A PHENOMENOLOGICAL STUDY OF BUSINESS LEADERS' SELF-

ACTUALIZATION EXPERIENCE IN BUSINESS SINCE PARTICIPATING IN

META-COACH TRAINING

by

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Abstract

There are numerous performance interventions that the performance consultant can use to improve the performance of an organization. After a thorough needs assessment is completed, the performance consultant decides on the specific intervention or interventions. One type of performance intervention may include the affectivity of business leaders. The literature suggests that the level of a business leader's self-actualization can have a correlative affect on their business performance. The literature suggests that when a business leader has physically and cognitively met the lower deficiency needs they will experience the growth needs of self-actualization. The business leader, who leads from this self-actualized base, has a positive effect on the organization. Meta-Coach training purports to improve the self-actualization of its trainees. There was an interview using a phenomenological approach of eight employed and self-employed Meta-Coach trainees, now certified as Meta-Coaches. The interview questions centered about the lived experience of these business leaders experience of self-actualization and experience of improved business performance. The research found that there were seven themes and eight interesting findings from this information. Of these themes, four of them were language similar to the language found in the self-actualization literature. The self-actualization literature had attributes of linguistic markers that are common among those who measure as self-actualizing. The Meta-Coach trainees, who are also business leaders, spoke and believed that they were self-actualizing and that this self-actualizing and the training had a positive effect on their business performance. These findings may offer a possible performance intervention for the performance consultant.

Dedication

There are several different people I want to thank for this dissertation. The first has to be my wife Cindy. She has stated throughout this long process that this is half her Ph.D. Therefore, I dedicate half this Ph.D. to her. The rest of the other half I dedicate to my children for all their support. My older children Chuck, Steven, and Elizabeth, who supported me throughout this process, and the younger children, Dominique, Karim, Tylor, Page, Brook, Carlos, Liberty, and Alexis, whose time I could have spent with them, I borrowed and I now hope I can pay them back with interest.

I also dedicate this dissertation to my parents: my dad, Chuck, for all his support and encouragement that he gave me throughout the process and my mom, Sharon, who talked with me about several different topics before I finally choose this one. I would like to thank my stepmother, Carol, who supported me through my Father and offered words of encouragement. In addition, I want to thank my Aunt Carol and my cousin Sue for helping proofread the final grammatical and mechanical portions of this dissertation.

I also dedicate this dissertation to my siblings, my brother, John, who always encouraged and offered a listening ear when I needed it. He was calling me Doctor before I ever even finished this dissertation. To my sisters, Yvonne and Theresa, they have encouraged me and shown excitement for my accomplishments. I also dedicate this to my younger sister, Debbie, who passed while I was just starting my college career. I wish you were here and could celebrate this with all of us. You are missed dearly.

I also want to dedicate this to my wife's parents Ed and Betty, especially Betty who was so proud of my accomplishment throughout this process. Finally, to my friend

and pastor, Kennard Van Camp, he was there every time I needed him and was a constant encouragement to me.

To all of you – thank you. If it was not for your support, I could not have accomplished this dissertation.

Acknowledgments

I started my first college course back in the spring of 2000. It has been eight years to work my way through my bachelors, my Masters, and now my Ph.D. I knew back toward the end of my bachelors that I would probably go on to get my Ph.D. I was doing well and figured "why stop?" I am stopping, at least for a stint of time; the roll will end to a crawl, only to see what happens next.

I acknowledge all my professors at William Tyndale for their dedication to my success as a new college student. I also acknowledge all my professors at Davenport who gave their lives to teach others so we can now pick up the baton and run with it. In addition, I acknowledge my professors while here at Capella University. It has been a great school and I have had some great professors. I want to acknowledge Jonathan Gertz for all the help he gave me throughout the process. I want to acknowledge all the other students that I met, both in our courses and in our residencies. You all were a great support team.

I want to acknowledge my mentor, Dr. Mike McGivern. I met him at my first residency and had some wild, very broad dissertation ideas. Throughout that time, he helped me narrow the focus to a single research question, quite a challenge for my global Meta-Program. He has been an incredible inspiration and a great mentor throughout this process.

I also want to acknowledge my other committee members, Dr. Singh and Dr. Hall. Dr. Singh became part of my dissertation committee at the tail end of my chapters 1, 2, and 3. He offered some great advice and helped guide my research. Dr. Hall has been great throughout this process. It was one of his books, *Mind Lines: Lines for*

Changing Minds, which started me on this path of Neuro-Semantics. When he agreed to

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Table of Contents

List of Tables

List of Figures

CHAPTER 1. INTRODUCTION

Introduction to the Problem

Human performance improvement enhances performance at the individual and

organizational level. Numerous studies have suggested that the level of leadership's self-

actualization has an affect on organizational performance (Cortez, 2005; Finley, 2006;

Ladenberger, 1970; Lessner & Knapp, 1974; Margulies, 1969; Maslow, 1998). If as the

literature suggests that the level of leaderships self-actualization has an affect on

organizational performance, what type of training or experience can a performance

consultant offer to increase a leader's self-actualization?

How would a leader reach levels of self-actualization that would engender their

positive impact on the performance on the organization? There is a type of training that

Meta-Coaches experience that purports to have a positive impact on their self-

actualization (Hall & Duval, 2004). If the level of leadership's self-actualization has an

effect on organizational performance, would Meta-Coach training be an intervention that

the performance consultant could use to positively impact the self-actualization of

leadership?

Background of the Study

 On the concept of the self-actualizing person, Maslow stated, "What humans can

be, they must be" (Maslow, 1970, p. 22). Coaching is an intervention for human

performance that seeks to enhance the being of humans (Hall & Duval, 2004; Whitworth,

Kimsey-House, & Sandahl, 1998); coaching purports to help humans be what they must

be. Part of the training that some coaches go through, particularly Meta-Coaches, is Accessing Personal Genius and Meta-Coach training (Hall & Duval, 2006). Accessing Personal Genius is a prerequisite for Meta-Coach certification (Hall & Duval, 2006) and from this point forward, whenever there is the utilization of the term Meta-Coach training, it includes the Accessing Personal Genius training. Not all the people that go through Meta-Coach training are fulltime coaches. Business leaders have also gone through this type of training to enhance their ability to self-actualize and to enhance their ability to use the Meta-Coach principles in their day-to-day activities. It is then imperative that a review of the teleology of the training and the type of audience that participates in the training take place (Knowles, 1980), and that a review of the foundations of the training and of the potential ability the training offers business leaders the opportunity to self-actualize and thus benefit their particular area of business.

The design of Meta-Coach training is for training individuals who are already coaches, for those who wish to become coaches, or for those who want to improve their influence, rapport, and understanding of themselves and others (Hall & Duvall, 2006). Given that, there are different outcomes and purposes that individuals have for attending the Meta-Coach training. The purpose of this study is to understand the effect that this training has on business leaders who are not specifically coaches, but who have used the training to improve their business performance.

There are different approaches and theoretical backgrounds for various coaching models or domains. There are coaching models for life coaching, executive coaching, developmental coaching, performance coaching and transformational coaching (Hall & Duval, 2004). Self-actualizing falls within the transformational domain of coaching.

Meta-Coaching is a coaching system that coaches for transformational change. "Transformational coaching deals with revolutionary changes, moving higher and higher inside to the frames of mind that govern and address purpose, intention, direction, and vision" (Hall & Duval, 2004, p. 22). Meta-Coaching involves different psychological theories and has a model that is directed toward bringing people to unleash their potential of self-actualization.

Self-actualization carries with it the construct of normalcy of mental health rather than illness and pathology (Knapp, 1990; Tloczynski, Knoll, & Fitch, 1997). Self-actualization, according to Maslow (1970), is the highest level of human motivation driven by human needs. Through the meeting of the deficiency needs of physiology, safety, social, and self-esteem, and even during the meeting of the deficiency needs, the human develops a need to self-actualize. To develop self-actualizing individuals, there has been the use of different therapeutic theories and models (Shostrom, 1976). Self-actualization is the desire to love, to experience creativity, autonomy, peak experiences, fresh appreciation (Maslow, 1970).

Maslow was the key individual who developed the idea of self-actualization and was the key person who drove the development of the human potential movement. There is a gap where Maslow and others left off. While reviewing the seminal literature for models for self-actualizing, there was little development of models for individuals or groups that could be specifically followed in order to increase their levels of self-actualization; the only model that really stood out was that of Maslow's hierarchy of needs (Maslow, 1970). Even though it seems that there was a limit of self-actualizing models, there were nonetheless different offshoots of groups and theories that sought to

work with individuals to help them experience personal growth, but not necessarily growth toward a specified self-actualization level. One of the offshoots of the human potential movement, and the one that to this day is expanding and actualizing self-actualization are the models of Neuro-Linguistic Programming (NLP) and Neuro-Semantics (NS). Dr. Hall utilizes the core concepts of NLP as part of his Neuro-Semantic theories. The theories that underlie Neuro-Semantics are themselves self-actualizing concepts. Neuro-Semantics is the meaning of our performance, *neuro* is our physiology and *semantics* are the meanings. Self-actualization is the performance of our meanings. Hall (n.d.) has taken NLP and NS to higher levels and has set out to actualize Maslow. The method that Hall uses to actualize Maslow includes several models, several theories, several trainings, and a pragmatic performance of these models called Meta-Coaching. Meta-Coaching is the outcome of that gap that existed and incorporates the models that Hall and Duval (2006) have developed to make pragmatic the premise that "what humans can be, they must be" (Maslow, 1970 p. 22) into full actualization.

Statement of the Problem

It is a constant challenge for the performance consultant with improving organizational performance. Part of that challenge is dealing with new situations that require new theories, new learning, and new behaviors in which to analyze a business situation, define and quantify the gap in performance, define, design, and implement an effective intervention.

The literature suggests that the level of a leader's self-actualization has an affect on the business performance. There is the challenge of the performance consultant with

finding methods and modes of interventions that will increase the level of a business

leader's self-actualization and within the current Human Performance Technology (HPT)

literature; there is a gap in the knowledge that leads the HPT consultant to a self-

actualization intervention.

Purpose of the Study

The purpose of this study is to understand how the experience of the Meta-Coach

training has affected the business performance and self-actualization of the leaders who

attended the training. If there is a phenomenological move toward self-actualization of

these business leaders, and if the leaders believe, it has a positive effect on their

performance, this study will corroborate literature on performance and self-actualization

as well as offering the performance consultant a wider selection of performance

improvement interventions that engender movement toward self-actualizing.

Van Tiem, Moseley and Dessinger (2001) state, "Performance Technology (PT) is

the science and art of improving people, process, and performance" (p. 2). The

performance consultant, in action, research, and in writing, strives to bring about positive

changes based on the client's needs. Performance consultants use experience, research,

and reviews of the literature to support them in their efforts to improve performance for

their clients. The performance consultant contracts to work with the client to develop

interventions that meet the client's needs.

 Given that there are many different interventions for improving people,

processes, and performances (Piskurich, 2002; Sanders & Thiagarajan, 2001; Van Tiem,

Moseley, & Dessinger, 2001), it is important that performance consultants have various

skills, models, and tools at their disposal to support their clients in improving their people, their processes, and their performance. There are entire books that specifically focus on possible interventions for improving human performance (Sanders & Thiagarajan, 2001; Van Tiem, Moseley, & Dessinger, 2001). There seems to be a gap in these books as well as in other performance intervention literature that substantially focuses on models that improve self-actualization and the expected results from the pragmatic implications of an intervention that enhances the self-actualization of the individual with the use of these models. This gap leaves the performance consultant and the client at a disadvantage. If there is literature that suggests that an improvement in self-actualization of business leaders can have a positive impact on their business, and if performance consultants do not have a resource for developing self-actualization, then, both they, and their clients, are at a disadvantage. Given this gap in the literature, what would a current performance consultant use, what research data would he or she use to help his or her client improve the self-actualization of his or her leaders? This research project will review a training that purports to increase the self-actualization of those who take it. If this research finds that those who were part of the training experience an increase of their self-actualization, then the performance consultant has another intervention that he or she did not have prior to this research.

Beyond just the surface structure of the purpose of this study, gaining new knowledge into the ability of self-actualization as an intervention would be a valuable addition to the paucity of knowledge of self-actualization as an intervention tool within the body of knowledge that comes from seminal and current HPT professionals. This study could also add new knowledge into the ability of the use of a specific model as a

6

knowledge intervention toward the increase of self-actualization as a performance improvement intervention.

Rationale

The main purpose of human resource development interventions is to provide activities and other mechanisms that assist employees and organizations in attaining their goals (Desimone, Werner, & Harris, 2002). Yet, human performance technology does not only solve organizational performance problems, but also problems faced by "educators, professionals operating in social agencies, and those involved in volunteer or community agencies" (Stolovitch & Keeps, 1999, p. xxii). Stolovitch and Keeps (1999) also note a core competency of human performance technology (HPT) practitioners is the ability to apply the HPT process model for selecting, designing and implementing appropriate interventions to improve performance. Whitworth, Kimsey-House and Sandahl (1998) suggest a co-active coaching model as an intervention with widespread application for accomplishing organizational change and improving performance. Hall and Duval (2004, 2005 & 2006) also offer the Meta-Coach model that improves personal performance.

Maslow believed that self-actualization was necessary in all facets of life: personal, business, and social. HPT affects all areas of life: personal, business, and social. Within the confines of business, Maslow (1998) believed that a self-actualizing work place and thus a self-actualizing worker were pivotal to a change in society. Maslow considered a person that was self-actualizing an enlightened manager. "The man (or woman) who truly is influenced by enlightened management should become a better husband (or wife) and a better father (or mother), as well as a better citizen in general" (p.

105). It was his belief that the self-actualizing person would have an impact on all of life and society.

There are studies that suggest that there are multiple ways for individuals to experience self-actualization because of certain activities. Jutras (2006) states that adult piano players experience times of feeling self-actualization. Ofodile (2005), in the writing of a master's thesis, states that religion and religious teaching can have a positive effect on the student's self-actualization. Finally, Burleson (2005) hypothesizes that certain modes of training and instruction can have an effect on student self-actualization. Burleson (2005) believes that allowing children to ask questions, have multiple points of view, allowing, and even teaching children to be healthy skeptics, this thus increases the chance of self-actualization. Burleson (2005) also mentions the importance of allowing creativity and meta-cognition as ways to enhance or engender growth toward self-actualization. It seems, then, that others realize that self-actualization is a goal for individual and corporate growth, and some are starting to research ways and methods to bring about self-actualizing individuals and self-actualizing organizations.

The rationale for this research leads to a qualitative study in which business leaders who have gone through Meta-Coach training will share their perceptions and experiences of self-actualization and the effect they believe Meta-Coach training had on their personal organizational performance. If it is found that, the business leaders believe that they have experienced the process of self-actualization through the Meta-Coach training process. If the business leaders believe that this self-actualization had a positive impact on their business performance, then the field of human performance technology has one more bit of new information that was not available prior to this study. If the

business leaders believe that they have experienced self-actualization through Meta-Coach training and that there was a positive impact on their performance as business leaders then this information will positively affect the usage of Meta-Coach training as part of an HPT intervention. If the business leaders do not believe that they experienced self-actualization or that the training did not have a positive impact on their business performance, then that information will still affect the body of knowledge of HPT and possibly engender further research of methods or models to develop self-actualizing business leaders.

If the research data strengthens the theory that leaders who attend the Meta-Coach training experience self-actualization, this will add new knowledge to the body of literature. Why does it matter if there is an increase of a leader's level of self-actualization because of attending a specific type of training? It matters much, because if the business leader experiences deeper levels of self-actualization, then HPT will have a stronger theoretical construct in the application of Meta-Coach training to bring about measurable change in a business leader and further that within the organization. If, through this research study, it is ascertained that self-actualization does indeed have an impact on individual performance and if this research study ascertains that Meta-Coach training is a knowledge-based intervention that can increase the level of an individual's self-actualization, then the seeming gap in the HPT literature centered on self-actualization and models for increasing self-actualization will at least start to be filled in.

If there seems to be a gap in the HPT literature focused on self-actualization, and this research study suggests that Meta-Coach training does not necessarily positively impact the level of self-actualization of the individuals who attended the training, even

then, this may induce some synergies from what has already been reviewed in the literature concerning self-actualization and performance improvement. It might engender, or, at least inspire, more HPT professionals into research projects that help the performance consultant's clients. Sanders (2002) asks,

> So then, what distinguishes performance consultants from everyone else? The answer is very simple: their approach toward identifying and solving organizational problems. If they follow the HPI process and conduct themselves according to the underlying principles of HPI, they are performance consultants. (p. 2)

Within the HPT literature, there are different models and practices that performance consultants will use as they "conduct themselves according to the underlying principles of HPI" (Sanders, 2002, p. 2). One of these principles of the performance consultant is either to use established theory or to use various research methods to establish sound intervention processes (Jacobs, 2005; Leimbach & Baldwin, 2005; Swanson, 2005). This research project will help fill in the gaps in the knowledge about self-actualization interventions in the current HPT literature and will thus support the future performance consultants in their "underlying principles of HPI" (Sanders, 2002, p.2).

<center>Research Questions</center>

1. What do business leaders who experience Meta-Coach training believe about their experience as it relates to its affect on their personal self-actualization?

2. What do business leaders who experience Meta-Coach training believe about their business performance since this Meta-Coach training?

Significance of the Study

Self-actualization is a human need that is part of the needs based theory of motivation developed by Maslow (1970) and is a critical part of learning and performance. In fact, according to the American Society for Training and Development (2007) performance consultants have to work with employee motivation and that this a challenge to learning and performance improvement. This level of motivation, self-actualization, the highest level according to Maslow, can be the goal of a HPT intervention. If business leaders who attended Meta-Coach training experienced self-actualizing and if it has a positive impact on their performance, stated from their experience as well as supported by the literature, then the performance consultant has another intervention to increase leadership performance.

Definition of Terms

Coach. A coach is an individual who works with a client to facilitate change in the client. The type of change is generative change rather than remedial. The facilitation of the change is toward a specific outcome, a goal that matches the client's potential.

Matrix. A matrix is a place where something is given birth. It is similar to a womb where something grows with the goal of coming forth.

Meta. Meta is going one-step higher, a level above another. The use of the term Meta, in this dissertation is in relations to thought processes or the self-reflexive nature of

the human being. To go Meta is to have a thought about a thought, or a belief about a belief.

Meta-Coach. A specific type of coach that uses NLP and NS, specific change models, and psychological frameworks as part of his or her facilitation abilities.

Neuro-Linguistic Programming (NLP). A communication model of the use of language and mental representations that are in ones neurology. It is a model that studies how a person experiences life via the linguistic processes that represented inside the mind as sights, sounds, smells, and bodily sensations. The model also follows those linguistic processes as they find pragmatic application with one's neurology.

Neuro-Semantics (NS). Studies the relationship of how meaning is incorporated into the body. Neuro refers to the body and semantics to the meaning people give to life.

Self-actualization. The process of an individual moving from deficiency needs toward growth needs and expressed by experiencing the making real of one's potentials.

States. A state is the frame that a person uses to experience life, at that given moment. It is all the thoughts, all the feelings, all the emotions that a person is in as they experience those thoughts, feelings, and emotions. A state then becomes the mind-body-emotion state.

Assumptions

The assumptions of this study are that "What humans can be, they must be," (Maslow, 1970, p. 22) that is, whatever unique potential a person has as an individual is so important that he or she must live up to that potential and that this assumption has relationship with self-actualization. Even though people like Maslow (1968, 1970, 1971),

12

Rogers (1961, 1980), May (1958, 1983), O'Conner and Yaballe (2007), and Shostrom (1962) researched, wrote, and postulated that it was important for human beings to experience being, as opposed to only doing, they each used their own epistemologies to derive their theories and there is an assumption of the ability to extrapolate from their studies to the entire population.

Another assumption is that there is an increase of self-actualization by those who have gone through the Meta-Coach training The Meta-Coach training purports that those who go through the training will have the ability to help their clients self-actualize (Hall & Duval, 2004) and that what they do for their clients, they need to be able to do for themselves.

Another assumption is that those leaders who have gone through the Meta-Coach training have come away from it with experiencing a positive effect on their leadership abilities and thus on their business performance. The literature suggests that there is improvement of business results as the level of the leader's self-actualization increases.

Another assumption of this study is that those who are, or those who are not self-actualizing, are able to determine and define their self-actualization. It is assumed that they will be able to define self-actualization and that they will be able to apply that definition to themselves.

Limitations

The limitations of this study are that the leaders could be self-actualizing without this training, that is, if a business leader claims to have experienced an increase in his or her self-actualization, because of the Meta-Coach training, it is still possible that the training was not the antecedent to the consequent of self-actualization. There may have been various other variables, both implicit and explicit, which affected the level of self-actualization of those business leaders, and yet those leaders may not be consciously aware of those variables. The possibility of self-actualization is not limited through this training. The people that Maslow interviewed and studied, the research that Lessner and Knapp (1974) performed that measured levels of self-actualization are not of people who went through Meta-Coach training. Therefore, these people were able to experience self-actualization in other manners. It is therefore possible that even though the particular business leaders who attended the Meta-Coach training could have already been self-actualizing or self-actualizing afterwards, and would have regardless of their Meta-Coach training.

Another limitation of this study is that the leaders use key words that would indicate self-actualization to increase the perceived outcome to this researcher of their self-actualization. If a business leader is well read in the self-actualization literature he or she may use words and descriptors that would look as if they were self-actualizing.

Another limitation of this study is that the leaders may inflate or even under value the real impact on their business since experiencing Meta-Coach training.

Nature of the Study

14

This study is qualitative and phenomenological in nature. Phenomenology, according to Husserl, is "pure theory of essences" (Husserl, 1921/2001, p. xxxix) and essence is the expressions of "purely universal propositions, made up out of concepts which are not class-concepts of mental acts, but ideal concepts of essence" (Husserl, 1921/2001, p. 63). Leaders and trainees experience life as phenomena and the Meta-Coach training purports to increase the level of self-actualization of the trainee (Hall & Duval, 2004), but what do the leaders really experience? There will be a comparison of the leader's experience of self-actualization to the descriptions of self-actualization from the literature or as Maykut and Morehouse (1994) states, "the qualitative researcher seeks patterns which come out of or emerge from the data" (p. 13). It is that data that will be reviewed and compared to the self-actualization literature. The business leaders will also explain their experience with their business performance since experiencing Meta-Coach training.

Self –actualization is described as different things by different people (Hall & Duval, 2006; Maslow, 1970; Shostrom, 1974; Privette, 1983) and is a lived experience (Maslow, 1970), and thus, "Research design is governed by the notion of fitness for purpose" (Cohen, Manion & Morrison, 2000, p. 73), and so the phenomenological approach is the design for this fitness for purpose. Using the qualitative method and the phenomenological approach offers the opportunity to understand the structure of the experience of these business leaders lived experience. O'Donoghue and Punch (2003) state that "the phenomenologist as spider weaves a web so that he or she can understand the structures of lived experience" (p. 44).

The lived experience that is being researched is that of self-actualization, the self-

actualization that was described and characterized by the human potential movement (Maslow, 1970), and of which is part of the field of psychology. In fact, Maslow himself was a psychologist (Maslow, 1970) as well as Rogers (1961), and Shostrom (1962). It being the case that this research studies seeks to understand the phenomenological perspective of business leaders and their experience with Meta-Coach training, it seemed apropos to use a phenomenological approach in understanding a lived experience of which is psychological in nature. Giorgi and Giorgi (2003) speak of the key philosophers that came out of the continental tradition who themselves, along with Giorgi and Giorgi, believed that "phenomenological philosophy can help psychology in various ways" (2003, p. 244).

Self-actualization finds its description and its pragmatic implications within the writings and psychologies of the human potential movement (Maslow, 1970; Hall & Duval 2004). "Coaching is the tool and methodology of self-actualizing psychology that the human potential movement in the 1960s and the 1970s never discovered" (Hall, 2004, p. 9). Meta-Coaching involves various psychological theories including cognitive-behavioral, developmental, self-actualization, group and team, management and leadership, communication, and sports psychology (Hall, 2004, p. 14). Meta-Coaching realizes and facilitates change in the client. Meta-Coaching uses a change model that guides the client throughout the change process. The Axis of Change is the change model. Using the Axis of Change model, there are four axis (See figure 1) in which the

Meta-Coach can facilitate the process of change.
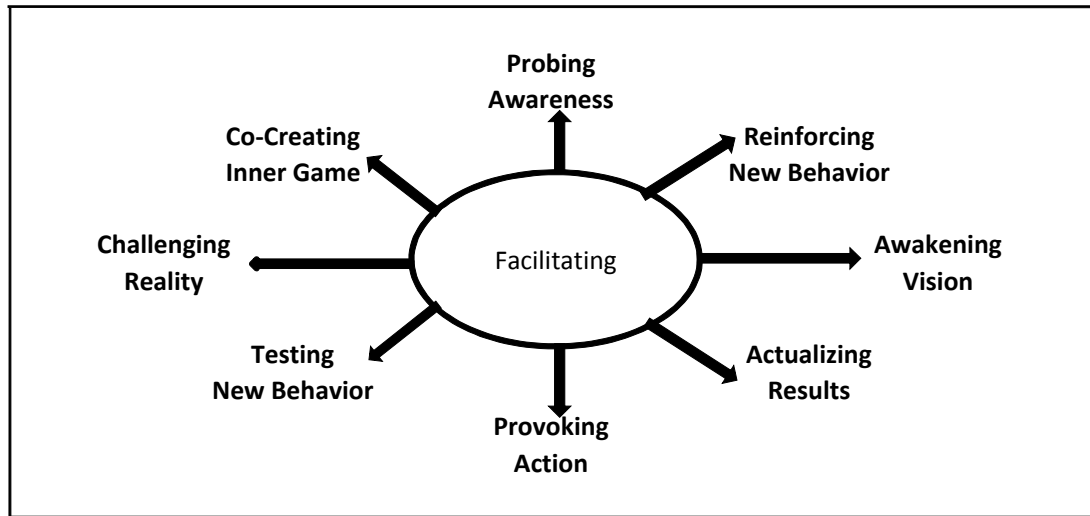
Figure 1. Axis of Change model. (Hall and Duval, 2004). Adapted with permission from the author.

For a client to change there must be a desire for change, energy for change, motivation to change. The client may move toward something or they may move away from something. Either they are motivated toward a goal or they are moving away from something. The Meta-Coach dances with the client and facilitates the movement of that motivational energy toward a goal or away from something (Hall & Duval, 2004).

Once the client is motivated to change, the Meta-Coach has an Axis of Decision (Hall & Duval, 2004). Is the client ready to change but are only reflective, or are they ready to act on the change? Once the client is ready to make the change and take the action, the Meta-Coach has an Axis of Creation (Hall & Duval, 2004). The Meta-Coach can co-create with the client the inner game of creation or if the client is ready, facilitate them into actualizing the results. Finally, the Meta-Coach has an axis of solidification

17

(Hall & Duval, 2004). The Meta-Coach can cheer and reinforce the new behaviors of the client or and they can help the client test and update the goals and changes.

The Meta-Coach has access to various models of human transformation such as Neuro-Linguistic Programming (NLP), Neuro-Semantics (NS), Meta-States, and Meta-Programs. NLP has its foundation with the works and theories of Bandler and Grinder (1980). Bandler and Grinder were the original theorists and practitioners of NLP and then finally in the works of Hall & Bodenhamer who extended the works of Bandler and Grinder (Hall, 2002; Hall & Duval, 2006).

Organization of the Remainder of the Study

This organization of this study will be such that the first portion of the literature review will review the impact that self-actualization has on the leader. Then the literature review will review the history of self-actualization. It will highlight the works and writings of the seminal theorists and practitioners in the field. It will review where the field is today. The literature review will then review the theories, frameworks, models, principles, and procedures of Accessing Personal Genius and Meta-Coaching. This review will include a review of the expectations, as defined by the authors of the works that are under review, of what the outcome should be from specific trainings and patterns. There is more depth in this section than in the other sections, so that the reader, the pragmatist, and future researches are aware of what the content of the trainings entail.

The next section reviews the method that will be used to answer the research questions. This section reviewed the selection of the type of business leaders for this study, and the open-ended questions that they were asked. This section will also define

how their experiences were referenced or coded to understand their level of self-actualization. This section shows the results from the study, narrates, and reviews patterns of the lived experience of the leaders about their belief about their personal self-actualization and about their personal experience of business performance since taking the Meta-Coach training.

The next section reviews what the current results mean. What value do they add to knowledge and to society? There is a review of the pragmatic implications of this study. This section also highlights areas where further research could take place.

CHAPTER 2. LITERATURE REVIEW

Human performance technology is used in business as a way of solving performance problems (Stolovitch & Keeps, 1999). Human performance technology does not only solve organizational performance problems, but also problems faced by "educators, professionals operating in social agencies, and those involved in volunteer or community agencies" (Stolovitch & Keeps, 1999, p. xxii). There are various models for solving performance problems, but all of these models include some type of intervention phase. Gilbert (1996) and Harless (1979) claim that the use of one type of intervention to solve some performance issues are motivational interventions.

There are various theories of motivation, some are cognitive based, such as Vroom's (1964) expectancy theory, different goal setting theories (Gorman, 2003; Hersey, Blanchard, & Johnson, 2001; Locke, 1968), and those based on fairness or equity (Adams, 1963). Other motivational theories are needs based, such as those by Maslow's (1968) Hierarchy of Needs, Alderfer's (1972) existence, relatedness, and growth, and Herzberg's (1966) two factor theory.

The different theories of motivation are not exclusive, but are different ways to explain how people can be motivated to change behavior (Desimon, Werner, & Harris, 2002). Human performance technology uses motivational methods to change behavior based on a need caused by a gap between what is and what can be (Boyd, 2002). Maslow (1970) recognized needs based along a hierarchy and any of these needs, fulfilled, could close a performance gap between what is and what can be.

The Positive Effect of the Self-Actualized Leader

Maslow (1971) wrote that self-actualizing business leaders were those who loved their jobs and the dichotomy between work and fun does not exist with self-actualizing individuals. Shostrom (1987) built upon the work of Maslow and recognized that people who are self-actualizing are more fully functional and utilize their full capacities and their full capabilities. Understanding the impact of a leader on an organization and the experience of self-actualization should take into account what self-actualization is and what it does for the individual. If a person reaches his or her full capabilities and capacities through self-actualization, and if that person is a leader who reached his or her full capacity and capabilities, then not only does the individual experience success as an individual but success in business as well (Dorer & Mahoney, 2006).

Dorer and Mahoney (2006) also found that the higher leaders are in the organizational hierarchy, the greater they scored on the personal orientation inventory (POI) created by Shostrom (1974), and the greater they scored on the Demographic Information Questionnaire (DIQ) in regards to how satisfied they are with their jobs and careers. This finding by Dorer and Mahoney (2006) supports the idea that Maslow (1971) postulated that those who are self-actualizing would be satisfied with their jobs and careers.

Privette (1983) writing about the Third Force in psychology draws conclusions about the overlapping phenomena of peak experience, peak performance, and flow. Thornton, Privette, and Bundrick (1999) state that, "Peak performance, an optimal experience, parallels and is among a person's closest approximation to self-actualization" (p. 253). Privette (1983) suggests that these experiences "coincide on many points" (p.

21

1362) and that peak performance is "an episode of superior functioning" (p. 1361). Maslow (1970; 1998) recognized that peak performance was an attribute, or at least an emergent property, of self actualization and that if businesses leaders were themselves experiencing self-actualization, than the experience could bring with it "an episode of superior functioning" (Privette, 1983, p. 1361).

Csikszentmihalyi (1990) studied and taught. He wrote about flow experiences, experiences of peak performance, and about happiness. He stated having and experiencing peak moments and being in the flow resulted from the "circuitous path that begins with achieving control over the contents of our consciousness" (Csikszentmihalyi, 1990, p. 2). Csikszentmihalyi, like Maslow, was propelled into a study and understanding of the positive side of human nature because of the experiencing the devastation of World War II (Seligman & Csikszentmihalyi, 2000). Csikszentmihalyi states,

> he witnessed the dissolution of the smug world in which I had been comfortably ensconced. I noticed with surprise how many of the adults I had known as successful and self-confident became helpless and dispirited once the war removed their social supports. Without jobs, money, or status, they were reduced to empty shells. Yet there were a few who kept their integrity and purpose despite the surrounding chaos. Their serenity was a beacon that kept others from losing hope. And these were not the men and women one would have expected to emerge unscathed: They were not necessarily the most respected, better educated, or more skilled individuals. This experience set me thinking: What sources of strength were these people drawing on? (Seligman & Csikszentmihalyi, 2000, p.6)

According to the work of Csikszentmihalyi (2004), the importance of flow, the importance of a new psychology that integrates peak experiences, flow, and happiness are critical for survival of the human species. Maslow wrote about self-actualization as a biological necessity of our species, that is, we are wired to self-actualize (Maslow, 1970). Csikszentmihalyi (2004) follows through on this concept when he writes, "The first point is that we need a new image of what it means to be human. We have been quite schizophrenic as a species about our own identity" (p. 360).

Lessner and Knapp (1974) did a study comparing the self-actualization level of entrepreneurs who had different growth perspectives relative to expansion of their businesses. They called one set of entrepreneurs as craft-oriented and the other as merchandise-oriented. The craft-oriented were considered those who were less growth oriented and the merchandise-oriented were more growth oriented in their business dealings. As part of the conclusion of their study, they state that, "Thus, there appears to be a relationship between personal characteristics of the man and (a) the type of firm he builds and (b) the growth of this firm" (Lessner & Knapp, 1974, p. 459). From their use of the POI, as a measurement of different levels of self-actualization, they found that "Merchandising-oriented entrepreneurs have been hypothesized to be more self-actualizing than craft-oriented entrepreneurs" (Lessner & Knapp, 1974, p. 455).

There is another interesting study by Bennett (1977) that suggests that self-actualization, along with assurance and intelligence, had a positive impact on the performance of managers. Two different measures were given to Philippine and Hong Kong Chinese participants. These two measures were the Fiedler's Least-Preferred Coworker Scale (LPC), and Ghiselli's Self-Description Inventory Scale (SDI). It was

found that the LPC scores were affected by culture, but for the SDI scale, it was found that those who scored high on self-actualization also represented those as high performing managers.

Maclagan (2003) writes about key theorists such as Herzberg, Argyris, and McGregor. Maclagan, reviews their various theories of motivation, and recognized that even within the different theories each theorist agreed that motivating employees will improve performance and that self-actualization is part of employee motivation. In fact, Argyris (1964) discusses the growth of employees and states the importance of employee's fully expressing their capabilities by writing that "there be a full expression of the individuals present potential and the striving to expand it" (p. 32).

Others, like Lang (2008), have researched the impact that self-actualization has on the collective action of individuals within organizations. According to Lang (2008) self-actualization is a second-level level of human development and the third is a transcendental life where "human beings are also in the quest of a harmonious relationship with the external world transcending their narcissistic pursuit of personal gains" (p. 253). The levels of human development that, if incorporated within the culture of the organization, has a positive impact on the financial performance of an organization.

It is noted by Meredith (2007) that leaders who portrayed a transformational leadership style have a positive effect on their organization. Meredith (2007) then concludes, based off a regression analysis study of CEOs who were transformational leaders who scored higher than the general population in optimism, self-actualization, problem solving, and assertiveness. The conclusions were not that self-actualization made

24

them transformational leaders, but that these CEO's, who were transformational leaders, scored higher on self-actualization than the general population.

Rego, Cunha, and Oliveira (2008) revisited the works of Maslow on Eupsychia type of management and link self-actualization, at least as it is expressed in organizational management, with work place spirituality. They state "We use the eupsychian framework to make sense of the empirical findings of a research aimed at showing how some (eupsychian and antieupsychian) leaders' behaviors influence the (eupsychian and antieupsychian) attitudes and behaviors of employees" (p. 167). The findings revealed then when managers displayed antieupsychian leadership behaviors, it engendered antieupsychian behavior from the employee. When the leader displayed eupsychian leadership, it engendered eupsychian behavior.

Intrator and Kunzman (2006) are reviewing models for successful growth of teachers. They come to the conclusion that the best way to develop a teacher is to turn Maslow's hierarchy upside down and focus on the soul, focus on self-actualization of the teacher, rather than focus on the lower detailed needs of the teacher. They go so far as to claim "If we step back from our focus on schools and look at how any successful organization envisions professional development, it's not a stretch to say that groups who sustain their workers *do* turn Maslow's pyramid upside-down" (p. 39).

Fetzer (2003) found that professionalism was higher in associate degree nurses when those same nurses reflected or displayed self-actualizing tendencies. "Findings indicate that self-actualization was positively and significantly related to the degree of professionalism" (Fetzer, 2003, p. 139).

Metzger (2003) who researched the self/inner development of district superintendants and college deans found that self-actualization was a key concept to the impact that leaders had on the institution. Metzger (2003) writes,

> Respondents were asked to rate their level of agreement with the following statement as to their opinion regarding the impact of personal changes (inner transformation) of the leader on their institutions: 'If there is no transformation inside each of us, all the structural change in the world will have no impact on our institutions.' Of the respondents, 82.4% of the superintendents and 59.1% of the deans agreed or strongly agreed with this statement. (p. 673)

Finally, to conclude this section about self-actualization and its effect on the performance of business leaders, it seems apropos to bring up the concept of adulthood or full humanity. Shea (2003) writes about the characteristics of what makes a person fully human. Shea delineates many different researchers and theorists and captures the essence of their theories of full humanity. Shea's conclusion from these various theorists is that, "Without questions self-actualization in its process, and in its paradox, is essential to being an adult self" (p. 28). Even though this article does not deal with leadership, per se, it does delineate the role self-actualization has in the development of the adult self, and subsequently leaders.

Seminal Researchers

Maslow and Self-Actualization

Maslow (1970) recognized that the needs of physical existence, safety, social, and esteem were deficiency needs. People are motivated to fill those needs and thereby

26

reduce the need by fulfillment. When there is a deficiency of food, one seeks food. The need is fulfilled once there is the acquisition of food and the person is no longer motivated to change behavior for food. Not all needs are deficiency needs, some needs are growth needs, and Maslow (1970) recognized these needs to grow as self-actualization needs. The need for self-actualization is not a deficiency need; it is a need that once fulfilled, that person seeks for even greater fulfillment. It was this self-actualization need that engendered Maslow to state, "What humans can be, they must be" (Maslow, 1970, p. 22). What research or experience did Maslow encounter that inspired him to develop such a premise and what forces of psychology or forces in nature played a role in developing a life dedicated to stating such a premise and then consequently setting out to measure, define, and develop such a premise in people, in leaders?

Around the time that Maslow began his career, there were only a few major forces within the field of psychology. There was the experimental behavioral approach that studied stimulus and response. There was also the psychoanalytic approach that studied the weak and unhealthy side of human nature (Maslow, 1970). Maslow did not believe that these two approaches were sufficient to use for understanding people. Maslow believed that these approaches sold human nature short and only looked at the sick side of human nature and did not study the healthy side of human nature. Around the time that Maslow approached the idea of self-actualization, there was a Third Force within psychology, that force was called the humanistic movement, and it was within this movement that Maslow focused his attention and within this movement that he sought to develop his ideas, his theories, and the implications that came with them (Maslow, 1971).

There were two key people that Maslow interacted with that created a *Weltanschauung* for him. One was Ruth Benedict and the other was Max Wertheimer; both were his teachers after he came to New York City with his Ph.D. (Maslow, 1971). Maslow claimed, "They were the most remarkable people" (p. 40). Maslow claimed that in starting to view these two people as remarkable people, he realized that his "investigation began as a pre-scientific or non-scientific activity" (Maslow, 1971, p. 40). It was from these two people, people who did not fit into the model of brokenness that he learned from his psychological training that his new *Weltanschauung* began to develop. So the beginnings for Maslow were not from a sample of a selected population, but were from him selecting specific individuals in which to research, special individuals who had the qualities of remarkable people.

From these two people Maslow began to study other people, he began to operationalize his terms and define the types of specimens that he would use to study self-actualization. Maslow began to study historical persons and he began to have confirmatory lines of evidence coming from others, such as Rogers and Bugental (Maslow, 1971). What grounded Maslow's research was in sampling the types of people that resembled those he had already studied. In fact, Maslow writes, "If we want to answer the question how tall can the human species grow, then obviously it is well to pick out the ones who are already tallest and study them" (p. 6).

Maslow (1971) can sum up the grand shifting paradigm that fueled the premise of a new view of human nature and the need for humans to self-actualize,

> but one thing I have no doubt: When you select out for careful study very fine and
> healthy people, strong people, creative people, saintly people, sagacious people –

in fact, exactly the kind of people I picked out – then you get a different view of mankind. You are asking how tall can people grow, what can a human being become? (p. 42)

The need for humans to become what they can become may have started from a view or connotative aspectual framework for Maslow, but it did not stop there. It was not just his research of certain individuals, both in history and through history, but how Maslow understood the drives applicable to biological beings. Biology has much to teach us about the self-actualization of individuals. Maslow (1971) states, "The organism has more tendency toward choosing health, growth, and biological success than we would have thought a century ago" (p. 13). Maslow made such a statement because there were other areas of research that were being done on human nature. "Contemporary researchers suggest that the organism is more trustworthy, more self-protecting, self-directing, and self-governing than it is usually given credit for" (Maslow, 1970, p.46).

The research and debates of biological growth toward self-actualization happened in the framework of human instincts. How strong were human instincts? Do they govern the organism and thus govern the behavior, or are the instincts limited and the human becomes through the process of being? Maslow concluded that even though humans have some instincts, they become fully human by being, experiencing, and willing. He stated that the human had "instinctoids" (Maslow, 1971, p. 31).

Maslow believed that humans have this great potential as shown in biological necessity toward growth, but that something blocks their growth. He believed that through a natural process people tend toward growth and not stagnation, yet something blocks them. We have, all of us, an impulse to improve ourselves, an impulse toward

29

actualizing more of our potentialities, toward self-actualization, or full humanness, or human fulfillment. Granted this, what holds us up? What blocks us?

However, there is danger to the organism to allow this something to block self-actualization, something that blocks the movement of the being to full development and full functionality. This blocking can have many negative effects on one's being and one's experience of that being in this world, it is that revelation that Maslow captured when he wrote, "If you deliberately plan to be less than you are capable of being, then I warn you that you'll be deeply unhappy for the rest of your life. You will be evading your own capacities, your own abilities" (Maslow, 1971, p. 35).

Maslow's Motive

Before moving on toward a finer granulated definition of the process of self-actualization, it is imperative to define further the drive and motive of Maslow. What impetus drove the lifelong research and pursuit of this self-actualization and the full being of the human for Maslow? Maslow saw two great problems that must be solved. The first and foremost big problem was to "make the good person" (Maslow, 1971, p.18). What greatly affected Maslow were the happenings of World War II and the atomic age. Maslow believed that if humans cannot find a way to make the good person, they might all be wiped off the face of the earth. Maslow, at the point of determination that humans must develop and become the good person, knew that he had to define the good person. Maslow went on to set a standard of definition of the good person, a person who, according to Maslow (1971), if they could exist in abundance within a good society, they may save the wiping of the race from off the earth through war.

The second big problem according to Maslow was in developing this good society of good people. Maslow seriously believed that technologies and biological improvements must be put within the hands of good men in good societies (Maslow, 1971). This desire to see and experience good men (and women) within a good society affected the work and self-actualizing of Maslow and is part of the impetuous of humans becoming fully human.

Dissenters to the Hierarchy

There have been dissenters to Maslow's theories, but, according to Pfaffenberger (2007), in a discussion about Maslow's theory of self-actualization,*"*Empirical research remains sparse within the three areas discussed in the main part of this article" (p. 519). However, even with this seeming lack of empirical research, there are those who have researched Maslow's theories. There are people who do not agree that all people or all groups of people will experience their needs in a hierarchical fashion as theorized by Maslow. Majercsik (2004) found that even though self-actualization is a part of human growth and nature, it might not always follow the pre-potent needs as defined by Maslow's Hierarchy. Majercsik (2005) interviewed (through a paired choice questionnaire) 303 geriatric patience and found that self-actualization was the most important need, safety being next, then esteem, then love, then physiological care.

Steverink and Lindenberg (2006) discuss and compare different theories of motivation. The theory of human goals and well-being, also known as the SPF theory, is an integration of needs based theories and a theory of behavior. Maslow's Hierarchy of needs is also a theory of human motivation. What Stevernick and Lindenberg (2006) found was that not all people follow a direct hierarchy of needs, at least not as outlined by

31

Maslow. They found "that people are willing to sacrifice physical need satisfaction for an improvement in social need satisfaction" (p. 282).

Others have reviewed the hierarchy of needs as a comparative model with other branches of psychological research. Goebel and Brown (1981) were interested in determining if children developed along the same type of motivational hierarchy as described by Maslow. Goebel and Brown (1981) reasoned that if Maslow's Hierarchy of needs were a valid theory for defining drives that affect behavior, then as children developed, they would follow that pattern. Goebel and Brown (1981) rather found that as children went through different periods of growth, their needs changed along a different scale than as defined by Maslow. As an example, "The sequence of the hierarchy is also brought into question by the results. The data revealed that esteem needs peak at adolescence and decrease at later stages of development, whereas love needs continue to rise into young adulthood" (Goebel & Brown, 1981, p. 814).

Hogan and Roberts (2004) totally disregard the concept of self-actualization. They list three reasons why they do not even believe that self-actualization is a measurable or existent part of human nature. The first reason they give is that self-actualization is just an excuse for selfishness. The second reason they give is that self-actualization has no place in evolutionary theory – why would evolution care or support a self-actualizing principle. Third, they do not believe that there have been any tools to measure self-actualization. In conclusion, to their dissenting of the concept of self-actualization they state, "The fact that after at least 70 years there are no accepted measures of self-actualization suggests that the concept is empty" (2004).

Self-Actualization

Once Maslow determined that the world needed good people in a good society and that there were good people that could fit into a good society, he had to define what a good person is. What terms, what characters, what traits, would make up a self-actualized person? Were there common traits that these good people shared? Maslow believed that there were at least eight ways in which a person experienced self-actualization:

1. Having moments of total absorption. Being fully focused in whatever activity that one is experiencing. This is experiencing life in time without being self-aware – it is just being. It is being fully focused in the process and absorbed in the moment.

2. Life is a process of choices and the person who is self-actualizing moves from a position of choice from fear choice toward growth choice. It is continuous growth, one-step at a time. It is moving forward in life, away from things that engender fear toward things that bring growth.

3. Self-actualizing people are directed by their inner self rather than others. They are the Supreme Court and CEO of their actions and behaviors.

4. Responsibility and truth. Self-actualizing people take responsibility for their actions and their life. They see their life as their responsibility to run and not someone else's.

5. Self-actualizing people grow from making the correct choices at prime times in their life. Self-actualizing people live a life of learning how to become what one is. These self-actualizing principles become the foundation for growth and each time they are made the person becomes more actualized. It is by following their own inner being that they fully become.

6. Self-actualization is an ongoing process and those who are self-actualizing do so with intention and effort. The person who is self-actualizing strives to do their best at what they do.

7. Self-actualizing people experiences key peak experiences and have times of personal ecstasy. Self-actualizing people finds ways and make avenues to experience peak experiences.

8. Self-actualizing people are on a road to self-discovery. They are in the process of finding themselves, as an existential experience.

Maslow had a further list that could be used for clinical and experimental study: perception of reality, acceptance, spontaneity, problem centering, solitude, autonomy, fresh appreciation, peak experience, human kinship, humility and respect, interpersonal relationships, ethics, means and ends, humor, creativity, resistance to enculturation, imperfections, values, and resolutions of dichotomies (Maslow, 1970, p. 128).

From these lists, and from the research that Maslow did, there can be a summation of what all these character attributes mean for the person, for the self-actualizing person. Maslow compared self-actualizing people as similar to children when he wrote, "Healthy growing infants and children don't live for the sake of far goals or for the distant future, and they are too busy enjoying themselves and spontaneously living for the moment. They are living, not preparing to live" (Maslow, 1999, p. 53). Self-actualizing individuals live in the present rather than the past or the future and draw on their own inner resources instead of needing resources from others.

Maslow, being the first researcher and writer about self-actualization, was by no means the only person to research and write about the idea of self-actualizing people.

Others have seen common themes in people, who live a life of inner and outer freedom, increase in the utilization of their own capacities, and are less apt to suffer from emotional trauma (Rogers, 1961; Shostrom, 1962).

It should be noted that the literature on self-actualization implies in detail that self-actualization is a process and not a static event. A person does not self-actualize, but rather is always in the process of actualizing, in the process of development (Leclerc, Lefrancois, Dube, Hebert, & Gaulin, 1998). Self-actualization is a process and the individual self-actualizing is not the end in a process, but is the process itself (Harre & Lamb, 1983).

Rogers and Others

Rogers was another who saw within the human being the potential to grow and to self-actualize. The more time Rogers spent working and living with people in his person-centered approach, the more he realized that there is a tendency in individuals and groups toward actualization, and that this actualization was a characteristic of life itself (Rogers, 1980). Rogers believed that in every person there is a current and flow of growth that brings that individual to greater and greater fulfillment of their inherent possibilities. That growth is a process of life and that this process has an inherit base within each individual, and that given the possibility and the reduction of disease or ill health, the individual moves from a present condition toward a future condition of growth.

Roger's justification for believing that each individual has a tendency to grow toward wholeness and to actualize their potential is that when he used his person-centered approach to move people toward growth. He states, "I have not found psychotherapy or group experience effective when I have tried to create in another individual something

that is not already there" (Rogers, 1980, p. 120). According to Rogers, the therapist does not create within the individual something that does not already exist in the individual, rather the psychotherapist creates the opportunity for the individual to unleash and grow what is already existent within the individual.

Ellis (1991) believed that people have within themselves the drive to achieve a more functional life. Life should be one of discovery of finding what one likes and dislikes, what one can achieve and attain. It should be a process of will of choice to move in the direction of growth by finding out whom and what one is. It is in response to the process of growth and discovery that one begins on the path of self-actualization.

Others have researched the expressed and lived experiences of self-actualization, such as peak performances, single-minded, joy. Privette (1983) defines peak experience as intense joy and peak performance as superior functioning and flow as an intrinsically rewarding experience. Maslow (1968) recognized self-actualization as including peak experiences. These were experiences that surpassed normal levels of experience and were levels of high intensity; these were levels that were rich in meaning.
Leach (1963) gave a definition of a peak experience as,

> That highly valued experience, which is characterized by such intensity of
> perception, depth of feeling, or sense of profound significance as to cause it to
> stand out, in the subject's mind, in more or less permanent contrast to experiences
> that surround it in time and space. (p. 11)

Laski (1962) used questionnaires and interviews to collect data from individuals as they reflected in an introspective manner and found that peak experiences could be

"characterized by being joyful, transitory, unexpected, rare, valued, and extraordinary to the point of often seeming as if derived from a preternatural source" (p. 5).

Peak performance is that type of behavior that goes above the norm for behavior. Privette (1983) defines peak performance operationally as "behavior which exceeds typical behavior" (p. 1362). Privette (1983) also states that peak performance may be something that only happens once in a lifetime or it may be something that can happen more often. Peak performance is being on the top of your game. An interesting key point that Thornton, Privette, and Bundrick (1999) make about peak performance and its relationship to the potential of growth and self-actualization is, "Evidence that many people experience transient superior performance suggest that humans universally have potential beyond what is ordinarily used" (p. 254).

Flow, as defined by Csikszentmihalyi (1975), is a state of enjoyment, as usually found in play, yet it does not only exist in play. Flow can happen with simple to complex behavior. The key to flow is to have your skill and the challenge of those skills in line with each other. When there is the matching of skills with the challenge of the job, then you will tend to experience a greater chance to experience flow. When your skills are greater than your challenges, you may experience boredom. When your challenge is greater than your skill, you may experience anxiety and fear. Flow is that place where there is a match between your skills and your challenges. One may experience a peak experience and not experience peak performance or flow; each is an independent experience that can happen separate or together, yet neither is the antecedent of the other.

Shostrom wrote much about self-actualization and even developed a therapy to help others self-actualize. Shostrom (1976) believed that "the journey of therapy, and of

37

life itself, is from dependence to independence, to interdependence" (p. xxvi). "But living is a process of continuous change. Therapy, therefore, must be a process of helping man to continuously adapt and change. Research into the effects of actualizing therapy shows that man's core can be revitalized" (Shostrom, 1976, p. 1). Self-actualization is becoming who one is, by shaking off that which hinders one from being. It is the process of revitalization and removing of the dross rather than an adding of attributes or characters. It is growing into full humanness. It is actualizing all of one's potentials, systematically.

Shostrom (1964) believed that each person knows who he or she is on the inside. It is the goal of the self-actualizer to be on the outside what indeed he or she knows to be true of on the inside. The person needs both to live in homeostasis and in transtasis. Change, a transition from one level of homeostasis to another level. A growth toward habituation of what one is on the inside, yet, the self-actualizing individual does not stay in that habitual or homeostatic place but moves and changes toward self-determined growth.

Shostrom (n.d., POI Scales) lists two major and ten minor characteristics of self-actualizing people:

1. Time Competence – Lives in the present

2. Inner Directed – Independent, self supportive

3. Self Actualizing Value – Holds values of self actualizing people

4. Existentiality – Flexible in application of values

5. Feeling Reactivity – Sensitive to own needs and feelings

6. Spontaneity – Freely expresses feelings behaviorally

7. Self-Regard – Has high self-worth

38

8. Self-Acceptance – Accepting of self in spite of weaknesses

9. Nature of Man, Constructive – Sees man as essentially good

10. Synergy – Sees opposites of life as meaningfully related

11. Acceptance of Aggression – Accepts feelings of anger or aggression

12. Capacity for Intimate Contact – Has warm interpersonal relationships

Campbell, president of Performance Unlimited, seeks to actualize individuals, teams, and organizations. Campbell (1998), taking the lead from Maslow lists most of the same 16 characteristics of actualizing people, as does Maslow (1970). Stevens (2005) also develops a list of self-actualization attributes that explain the key characteristics that individuals who experience self-actualization share.

The Center for Self-Actualization (n.d.) gives an interesting definition of the self-actualized person.

> Seeks to be a way shower, cannot settle for mediocrity, always strives to reach greater plateaus, is self contemplative, and seeks to know even the mind's shadows, doesn't readily surrender to fear, sees the means as important conquest, not the end. For the self-actualized there is no end, just a constant movement to expand and become and express more of oneself! (The Self Actualized Person, ¶ 1)

After some discussion of Maslow and his views and contributions toward the idea of self-actualization, the Center for Self-Actualization (n.d.) asks the perspicacious question: "So, what is Self-actualization?" With this question, they add further dimension than was stated earlier:

Self-actualization is using your full potential. It's fulfillment on all levels, it is

having a basic trust and flow with the universe. It is absent from blockage, such as

fear and worry. It is absent of limiting thought, beliefs and prejudices; it is being

Spiritually Centered, fully self-identified and fulfilled. Yet, one who is self-

actualized is far from self-centered; he is supportive of others and serves as a

guide to help them in their movement towards self-actualization. (Self-

Actualization, ¶ 3)

In this self-actualization summary, the Center for Self-Actualization sums up

most of what others have written. Each researcher and writer of self-actualization that has

been discussed in this literature review has points, sub-points, and characteristics of what

a self-actualizing person is, in process, this quote incorporates those points into a

synthetic manner, and yet, it still leaves out many of the other characteristics that a self-

actualizing individual may have.

Stevens (2005) reviews the history of self-actualization and the role that Maslow

had in that history. Stevens highlights the key characteristics that others have highlighted

and then goes further to describe what Maslow called the B-values or B-needs (as

opposed to the D-values – deficiency or D-needs). The B-values are being values and are

sometimes considered meta-values. Stevens (2005) states that, "The content of self-

actualizing people's thoughts is an extremely important way in which they live on a

higher level."

"Focusing on satisfying these values (instead of focusing on lower values or

negatives) is an important factor in why self-actualizing people are happier, more

peaceful, and more productive than other people" (Stevens, 2005).

O'Conner and Yballe (2007) revisit Maslow's Hierarchy by developing brainstorming teams consisting of students. The teams are to list their needs. Once all the needs are written down O'Conner and Yballe (2007) take those needs and start organizing them to find that they fit within the overall structure of Maslow's Hierarchy. In pursuit of their research for a "roadmap of human nature" (p. 743), O'Conner and Yballe (2007) request that the students list their core values. The interesting findings of these values are that they fit within the hierarchy, in the category of self-actualization.

There is research being done of the concept of self-actualization by neuro-science (Dietrich, 2004; Ryback, 2006). It is another avenue of research along the lines of self-actualization. The self-actualization attributes that define it, such as peak experience, deep concentration, wholeness, time competence have been vindicated as real positive aspects of human development. Ryback (2006), researches mindfulness and neuroscience to measure the effects that mindfulness has on the neurology of individuals who practice mindfulness (similar in nature to peak experience, deep concentration, wholeness). Ryback, (2006) while discussing the findings of Rogers and Maslow concludes, "What Rogers was doing all along, even in the 1940s, and the other humanistic pioneers in the 1960s and 1970s, before mindfulness became popular and the neurology that's now cutting-edge research. Somehow, humanistic psychology had it right" (p. 489).

Summation of Self-Actualization Attributes

Maslow, Shostrom, Campbell, and Stevens elaborate in their writings their view of the type of experiences, values, perceptions, directions, or attributes that define self-actualizers. Table 1 lists these attributes and charts the different authors who use them.

41

Table 1 is a compilation of these self-actualization attributes and shows how each author
shares self-actualization attributes with the others.

Table 1. *Core Self-Actualization Attributes*

Number	Self-Actualization Attributes	Maslow	Shostrom	Campbell	Stevens
1	Full concentration and total absorption	x		x	
2	Process of choices - takes growth choices	x		x	
3	Directed by their inner self	x	x	x	
4	Responsibility and truth	x		x	x
5	A life of learning	x		x	
6	Actualizing one's potentialities	x		x	
7	Peak experiences	x		x	
8	Self discovery	x	x	x	
9	Perception of reality	x			
10	Acceptance	x	x	x	
11	Spontaneity	x	x		x
12	Problem centering	x		x	
13	Solitude	x		x	
14	Autonomy	x	x	x	x
15	Fresh appreciation	x			
16	Human kinship	x	x		

Table 1. *Core Self-Actualization Attributes (continued)*

Number	Self-Actualization Attributes	Maslow	Shostrom	Campbell	Stevens
17	Humility and respect	x			
18	Interpersonal relationships	x	x		
19	Ethics	x			
20	Values	x		x	x
21	Means and ends	x		x	
22	Humor	x		x	x
23	Creativity	x		x	x
24	Resistance to enculturation	x		x	
25	Imperfections	x	x	x	
26	Resolutions of dichotomies	x	x	x	
27	Time Competence – lives in the present		x		
28	Self regard-high self-worth		x		
29	Nature of man, constructive-sees man as essentially good		x	x	
30	Synergy-sees opposites of life as meaningfully related	x	x	x	x
31	Acceptance of aggression		x	x	
32	Wholeness				x
33	Beauty				x
34	Serenity				x

Note: Core self-actualization attributes are the terms that Maslow, Shostrom, Campbell, and Stevens used to describe attributes of those who are self-actualizing. Some of the attributes are unique between the authors and others are common. The x denotes who uses the term as an attribute of self-actualizers.

Society of Neuro-Semantics

Hall writes extensively about self-actualization in his published books, in journal articles, and as part of his public articles on his Web site. Hall and Duval write and train Meta-Coaches and this training includes concepts of self-actualization and has as part of its goals to help the client and the coach self-actualize as a process. It is important that the literature that Hall writes be taken into consideration to understand the direction and goals of the Meta-Coach related to Hall's understanding of self-actualization.

Hall's (2002) interest in self-actualization includes a history of self-actualization, including the people involved, as well as the psychology that surrounds it. After extensive research into how self-actualization is defined by various researchers and practitioners, and after determining the theoretical construct and psychology of such, he sets out to define self-actualization as it relates to the latest finding in Neuro-Linguistic Programming (NLP), Neuro-Semantics (NS), Meta-States, Meta-Programs, and Meta-Coaching.

Hall (2003) recognizes that self-actualization was part of the human potential movement and that are no one group or groups who promote any models for forwarding the human potential movement into the 21st century. Hall recognizes that NLP was one of many groups that came out of the human potential movement. Hall (2003) was on a search to "distinguish remedial psychology from generative psychology" (p. 2) to identify the differences between those who needed therapy and those who have the mental health and self-esteem that could use coaching. One of the grand epiphanies that came from this study was that even though the human potential movement studied the health/growth side of human nature, Hall (2004) states there were no models (other than Maslow's) that

came out of that movement that explained how the process of self-actualization occurred. There were grand ideas, there were ideals of what humans can be and can become, but no models on how to get there.

Given that, according to Hall (2004), there is no single group that has carried on the human potential movement, from which we get self-actualization, who could carry it on? Is it to be lost forever? Can it be revitalized by something? Can a model or models revitalize it? Hall believes so, he believes that NLP and NS have the models that "can take self-actualization to a whole new level" (p. 4). However, what from the human potential movement would be carried on and revitalized? Hall states, "Pioneers of the human potential movement offered *a new paradigm* about human nature. Key among their most revolutionary ideas is the following, ideas that governed their new approach:"

1. People innately have the resources and drive to grow and fulfill their nature.
2. Self-actualizing is the natural and the ultimate purpose of life.
3. Unlike animals, we do not have hard-wired instincts for knowing how to be human.
4. We have to discover and invent how to live and be by fulfilling our lower and higher needs.
5. People naturally learn and change when interferences are removed and the right environment are provided.
6. Growth through ongoing learning and change is not only natural and innate but our key instinct for survival.

7. Pathology is the exception, not the rule, and not the direction of growth but the interference of growth.

8. Trusting the natural process means giving unconditional positive regard. (Hall, 2003, pp. 1-2).

At this point then, there is open for further review both the concept of self-actualization as defined by Hall and the model or models that can take self-actualization to the new level. Hall considered this new level as "Actualizing Maslow" (Hall, 2003). According to Hall (2003), to actualize Maslow, "we will need to:

1. Translate the *vision* of self-actualization into a specific *model.*

2. Re-model the hierarchy of needs to make it more holistic and systemic.

3. Create specific patterns for accessing and managing peak experiences.

4. Create a synthesis between meaning and performance" (p. 3).

Hall (2003) then goes on to define exactly what he means by self-actualization:

Self-actualization refers to 'making real or actual' our innate talents, aptitudes, and possibilities to release our highest potentials. We do this by satisfying our lower needs that drive us (i.e., food, water, sleep, safety, love and affection, and self-esteem) and moving into the highest *being* needs by learning, growing, changing, and transforming. (p. 3)

Hall (2003) generates a table that describes the tasks that need to be done and the solution for each task; it is within this framework that Hall determines how to actualize Maslow.

Actualizing Maslow

To Actualize Maslow and the great promises of the *human potential movement,* we need to—

The Task	The Solution
1) Translate the vision of self-actualization into a specific model.	Neuro-Semantics of Self-Actualization
2) Re-model the hierarchy of needs so that it is more holistic and systemic.	The Matrix of Self-Actualization
3) Create specific patterns for accessing and managing "peak" experiences	Accessing Personal Genius Pattern
4) Create a synthesis between meaning and Performance	The Self-Actualization Quadrants

Figure 2. Actualizing Maslow. Hall's task to solution chart (Hall, 2003, p. 7). Adapted with permission of the author.

Before going on to the models, and then ultimately to Meta-Coaching as a way to actualize these models it is very important to delineate Hall's view of self-actualization. As has already been stated, Hall is in agreement with Maslow and Rogers in their definitions of self-actualizing people. Hall starts there and moves out to re-define and co-define with Maslow and others. Hall (2003), in particular considers part of self-actualization as being in a genius state or a flow state. Hall (2003) states that some of the variables or qualities of genius state are:

1. An intense focus or concentration, the state of flow

2. Single tracking or first-level attention focus

3. Multiple perspectives that gives one wisdom of the whole

4. An engagement or commitment state about something of interest

47

5. Clean state accessing and impeccable state shifting in and out of the genius state

6. Crystal clarity of purpose and direction

7. A flow state of optimum challenge and competency

8. Congruency and personal alignment with values and beliefs

9. Empowering decisions for the clarity of the focus state

10. A sense of delight, joy, fun, and happiness in the state

11. An engagement that creates a joyful learning state

12. A flexibility of consciousness to take multiple perspectives

13. Proactively involved in an active way in the engagement

14. Socially involved and connected with others as collaborators or colleagues

15. Detailing the specifics from a meta-position, Meta detailing. (p. 2)

A frequently asked question of Hall (2003) is to define genius state, which, his typical reply is:

> The genius state is a state in which you are totally and completely present to something, so present in fact, that the world goes away, time goes away, self goes away, everything vanishes and you are present with one thing—you are completely engaged and absorbed with one thing which totally captivates your attention. This is a state of flow. It is an altered state of focus. And it's a great state because all of your resources are completely available to you. This is the state that world-class athletes access when they speak about being "in the zone." This is the state that lovers access when they are spell-bound by each other and lost in the moment. This is the state that young mothers and fathers experience with a new baby. This is what we call a state of transcendence, mystery, loving, and beingness. (p. 1)

How do all these varied paraphrases, explanations, and definitions come together into a workable model? What model or process or procedure can dare enjoin all these descriptive being emergent processes and operationally incubate them into both the person who seeks to engender these emergent processes into others, and those who receive these emergent processes? Dr. Hall and Master Coach Duval propound that Meta-Coaching can. The Meta-Coach has the experience of intense training, and of an intense dance with the client, as they facilitate and mobilize the clients internal and external resources to meet the desired well formed outcome (Hall & Duval, 2006) of which, the client experiences transformational growth; otherwise known as self-actualization.

Meta-Coaching

Why should the Meta-Coach be expected to have or experience self-actualization? The Meta-Coach coaches the client toward self-actualization, "coaching facilitates self-actualizing human potential" (Hall & Duval, 2004, p. 27). Hall (Hall & Duval, 2006) states, "Coaching is the self-actualization technology for the twenty-first century that enables people to unleash resources and, by closing the knowing-doing gap, actually actualizing potential" (p. 23). In addition, leading the client toward self-actualization means leading oneself toward self-actualization because according to the values of Neuro-Semantics (originators and trainers of Meta-Coaches), "apply to self. To walk the talk, reflect on your own development, and lead by going first in self-application" (Hall & Duval, 2006, p 5). As part of the vision, mission, and values that the new Meta-Coach trainee has to sign, it also states, "Being held responsible helps me to bring out my best, my personal genius"

(Hall & Duval, 2006, p 7). Thus, even from the very start of Meta-Coach training the coach is required to believe and live the values of "personal genius."

Duval (Hall & Duval, 2006) state, "Coaching seeks to support a clients desire for change and transformation and yet at the same time, the coach will similarly be affected" (p. 26). Therefore, it is apparent that the two founders and key trainers of Meta-Coaching believe and train that the Meta-Coach will experience the same transformation as the client.

What gives Hall and Duval such confidence in Meta-Coaching? Is Meta-Coaching supported by any grounded theories? What theoretical foundations explain coaching and the process of coach and client? Hall and Duval (2006) state that coaching has its foundation in various different psychological theories and thus has a solid framework from cognitive-behavioral psychology, developmental psychology, self-actualization psychology, group and team psychology, management and leadership psychology, communication psychology, and sports psychology (Hall, 2004, p. 14). In fact, Neuro-Semantics garnered patterns of change from Neuro-Linguistic Programming as found in Satir (Family Systems), Perls (Gestalt Psychology), Erickson (Ericksonian Hypnosis), Bateson (cybernetics, anthropology), Korzybski (General Semantics), Miller, Pribram, Galanter, and Chomsky of the cognitive psychology movement (Hall & Duval, 2006).

Therefore, given that there is theory behind what and why Meta-Coaches do what they do, the next depth of review needs to be the models that Hall describes as key toward dancing the client from their current state to a state or place of self-actualizing. From Figure 2 Hall lists four tasks for actualizing Maslow, which would emerge a

process for actualizing a client, and a coach. According to Hall (2003), there is the task to "translate the vision of self-actualization into a specific model" of which the solution chosen by Hall is "Neuro-Semantics of Self-Actualization" (p. 7). A second task is to "Re-model the hierarchy of needs so that it is more holistic and systemic" of which the solution chosen by Hall is "The Matrix of Self-Actualization." A third task is "Create specific patterns for accessing and managing peak experiences" of which the solution chosen by Hall is "Accessing Personal Genius Pattern." A fourth task is "Create a synthesis between meaning and performance" of which the solution chosen by Hall is "The Self-Actualization Quadrants" (Hall, 2003, p. 7).

Task number one is to translate the vision of self-actualization into a specific model and the solution or model is Neuro-Semantics. What is Neuro-Semantics? One feels the meaning in his or her body. The body includes the mind. It is, in fact, the mind-body system. There are multiple definitions of Neuro-Semantics, but the key definition is that "Neuro-Semantics is the scientific term for what is commonly called the mind-body connection. It involves a working model of the translation of mental meaning into physiological responses (emotions, behaviors, reactions)" (Hall, 2000a, p. 4). A further definition that clarifies the scientific term as written above is:

> The meanings (semantics) that we have in our minds by means of our words, language, memory, and imagination does not just stay in our heads, it gets into our bodies. Our neurology translates the meanings in our minds into feelings in our bodies (neurology) so that we then experience neuron-semantic states. (Hall, 2000a, p. 4)

Hall and Duval (2006) list the framework of Neuro-Semantics and some of the models that describe, develop, and frame meanings into the mind-body-emotional

51

system. These Neuro-Semantic models include the communication model of NLP. These mental representations are the movies played in the head. Hall describes these as "the theater of our mind" (Hall & Duval, 2006, p. 30). In addition, part of Neuro-Semantics is the reflexivity model of Meta-States. A Meta-State is "A state about another state as in joyful about learning, playful about being serious, curious about anger, calm about fear" (Hall, 2000a, p. 3). The Axis of Change is another model that works with generative change. The Axis of Change model is a change model for those people who already have the ego-strength to change. The Axis of Change model is the change model that the Meta-Coach uses to dance with the client through the change process and includes the motivation to change, the decision to change, the co-creation of the change, and the sustainability of the change (Hall & Duval, 2006).

There is also the use of a Benchmarking model to measure the competencies of the Meta-Coach. Terms and methods are operationalized by definition and is a way to measure competencies. The Matrix model is another Neuro-Semantic model. "With the Matrix model we can detect, enter, and profile a person's structure of meaning-making and intervene in the mind-body-emotion system for transformation and enrichment" (Hall & Duval, 2006, p. 30). Ultimately, this leads to the understanding that people give meaning to everything, that this meaning is semantic, and that semantically the body receives commands and thus behavior follows thought. Thoughts and language can become metabolized and though it may start as a thought, it may move into the muscle and affect the behavior. Meta-Coaches coach to the body, via the semantics of the client. It is with this understanding and skill that the Meta-Coach can move the client to experience self-actualizing changes.

52

A second task is to "Re-model the hierarchy of needs so that it is more holistic and systemic" (Hall, 2003, p. 7) of which the solution chosen by Hall is "The Matrix of Self-Actualization." Maslow's Hierarchy of needs is a linear model with one need being pre-potent to the next. The Matrix of Self-Actualization takes into account systems thinking and pre-supposes that people have psycho-logics and even the lower needs, or deficiency needs, have psychological impulses. The matrix that one lives in consists of process matrices and content matrices. The process matrices have to do with the meanings that one gives to something. Another aspect of process within the matrix of the mind is the intentional matrix. What does one want? What is the purpose? Being in state is also part of the process matrix. There are also content matrices. Each person develops a meaning or a matrix that runs his or her live. These matrices include the concept of self. This is when one asks – who am I? There is the matrix of power. Asking questions like, what can I do? Should I do it? These are part of the power matrix. There is also the time matrix. How one feels about time is part of that matrix. Is time the enemy or the friend? One's view of others is also part of a matrix of the mind. One's view of who are other people? Are they nice or mean? In addition, the final content matrix of the mind is the world matrix. The world matrix is a bit ontological and asks questions about reality – what is life? What is real (Hall, 2002).

A third task is, "Create specific patterns for accessing and managing peak experiences" of which the solution chosen by Hall is "Accessing Personal Genius Pattern." Accessing personal genius is a training that the Meta-Coaches go through. There are several different patterns of thought and behavior that the Meta-Coaches learn. The patterns are part of a three-day training that uses the Neuro-Linguistic Programming

model (NLP), the Meta-States model, and Neuro-Semantics. NLP is a communication model for running your own brain. Hall (2000a) states,

> We run our own brain by using the languages of the mind, the languages that we use to create our cinemas that we play out on the theater of our mind. These are the sights (visual), sounds (auditory), and sensations (kinesthetic), smells (olfactory) and tastes (gustatory) senses. We make sense of things with our internal senses. We internally process information and represent such in our Movie Mind. (p. 3)

Hall (2006a) claims that if people would stop and pay attention to their communication, there are movies that play in the mind. Hall is not claiming that there are actual movies, but that people can see pictures, hear sounds, feel sensations. Part of running your own brain is having the opportunity to edit and change the movies in the mind, which has the affect of changing the feelings and moods of the individual (Hall & Bodenhamer, 2005). In fact, NLP is a communication model that enables, through modeling others, the ability to modify one's behavior. Dilts, Grinder, Bandler, and DeLozier (1980) state that NLP will provide "a set of tools that will enable him or her to analyze and incorporate or modify any sequence of behavior that they may observe in another human being" (p. 3). NLP offers a host of interventions that modify behavior by modifying the representational systems (Bolstad, 2002).

Another pattern of the Accessing Personal Genius training is the Meta-States model. The Meta-States model has already been referred to earlier in the literature review. Because humans use reflexive thinking and have states about states (Hall, 2000b), the Meta-State model is a key model for the Meta-Coach in working with the

coaching client (Hall & Duval, 2004). Recognizing and working with the clients states and their meta-states ensures that the Meta-Coach enters into the clients Matrix (Hall & Duval, 2004; Hall, 2002) and builds rapport with the client and experiences the map of the client, rather than functioning from their own maps.

The other model that that the Meta-Coach uses integrates states and meanings through Neuro-Semantics to engender a movement from thought to body, or as Hall (2006) calls it "the gap between knowing and doing" (p. 14). Closing that gap is moving what is in the mind into the muscles (Hall, 2006b). The Neuro-Semantic models that are part of the accessing personal genius are the:

1. Meta-States model – maps the reflexivity and describes the layering of states upon states.

2. The Mind-Lines model – this model is for reframing conversations.

3. The Frame Games model – this model looks at the frames that one uses and the games that are played using those frames.

4. The Matrix model – this model specifies the seven different matrices that every person uses. It is a diagnostic model that looks at the matrix of intention, meaning, self, time, power, others, and the world.

5. The Axes of Change model – this model maps the changes that the client goes through starting with their motivation toward change and ending with validating and sustaining the change (Hall, 2006b, p 4).

It is within this framework and models that Accessing Personal Genius training takes place. Each certified Meta-Coach goes through this training, is able to use these models, and uses patterns to bring transformational change, self-actualizing change

55

within themselves and their clients. There are fourteen key areas of training that each Meta-Coach goes through that enables him or her to self-actualize and experience a genius state, as well as prepares him or her to work with a client to self-actualize and experience a genius state:

1. There is a general introduction to the Meta-States as a model of reflexivity.

2. There is meta-stating awareness and ownership of their basic powers. This highlights the fact that the coach, and the client, has the power to think, feel, behave, and speak. A pattern is followed that the trainee goes through to develop this meta-state.

3. There is the meta-stating of the self for self-acceptance, appreciation, and awe (esteem). A pattern is followed that the trainee goes through to develop this meta-state of self-acceptance, appreciation and awe. The Meta-Coach must have the ego strength and a positive self-regard and self-acceptance as part of self-actualization (Shostrom, 1962).

4. There is the meta-stating of thoughts of confirming and disconfirming to commission or to decommission beliefs. This is state ownership of the belief's that the Meta-Coach wants that are resourceful. This is also a pattern that the trainee goes through.

5. There is also a state of pleasure. The art of joy, of delight and happiness. Self-actualization includes the concepts of joy and pleasure and the Meta-Coach learns how to create and enjoy the state of enjoyment.

6. There is a conceptual deprogramming. It is a meta-stating of concepts. This is a pattern of changing the meaning that one can give to a concept. One may

56

have a poor relationship with a concept and that relationship may undermine the ability for the person to experience life to the fullest, which is another concept of self-actualizing.

7. There is a pattern for taming dragons. It is a pattern for learning to get rid of toxic thoughts, morbid states, unbalanced states – there may be times when one uses their own energies to put themselves at odd with themselves, these are referred to as dragon states. The trainee learns how to tame these dragons.

8. There is an as if frame. This is the miracle frame. It is a pattern that helps elicit and develop states of possibility or miracle thinking.

9. The mind-to muscle pattern is also learned and done. It is a pattern for taking a concept and driving it into behavior. It is a pattern for getting a great idea or concept from the conceptual level to the body level and even to a state of habituation.

10. There is state training and a pattern to develop a state of intentionality. A person may have a state of attention, but they need to move from attention toward intention.

11. The genius state is a state of focus and concentration. This pattern is about state shifting, focus, self-trust, commitment, and the ability to get lost in the moment.

12. There is a pattern to blowout excuses that people use. Excuses that hinder them from reaching their fullest potential and self-actualizing.

13. There is a pattern of meta-stating to resolve internal conflicts – it is to become congruent in thoughts and behaviors. It is bringing together miss match into a

new whole or gestalt. This is also another level of self-actualization – the

synergistic mind.

14. The final pattern is meta-stating integrity. It is the alignment of all one's

values with all one's behaviors (Hall, 2000, pp. 7-9).

All these patterns and this training help prepare the future Meta-Coach to experience self-actualization and to bring the client to self-actualizing. The Meta-Coach not only uses the patterns for his or her personal growth and control of states, but also has tools and models for actualizing in the clients the client's highest potentials. Thus, it seems, right from the start of the training of the Meta-Coach that the coach is learning and practicing states that in and of him or herself increase the level of self-actualization.

Shostrom (1964) taking his lead from Maslow, in creating the Personal Orientation Inventory (POI), measures multiple dimensions for determining levels of self-actualization. As has already been highlighted earlier in the literature review, Shostrom (n.d.) lists two major and ten minor characteristics of self-actualizing people.

Which, if any, of the Meta-States that is patterned and developed within the APG training would increase the probability that the Meta-Coach would score as a self-actualizing individual? According to Hall (2000), the accessing personal genius involves the 14 meta-states that were just listed of which elicits 21 meta-state experiences. Therefore, there are 21 opportunities to practice the 14 different meta-states. Therefore, with this preliminary training, prior to Meta-Coach training, the trainee has opportunity to move toward self-actualization. So, which, if any, of the Meta-States that is patterned and developed within the APG training would increase the probability that the Meta-Coach would score as a self-actualizing individual?

Meta-Coach Training

According to the Meta-Coach training manual, updated 2006, the Meta-Coach training is eight days long. Each day has a different emphasis but all the days together create a new gestalt, a Meta-Coach. This literature review about the Meta-Coach training will not cover every facet of what is trained on each day, but rather those key concepts that prepare the Meta-Coach to self-actualize and prepare the Meta-Coach to coach his or her client into self-actualization. Therefore, some of the training about how to establish a SWOT analysis and to develop a business plan will not be covered in this review. This does not mean that the development of the SWOT analysis or the development of a business plan has no affect on the self-actualizing potential for the Meta-Coach or the client, only that other areas, at least to this writer, have more relevance.

Key Relevant Topics of Day 1:

One of the key topics of day one is the introduction of a change model that Hall and Duval (2004) developed called the Axis of Change model. When Hall considered coaching and the theoretical framework of such, he noticed that coaching did not have its own specific change model, but tended to borrow from therapy. Coaching is not therapy but is for those who have the ego-strength to change by their own will and intention (Hall & Duval, 2004). Hall and Duval developed a change model that followed the process of which a person, who was not being forced to change, changed. The Axis of Change model has four different axes of change. The first axis is the energy axis or the motivational axis. When the Meta-Coach and client are addressing the motivation toward change, the client can either be moving away from something, or moving toward something, or both. The Meta-Coach learns this axis and learns how to recognize if the

client's motivation is away from something, or is toward something. There is an understanding the Meta-Coach has that if the client is moving away from something, as the form of motivation, than they can challenge the client with current reality. If the client is motivated toward an object or goal, then the Meta-Coach can awaken the client toward a new vision. The Meta-Coach learns to recognize the energy of the client and thus facilitate that energy toward change.

The Meta-Coach, now with an understanding of motivation as being either toward a goal or object, or away from something, learns how to coach both sides and thus bring a balance to motivation not only in his or her life, but also in the life of the client and can use this meta-program toward his or hers own self-actualization.

Another topic covered in day one is the understanding the seven core coaching skill (Hall & Duval, 2006). The Meta-Coach trainee's not only learn what these skills are but also are benchmarked against them. Each core skill has a rating of 0 to 5. Zero being the lowest level that one has in showing the application of that skill and five being at the top of the skill. These core-coaching skills are:

1. Listening – The scale of listening at the lowest level is spending more time telling and interrupting the client, rather than listening to the client. The highest scale of listening is listening both for auditory and body language. At the highest level, the coach is mostly quite while being present with the client.

2. Supporting – This is where the client feels safe with the coach because the coach is managing the coaching environment. The lowest scale of supporting is that the coach is impatient with the client and the highest scale is when the

client's agenda and outcomes are the foremost concern and the coaching session is only about the client's growth and needs.

3. Questioning – This coaching skill is geared toward how well the coach can send the client inward to recognize his or her own beliefs, frames, values, ideas. The lowest scale is the coach, instead of asking penetrating questions, advises and tells the client what to do, what to believe, what to value. The highest scale is when the questioning creates forward movement for the client. The questions flow to bring the client closer to his or her desired future state or goal.

4. Meta-Questioning – Meta-questioning is asking questions about previous responses. It includes asking about the state of the client, about the feelings in the body, and the emotions in the body. The lowest scale is only enquiring into the primary levels, mostly only asking questions about content and not process. The highest scale is asking questions that are loaded with presuppositions so that they facilitate a change in the worldview or a paradigm shift forward for the client.

5. Inducing States – It is important that the Meta-Coach understands and knows how to induce states within the client. This can happen by telling stories, metaphors, and inflection in the voice, specific bodily gestures. The lowest scale is to ignore the state of the client or the coach's state is not congruent with the client's state. The highest scale is getting the client induced into a state and even amplifying the state in abundance and then calibrating how much of the state the client is experiencing.

6. Giving Feedback – The Meta-Coach needs to offer feedback to the client both in words and in bodily gestures that provide support for the client. The lowest scale is withholding any feedback toward the client and the highest scale is feedback that is measured and strategic. In addition, this feedback is not advice or telling but offers reflective communications.

7. Receiving Feedback – The Meta-Coach needs to understand and have rapport with the client. The Meta-Coach needs to, with the use of the other skills, reflect on the communication received from the client and developing further useful questions that improve the performance of the client. The lowest scale is that the coach is disengaged from the client. The client may answer the Meta-Coaches questions, but there is not engagement of the Meta-Coach, so there is no reflection and feeding back with further questions. The highest scale is celebrating the breakthroughs with the client, continuously improving systematically the communication and rapport between the Meta-Coach and the client.

If the Meta-Coach becomes competent with these skills, how does that affect his or her self-actualization? As the Meta-Coach trainee learns these skills and practices these skills and uses these skills with the clients, then the Meta-Coach trainee has changes in his or her frames, values, perceptions, and change as each client experiences the matrix of his or mind and move toward self-actualization. It seems this movement of the client would increase the self-actualization of the coach in the same areas as that of the client.

Also in day 1, the Meta-Coach trainee's learn about the intentionality matrix. There already was the introduction of the Matrix model in this literature review and one of the matrices that every person has is intentionality – the will and intention to do or be something. Key to the intentionality matrix is the meaning matrix (Hall & Duval, 2006), the meanings that a person gives to that which they are intentional about. Hall and Duval (2006) state, "The Intentional Matrix addresses our sense of direction, goals, reasons, purpose, motivation, and intention" (p. 125). The Meta-Coach learns some questions that can be asked to elicit responses and states from the client about his or her intention matrix. This process of questioning, using the skills of the Meta-Coach, sends the client inward to reflect and find out his or her real intentions. The Meta-Coach can ask questions such as, "What do I want? What am I living for? What do I hope to gain from attaining something else?" Part of the Meta-Coaches training is that the trainees not only hear a lecture from the trainers, but they see a demonstration with a real client (usually a trainee), and they practice with other trainees , this way the coach experiences this first hand by doing and receiving.

Key Relevant Topics of Day 2:

The key trainings and experiences that take place on day 2 are an explanation of the Matrix model, an exercise for detecting a person's matrix (the trainee's go through an exercise in understanding their own matrix and that of another). The Meta-Coach trainees also learn about the 10 coaching states (or whatever number of states the Meta-Coach create as part of his or her coaching states), states that a coach should be able to put on and take off as needed in the dance with the client. As each model is described and then demonstrated, the Meta-Coach physically practices with others working through these

models so they have the opportunity to not only coach the models, but also experience the models as a client.

During day 2, there is a refresher in the Matrix model, a refresher of what they learned and experienced in the APG training. The Matrix model reveals the states that each person has about meaning, intention, self, power, time, other, and the world. Understanding and working with these matrices offers the Meta-Coach trainee a glimpse, even a deep dive, into what is important to them, how they give that importance meaning, and how they view themselves as a person, how they view time, how they view power, how they view others, and how they view the world.

Another aspect of the training in day 2 is for the Meta-Coaches in training to find their top ten coaching states. This does not all happen in one sitting or on the same day, but the Meta-Coaches in training learn to define their top states for coaching. They learn how to induce the states within themselves and how to turn them off, within themselves. This then becomes a skill for the Meta-Coach in training to experience state management. Having the ability to enter into any state that is best suited for the individual coach ensures that the Meta-Coach in training has the ability to do so.

Also during the training at this stage, the Meta-Coach trainees learn about emotion, which, according to Hall (2006), is the difference between a person's map of the world and his or her experience of the world. The Meta-Coach trainee comes to understand this and to accept emotions as neither good nor bad, but as the output of the variance between the map and the experience.

Key Relevant Topics of Day 3:

The third model that the Meta-Coach in training learns and experiences is the Self-Actualization Quadrants. The Self-Actualization Quadrants is constructed from the meaning/performance axes.
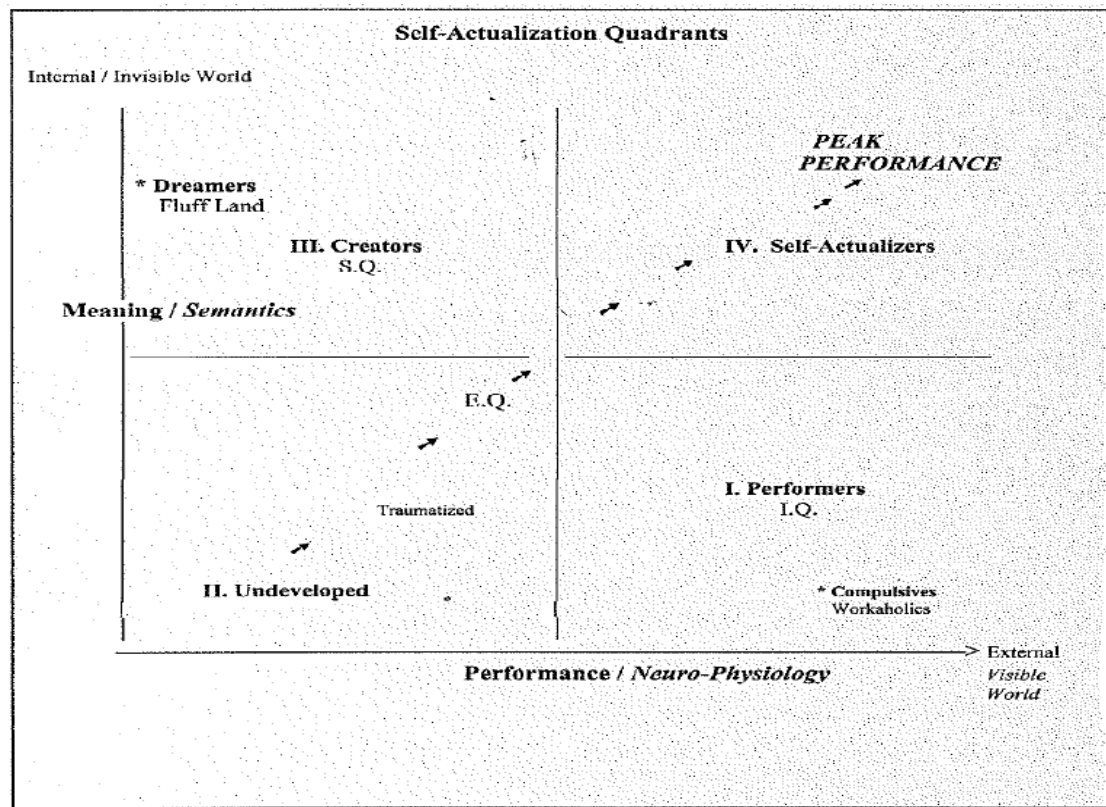
Figure 3. Self-actualization quadrants (Hall & Duval, 2006). Used by permission from the author.

The matrix of the self-actualization quadrants facilitate the Meta-Coach in training to move through the meaning/performance matrices or quadrants to move toward peak performance. Maslow (1970) referred to self-actualization as moments of peak experiences. The quadrant has two axes. One axis, the axis of meaning, is the meanings

one gives to things, including performances. The second is the axis of performance, the ability to perform. This is similar to the flow diagram that Csikszentmihalyi (1975) developed. The more meaning one gives toward one's performance, the greater the peak experience. Thus, if a person is a performer, but does not give much meaning to the performance, that person may be considered obsessive compulsive. If the person has neither performance nor meaning, that person is considered underdeveloped. There are then the dreamers, those who have high meaning, but little transfer into performance of that meaning. Finally, there are those who through coaching and state-management are able to have high meaning and excellent performance, and thus are able to have peak experiences. Hall (2006) states that the Self-Actualization Quadrants is "a model based on the actualizing of potentials being a function of meaning and performance, based on 12 meta-programs" (p. 14). The quadrants can be used by the Meta-Coach trainees to determine how their meaning and performance align.

On the third day, there is the description of another axis from the Axis of Change model. This is the axis of decision to change. Once it is determined that there is enough away from and toward energy, and the client is ready to make a decision, the client may be reflective or may be ready to act. The Meta-Coach trainee learns to listen to the client to determine where he or she is on this axis. The Meta-Coach trainee can either probe the client if the client's state is one of reflecting on the decision, and he or she is not ready to move toward action. If this is the case then the Meta-Coach will probe into the client's matrix in order to understand his or her reflections. If the client is ready to make the decision for change and has moved past reflection, the Meta-Coach trainee learns how to provoke the client toward action. Along with this second axis of change, the Meta-Coach

trainee is learning about the other matrices of the mind that effect how the client, and even the Meta-Coach trainee, how they themselves process and believe thoughts about meaning and about self. As has already been stated in this literature review, the Matrix of the mind includes the matrix of meaning, how a person gives meaning, and a matrix about what they think of themselves, or the self-matrix.

The Meta-Coach trainee learns about how they construct meaning and what they give meaning to as well as they learn about what they believe, value, find interesting about themselves. There are several methods that the Meta-Coach trainees learn and experience about how to understand their own Matrix. One of those methods is a step back skill. It is the skill to reflect on one's feelings, beliefs, and frames. Another method the Meta-Coach trainee learns is to use meta-questions to elicit and explore meaning and self, as well as the other matrices of the mind of power, time, others, and the world. There are 26 meta-questions the Meta-Coach trainee learns that gives them access into his or her own matrices of his or her mind and of the client. These questions explore meaning and elicit states. The meta-questions are not to create states or direct states, but to elicit the clients own states and to increase the level of those states. The meta-questions are not to change a client, but to allow the client the opportunity to experience the matrix of his or her mind.

Another learning and experience that the Meta-Coach trainee gets from the training of day 3 is coming to an understanding of cognitive distortions and how to update his or her cognitive distortions. Cognitive distortions are one's styles or the mode of thinking. They are the patterns in which one filters information, usually unconscious patterns that can be brought to light and updated to increase self-actualization. According

67

to Hall and Duval (2006), cognitive distortions are identified as part of Rational-Emotive Behavioral Therapy. These distortions in how a person cognates or thinks affect how one filters and views the world and thus has an effect on the self-actualization of the Meta-Coach trainee and the client. There are 13 cognitive distortions as listed by Hall and Duval (2006) and cognitive counters to reduce or eliminate the destructive distortions that could hinder the growth of an individual. The following lists the distortion and the counters to that distortion. These are ways that a person thinks and ways of improving the distortions of that thinking.

1. Over-Generalizing – Being too general so that one jumps to conclusions without using all the facts. If the Meta-Coach in training recognizes this cognitive distortion in him or herself or a client, they may counter the over-generalization by developing a frame of contextual thinking. This is the opposite over-generalization and is about asking questions about what, when, where, how, who.

2. All-or-Nothing Thinking – This is either-or-thinking or what others have called thinking only in black and white. If one has this cognitive distortion, the person would think something is or is not, there is no middle ground. If the Meta-Coach trainee recognizes this cognitive distortion in his or herself or the client, he or she may counter the all-or-nothing thinking by using both-and-thinking. It is to intentionally bring to consideration if this is the only way to recognize something. Is it possible that other options, other than all-or-nothing are possible?

3. Labeling – This is labeling or name-calling. Over-generalizing so that something becomes static and labeled as if it is equal to that label. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter the labeling by being asked to test reality. Does this experience or thing demand that it is labeled? Is it the label? Is the thing that was labeled really the noun that it has been given, or is it a verb?

4. Blaming – This is when one does not take the blame for anything. It is always someone else's fault, someone else is responsible, and not the person. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter blaming by doing a reality test. What really caused the event that was blamed on others? Use information to determine all the factors involved.

5. Mind Reading – This is when one projects thoughts, frames, and maps onto the person who he or she is in communication with. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter mind reading by focusing on what is really going on. What seen in the behaviors? What does the other person mean by what he or she says?

6. Prophesying – This is when a person takes a negative attitude and projects it into the future, as if the present will always be and the future is the consequent of an antecedent current. If the Meta-Coach trainee recognizes this cognitive distortion in him, herself, or the client may counter prophesying by gathering information about what really causes things to happen. What forces are really at play? Keeping open the options that life is a process and that he or she can

become responsible for his or her own future and help direct it, no matter what has or is happening.

7. Emotionalizing – Believing that one's emotions are reality, and not the difference between the map and the territory. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter emotionalizing by thinking critically about the cause of the emotions. How are the map and the experience different?

8. Personalizing – Perceiving the actions of others as being about them self. Taking things as personal and about them, when in reality it was not about them. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter personalizing by doing a reality test to see if the content and context are really about him or her. One way to do that is to take a third person perspective on it.

9. Awfulizing – "This is awful!" Taking the worst possible scenario perspective on things. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter awfulizing by reviewing how he or she labels things. He or she needs to do a reality check to understand cause and effect and how the frames and meaning affect this frame.

10. Should-ing – These are the rules, you must do this, and you should do this. If the Meta-Coach trainee recognizes this cognitive distortion in him or herself or the client, he or she may counter should-ing by asking what is that rule?

Where did it come from? Says whom? He or she may change from "should,"
to "I would prefer that."

11. Filtering – This is having tunnel vision. It is filtering out things and only
looking or accepting ideas from one perspective. If the Meta-Coach trainee
cognizes this recognizes distortion in him or herself or the client, he or she
may counter filtering by focusing on all the content, looking for different
perspectives and both sides, looking from a third person perspective.

12. Can't-ing – This is using the word can't. Imposing limits on self and others by
stating it cannot be done. If the Meta-Coach trainee recognizes this cognitive
distortion in him or herself or the client, he or she may counter can't-ing by
using possibility thinking. Asking, "What stops you? What if you did?"

13. Discounting – This is to put down possible solutions to problems. It is
discounting possibilities as possibilities. If the Meta-Coach trainee recognizes
this cognitive distortion in him or herself or the client, he or she may counter
discounting by using appreciative thinking. It is working to recognize value
and asking, what does count?

Also during day 3 of the Meta-Coach Training, the Meta-Coach trainee learns and
experiences the matrix of self. He or she comes to understand the frames of self and how
those frames affect him or herself. He or she can identify him or herself as a Meta-Coach.
Part of the self-matrix development for the Meta-Coach trainee and for what he or she
learns to bring to the client, is creating acceptance, appreciation, and creating ego-
strength.

Day 4 consists of the focus of activities on the development of the individuals personal or business plan. The Meta-Coach trainee learns about the Benchmarking model and the business and life plan. In addition, even though these activities are part of Meta-Coach training, the content or processes are not delineated in this literature review. The actual process and learning develops the Meta-Coach further, and thus positively influences the Meta-Coach trainee and the ability to coach a client toward self-actualization.

A key event outside of the benchmarking and life/business plan is another matrix, the matrix of power. This matrix is how one understands power. The power to possess and do and the lack of power to posses and do. There are a few patterns that the Meta-Coach trainee goes through to recognize the matrix and to use the matrix of power to increase his or herself-actualization. Hall and Duval (2006) state, "The Power Matrix is the second most important one after the Self Matrix" (p. 132). This power meaning affects everything because it affects the idea that one has about his or her intentionality. Though one may have intention to do, that person may have a weak frame of power and not believe that he or she can intentionally do what he or she wants to do.

A pattern that the Meta-Coach trainee learns during day 4 is the de-contamination pattern. The Meta-Coach trainee learns and experiences how to get the ego out of the way so he or she can work with a client. The first thing the Meta-Coach trainee does is identify the facets of him or herself that will have an effect on the ego and how that can negatively affect the coaching relationship. The second thing the Meta-Coach trainee has to do is identify what needs to be removed so the ego does not get in the way. Then the

Meta-Coach trainee needs to recognize what he or she needs on the heart and mind. Then the trainee decontaminates by going through a process, and finally, this has to all be coached to the body so the body experiences what the mind thinks and feels and the trainee has a single mind-body-emotion.

Another thing or pattern that the Meta-Coach trainee does on day 4 is setting responsibility to/for frames. This pattern is to have the Meta-Coach trainee understand that he or she is responsible for his or her own behavior. The Meta-Coach has to take responsibility for the rapport and coaching environment with the client. The Meta-Coach trainee learns that he or she are not responsible for the client and how the client feels or thinks, but only how he or she feels and thinks. This is a pattern where the Meta-Coach trainee accesses a previous created power zone where he or she are in a state to recognize and own the power to emote, to think, to speak, and to behave. The Meta-Coach trainee develops a state and understanding that he or she owns those powers, nobody else does. No one gives those powers and nobody can take them away. When the emotions or thinking or speaking or behaving happens, even in response to others, it was still within the power of the Meta-Coach and not anyone else. A full experience of this state and power zone would eliminate from the vocabulary the expression "he made me do that," "she made me mad," "they made me say that." Owning your power zone, the Meta-Coach can own his or her powers to emote, think, speak, and behave.

Thus, there is also in day 4 of the Meta-Coaching training patterns and experiences for the Meta-Coach trainee that adds further to his or her ability to increase the measure of self-actualization. The Meta-Coach trainees are learning patterns and models for giving this capability to his or her clients as well. Therefore, from day one of

the Meta-Coaching Training, until day four of the Meta-Coaching Training, there is a progressive growth in the opportunity for the Meta-Coach to reach higher levels of self-actualization.

Key Relevant Topics of Day 5:

During day 5 of the Meta-Coach Training, there are again learning and experiences that the Meta-Coaching trainee goes through that increase his or her potential toward self-actualization. It is on this day that there is the exploration of other Axis of Change areas of Co-Creating/Testing and Actualizing Inner and Outer Games and the Matrix of other.

The third axis of change is when the client is ready for change, either he or she has an inner game going on or is ready for action, and has an external reference, he or she has an outer game. The Meta-Coach trainee learns to recognize where the client is in the axis and if the client has the energy for change and has made the decision to change, the Meta-Coach may either work with the inner, if that is where the client is, and co-create the activity internally. If the client is ready to actualize the well formed outcome that has been the focus of the coaching client relationship, the Meta-Coach will help facilitate the client in actualizing that potential.

As the Meta-Coach trainee learns about this axis, he or she goes from the will to do, the decision to do, and finally do, and now he or she is in the doing phase. If the Meta-Coach trainee goes through the same process as he or she experiences the training environment, then by the time the Meta-Coach trainee is at that stage of developing states, frames, and games, he or she has further ability to self-actualize.

The matrix of the frame of other, that is, how one views others is another area that is reviewed and experienced on day 5. The Meta-Coach trainee develops an understanding of his or her matrix of how he or she views others and the Meta-Coach trainee learns how to walk the client through the same process.

Key Relevant Topics of Day 6:

On day 6 the key relevant topics that greatly affect the self-actualizing potential of the Meta-Coach trainee is the final matrix of his or her view and belief of the world. There is also the final Axis of Change of solidification that is, integrating, reinforcing, and testing the new change. The key learning and experiences of the world matrix is the usage of developing the rest of the coaching business plans. One's matrix of the world affects how one plans to act, be, and do in the world. They Meta-Coach trainee has thus far worked with other Meta-Coach trainees to coach the business plan. In the new frames of the Meta-Coach engendered by all this work toward his or her coaching business, there is a new energy toward actualizing all that he or she learned and experienced and there is a deeper level of actualization taking place.

The final axis on the Axis of Change Model is solidifying the new change by the client and testing to ensure that the change is real and if there are more changes to come. It is the final axis on the Axis of Change Model. This final step can be the start of another change because the change model is not a linear model, but a systemic model and dance with the client through the complete change process. The model gives the coach areas in which to understand where the client may be in the process and some tools or methods to facilitate and mobilize the client to the change he or she desires. This final axis would be

the place where the client is encouraged for a job well done as well as a place to ensure the change stays in place.

Key Relevant Topics of Day 7:

On day 7, the final matrix of the seven matrices is the time matrix. The time matrix delves into the question of where in time we live our lives. Do we live predominantly in the past, present, or future? What type of a relationship does one have with time? Is time a friend or an enemy? Is the person's life governed by things not yet to come? Is the person's life governed by what has happened in the past?

Key Relevant Topics of Day 8:

Day 8 wraps things up and there is a discussion of the Self-Actualization Quadrants and the Matrix as a system. There has already been a discussion of the Self-Actualization Quadrants and the Matrix in this literature review. What is covered on the eight day is the Matrix as a system, rather than a linear model. This eighth day is a reinforcement of the Matrix model as it is defined as systemic, and thus reinforces what has already been observed and written about as his or her relationship to the self-actualizing of the trainee.

Summary

As has been mentioned, many other areas are covered during the Meta-Coach Training. The ones that have been written about seem to have the most direct effect on the measures of self-actualization. It is stated in this literature, about Accessing Personal Genius, and the Meta-Coach Training, that the Meta-Coach is in the position to experience self-actualization. If the training has the built in intention to self-actualize the

76

coach, as well as the client, does it do that? Are the Meta-Coaches self-actualizing individuals as the training system propounds to bring about?

The next two sections of this paper will describe the research methodology that will be used in understanding the Meta-Coach trainee's experience with the Meta-Coach training and the impact, if any, they experienced from this training.

CHAPTER 3. RESEARCH METHODOLOGY

Purpose of the Study

Based on the different studies that researched the effects of self-actualization on business leaders and the positive effect these leaders have on organizational performance (Cortez, 2005; Finley, 2006; Ladenberger, 1970; Lessner & Knapp, 1974; Margulies, 1969; Maslow, 1970/1998), what type of training or experience can a performance consultant offer to increase a leader's self-actualization? How would a leader reach levels of self-actualization that would engender his or her positive impact on the performance on the organization?

The purpose of this study is to understand how the experience of the Meta-Coach training has affected the business performance and self-actualization of the leaders who attended Meta-Coach training. If there is a phenomenological move toward self-actualization of these business leaders and if the leaders believe, it had a positive effect on their performance, this study will corroborate literature on performance and self-actualization as well as offering the performance consultant a wider selection of performance improvement interventions that engender movement toward self-actualizing and engender improved business performance.

Research Design and Philosophy

The construed epistemology within the sphere of this research design is that of a qualitative nature. The prelude to today's qualitative research methods and even the subjective epistemology that ensued started with Husserl. It was Husserl's appreciation

and even his love of philosophy that sustained his subjective approach to knowledge (Husserl, 1931/1983). Husserl's (1912/1989) philosophical quantitative perspective revered how people experienced a phenomenon, that is, how people experienced, within their senses, their conscious experiences. Swanson, Watkins and Marsick (1997) define the qualitative epistemology as "the viewpoints the researcher holds on the nature of reality" (p. 89). The research participants of this study have a lived experience that can be reviewed and compared with the descriptive given by various researches and authors already defined in this study. These participants through the interview process re-live the constructed reality that they experienced while at the trainings. It is the paradigm of a constructivist worldview that is often held by those who do qualitative research (Douglas 1976; Gall, Gall, & Borg, 2003; Geertz, 1973).

The early researchers of self-actualization, those researchers such as Maslow (1970, 1999), Rogers (1961, 1980), and May (1983) used qualitative research methods as a way to ground the theory of self-actualization so people like Shostrom (1974) and Shostrom and Knapp (1966) could later quantify their research. In fact, around the period that Maslow was researching self-actualization and the being needs related with self-actualization, "from the late 1940's up through the early 1960's, there was quite a lot of interest in intellectual circles in a multifaceted philosophical movement known as 'existentialism' or sometimes as 'phenomenology and existentialism" (Maslow, 1999, p. 11). Maslow recognized that "Existentialism rests on phenomenology, i.e., it uses personal, subjective experience as the foundation upon which abstract knowledge is built" (Maslow, 1999, p. 13). Maslow (1970) through study, dialogue, and interviews, used what he called "holistic analysis" (p. 128) to understand the characteristics of self-

actualizers. This was accomplished by "not so much in the usual gathering of specific and

discrete facts as in the slow development of global or holistic impressions of the sort that

we form of our friends and acquaintances" (Maslow, 1970, p. 128). Therefore, it was in

this background of existentialism and phenomenology, also framed by Maslow as holistic

analysis, that Maslow began his venture into his life long study of self-actualizers.

Rogers (1980), a friend of Polanyi, argued in favor of the philosophy of Polanyi in

the fact that the positivist world-view was not sufficient to explain human experience and

phenomena. Rogers was concerned about developing a new psychology and how that

psychology would meet the demands of rigorous scientific acceptance. Coulson and

Rogers (1968) worked to sum of their view of scientific study,

> All of this which we psychologists have known as science becomes but one
> modest part of science. It can be seen as imbedded in an impressive personal
> context in which personal and group judgment of plausibility becomes as
> important as statistical significance. The model of a precise, beautifully built, and
> unassailable science (which most of us hold, consciously or unconsciously)
> becomes, then, a limited and distinctly human construction, incapable of precise
> perfection. Openness to experiences can be seen as being fully as important a
> characteristic of the scientist as the understanding of research design. And the
> whole enterprise of science can be seen as but one portion of a larger field of
> knowledge in which truth is pursued in many equally meaningful ways, science
> being one of those ways. (p. 8)

There are then two reasons for using a phenomenological approach for this

research project, one being the constructivist philosophy of this writer, and the second is

based on the foundation of those who were the forerunners to the subsequent research in

self-actualization.

Methodology Overview

Given that a phenomenological study focuses on the essence of experience, of the lived experience of those under study, it is thus a challenge of the researcher in that of reducing predilections, biases, suppositions, and pre-suppositions (Patton, 1997; Moustakas, 1994). The phenomenological researcher must use a method that supports and purports a method that is the least intrusive into the lived experience of those who will be part of that research (Poggenpoel, Myburgh, & van der Linde, 2001). According to Mustakas (1994) the researcher must bring the participant back to the experience, the researcher must guide the participant to re-live the experience and share that experience in all its lived details, unfettered by the interpretations and judgments of the researcher. This lived experience is also an intentional experience, when there is a directing of conscious toward an object, and not just a transcendent experience, though it is proper to call the experience transcendental phenomenology (Husserl, 1962/1977).

Another challenge for the phenomenological researcher is to understand and position the interview in such manner that the researcher has a way to identify the phenomena of the participant. The identity of the phenomena needs to be such that it is a description of the phenomena and not an explanation, which would be an interpretation of another's world, and not a description of that world (Bernard, 2000). Moustakas (1994) uses the term epoche to describe this process of facilitating the telling of the lived experience of the research participant while remaining as free as possible of all suppositions that would limit the ability of the researcher to truly experience the phenomenon as experienced and told by the research participant.

There is a challenge to limiting the bias or the epoch with this research because the research itself was developed because of a psychological interest in the results. Yet at the same time, there is a type of balance created that actually facilitates an attitude of epoch because of this psychological interest. This researcher is truly interested in the outcome of this research and therefore, was on vigilance not to lead the participants into expected or hoped for answers. It is the true lived experience that this researcher is interested in, and not the outcome or meaning of those experiences. It is with that attitude and scholarly research in which this research proposes will help maintain an epoch attitude throughout the research process.

Maintaining a mind-set of epoche Moustakas (1994) lists a series of seven steps that can be used in doing a phenomenological research study. This research project followed these seven steps, as outlined in Figure 4.

Moustakas research methodology

Discover a topic

↓

Review the literature

↓

Locate research participants

↓

Inform participants of research using the consent form

↓

Develop research questions

↓

Interview research participants

↓

Organize and analyze data
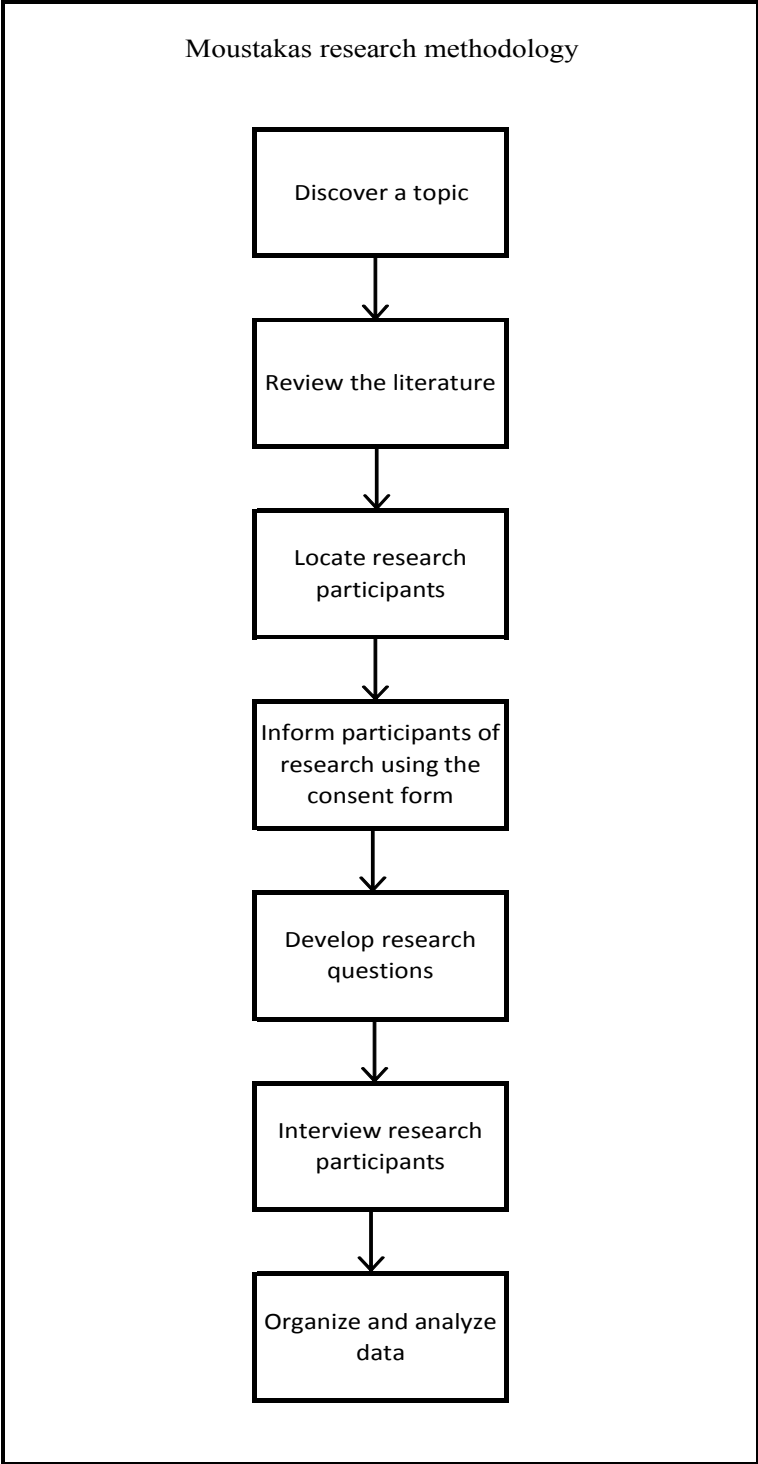
Figure 4. Moustaka's research methodology. Figure created by this author.

1. Discovering a topic and question rooted in autobiographical meaning and values, as well as involving social meanings and significance.

2. Conducting a comprehensive review of the professional and research literature.

3. Constructing a set of criteria to locate appropriate co-researchers.

4. Providing co-researchers with the instructions on the nature and purpose of the investigation, and developing an agreement that include obtaining informed consent , insuring confidentiality, and delineating the responsibilities of the primary researchers and research participants, consistent with ethical principles of research.

5. Developing a set of questions or topics to guide the interview process.

6. Conducting and recording a lengthy person-to-person interview that focuses on a bracketed topic and question. A follow-up interview may also be needed.

7. Organizing and analyzing the data to facilitate development of individual textural and structural descriptions, composite textural descriptions, composite structural descriptions, and a synthesis of textural and structural meanings and essences (pp. 103-104).

The seven steps that Moustakas (1994) highlights as part of the phenomenological research process follows a flow from determining what the researcher is interested in knowing through what did they come to know through this research project. Part of following the seven steps as outlined by Moustakas, what was created and used as the research progressed is a detailed systematic research method. Appendix B is the outline

that will be used for this research methodology and Appendix C is a flow chart that represents the flow of the research process.

Step 1

Why do research if it is not meaningful? All research must be meaningful to those who do it, it is just that the meaning may be personal and not have significance or relevance to others. The performance consultant achieves many tasks. Performance consultants work with their clients to quantify performance issues (a need where performance can improve) and to quantify interventions that will close the gap between where a company is, and where it wants or needs to be. Research is a task associated with performance consulting and the performance consultant should never be at a loss in being able to offer new performance improving interventions. The literature review found in chapter 2 suggests that a leader's performance is improved as his or her level of self-actualization is improved. Therefore, if a performance consultant determines that a performance gap exists because of a leadership issue, having an intervention that may improve the level of self-actualization of that leader would be meaningful and laden with value for that client.

Step 2

The second step in a phenomenological research project is conducting a comprehensive review of the professional and research literature. In chapter 2 of this dissertation, a comprehensive review of the professional literature took place. A review was made of the key theorists of self-actualization, the key theorists of self-actualization

and business leadership, and a thorough review was made of a type of training that purports to engender a self-actualization that the business leaders may experience.

Step 3

Finding research participants required locating and contacting business leaders who have gone through Meta-Coach training. Many of the Meat-Coach trainees participate in a Neuro-Semantic e-group. It was through this e-group that this researcher located the research participants. This researcher sent out an e-mail to the e-group explaining the study and requesting if they would be interested in being part of a phenomenological research project. It was explained to them that the research will take place over the telephone or through SKYPE, that the interview will last approximately 60 to 90 minutes. It was told to the respondents that they would sign a participation consent form that will further highlight the expectations.

When a researcher uses any type of research, be it quantitative or qualitative, he or she has to decide how and from what groups they will sample. According to Gall, Gall, and Borg (2003), there are a variety of sampling techniques that are available to the researcher. The research participants that are available for this research project reflect paucity in number. The research participants that will have the deepest reflection of their lived-experience are those who volunteered as research participants in this study. Based on the paucity of research participants that are available for this research and based on the need for depth of knowledge, what was used was a purposeful sampling strategy. Patton (2002) states that purposeful sampling has as its emphasis "in-depth understanding" (p.

46) and that a purposeful sampling strategy is best when there is a limit in research participants.

Step 4

Each research participant filled out the consent form. Once the research consent form is filled out by the research participant, a time and date was set for the research participant and the researcher to speak using the research questionnaire developed to ascertain the specific phenomena that the research participants experienced since taking the Meta-Coach training.

Step 5

The first step that Moustakas suggests is that the researcher develops a research question. What does the researcher want to know? A set of main questions along with sub-questions were created. See appendix D for the details of the sub-questions.

1. What do business leaders who experience Meta-Coach training believe about their experience as it relates to its affect on their personal self-actualization?

2. What do business leaders who experience Meta-Coach training believe about their business performance since this Meta-Coach training?

Step 6

The interview process took place over the telephone or through SKYPE. An email was sent to the interview participants from this researcher inquiring through the Neuro-Semantic e-group requesting to ascertain if any of them were interested in participating in

this study. Appendix A is a copy of the e-mail that was sent. It was estimated that there would be approximately between five and ten research participants.

The Ph. D. researcher used open-ended questions as outlined in chapter 3 and allowed the participants to be spontaneous throughout the interview process. The interview took place over the telephone or through SKYPE and recorded. The Ph. D. researcher made the phone call to the research participant.

Step 7

At the completion of the interviews, there was a transcription of the mp3's into a word document. The software package NVivo was used to code the data. What was also reviewed was the coded data to look for trends or common themes among the research participants. The themes that were found were then reviewed against the self-actualization attributes or characteristics of self-actualizers. Through the literature review, a list of key characteristics of the lived experiences of self-actualizers is garnered and appears in table 4. The themes that are described through the coding process were then compared with the self-actualization attributes and that information was reviewed to determine if the participants believe that they are indeed experiencing self-actualization.

The other themes that came from the coded data were those themes that reflect the research participant's beliefs about their impact on their business performance since participating in Meta-Coach training. That data was reviewed to determine if there are common themes between the research participants and the results were compared with the expectations that the literature suggests that self-actualized leaders have a positive impact on their organization.

Ethical Issues

The research design and questions are approved through the IRB. For this research project the research participant's names were coded as research participant 1, 2, and so forth. The names of the participants and results of each interview were kept private and only known to this researcher. Any reader of the dissertation will only be aware of the particular interview responses as participant 1 said " . . . and is not being made aware of whom that research participant was. The interview process took place either over the telephone or by using Skype and thus the research participant chose the date, time, and place of the interview. Each participant was made aware that at any time during the interview if he or she wanted to discontinue the interview, it could stop immediately without prejudice from the researcher.

Data Storage

All data will be kept for at least a period of seven years. The data was saved on a password secured laptop and on a CD, which is stored in a combination locked fireproof box.

Researcher Bias

The researcher of this paper participated in the Meta-Coach training. This training took place in 2008 and took place after the writing of chapters 1, 2, and 3, but before the primary research took place. The research questions for this study were designed and approved prior to this researcher participating in the Meta-Coach training. This researcher

was interested in the training and wanted to experience it himself. The researcher is now a certified Meta-Coach.

Moustakas (1994) writes about the process or the mindset of epoch. This researcher tried to remain as unbiased as possible while doing the interviews and tried not to use any new leading questions that would have been engendered by the personal training experience. This researcher reviewed the taped interviews to determine if there were any areas in the interview conversation that may show researcher bias but none was found. That being said, that still does not absolutely guarantee that there was not any purposeful researcher bias from the experience of Meta-Coach training. However, this researcher did make the effort to reduce that bias.

CHAPTER 4. DATA COLLECTION AND ANALYSIS

The purpose of this study is to understand the phenomenological experience of

Meta-Coach trainees as it relates to their personal self-actualization and their business

performance since taking Meta-Coach training. Two major research questions were

developed to facilitate the re-living of those experiences.

1. What do business leaders who experience Meta-Coaching training believe

    about their experience as it relates to its affect on their personal self-

    actualization?

2. What do business leaders who experience Meta-Coaching training believe

    about their business performance since this Meta-Coach training?

Question 1

Question 1 enquires of the business leader of his or her experience of self-

actualization, as defined by them. The Meta-Coach training purports to increase the level

of self-actualization both in the client and in the coach. The business leaders were asked

questions about what they believe about self-actualization and what they believe the

Meta-Coach training had on their, if any, change in their personal self-actualization.

Question 2

Question 2 enquires of the participant of his or her experience as a business leader

since taking Meta-Coach training. The literature suggests that as a business leader's self-

actualization increases, so does their business performance. It was asked of the business

leaders to define how they measure business performance and then asked how the training, through the process of self-actualization, affected their performance as a business leader.

Sampling Plan and Method

A limited number of research participants were chosen. What was used as a venue to find research participants was an e-group of some of the trained Meta-Coaches. An e-mail was sent out that explained the research and the value that the Meta-Coach could derive from this interview (see appendix F). At the time of the e-mail that was sent to the e-group, there were about 700 Meta-Coaches. Of that population of 700 Meta-Coaches, fewer still considered themselves business leaders. It is from that latter group of those who considered themselves business leaders that the sample of eight participants was chosen.

It was hoped that there could be more participants than eight, but given that the sample of the population was relatively small, eight participants met the requirement of being Meta-Coaches who are also business leaders.

Each participant agreed, through the medium of e-mail, to participate in this research project. The researcher, through the medium of e-mail sent a calendar and asked the participants to pick the best day and time for them. It was explained to them that the interview would last between 60 and 90 minutes. Once each participant picked a day or days that they would be available, the researcher asked about their time zones because some of the participants lived outside the country of the United States. Once a day and time was selected, the researcher asked the participants for their SKYPE address. One

day prior to the interview, the researcher sent the consent form through e-mail and asked the participants to electronically sign it and send it back.

Confidentiality

A few of the research participants were concerned about confidentiality. These participants work as leaders for organizations and their concerns were based off of the idea that there is a small population of Meta-Coaches (a few more than 700) and thus if too many details were given when describing the participant they feared that their management may be able to identify them. It is the choice then that the confidentiality of each participant be protected.

After reviewing the themes and the goals of this research project it was found that it is not necessary to identify the age, the business name, the gender, geographic location, or other personal information about the research participants. This is a qualitative study and these are not the independent variables as they may be in a quantitative study. Therefore, there will be a minimum amount of personal information given about each research participant.

Research Participants

Of the population of Meta-Coaches, of those who considered themselves business leaders, eight volunteered to do this phenomenological study. The research participants were located in different places around the world such as Malaysia, the East Coast of the United States, the Mid West of the United States, Australia, and Mexico. There is a mix of both male and female participants.

Some of the research participants are self-defined business leaders who own small consulting companies and are either the owner operator or have multiple employees who work for them. Other participants work for large corporations and held titles such as CEO or director. Some of the participants are full time coaches, coach individuals, and business leaders, while others stated they train leaders in personal development. They have leadership titles and they have the responsibility of numerous people working for them.

In all the participant cases, each person viewed themselves as leaders either because they controlled the business success of their own business, or the business success of the business of their employment. It became evident that business performance was critical in their success as leaders in their businesses and therefore each of these participants fit the criterion of this study.

When the research participants were asked why they consider themselves leaders they used statements like "I create vision," or "without me there is no business," or "I manage different levels of the organization," or "people follow me," or "I make a difference in the business." It became evident from the research that the business leaders believed they were needed for the success of the organization and that people followed them and they made a difference in the organization because they were leaders.

Touching on the Literature Review

In Appendix B called "Research Methodology Outline" step 26 is review common experiences with self-actualization attributes or characteristics found in the literature review.

94

What was observed throughout the literature review was common self-actualization attributes that seem to be shared among seminal as well as current self-actualization researchers. The design of the research questions was such as to understand the experience of business leaders as they relate to self-actualization and business performance. Questions 1L and 2i through 2o were specifically designed to understand the self-actualization experience as it relates to the following self-actualization attributes.

1. Time Competence – Lives in the present

2. Inner Directed – Independent, self supportive

3. Self-Regard – Has high self-worth

4. Self-Acceptance – Accepting of self in spite of weaknesses

5. Nature of Man, Constructive – Sees man as essentially good

6. Synergy – Sees opposites of life as meaningfully related

7. Acceptance of Aggression – Accepts feelings of anger or aggression

Each of these self-actualization attributes can be felt and experienced in the lived moments of business leaders.

<center>Working with the Interview Data</center>

The Nvivo program was used to help the researcher locate themes both within the individual research participant's conversation as well as for themes among the research participants. Once these themes, which can be better described as a group of similar meanings that occur in the conversation (Berg, 2004), were located within the interview data, those themes were compared to the self-actualization literature and self-actualization attributes that were found in the literature (see chapter 5 for results,

<center>95</center>

conclusions, and recommendations). It is in this manner that the lived experience of these business leaders can be understood as it pertains to their level of self-actualization and their understanding of how it affects their business performance.

Executive Summary

What were found were seven unique themes in the data as well as seven other significant findings. There are probably other themes or significant findings that are like buried treasure. The themes and significant findings that stood out to this researcher. There were specific themes that were similar to the self-actualization attributes found in the literature of studies of self-actualization. It is interesting that the themes and language used by the research participants were some of the same themes that are found in the self-actualization literature.

Themes from Question 1

Question 1 asked, "What do business leaders who experience Meta-Coach training believe about their experience as it relates to its effect on their personal self-actualization?"

Theme 1: Moving From Lower to Higher

What was asked of the participants was to talk about what they believe about self-actualization. There was a common theme of moving from a lower level of living to a higher level of living. Participant 1 stated, "In its simplest terms, it is the ability to move beyond meeting our lower needs" (Participant 1). Participant 2 stated, "It is bringing out that inner spark of creative genius into actual reality." "It is about becoming completely

unleashed and accessing my highest and greatest potential" (Participant 2). For

participant 5 it is "to accomplish the outcomes I desire and moving to that higher level of

living" (Participant 5). In the pursuit for moving to higher levels, participant 7 states, "it's

about experiencing more" (Participant 7).

The research participants viewed self-actualization as a moving from one state to

the next, it is an ongoing process in which they become more creative, more themselves.

Theme 2: Present Minded

It was asked of the research participants about time and if they live more in the

present or in the past or future. One of the attributes of self-actualization is living more in

the present, using the past, and projecting into the future as a way to live in the present.

Every participant stated that he or she lives more in the present than he or she does in the

past or the future. Speaking about the present and how living in the present affected a

bright future, participant 2 stated, "I started to layer up meanings and intentions to lock

into place, like more effective use of time, a bright future" (Participant 2). Participant 4

used very similar words when he or she stated, "I am more focused on today with an eye

to a bright future, I own my own power now" (Participant 3). Keeping in the present but

believing in a future was a theme in a theme as another research participant explained, "I

try to put myself in the present and enjoy the present and of course I have vision all the

time of the future" (Participant 8).

Since taking the Meta-Coach training, participant 4 states, "I am now more aware

of time and have the tools for not getting lost in time, unless I want to. I spend much less

time in the past" (Participant 4). Participant 5 states, "I think I live more in the present

because I realize that it does not do me any good to spend time in the future or in the

97

past" (Participant 5). Participant 7 stated that his or her concept of time has changed since Meta-Coach training and that he or she lives more in the present and even states, "Everything about life has changed, not just time" (Participant 7).

Theme 3: The Importance of Self-Actualization

Another theme that became apparent was the importance of self-actualization. Every research participant explained how important it was to him or her to be on a path of self-actualization. To some of the participants self-actualization was actually a spiritual experience. Participant 1 explains, "Self-actualization does matter to me. It shows up in every aspect of how I live my life" (Participant 1). Participant 2 talked about the joy of self-actualization. When discussing the importance of self-actualization he or she states, "absolutely self-actualization is important. I'd go so far as to say that it's critical to joy, passion, effectiveness and success" (Participant 2).

Along the same theme of the importance of self-actualization and it has affect on the idea of the self, participant 4 states, "I have a bigger vision of myself and my business than I did before" (Participant 4). Continuing on the idea of the importance of self-actualization and the improvement of self, participant 5 stated, "Yes, self-actualization does matter. Self-actualization ultimately comes back to developing higher levels of self, higher levels of self beyond survival mode" (Participant 5).

Not only did all the research participants believe that self-actualization was important, they believed that it was an ongoing phenomenon. "I think it matters quite a bit. I want to be my best and I do not always do my best. So, for me to be everything that I can, it is important that I learn to self-actualize" (Participant 6). Participant 7, when speaking on the importance of self-actualization states, "yes, it matters a great deal to me

… actualizing is an ongoing evolving thing" (Participant 7). Participant 8 states the importance of his or her personal self-actualization as "yeah, of course it matters and it matters very much" (Participant 8).

Themes from Question 2

Theme 4: Improved Business Performance

Each research participant believed that his or her performance as a business leader has improved since taking the Meta-Coach training. For some of the participants it was a personal transformation that had the greatest impact on them and thus on their performance as a business leader. As it related to improved business performance and the improvement of self to engender that performance, participant 1 states, "Once certified, I applied the training skills and awareness, which greatly improved my efficacy and ability to challenge my clients" (Participant 1). Participant 2 attributed the "crossing the threshold of self-actualization" as a part of the improvement in business "performance and excellence" (Participant 2).

Some of the research participants stated that it was in applying what they learned as a coach to themselves that helped them improve their business performance. "I've applied Meta-Coaching to self and made significant changes in me. My clients have achieved a higher rate of success in achieving their goals as a result of my coaching methodologies being different from those I used before the training" (Participant 4). "I talk to my clients differently. I understand the matrix and other models of Meta-Coaching and I use those when I talk with my clients. I help them to think about actualizing their potentials" (Participant 6). When participant 8 shared his or her perspective on his or her

business performance it was stated, "I get deeper results" (Participant 8). Participant 5 experienced opportunities for improved business performance based on the knowledge from the Meta-Coach training. "I am much more conscious of presuppositions and the underlying beliefs that drive behavior" (Participant 5).

Theme 5: Self-Actualization and Business Performance

All the research participants believed that there was a relationship between their self-actualization and their performance as a business leader. As part of his or herself-actualization, engendered through the Meta-Coach training, participant 1 stated, "I am self motivated by nature, however I feel I became clearer as to what my main points were and where I was fear driven as a result of the training" (Participant 1). Regarding the relationship between the improved business performance of the research participants and their personal self-actualization, participant 2 and 3 both believed and stated that they go together and are linked.

Research participant 4 stated that being self-actualized helps him or her to "stay engaged in my business" and "as soon as I start to notice that my business performance is just drifting along, I feel driven to create more interesting pathways for my personal and business growth" (Participant 4). Participant 6 believes that when he or she is self-actualizing it helps to "step it up a level." "Self-actualization is about actualizing everything about me. It is about being all that I can be. If I am to actualize my potentials, I will perform better" (Participant 6). Participant 5 stated, "Meta-Coach training provided a frame work to enhance what was already there" (Participant 5).

Research participant 7 speaks about the relationship of the mind, self-actualization, and reactivity when he or she states, "Self-actualization requires a few

elements of my mind. One of which is being proactive. When you have that, you can be more productive. So being proactive and taking matters into your own hands to create a future that you want" (Participant 7).

Theme 6: Spontaneity

The research participants have stated that because of Meta-Coach training they have become more spontaneous in their business and personal lives. Participant 1 believes that spontaneity is now in his or her nature. One of the participants even went so far as to claim that his or her spontaneity has become "a little outrageous, even shocking at times… a result of shifting a sort by others driver meta-program to more of a balanced sort by self. Since I have been asking myself, 'hey what do I want' . . . I have been a lot happier and far more productive" (Participant 2).

For some of the research participants, a matter of trust and confidence shifted. "I am much more awake to being myself, not as guarded, in the moment, more trusting of my natural responses" (Participant 3). "I am more calculated because I am more sure footed and I just know where I am on the path so than I did before" (Participant 7). Participant 6 states, "I feel more confident and calmer, I guess it is state management so I feel more able to make spontaneous decisions. So yes, I am more spontaneous" (Participant 6). Participant 7 speaks along the same lines, "I think I'm more calculated because I'm more sure footed and I just know where I am on the path more so than I did before… if your more sure of where you are now doesn't that allow you to be more spontaneous" (Participant 7).

Theme 7: *OK with Personal Weaknesses*

Most of the research participants were comfortable with their own weaknesses as business leaders. "I have humanity around my areas of weakness. I know that I bring my best self to the game … the more I play at risk, the greater the opportunity to unearth weaknesses ready to be formed into leadership qualities" (Participant 1). One participant seemed to lament a bit about years wasted, but nonetheless stated, "I like myself! I like who I am now, and the leader I am becoming" (Participant 2). Participant 3 stated, "My weaknesses do not define me at all, my self worth is guaranteed by being a human, my skills are just what I do and not me and there can be improved" (Participant 3).

There seems to be a theme in a theme. Not only do most of the research participants not have a problem with their weaknesses, but they also state that they are more than their behaviors. It is the uniqueness of being human that helps them to see that they are not afraid of their weaknesses. "I have the ability to separate leadership weakness from my sense of self, if I have a weakness as a leader, I am still OK" (Participant 4). Another participant, along those same lines states, "I have been able to separate myself from my behavior. I mean, what is weakness anyway" (Participant 6).

Other Significant Findings

Other significant findings are not developed into specific themes. Through coding the NVivo data and creating nodes it because apparent that there is some common language or even common metaphors for specific phenomena that the research participants experienced. Table 5 lists these common language patterns and shows which research participants used this common language.

Table 5. *Significant Findings*

	Significant Findings	Participants							
		1	2	3	4	5	6	7	8
1	I have a deep sense of calling, purpose, spiritual	x	x				x		
2	State of flow, completely engaged, greatness, genius	x	x		x	x		x	
3	Meta-Coaching, great experience					x	x		x
4	Manifesting possibilities	x	x			x			
5	increase potentials (peak performance)		x				x		x
6	Be More, higher levels	x			x	x	x		
7	Transformation	x	x				x		x

Conclusion

Chapter 5 will discuss the results, conclusions, and recommendations. Seven unique themes were found in the data as well as seven other significant findings. These themes and significant finding will now be reviewed for the results of this study, a conclusion will be drawn, and recommendations for further research will be suggested.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter will summarize the results of this study and will make recommendations for future study. The purpose of the summary of the study is evaluative as it regards to its relationship to the self-actualization literature. The recommendations are based on the research results, their application to the body of knowledge surrounding self-actualization, and business performance.

Summary of the Study

The study examined the experience of individuals who have taken Meta-Coach training. The literature suggests that there is a positive relationship between the self-actualization of an individual and that individual's business performance. The Meta-Coach literature purports that it will have a positive effect on the trainee's self-actualization. Some of the Meta Coaches subscribe to an e-group for Neuro-Semantics. All the Meta-Coaches who are part of that e-group were invited to participate in this study. The requirement was that the Meta-Coaches were also business leaders. The term business leader is a broadly defined term. A business leader identified in this research was a person who made an effect on the outcome of the organizations performance. Each participant specified why he or she considered themselves business leaders.

Some of the research participants are self-defined business leaders who own their own companies and are either the owner operator or have multiple employees who work for them. Other participants work for large corporations and held titles such as CEO or director. They have leadership titles and they have the responsibilities of numerous

people working for them. In all the participant cases, each person viewed themselves as leaders either because they controlled the business success of their own business, or the business success of where they are employed. It became evident that business performance was critical in their success as leaders in their businesses and therefore each of these participants fit the criterion of this study.

When the research participants were asked why they consider themselves leaders they used statements like "I create vision," or "without me there is no business," or "I manage different levels of the organization," or "people follow me," or "I make a difference in the business." It became evident from the research that the business leaders believed they were needed for the success of the organization and that people followed them and they made a difference in the organization because they were leaders. Two research questions guided this study.

1. What do business leaders who experience Meta-Coaching training believe about their experience as it relates to its effect on their personal self-actualization?

The research participants believed that the Meta-Coach training changed their way of thinking and that this new way of thinking had a positive effect on their self-actualization. The research participants used linguistic markers that were similar to the linguistic markers of the seminal researchers from the literature review. The research participants believed that self-actualization was and is a critical component of their lives and that the experience of Meta-Coaching facilitated their ability to live a life that is actualizing their potentials.

2. What do business leaders who experience Meta-Coaching training believe

about their business performance since this Meta-Coach training?

The research participants believed that the Meta-Coach training had a positive effect on their self-actualization and that it had a positive effect on their business performance. Through the conversations with the participants, it was not exactly clear if there was a correlation between their self-actualization and their business performance, yet there was a positive moving toward improved business performance because of both their self-actualization and their experiences from the Meta-Coach training.

From these two questions, the research participants re-lived their experience of the Meta-Coach training and their time since the Meta-Coach training. This lived experience was guided by these two questions and the dialogue that was captured from the interviews of their lived experiences gives some insight into the research participant's ideas about self-actualization, about Meta-Coach training and its affect on self-actualization, and their business performance in relationship to their self-actualization.

A Comparison between the Literature and the Participants Lived Experience

The Literature

Maslow (1970) stated, "What humans can be, they must be" (p. 22). The research participants concurred with this through the use of language in the interviews. Participant 2 stated, "It is becoming completely unleashed and accessing my highest and greatest potential" (Participant 2). The research participants believed that it was important to have and live a transformational life with peak performances.

Maslow (1999) stated that self-actualizing people are "living, not preparing to live" (p. 53). The research participants looked to the future but lived in the present, thus

they were not just preparing for a future, but they were living their lives in the present. The participants stated things like "I am more focused on today" (Participant 3, October 16, 2008) and "I put myself in the present" (Participant 8).

Privette (1983) considers self-actualization to be a state of peak performance and flow. The research participants used terms such as peak performance and flow. They stated the importance of being at the top of their game and being in flow. Participant 6 stated, "Self-actualization is about actualizing everything about me. It is about being all that I can be" (Participant 6).

Laski (1962) speaks about these self-actualizing moments as "characterized by being joyful" (p. 5). The research participants used such words and phrases as enjoying the present about self-actualization as being critical to joy. Participant 2 states, "I have been a lot happier and far more productive" (Participant 2).

Stevens on his website The Center for Self-Actualization (n.d) writes about the self-actualized person as a person who has a "constant movement to expand and become and express oneself." This was a constant them of the research participants. They sought to expand their abilities, to become more and be more, and to express that person who they are. Participant 1 states, "I bring my best self to the game" (Participant 1). At least three of the research participants believed they had a sense of calling and purpose and they were living that purpose out as they expressed themselves.

The Self-Actualization Attributes from the Literature – A Side-by-Side Analysis

It was mentioned in chapter 4 that there were some common self-actualization attributes (in this sense, linguistic markers) that were used throughout the research

literature. These self-actualization attributes can be and were compared to the lived experience of the research participants. The self-actualization attributes that are listed in chapter 4 are:

1. Time Competence – Lives in the present

2. Inner Directed – Independent, self supportive

3. Self-Regard – Has high self-worth

4. Self-Acceptance – Accepting of self in spite of weaknesses

5. Nature of Man, Constructive – Sees man as essentially good

6. Synergy – Sees opposites of life as meaningfully related

7. Acceptance of Aggression – Accepts feelings of anger or aggression

Living in the Present

The research participants stated that they spend life living in the present. They use the future as a guide but the present is lived so that they have a bright future. Participant 4 stated, "I am more focused on today with an eye to a bright future, I own my own power now" (Participant 4, October 8, 2008). Keeping in the present but believing in a future was used by another research participant as he or she explained, "I try to put myself in the present and enjoy the present and of course I have vision all the time of the future" (Participant 8, August 27, 2008). Every research participant stated that he or she lived in the present but had an eye on the future. Living in the present, an attribute of self-actualization, was a common theme among the research participants.

Inner Directed Rather than Outer Directed

Each of the research participants stated that even though they accept and ask for the advice of others, they themselves are still directed by their own inner self. The research participants had an internal locus of control rather than an external locus of control. There was a common theme that the research participants practiced state management and appreciated the fact that they are the meaning makers and that they each map the world differently. It was through the Meta-Coach training that the participants gained a deeper sense of owning their powers of response and actions and this affected their drive to maintain that inner directed life. Being inner directed more than being outer directed, an attribute of self-actualization, was a common theme among the research participants.

Has High Self-Worth

Without one exception, all the research participants held a high value on their self-worth. The research participants stated that they are more than their behaviors and that they have an intrinsic self worth. For some of the participants self-actualization meant moving beyond the lower needs to the higher needs and that movement engendered a sort of self-worth, a valuing of themselves. Some of the ideas and thoughts of the participants that engendered this idea of self worth are, "I firmly believe we are naturally and inherently good" (Participant 2). Participant 3 stated, "My self worth is guaranteed by being a human" (Participant 3). Having high self worth, an attribute of self-actualization, was a common theme among the research participants.

Accepting of Self in Spite of Weaknesses

Even though the research participants all acknowledged that they had weaknesses, most believed that they were more than the weaknesses and that they could accept those weaknesses. "I know that I bring my best self to the game of life" (Participant 1). There was a sense that even though the participants had weaknesses, those weaknesses did not define them, it almost inspired them to move up and grow. "If I have weaknesses as a leader I am still Okay, it just means there are some things about leadership that I am yet to learn and master" (Participant 4).

Not all the research participants were okay with their weaknesses. Participant 7 worked through his or her weaknesses, but admitted that his or her weaknesses did have a negative effect, "yeah, it does affect me very, very strongly" (Participant 7). However, participant 7 did not just dwell in his or her weakness but when confronted with weakness stated, "I go meditate because it shakes the basis of the foundation of whom I believe I am" (Participant 7). Accepting of self in spite of weakness, an attribute of self-actualization, was shared among some of the research participants.

Sees Man as Essentially Good

There were some mixed responses for the research participants on this question. Some believed that the nature of man was essentially good. Participant 1 stated, "I see humans as scared of their greatness or in an illusion about their greatness when comparing to those that have not yet pierced that veil" (Participant 1). Others stated people were neither good nor bad, "Actually there is a place where even that distinction falls away and becomes completely irrelevant" (Participant 2). One research participant

thought that some people are good and some people are bad, but, upon further discussion, stated, "but, on the other hand, I understand we are more than our behavior and it is the persons meta-programs that affects how they behave" (Participant 6, October 15, 2008). Seeing man as essentially good, an attribute of self-actualization, was not a shared belief among the research participants.

Sees Opposites of Life as Meaningfully Related

Finding the response to determine what the research participants believed about how they view the opposites of life, as either opposite are real, or that opposites are meaningfully related, was asked in relationship to business experience. The questions, as answered by the research participants, did not really apply to opposites of life. The question that was asked was, "as a business leader, when you experience people with opposite ideas than yours, how do you handle that?" Therefore, even though there were some interesting answers to that question, they really did not seem to apply to opposites of life.

When it comes to the opposites in business there were mixed reactions to opposite ideas between themselves and others in business. One of the participants believed that he or she could use the ideas that were opposites as a learning opportunity, "I find it useful, in that it broadens my perspective" (Participant 1). Another participant stated, "I usually do not take their ideas personally" (Participant 2). The common theme tended to be that they could work through the differences and that those differences did not define the person, only the ideas.

Accepts Feelings of Anger or Aggression

The research participants varied in their response to the acceptance of anger. For several of the participants anger was a difficult thing for them to handle. Anger caused bodily manifestations like trembling or a change in the voice pattern. Some of the participants yell when they are angry. For most of the participants, anger does not "sit well with them." There did not seem to be an acceptance of anger but a dislike for the anger, "My face gets red and I think about the anger. I don't like the movies that play around in my head" (Participant 6).

The participants believed they needed to work on their anger, rather than accept their anger. Participant 2, when describing anger and the control of the anger, states, "Actually, I'm still exploring new creative and constructive ways to do that" (Participant 2). One of the ways that the participants were learning to deal with their anger was "so, I had to give myself permission to honor the message in the anger" (Participant 2). The acceptance of anger or aggression, an attribute of self-actualization, was not really shared among the research participants.

The Overall Perspective and Self-Actualization Attributes

It seems that through the conversation of the research participants that of the seven self-actualization attributes that were reviewed within the lived experience of these research participants, four of the self-actualization attributes were shared as ideals of the participants. One of the self-actualization attributes of the seven was "Sees opposites of life as meaningfully related," the research question that was asked to understand the participants experience in this area was not well formed and did not elicit the ideas and

experiences that would speak to that attribute. The attribute that was viewed differently by the research participants as described in the literature of the lived experience of self-actualization was that of accepting one's personal anger. Most of the research participants were not accepting of their anger. There was a mixed consensus when it came to the nature of man. Some of the participants saw man as naturally good, while some did not see man as good or evil, and one participant believed that some are good, and some are evil.

There is a theme between the literatures description (a partial description by all means) of the lived experience of self-actualizing individuals and the research participants in this study. In the general sense of the lived experiences as garnered through this interview process, the research participants generally agreed that they live in the present, are inner directed, have high self worth, accept their self in spite of their weaknesses. There was not much information or theme found around the idea of seeing the opposites of life as meaningful related. Most of the research participants were not accepting of their anger. There was mixed beliefs on the nature of man.

<center>Business Performance</center>

This research project asked the question: What do business leaders who experience Meta-Coach training believe about their business performance since taking Meta-Coach training? Every participant had a positive response to this question. All the participants believed that there was a positive effect on their business performance since taking the Meta-Coach training. There may be some confounding going on with the interpretation of the responses to this question. Was the improved performance the results

of increased self-actualization or was the improved performance the results of other things that were learned and applied from the Meta-Coach training?

Interpreting the lived experience of the research participants as it relates to their business performance because of their self-actualization or because of their training would be the imposing of the beliefs of this researcher on their expressions. Therefore, this section will highlight the words of the participants about their business performance since taking Meta-Coach training. "Once certified, I applied training skills and awareness, which greatly improved my efficacy and ability" (Participant 1). One participant simply stated, "It got much better" (Participant 3).

For participant 2, it was, "Painful, for three years after that experience. I hear the sound of frames crashing down in an earth terror. Crossing the threshold into self-actualization is not necessarily a pleasant experience" (Participant 2). Participant 4 stated, "My clients have achieved a higher rate of success" (Participant 4). Participant 8 states, "my performance has improved because I understand better what is happening with people with their matrix and all that kind of meanings and beliefs and intentions" (Participant 8). Other participants spoke of a personal confidence they now have because of the Meta-Coach training. Participant 4 states, "Applying distinctions between self esteem and self confidence to myself has helped me to be resilient as a business person" (Participant 4).

The research participants were asked what they believed about self-actualization and their business performance. "They definitely go up together. No question" (Participant 2). "They are closely linked" (Participant 3).

114

It helps me stay engaged in my business. As I become adept at something, I then look ahead for how I can unleash further potentials; therefore, my work never becomes boring. As soon as I start to notice that my business performance is just drifting along, I feel driven to create more interesting pathways for my personal and business growth. When I create new ideas for this, and I start to believe I can achieve whatever it is I am creating then I get a sense of being in flow with my life and feel incredibly uplifted about self-actualization. (Participant 4)

Participant 5 states,

It is everything. Self-actualization is about actualizing everything about me. It is about being all that I can be and by knowing that I can control my states and I can set my states so I self-actualize makes all the difference in the world. Now, about my performance, it helps me to try to step it up a level. If I am to actualize my potentials, I will perform better. To me it is simple; it is being my best at what I am made to be. (Participant 5)

Conclusion to Findings

From a comparison of the language of the lived experience of the research participants, compared to the language garnered from the literature review, it seems that there is a shared experience between the language of the literature review and the language of the research participants. The research participants believed that they are experiencing a move from the lower base needs to the higher self-actualizing needs and they use a common language, common between themselves and between what is written in the literature.

This was a phenomenological study, which followed a qualitative research methodology, and because of that, there is no quantitative data for developing a hypothesis and therefore there really is no statistical determinant to determine if the Meta-Coach training that purports to increase the level of self-actualization actually did that. However, following a phenomenological approach and explanation of the lived experience, the research participants did state that they believe it did and they used the language of self-actualization.

When a comparison was made between specific self-actualization attributes and the actual real lived experience of the research participants, the participants agreed in language and nuance with four out of the seven self-actualization attributes. It seems then, that however, the research participants define self-actualization, in their everyday language; they speak as if they were self-actualizing. The research participants believe that the Meta-Coach training played a part in that self-actualization.

All the research participants believed that their business performance improved because of both the Meta-Coach training and their personal self-actualization. From the conversations, it seems that it may be both the self-actualizing tendencies of the participants along with the learning and application of the Meta-Coach training that engendered the improved business performance.

The title of this research project is *a phenomenological study of business leader's self-actualization in business since participating in Meta-Coach training*. It seems, from the words of the research participants, that there was an increase in self-actualization and that this increase, along with what was learned and applied from the Meta-Coach training had a positive impact on the business performance of these leaders.

116

The introduction to the problem that engendered this study is human performance improvement enhances performance at the individual and organizational level. Numerous studies have suggested that the level of leadership's self-actualization has an effect on organizational performance (Cortez, 2005; Finley, 2006; Ladenberger, 1970; Lessner & Knapp, 1974; Margulies, 1969; Maslow, 1998). If as the literature suggests that the level of leadership's self-actualization has an effect on organizational performance, what type of training or experience can a performance consultant offer to increase a leader's self-actualization?

The results of this study reflect opportunity for the performance in which the performance consultant could recommend that business leaders take Meta-Coach training as a way to improve their self-actualization and as a way to improve their business performance. When the research participants were asked if they would recommend Meta-Coach training, all of them, with the exception of one, who qualified it, state that they would recommend Meta-Coach training to other business leaders, they stated things like, "I recommend it." "It should be taught in schools." "Yes I recommend it." "Absolutely."

It may be though that not every leader would benefit from Meta-Coach training as part of a business performance intervention. In fact, participant 2 summed it up wonderfully when he or she stated,

> For the right people, at the right stage of personal development, it is an extremely powerful tool. But, you don't give pro-level training to the guy whose doctor just told him that he really needs to exercise for 20-minutes, three times a week. No doubt, there's a whole bunch of potential benefits that could possibly come from him going into the program … if he survived. It's not therapy, and it's definitely entry-level self-help. Too many people come to the training to 'fix their issues.' That expectation leads to disappointment when they 'only' are trained in a technique, or an understanding. They walk out with exactly the tools they need to fix whatever they want, but they perceive themselves as being shorted, because

117

perhaps there particular reason for coming wasn't resolved. They come for a golden egg, and leave upset because they were only given the goose that lays them! (Participant 2, October 23, 2008)

It is, therefore, important to state that Meta-Coach training, while it has positively affected the self-actualization and the business performance of some individuals, it may not do so for all individuals. Understanding more about this dilemma, would engender some more research.

Recommendations for Future Research

One type of research that is recommended is to duplicate the study with more research participants. The purpose of the study would be to change some of the questions to have a better understanding of why the research participants took the Meta-Coach training. Those questions were asked in this study, but there should be more depth to that section. During the analysis and findings, special attention should be paid to the purpose of the participant in taking the Meta-Coach training and his or her experience of that training.

A second research project could be to use the Personal Orientation Inventory (POI) instrument created by Shostrom (1974). That instrument measures the self-actualization of the individuals who takes it. The inventory could be given at three distinct times, before, right after, and 90 days later to the research participants. Then statistical analysis could be performed to determine if there is a change in the self-actualization of the individual between time periods.

A third research project could be to have Meta-Coaches give the POI to their clients prior to starting a coaching contract. Then after the client finishes the coaching

contract, the client would then again take the POI and a *t* test could be used to determine if there is a significant statistical difference between the two scores. This research project would be to determine if Meta-Coaching has a positive self-actualizing affect on the client. If it did, then Meta-Coaches could use that as a performance intervention.

A fourth research project could be to review the current self-actualization literature to determine other ways of creating performance interventions that could improve the self-actualization of business leaders. From the literature, studies could be created that develop and measure the self-actualization of the business leaders.

A fifth research project could be to use a mixed methods approach. Interview Meta-Coaches with the same types of questions as this research dissertation but then from those responses develop a quantitative Likert scale questionnaire. That information could then be analyzed using with various statistical tools. This would give you both the phenomenon of the experience as well as some statistical data that measured quantifiable values.

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121

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APPENDIX A. E-MAIL TO E-GROUP FOR RESEARCH PARTICIPANTS

My name is Charles DesJardins. I am working on my doctoral dissertation, which is focused on self-actualization, business leaders, and Meta-Coach training. I have been a part of the Neurons E-group for about a year now and have seen many interesting interactions between different members. As I read some of the e-group member exchanges, I seem to recognize that through dialogue, there is learning, and through learning, there is an expression of the self-actualization of those who enter into that dialogue. I also recognize the passion of those who respond within the e-group and I am impressed by their understanding of Neuro-Semantics and of the importance of that science to our ever-challenging world conditions.

There has been some professional literature that suggests that as a leader's level of self-actualization increases, so does their business performance. Based on that existing literature, I am interested in knowing if business leaders who have gone through Meta-Coach training believe they have experienced self-actualization (are in the process of self-actualizing) and if they believe that their self-actualization has had an impact on them as business leaders.

I am looking for business leaders who would be willing to spend about an hour to an hour and a half on the telephone with me to go through an interview. I would be interested in finding out about your experience of Meta-Coach training and of your experience as a business leader since taking Meta-Coach training. The questions would all be open-ended and you would have plenty of time and room to tell me about your lived experience. You do not have to be a coach or trainer to be part of this study, if you are a business leader who went through Meta-Coach training as part of your self-

development so much better.I believe that if you are a business leader, if you have gone through Meta-Coach training, and if you can participate in this research that you can re-live your experience. As we draw on our old memories, especially those memories that are episodic, memories stored as an episode in your life, that those same neural networks that were active in laying down that memory, re-fire, and the memory with all its states, frames, emotions, all those VAK experiences are re-lived. If your training was a good experience, then re-living that experience through your episodic hippocampus system will trigger all those feelings again. If you can live with re-experiencing your Meta-Coach training and would be interested in being part of a research project that will not only add value to the body of knowledge about self-actualization and Meta-Coaching, but will re-ignite your experience of Meta-Coach training than please let me know if you can be part of this research.

I am not exactly sure when the research will take place, but, I believe that it should begin sometime in August of 2008 (fingers crossed).

Meta-thanks for your consideration.

Chuck

APPENDIX B. RESEARCH METHODOLOGY OUTLINE

Determine the type of research participants I am looking for?

Participants must be:

    a. Business Leaders – what is the definition of a business leader?

    b. Graduates of Meta-Coaching

1. Develop research questions

2. Locate research participants

    a. Develop a description of what the research will entail and the time it will take from the research participants

    b. Send out e-mail requesting research participants with the research description

3. Review e-mail box for replies from potential research participants

4. Develop a preliminary response to research participants about their participation and letting them know the possible date of the research

5. Send out preliminary response via reply from the e-mail box

6. Develop research participant consent form

7. Apply for IRB approval

8. After IRB approval develop a time frame for the interview times and dates

9. Purchase research software for coding research data

10. Send the research participants the research consent form through e-mail

11. Once the consent letters are signed and returned, scan them and keep the originals as well as the scanned copy

12. Contact research participants with possible time and dates for interview

    a. Let the research participants decide on the best time and date for them

13. Review e-mail for research participant responses

14. Add research participants to time and date matrix

15. Purchase a phone card to fund the phone calls

16. Purchase a recorder to record the phone conversation

17. Test the recorder on a different phone call

18. Send an e-mail 1 day before the phone call to the research participants as a reminder

    a. If a participant has to change the time, update the time date matrix

19. Using the phone card and with the recorder on, call the research participant and use the research questions

    a. The questions will be open ended

20. Transcribe the recordings to a Word document and store in appropriate file folder

21. Convert Word document to Rich Text Format so it can be imported into NVivo software

22. Convert and import all documents as the interviews are being completed

23. Use the NVivo software to code and node the data

24. Review coded data for common experiences by research participants

25. Review common experiences with self-actualization attributes or characteristics found in the literature

26. Review common experiences as they relate to business performance since participating in the Meta-Coach training

27. Discuss research findings (done through writing chapter 4)

APPENDIX C. RESEARCH METHODOLOGY FLOW CHART

Research Methodology Process Flow

```
┌──────────────────┐              ┌──────────────────┐
│ Determine the    │              │   Business       │
│ type of research │─────────────▶│ Leaders & MC     │
│ participants     │              │   graduates      │
└──────────────────┘              └──────────────────┘
         │
         ▼
┌──────────────────┐
│ Develop research │
│ questions        │
└──────────────────┘
         │
         ▼
┌──────────────────┐
│ Locate research  │──────────────┐
│ participants     │              │
└──────────────────┘              ▼
         │              ┌──────────────────┐
         │              │ Develop body     │
         │              │ of email         │
         │              │ request to       │
         │              │ participants     │
         │              └──────────────────┘
         │                       │
         │                       ▼
         │              ┌──────────────────┐
         │              │ Send out         │
         │              │ emails to        │
         │              │ potential        │
         │              │ participants     │
         │              └──────────────────┘
         ▼
┌──────────────────┐
│ Watch for replies│
└──────────────────┘
         │
         ▼
┌──────────────────┐              ┌──────────────────┐
│ Develop response │              │ Send out         │
│ to replies       │─────────────▶│ response         │
│                  │              │ emails to        │
│                  │              │ potential        │
│                  │              │ participants     │
└──────────────────┘              └──────────────────┘
         │
         ▼
┌──────────────────┐
│ Develop consent  │
│ form             │
└──────────────────┘
```

```
         │
         ▼
┌─────────────────┐
│  Apply for IRB  │
│    approval     │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ After IRB       │
│ approval        │
│ develop research│
│ time/date plan  │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Purchase        │
│ research        │
│ software (NVino)│
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Have conference │
│ call with       │
│ committee       │
└─────────────────┘
         │
         ▼
┌─────────────────┐        ┌─────────────────┐
│ Send research   │        │ When            │
│ participants    │───────▶│ returned, scan  │
│ consent letter  │        │ and save        │
└─────────────────┘        └─────────────────┘
         │
         ▼
┌─────────────────┐        ┌─────────────────┐
│ Contact research│        │ Review reply    │
│ participants for│───────▶│ emails and      │
│ time and date   │        │ update plan     │
└─────────────────┘        └─────────────────┘
         │
         ▼
┌─────────────────┐
│ Purchase phone  │
│ card            │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Purchase recorder│
│                 │
└─────────────────┘
         │
         ▼
```

```
┌─────────────────┐
│                 │
│  Test recorder  │
│                 │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│                 │
│ Send email one  │
│ day prior to    │
│ meeting         │
└─────────────────┘
         │
         ▼
┌─────────────────┐        ┌──────────────────┐
│                 │        │                  │
│                 │───────▶│  Introductions   │
│ Call            │        │                  │
│ participants    │        └──────────────────┘
│                 │                 │
└─────────────────┘                 ▼
         │               ┌──────────────────┐
         │               │  Ask research    │
         │               │  questions -     │
         │               │  keep dialogue   │
         │               │  going           │
         │               └──────────────────┘
         ▼
┌─────────────────┐        ┌──────────────────┐
│                 │        │                  │
│ Transcribe      │        │ Convert to Rich  │
│ recordings to   │───────▶│ Text Format      │
│ Word Document   │        │                  │
└─────────────────┘        └──────────────────┘
         │
         ▼
┌─────────────────┐
│                 │
│ Import text into│
│ NVino software  │
│                 │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│                 │
│ Use NVino       │
│ software to code│
│ and node data   │
│                 │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│                 │
│ Review coded    │
│ data for common │
│ experiences     │
│                 │
└─────────────────┘
```

135

```
┌─────────────────────┐
│   Review common     │
│  experiences with   │
│  self-actualization │
│   characteristics   │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   Review common     │
│ experiences as they │
│ relate to business  │
│    performance      │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   Get ready for     │
│   chapter 4 to      │
│ discuss research    │
│    findings         │
└─────────────────────┘
```

APPENDIX D. RESEARCH QUESTIONS

1. What do business leaders who experience Meta-Coaching training believe about their experience as it relates to its affect on their personal self-actualization?

    a. What type of business leader are you? That is, do you work for yourself or someone else, and what type of business is it?

    b. Where do you live?

    c. When did you take the training?

    d. Why did you take the training? Personal career

    e. Tell me about your experience from the training?

    f. What do you understand about self-actualization? What is it?

    g. What did you believe about self-actualization before the training?

    h. What affect, positive or negative, did the Meta-Coach training have on your self-actualization?

    i. What do you believe about your self-actualization? That is, is it important, does it matter?

    j. How do you measure your self-actualization?

    k. What indicators do you look to for actualizing more of your potentials?

    l. When you make new decisions, do you usually use your own insights or do you ask others to help inform your decisions?

2. What do business leaders who experience Meta-Coaching training believe about their business performance since this Meta-Coach training?

    m. What is your title? What does that mean?

    n. Do you have people who work for you? How many?

o. Could you describe why you consider yourself a leader within the organization?

p. How do you measure business performance?

q. What type of experience have you had regarding you business performance since taking the Meta-Coach training?

r. Can you point to any specific areas of the Meta-Coach training that had the greatest impact on you business performance, good or bad?

s. What do you believe about the relationship between self-actualization and your business performance since taking the Meta-Coach training?

t. How do you feel about having others take Meta-Coach training as a tool to improve their self-actualization?

u. Since your meta-coach training, has your perception of time, how you use the past, live in the present, and look to the future, changed how you behave as a business leader?

v. Since taking Meta-Coach training, has your spontaneity as a business leader changed?

w. In your business dealings with others as it relates to human nature, do you see others as naturally good or evil?

x. When you are confronted with situations that can make you angry, how do you express that anger?

y. When you consider some of your weaknesses as a leader, how does that affect your sense of self?

z.   As a business leader, when you experience people with opposite ideas than

yours, how do you handle that?

aa.   Is there anything you want to add or say?