this debriefing guide has successfully integrated the principles of Experiential Learning (EL) with Neuro-Linguistic Programming (NLP) techniques into a structured facilitation framework specifically designed to enhance leadership training for supervisors in the garment industry. The adaptation of NLP techniques into an experiential learning-based debriefing structure opens up innovative avenues for strengthening empowerment in leadership training, by supporting reflective and transformational processes through structured dialogue. Reflective dialogue is viewed as a key mechanism in fostering transformational learning by enabling individuals to question old beliefs and develop new understandings. This integration contributes an innovative approach to instructional development, as the experiential learning-based debriefing structure reinforces the reflective and transformational dimensions through structured dialogue; as demonstrated by findings that reflective learning significantly supports leadership development through deep post-experience reflection. A feasibility study indicates that this guide is practical, content-relevant,

and effective in strengthening the empowerment process of internal supervisors through adaptive, meaning-based facilitation strategies.

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